

**LEA/District School Improvement Grant
Application**

**Submitted:
July 14, 2010**

Missouri Department of Elementary and Secondary Education

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Alta Vista School Improvement Grant Application

Title I, Section 1003 (g) of ESEA

DIRECTIONS

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THE DEPARTMENT'S APPROVAL

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The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			\$

Abstract

This school improvement grant application seeks a sum of \$900,000 over a three year period (\$300,000 per year) to implement a transformation model in Alta Vista Charter High School. Alta Vista Charter High School is a predominantly Hispanic school, serving a large number of English language learners (ELLs). In April of 2009, Alta Vista Charter High School entered into an agreement with National Council of La Raza (NCLR) to implement the NCLR School Improvement Project, a two-year grant aimed to incrementally increase the number of students who meet state proficiency standards in reading and math in five affiliated schools in the 2009 and 2010 school years. This reform initiative led to improvements in student achievement, but a more comprehensive and bold approach is now needed to achieve the school's achievement targets by 2013.

The Alta Vista needs assessment found that the most critical needs were to raise student achievement in math and communication arts, particularly by focusing on improved research-based, differentiated classroom instruction. This goal only can be achieved by the recruitment, retention, and development of highly effective teachers and leaders. Therefore, Alta Vista Charter High School intends to implement a range of strategies supporting highly effective teaching and improved student outcomes. These strategies include developing a strong teacher evaluation system that is systemically tied to teacher rewards and sanctions, requiring various forms of relevant and job-embedded professional development and scheduling common planning time for teachers, creating a new curriculum that is aligned to state and national standards, enhancing technology, and a number of others. With the support of a School Improvement Grant, the Alta Vista Charter High School Transformation Committee can implement best practices schoolwide and provide an example for high schools that are facing similar academic challenges throughout the state and country.

**Competitive Priorities
for Section 1003(g) Missouri School Improvement Grants
Alta Vista Charter High School**

1. Implement one plan.

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

At Alta Vista Charter School, there is just one plan for school improvement. The Alta Vista Board of Directors is aware of the school's school improvement project work with National Council of La Raza (NCLR), and the School Improvement Grant (SIG) work would support this previously begun school turnaround process with its comprehensiveness and inclusion of additional objectives and strategies. Some action steps in this work will require the school to obtain board approval (e.g., policies related to teacher compensation evaluation, and dismissal— 4500, 4600, 4700). In addition, the school improvement plan includes expenses, which will require Board approval if greater than \$10,000, such as for additional staff and technology. In addition, the Board will need to approve the overall plan, including the budget. However, there are no explicit contradictions in current policy or reason to believe that the board would not approve the strategies outlined in Alta Vista's SIG plan.

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.

The targets set by Alta Vista are sufficient to reach AYP by increasing the number of students at the proficient/advanced level and reducing the number at the basic/below basic level in communication arts and math. The targets were determined with assistance from the Missouri Department of Elementary and Secondary Education (DESE) School Improvement and Accountability division. Specifically, DESE's Safe Harbor calculation spreadsheet was used to determine the targets based on past and current performance. These targets aim to increase the 2009-2010 baseline data of 57.5 percent in communication arts and 37 percent in math to 81 percent in communication arts and 62 percent in math by 2012-2013. In addition, the NWEA assessment is used to set individual student growth targets within any given academic year, with the goal being for students to make at least 1.5 years of progress. The NWEA data provide staff with an indication of where their students are at the beginning of the academic year so that ambitious, yet realistic, growth goals can be set.

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-growth 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.

Alta Vista already has effective procedures in place to remove ineffective teachers and has done so on a consistent basis. This process will continue to be the norm and will be strengthened by the more rigorous evaluation system. Alta Vista Charter High School intends to create and implement a much more rigorous teacher evaluation system that is tied to teacher rewards and sanctions. This will include student-growth data as one measure of teacher effectiveness (see Objective 5). In addition, Alta Vista has already developed, and will maintain, a partnership with Teach For America as a strategy to attract highly effective teachers to their high-need areas. Incentives for achieving National Board Certification, the ESOL endorsement, and performance-related incentives also will help the district recruit, retain, and develop effective teachers.

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, ELLs, and special-needs students are achieving at grade level and are being prepared for success in college or a career.

Alta Vista already has procedures in place for identifying at-risk students, and this will be strengthened through the SIG plan. Currently, a full-time at-risk coordinator is dedicated to doing each of the activities outlined above. She examines attendance data on a daily and weekly basis, reviews student grades and progress reports, and analyzes discipline referrals. She then identifies students for whom there is a concern in any of these areas and contacts the parents to discuss these concerns with them and the student. She then sets up any relevant intervention, such as tutoring, Saturday school, or a credit recovery program. She also develops behavior and attendance contracts with parents to specify the concerns, the interventions, and monitoring protocols. Where needed, the at-risk coordinator makes referrals to support services or social services in collaboration with school counselors. The SIG plan will support the expansion of this work; specifically, all drop-outs will be contacted, and efforts will be made to try to enroll them in the Odysseyware program that allows them to take classes online from home at their convenience.

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.

Last year, Alta Vista began its school improvement work by lengthening the school day by 30 minutes and adding 10 instructional days to the year. This amounted to more than 250 additional instructional hours over the course of the year. Saturday school is offered for students to make up missing work if they are out sick or if they need additional time and assistance with their work. Currently teachers stay late at school for tutoring at least one or two days per week. The school would like to recruit tutors from local colleges and universities within a 10-mile radius to assist with the tutoring so that teachers can use this time for additional planning instead. Several teachers are implementing a benchmarking and standards-based grading system as a pilot program, and the SIG grant would allow this to be implemented throughout the school. Finally, a bold performance-related pay program would be introduced. All of these changes would be introduced as part of a comprehensive, coherent transformation model based on the premise that teachers and school leaders drive school improvement, and that by recruiting, retaining, and developing strong teachers and leaders, the strategies in this plan would be better implemented and the objectives would therefore be met.

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.

The Alta Vista Charter High School principal is an advocate for site-based decisionmaking and distributive leadership. These approaches to school reform will help to encourage teachers to make decisions and come up with new ideas throughout the school transformation process. The school has set a precedent for this. In recent years, changes to the curriculum, major decisions regarding professional learning communities, the shift to a block schedule, and lengthening of the school year were all either proposed by, researched by, or voted on by teachers and only took place because there was majority support. For each such decision, more than 80% of staff supported the reforms. The plan was distributed and reviewed by a majority of school staff, 100% of whom supported the plan.

Section A. Schools to Be Served

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
Alta Vista Charter High School			X					X

Section B. Descriptive Information

B.1. Needs Analysis and Intervention

B.1.1. Needs Assessment and Evaluation

Since 2008, when the current principal came on board, Alta Vista Charter High School has systematically engaged in analyzing its needs for improvement so that it may better serve the school's students. This process has been conducted in conjunction with Cambridge Education, LLC (CE) and the National Council of La Raza (NCLR). School Quality Reviews were conducted in May 2008 (see Appendix A), November 2008 (see Appendix B), and May 2010 (see Appendix C). In addition to these external reviews, leaders at Alta Vista Charter High School completed a self-evaluation, detailing what makes the school distinctive, its accomplishments in terms of teaching and learning, factors aiding the school's improvement, and barriers hindering its improvement (see Appendix D).

The reviews were conducted by a Quality Review Team comprised of Alta Vista's Leadership Team (e.g., the high school principal, the new middle school principal, and the literacy coach), a researcher from Cambridge Education, an expert from NCLR, and the principal of a different NCLR charter school. With the exception of the Alta Vista Leadership Team, the reviewers were selected because of their expertise and their lack of association with Alta Vista, which allowed them to more objectively consider the needs of the school, and they were trained in using the Cambridge Education observation protocol. The reviews involved the following data collection methods:

- Collecting data on school progress in the areas of teaching and learning
- Conducting independent classroom observations
- Conducting focus groups with teachers, the leadership team, parents, and students
- Holding meetings with the principal and regional director

Specifically, the Effective Classroom Observation Tool was used to evaluate the quality of teaching and learning taking place. The tool outlines the characteristics of effective instruction and specific examples of evidence to demonstrate whether a characteristic is met and encourages observers to consider all available evidence (see Appendix E). The attached quality school review schedule outlines the different sources of data (see Appendix F). Every teacher was observed by teams of three observers to ensure objectivity.

These Quality School Reviews led by Cambridge Education covered the school's performance across six domains, which are aligned with the goals for school improvement in the State of Missouri, as illustrated in Table 1.

Table 1. Alignment Between Needs Assessment Areas Reviewed and Missouri SIG Goals

Needs Assessment Areas Reviewed	Alignment With Missouri SIG Goals
1. Standards and Achievement	Student Performance
2. Quality of Learning, Teaching, and Assessment	Curriculum Development and Learning Management, Highly Qualified Staff
3. Leadership, Management, and Use of Data	Leadership and Governance
4. Curriculum	Curriculum, Development, and Learning Management
5. School Culture	Safe, Secure, and Engaging Environment
6. Links With Parents and the Local Community	Parent and Community Involvement

The 2008 and 2010 needs assessments from CE and NCLR primarily addressed instructional issues, including student learning, curriculum, leadership, and professional development. They did not address information technology and data management, human resources, or fiscal and budget needs. As a result, Learning Point Associates conducted a needs assessment in June 2010 with the school’s principal and business manager to determine needs in these areas. To determine the school’s budgetary and financial needs, a questionnaire developed from the Decision Support Architecture Consortium II framework from the Council of Chief State School Officers (2010) was used. Reference to the *Alta Vista Technology Plan* was used in considering the school’s informational technology and data management needs (see Appendix G). This plan was developed by the school’s technology team, comprised of the technology coordinator, administrative representative, and outside consultants. The plan outlines the goals, competencies, assessment of status quo, and action steps needed to move from the current status to achieve the school’s technology goals. In addition, the plan describes the school’s two-level needs assessment process:

- Level 1 addresses staff attitudes toward technology, professional development needs, and instructional integration of technology and is conducted through an annual survey of all staff.
- Level 2 addresses the hardware and infrastructure needs, as determined by the technology committee based on the survey results.

Through the needs assessment process, the school’s strengths and weaknesses were assessed and a rubric was used to rank elements within each of the six domains listed in Table 1 as “exemplary,” “well established,” “established,” “needs support,” or “needs significant support.” **It was found that overall the school was ranked as “needs support.”** However, there was consistently less need in the areas of *School Culture* and *Links With Parents and the Local Community*.

This “needs support” ranking is corroborated by the school’s test score data. In 2008-09, the percentage of students scoring proficient or advanced on the End of Course State Assessment was only 13.9 percent in math, 26.6 percent in science, and 42.9 percent in communication arts.

The findings of the needs assessment are summarized in Table 2, categorized according to Missouri’s SIG goals.

Table 2. Alignment Between Needs Assessment Areas Reviewed and Missouri SIG Goals

Missouri SIG Goals	Key Needs Assessment Findings
Student Performance	Alta Vista needs to continue to raise students’ overall achievement, particularly in math.
	Alta Vista needs to ensure effective instruction in <i>all</i> classrooms that meets the needs of all students and promotes individual student growth and critical thinking.
	Alta Vista needs to develop a systematic approach to remediate while at the same time accelerate student learning for the large number of students who are several grade levels below their expected level.
Curriculum Development and Learning Management	Alta Vista needs to continue the process of developing a clearly articulated rigorous, standards-based curriculum that enables all students to meet and exceed established measures of success.
	Alta Vista leadership must create and align pacing charts for all core areas.
	Alta Vista leadership must operationally define structures of rigorous, engaging lesson planning and delivery and monitor and hold accountable all teachers when it comes to reaching all learning styles, facilitating language acquisition, higher order questioning/critical thinking, and other practices.
	Alta Vista needs to ensure that key literacy and numeracy skills are planned into all lessons and linked to the scope and sequence of all subject curricula to provide constant reinforcement.
	Alta Vista teachers need to improve the overall quality of instruction by ensuring lesson plans and instruction are appropriately differentiated to meet the needs of all students.
	Alta Vista leadership must create and implement a systemic, rigorous benchmarking system and train all teachers to use data to inform teaching practice.
	Alta Vista needs to improve the overall quality of instruction by identifying clear and measurable objectives for lessons, shared with students, so that teachers and students can evaluate gains in knowledge, skill, and understanding.
	Alta Vista teachers need to further enhance students’ literacy skills through: <ul style="list-style-type: none"> • Developing a greater focus on improving oral literacy skills • Using higher level questioning by teachers • Providing greater opportunity for students to engage more actively in their learning
Highly Qualified Staff	Alta Vista needs a rigorous teacher hiring process as well as provisions of ongoing training and support.
	Alta Vista needs to implement a rigorous teacher evaluation system that includes student achievement data and is tied to rewards and sanctions (including dismissal) for teachers who were found to be under-performing.

Missouri SIG Goals	Key Needs Assessment Findings
	Alta Vista needs to hire an ESL paraprofessional to achieve its literacy goals.
	Alta Vista needs to continue working with <i>Teach for America</i> to recruit highly motivated, hard-working, data-driven math instructors who could provide excellent math instruction.
	Alta Vista needs to develop a more strategic approach to classroom observation with a clear calendar for class visits and provide feedback and coaching to teachers on the outcomes from these observations.
Facilities, Support, and Instructional Resources	There is a need for a new building and new monitoring, record-keeping, student accounting, and accounting software to accommodate Alta Vista Middle School.
	There is a need to provide for high-speed access to deliver Internet and video to all classrooms, expand virus and content filtering at the Firewall level, add up to four data network connections in each classroom, begin providing electronic classrooms (1:1 student to computer ratio, interactive computer projection white board, LCD projector), upgrade existing desktop systems to 100 Base-T Ethernet, update the school's telephone system, continue to examine new technologies as they are available, and use the Internet for library resources, due to the school's limited library facilities.
Parent and Community Involvement	Alta Vista needs to build a culture of high expectations and high support among parents.
Leadership and Governance	Alta Vista leadership must monitor, support, and hold accountable all staff and other stakeholders.
Safe, Secure, and Engaging Environment	Alta Vista school leaders must operationally define all hallmarks and non-negotiables related to school rules and expectations.
	Alta Vista must create a stronger culture of college readiness, and cultural competence must be developed.
	Alta Vista needs to build a culture of high expectations and high support among students, parents, and some staff.

In addition to the specific needs identified in Table 2, the needs assessment also indicated that the school needs to adopt a more systematic, strategic approach to school reform.

B.1.1.1. Identification of Significant Results

Although needs were identified in many areas, school leadership identified the most significant results from the needs assessments and analysis as the need to continue raising student achievement, particularly in math and literacy, by improving the quality of the school's teachers and their effectiveness in the classroom. The goals of improving math and literacy achievement are equally critical: the school has a large number of ELLs whose literacy skills require drastic improvement, and the school's math test scores lag behind the most. The most critical findings are as follows:

- Alta Vista needs to continue to raise students' overall achievement, particularly in math and communication arts.

- Alta Vista needs to continue the process of developing a clearly articulated rigorous, standards-based curriculum that enables all students to meet and exceed established measures of success.
- Alta Vista leadership must operationally define structures of rigorous, engaging lesson planning and delivery and monitor and hold accountable all teachers when it comes to reaching all learning styles, facilitating language acquisition, higher order questioning/critical thinking, and other practices.
- Alta Vista teachers need to improve the overall quality of instruction by ensuring lesson plans and instruction are appropriately differentiated to meet the needs of all students.
- Alta Vista teachers need to further enhance students’ literacy skills through:
 - Developing a greater focus on improving oral literacy skills.
 - Using higher level questioning by teachers.
 - Providing greater opportunity for students to engage more actively in their learning.

These findings were viewed as most critical to the school transformation process because they are most directly linked to student outcomes and the efficient use of instructional time. Therefore, much of what follows in this application pertains to this overriding goal.

B.1.1.2 Data Collection

As mentioned previously, the reviews involved the following data collection methods:

- Collecting data on school progress in the areas of teaching and learning
- Conducting independent classroom observations
- Conducting focus groups with teachers, the leadership team, parents, and students
- Holding meetings with the principal and regional director

Specifically, the Effective Classroom Observation Tool was used to evaluate the quality of teaching and learning taking place. The tool outlines the characteristics of effective instruction and specific examples of evidence to demonstrate whether a characteristic is met or not and encourages observers to consider all available evidence (see Appendix E). The attached data collection schedule outlines the different sources of data (see Appendix F). Every teacher was observed by teams of three observers to ensure objectivity.

B.1.1.3. Selected Intervention

To achieve this over-riding goal, the selected intervention is the transformation model. The transformation model was deemed most appropriate because it supports bold, innovative, sustainable reforms that focus on the centrally important issue of teacher quality and are aimed to achieve ambitious improvement targets for high-need students. The choice to use a transformation model instead of a turnaround model for the School Improvement Grant application was based on the fact that key steps of the turnaround model already had been implemented at Alta Vista. Namely, although not using a school improvement model, Alta Vista

Charter High School replaced approximately half of the school's staff in the 2009-2010 academic year as part of their existing reform efforts.

B1.2. Capacity of Alta Vista Charter High School to Implement the Transformation Model

Alta Vista Charter High School is in a strong position to successfully apply School Improvement Grant funds to implement the strategies and action steps developed based on its needs assessment.

In April of 2009, Alta Vista Charter High School entered in an agreement with National Council of La Raza (NCLR) to implement the NCLR School Improvement Project, a two-year grant aimed to incrementally increase the number of students who meet state proficiency standards in reading and math in five affiliated schools in the 2009 and 2010 school years. Working with a network of approximately 100 community-based schools dedicated to increasing educational opportunities for Latinos, NCLR supports efforts to improve student achievement by focusing on the following:

- Instruction that prepares all students for college success
- Integration of literacy development strategies across the curriculum
- Instruction of ELLs
- Effective engagement of parents and the community in school and student success.

As part of this project, specific achievement targets were identified for Alta Vista based on a comprehensive quality review process conducted by NCLR and Cambridge Education. As the project period draws to a close, all participating schools are expected to have met these targets in addition to meeting adequate yearly progress (AYP) standards for their state. Alta Vista has made significant progress thus far; between 2008-09 and 2009-10, the percentage of students scoring proficient or advanced on the End of Course State Assessment increased from 42.9 percent to 57.5 percent in communication arts and from 13.9 percent to 37.2 percent in math. However, clearly student achievement still has a long way to go to meet the school's targets of 81 percent in communication arts and 62 percent in math (see Table 7 in Section B.5 for three-year student growth targets). A School Improvement Grant would allow Alta Vista Charter High School to continue these efforts begun with the NCLR grant for an additional three years by fully implementing the range of strategies for school improvement so that goals can be achieved.

As part of Alta Vista's school improvement work with NCLR, the school created a strategic plan, called the *School Development and Improvement Plan for 2009-2010* (see Appendix H) which provided short-, medium-, and long-term strategies to address these priority areas and action steps. The strategic plan also summarized the most critical findings from the needs assessment in identifying the following three over-riding goals:

- **Goal 1:** To improve student achievement across all subjects, and particularly in communication arts and math by establishing targets for student achievement that reflect their prior learning.

- **Goal 2:** To improve the quality of teaching and its impact on student learning in order to improve performance and enable students to meet their personal, academic, and career goals.
- **Goal 3:** To focus monitoring and evaluation more closely on student outcomes and use the information more precisely in planning for improvement.

Since working to implement its strategic plan, Alta Vista has determined nine specific objectives that it would expect to achieve by 2013, with the support of a School Improvement Grant. As illustrated in Appendixes J and K and Table 3, these nine objectives are aligned with Missouri’s school improvement goals. The objectives primarily pertain to two goals: improving student performance and the related goal of ensuring highly qualified staff for all students as the findings from the needs assessment demonstrate a need above all else to improve student achievement, and the existing literature on teacher quality shows that there is no school-level factor with a greater influence on student achievement than teachers.

Table 3. Alta Vista Objectives for School Improvement by 2013

Missouri School Improvement Goal	Objective for Alta Vista Refer to Table 2 to see how these objectives align to the needs found for each improvement goal area.
Student Performance	1. By 2013, 81% of students will score at or above proficient on the state’s standardized achievement test in communication arts, and 62% will do the same in math.
Curriculum Development and Learning Management	2. By 2013, 100% of Alta Vista’s teacher-developed curriculum will be aligned with state and national standards; will have course objectives, learning objectives for each unit of instruction, learning experiences, and formative and summative assessments; and will be fully implemented and posted online to share with schools across the nation.
Curriculum Development and Learning Management	3. By 2013, 100% of the school’s teaching staff will use data weekly to develop appropriate, differentiated instructional strategies, as verified by classroom observations and lesson plans.
Highly Qualified Staff	4. By 2013, 60% of Alta Vista teachers will be either certified by the National Board for Professional Teaching Standards or selected by Teach For America as part of a broader goal to ensure that all teachers at Alta Vista are highly effective.
Highly Qualified Staff	5. By the beginning of the 2011-12 school year, 100% of Alta Vista’s teachers will participate in the school’s rigorous and comprehensive teacher evaluation system and will be rewarded or dismissed based upon the results of these evaluations.
Facilities, Support, and Instructional Resources	6. By 2013, 100% of teachers and students will report that Alta Vista teachers adhere to the International Society for Technology in Education (ISTE) 2008 National Educational Technology Standards (NETS) and use technology at least weekly to engage students and individualize instruction, as

Missouri School Improvement Goal	Objective for Alta Vista Refer to Table 2 to see how these objectives align to the needs found for each improvement goal area.
	measured by student and teacher focus groups and surveys.
Facilities, Support, and Instructional Resources	7. By 2013, 100% of Alta Vista staff will have access to and will use high-quality curricular and instructional resources, including audio resources for ELL students and self-paced curriculum software for at-risk students, as verified by classroom observations, lesson plans, and survey results.
Parent and Community Involvement	8. By 2013, from survey results, 100% of Alta Vista parents will state that they are involved “actively” or “very actively” in their children’s education and that they are “knowledgeable” or “very knowledgeable” of their children’s learning and postsecondary goals.
Leadership and Governance	9. By 2013, from survey results, 100% of Alta Vista board members will state that they have been “actively” or “very actively” involved with the school’s improvement planning and transformation process.

B.1.2.1. Past and Current School Reform Initiatives

Since beginning the school reform process with NCLR, a number of strategies have been successfully implemented including the following:

- The development of a partnership with Teach For America, which has allowed Alta Vista to replace its previous ineffective math teachers with highly motivated, hard-working, data-driven math teachers who provide quality instruction
- The implementation of a benchmarking system for all math courses that clearly articulates a group of standards and assessments to measure student mastery of learning objectives (*I CAN statements*)
- The implementation of the NWEA Measures of Academic Progress assessments to establish individual baselines in reading, writing, and math; develop individual student growth targets; and evaluate student achievement in relation to the progress made toward their individual targets
- The hiring of a literacy coach who provides effective feedback and strategies to teachers to improve their practice and guides schoolwide literacy efforts.

Alta Vista Charter High School succeeded in implementing all of the strategies developed as part of its school improvement project with NCLR with the exception of creating a rigorous teacher evaluation system; therefore, the development of an evaluation system is a priority strategy for the school’s current improvement plan.

As mentioned previously, preliminary raw scores from the 2010 End of Course state assessment indicate an increase in the number of students scoring proficient and advanced since the school began its reforms. In communication arts, there was an increase of 14.7 percent; in math, there was an increase of 23.3 percent. These data suggest that the school has already demonstrated the ability to successfully follow through with reform activities and achieve results.

One strategy that they employed to achieve these initial reforms was to expand the school calendar. Beginning in the 2009-10 school year, Alta Vista added 10 instructional days to the school calendar and added 30 minutes of instructional time daily; together these amounted to an increase of more than 250 instructional hours over the course of the year. The school also transitioned from 50-minute classes to a block schedule that included 90-minute classes, resulting in 90-minute planning periods for teachers as well. These scheduling changes aimed at improving student learning continue to evolve. Beginning in the 2010-11 school year, all teachers' planning periods will take place during just two periods so that two sets of protected common planning time will be available. An effort was made to ensure that the master schedule would allow the School Literacy Team members to have the same common planning period, and the same will be done for the School Transformation Team.

The recent approval of the opening of a middle school beginning in the fall of 2010 will further enhance Alta Vista's ability to achieve results by enabling Alta Vista educators to reach students at a younger age to develop their literacy, math, and other skills early on so that they are equipped to excel and meet achievement targets when they reach the high school level.

B.1.2.2 School Improvement Grant Implementation Plan

In order to build and expand upon current school improvement work, Alta Vista Charter High School would create a School Transformation Team to support the principal in ensuring the success of the project. The team will be led by a school transformation director. During the first year of implementation the duties of the school transformation director will be split between the principal and the school's literacy specialist. As the leader of the school's literacy initiative, the literacy specialist has proven leadership skills. In her first year in the position, she led a literacy team in creating a three-year literacy plan, developing a literacy curriculum, and in the end changing how teachers teach and improved student performance (as revealed from an end-of-year teacher survey).

After the first year of implementation, the school transformation director will become a full-time position. The school transformation director would lead the transformation team and work closely alongside the principal. Their responsibilities would be divided as shown in Table 4.

Table 4. Responsibilities of School Principal and School Transformation Director

School Principal	School Transformation Director
Manages school (regular principal duties)	Oversees all curriculum, instruction, and assessment strategies
Oversees TFA recruitment, placement, and evaluation	Coordinates all evaluation of turnaround strategies
Coordinates Cambridge Education activities (e.g., board training, needs assessment)	Presents SIP/Assessment data at Parents as Partners meetings
Community outreach and Guadalupe Center	Presents progress data at monthly faculty meetings
Co-chairs the teacher evaluation committee	Co-chairs teacher evaluation/observation committee
Co-chairs the leadership cabinet	Co-chairs the leadership cabinet

Specific personnel have been tapped to lead various components of the reform process (see Table 5). These positions also are noted in Appendixes J and K.

Table 5. Persons Responsible for Implementing School Improvement Reforms

Persons Responsible	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8	Obj. 9
School Principal		X	X	X	X	X	X	X	X
School Transformation Director	X	X	X	X	X	X	X	X	X
Individual Teachers		X	X		X	X			
Guidance Counselors	X		X						
Reading Specialist	X								
Literacy Coaches	X		X				X		
Lead Teachers	X								
Coordinators of Extended Learning (Teacher Leader):	X								
Authentic Education Consultant		X							
Cambridge Education Consultant									X
Margarita Caldera Associates									
Guadalupe Center								X	
School Board				X	X	X	X		X
Parent Liaison								X	
External Consultant					X				
Technology Support Staff						X	X	X	

In Alta Vista’s School Improvement Project work with NCLR, it collaborated with three major external partners who provide services to the schools that will continue to support efforts toward achieving the project goals.

Authentic Education (AE). AE is working with school leaders and teachers to address Objectives 1, 2, 3, 7, and 9. Specifically, they are working to establish a viable curriculum using the Understanding by Design (UbD) process, making progress gradually over the course of the project. This project will begin with an effort to establish consensus within each school community on the need for a curriculum that is aligned both horizontally and vertically.

Some of the project elements provided by AE are as follows:

- Customized workshops for school leaders and teachers on curriculum requirements and design
- Workshops, webinars, and consultation by subject-area specific curriculum experts
- Access to online course in UbD
- Tools for the evaluation of textbooks and other curriculum materials, with particular attention to the cognitive demand of readings and exercises, as well as the validity and effectiveness of assessments. Based on the results of each evaluation, additional recommendations can be made on how schools could develop additional materials to address any identified gaps in these publications.
- The *Curriculum Framer*, AE's curriculum development and alignment software
- Password-protected online bulletin boards for communications
- Ongoing support by telephone and e-mail, throughout the project period

Alta Vista Charter High School works directly with a locally based AE consultant who provides the UbD training to teachers, including training on the UbD process and its many components and how units are developed. This consultant then provides feedback to teachers as they work on the units. After the units are taught, she evaluates them against student performance and provides support in revising them accordingly. The AE consultant helps to ensure alignment between the units and the state and national standards.

Cambridge Education (CE). CE provides continuous services in both the school leadership development and board development components of this project to achieve Objectives 1, 3, 5, 7, and 9. In school leadership development, CE provides a program to develop the skills of school-based administrators in improving school effectiveness and raising achievement. The project objectives revolve around the following:

- Development of the school leadership capacity to enhance the quality of education provided for all children
- Development of skills in creating and implementing a school improvement plan
- Enhancement of the schools' monitoring and evaluation processes
- Development of learning communities that promote training and development programs for all staff to improve the quality of teaching and learning

Through self-evaluation tools, in-depth onsite quality reviews, face-to-face trainings, small-group seminars, and participation in online communities, the training program will focus on the following:

- Strategic leadership and accountability – the importance of values and vision
- What an effective school improvement cycle should include and how the meeting structure should support it

- How to make the school improvement plan a tool to drive improvement
- How to evaluate a range of quantitative and qualitative data to make overall judgments about school effectiveness
- Closing the achievement gap—assessment for learning and motivating students
- The strategic use of data for school improvement—combining data to see cause and effect
- Following the data train from the analysis to the classroom to chart the impact of the teaching on overall learning and of key subgroups
- Improving the quality of lesson monitoring
- Specific skills and tools for engaging the commitment of staff and other stakeholders
- How to review and revise policies and protocols to ensure that they promote student achievement

In the board development component, CE provides a program that is designed to assist individual school boards in assessing the quality and effectiveness of its performance in relation to the schools' achievement. The program consists of the following:

- Assessing the strengths and weaknesses of the board
- Assessing the changes each board must make to become the kind of board the schools need to meet their goals
- Training for each board on how to evaluate how schools are functioning
- Helping boards make the changes identified
- Coordinating the school board development component with the rest of the school improvement project
- Providing technical assistance to schools and boards on how to work together more effectively

Margarita Calderon & Associates (MCA). MCA is providing professional development and coaching to the school coaches on differentiated learning and instruction for ELLs. Their work addresses Objectives 1, 3, and 7. Alta Vista's instructional coach is working with MCA to develop capacity to work with teachers in the school to deliver effective instructional practices that promote high-level learning. MCA is also working with Alta Vista's instructional coach to provide intensive school-based literacy coaching focused on teaching high-level literacy skills across all component areas and improving reading comprehension of English language learner students. This research-based program will provide expert professional development and training on how to apply these literacy strategies within the framework of differentiated instruction that will be implemented throughout the schools.

The primary intended results of the work conducted by MCA are as follows:

- Data-driven, differentiated instruction in each classroom

- Improved student outcomes, particularly in the domain of literacy for ELLs
- Structured coaching programs at each school that ensure reflective practice and continuous improvement

To implement the Transformation Model, Alta Vista Charter High School will adopt specific strategies in order to dramatically improve student achievement and teacher effectiveness in a short period of time.

Appendixes J and K present Alta Vista Charter High School’s plans for implementing the Transformation Model, including start and completion dates, personnel and funding, and action steps. This plan is summarized in Table 6, which outlines the nine objectives, the areas of need to which they respond, and the specific strategies the school will adopt to achieve these objectives.

The theory of action behind this school improvement plan is based on the premise that teachers and school leaders drive school improvement. By recruiting, retaining, and developing teachers, and involving them with school leaders in the transformation process, each strategy will be more fully, more consistently, more intelligently, more passionately, and ultimately more successfully implemented, and each objective will be more attainable. All nine objectives are directly tied to student performance improvement, with the emphasis on achievement in math and literacy. Figure 1 illustrates this theory of action.

Figure 1. Theory of Action for School Improvement

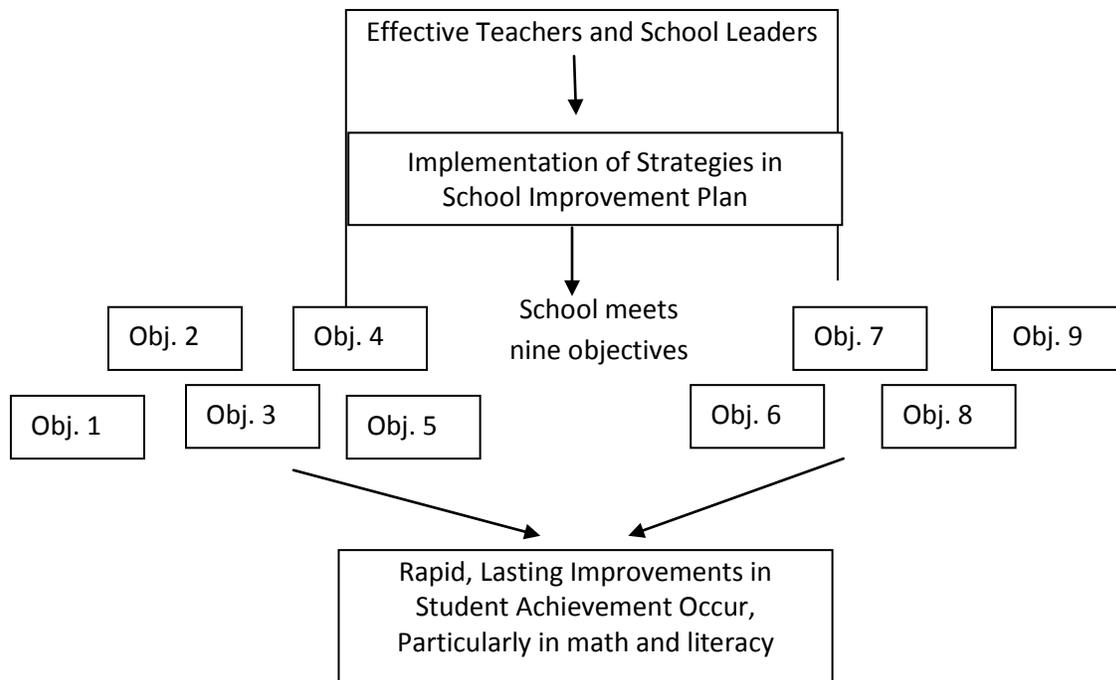


Table 6. Implementation Plan

Objectives	Strategies to Achieve Objectives	Alignment With Required and Permissible SIG Intervention Model Activities
<p>1. By 2013, 81% of students will score at or above proficient on the state’s standardized achievement test in communication arts, and 62% will do the same in math.</p> <p><i>Response to the following needs:</i></p> <ul style="list-style-type: none"> Alta Vista needs to continue to raise students’ overall achievement, particularly in math. Alta Vista needs to develop a systematic approach to remediate while at the same time accelerate student learning for the large number of students who are several grade levels below their expected level. Alta Vista needs to ensure that key literacy and numeracy skills are planned into all lessons and linked to the scope and sequence of all subject curricula to provide constant reinforcement. Alta Vista teachers need to further enhance students’ literacy skills through specific, outlined activities. 	<p>Expand extended learning opportunities (e.g., afterschool tutoring, pull-out program during advisory period, Saturday school) to students who are below grade level in math and reading.</p> <p>Provide supplemental math and reading courses as part of the curriculum.</p> <p>Create a system of weekly classroom formative and summative assessments for all content areas.</p> <p>Analyze results from weekly assessments as part of an early warning system for classroom teachers to identify students at risk of academic failure and implement appropriate interventions.</p> <p>Provide professional development for and implement research-based instructional strategies (e.g., vocabulary development, oracy, use of visuals, think-alouds, use of graphic organizers) for math and literacy for all students.</p>	<p>Implement schedules and/or strategies that provide students with expanded learning opportunities.</p>
<p>2. By 2013, 100% of Alta Vista’s teacher-developed curriculum will be aligned with state and national standards; will have course objectives, learning objectives for each unit of instruction, learning experiences, and formative and summative assessments; and will be fully implemented and posted online to share with schools across the nation.</p>	<p>Provide training in UbD for core content teachers in using UbD.</p> <p>Provide training in UbD for elective teachers and middle school teachers.</p>	<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.</p>

Objectives	Strategies to Achieve Objectives	Alignment With Required and Permissible SIG Intervention Model Activities
<p><i>Response to the following needs:</i></p> <ul style="list-style-type: none"> Alta Vista needs to continue the process of developing a clearly articulated, rigorous, standards-based curriculum that enables all students to meet and exceed established measures of success. Alta Vista leadership must create and align pacing charts for all core areas. Alta Vista needs to ensure that key literacy and numeracy skills are planned into all lessons and linked to the scope and sequence of all subject curricula to provide constant reinforcement. 	<p>Hold AE workshops, provide AE consultants and access to online courses and tools for evaluation of textbooks.</p> <p>Provide ongoing feedback and support to teachers through the development of instructional units.</p> <p>Establish clear points or benchmarks in all subjects to evaluate where classes are in relation to pacing of instructional units.</p>	
<p>3. By 2013, 100% of the school’s teaching staff will use data weekly to develop appropriate, differentiated instructional strategies, as verified by classroom observations and lesson plans.</p> <p><i>Response to the following needs:</i></p> <ul style="list-style-type: none"> Alta Vista leadership must create and implement a systemic, rigorous benchmarking system and train all teachers to use data to inform teaching practice. Alta Vista needs to improve the overall quality of instruction by identifying clear and measurable objectives for lessons, shared with students, so that teachers and students can evaluate gains in knowledge, skill, and understanding. Alta Vista teachers need to improve the overall quality of instruction by ensuring that lesson plans and instruction are appropriately differentiated to meet the needs of all students. Alta Vista teachers need to further enhance 	<p>Develop a strategic approach to classroom observation with a clear calendar for class visits and provision of specific feedback and coaching to teachers on the outcomes.</p> <p>Focus monitoring and evaluation more closely on student outcomes and use the information more precisely for instructional planning.</p>	<p>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p>Promote the continuous use of student data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>

Objectives	Strategies to Achieve Objectives	Alignment With Required and Permissible SIG Intervention Model Activities
<p>students' literacy skills through the following:</p> <ul style="list-style-type: none"> ▪ Developing a greater focus on improving oral literacy skills. ▪ Using higher level questioning by teachers. ▪ Providing greater opportunity for students to engage more actively in their learning. 	<p>Expand provision of train-the-trainer professional development on differentiated instruction for lead teachers to meet the needs of all ability groups and use assessment data to plan lessons.</p> <hr/> <p>Provide biweekly coaching by leadership team to ensure that all lessons are planned in detail and incorporate the following components:</p> <ul style="list-style-type: none"> • Clear and measurable objectives for lessons, shared with students, so teachers and students can evaluate gains in knowledge, skills, and understanding • Key literacy and numeracy skills into all lessons, in a way that reinforces inter-disciplinary instruction • Strategies for formative assessment during the lesson • Strategies to meet the needs of all learners (ELL, SPED, high achievers) • Closure activities to evaluate learning and modify subsequent work • Homework assignments that extend student learning 	
<p>4. By 2013, 60% of Alta Vista teachers will be either certified by the National Board for Professional Teaching Standards or selected by Teach For America as part of a broader goal to ensure that all teachers at Alta Vista are highly effective.</p> <p><i>Response to the following needs:</i></p>	<p>Continue partnership with Teach For America to fill high-need subject areas, such as math, science, ESL, and SPED, as positions become available.</p>	<p>Implement such strategies as financial incentives; increased opportunities for promotion and career growth; and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students.</p>

Objectives	Strategies to Achieve Objectives	Alignment With Required and Permissible SIG Intervention Model Activities
<ul style="list-style-type: none"> • Alta Vista needs to ensure effective instruction in <i>all</i> classrooms that meets the needs of all students and promotes individual student growth and critical thinking. • Alta Vista needs a rigorous teacher hiring process as well as provisions of ongoing training and support. • Alta Vista needs to hire an ESL paraprofessional to achieve its literacy goals. • Alta Vista needs to continue working with Teach For America to recruit highly motivated, hard-working, data-driven math instructors who could provide excellent math instruction. 	<p>Provide financial incentives for teachers to become National Board Certified with the goal of at least two teachers per year beginning the NBC process and 50% achieving NBC within three years.</p> <hr/> <p>Provide 100% tuition assistance for teachers to obtain their ESOL endorsement.</p>	
<p>5. By the beginning of the 2011-12 school year, 100% of Alta Vista’s teachers will participate in the school’s rigorous and comprehensive teacher evaluation system and will be rewarded or dismissed based upon the results of these evaluations. <i>Response to the following needs:</i></p> <ul style="list-style-type: none"> • Alta Vista needs to implement a rigorous teacher evaluation system that includes student achievement data and is tied to rewards and sanctions (including dismissal) for teachers who were found to be under-performing. • Alta Vista leadership must operationally define structures of rigorous, engaging lesson planning 	<p>Research best practices of performance management teacher evaluation systems that include protocols to reward and remove staff.</p> <hr/> <p>Create an initial/pilot teacher evaluation system that uses student growth as one significant factor.</p>	<ul style="list-style-type: none"> • Evaluate school staff. • Use rigorous, transparent, and equitable evaluation systems for teachers and principals that <ul style="list-style-type: none"> ▪ Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.

Objectives	Strategies to Achieve Objectives	Alignment With Required and Permissible SIG Intervention Model Activities
<p>and delivery and monitor and hold accountable all teachers when it comes to reaching all learning styles, facilitating language acquisition, higher order questioning/critical thinking, and other practices.</p>	<p>Create a reward system for teachers who demonstrate measurable results and a system for removing ineffective teachers.</p>	<ul style="list-style-type: none"> ▪ Are designed and developed with a focus on teacher and principal involvement. • Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities, have not done so.
<p>6. By 2013, 100% of teachers and students will report that Alta Vista teachers adhere to the International Society for Technology in Education (ISTE) 2008 National Educational Technology Standards (NETS) and use technology at least weekly to engage students and individualize instruction, as measured by student and teacher focus groups and surveys. <i>Response to the following needs:</i></p> <ul style="list-style-type: none"> • There is a need to provide for high-speed access to deliver Internet and video to all classrooms, expand virus and content filtering at the Firewall level, add up to four data network connections in each classroom, begin providing electronic classrooms (1:1 student to computer ratio, interactive computer projection white board, LCD projector), upgrade existing desktop systems to 100 Base-T Ethernet, update the school's telephone system, continue to examine new technologies as they are available, and use the Internet for library resources, due to the school's limited library facilities. 	<p>Assess student performance and provide students appropriate skill-building programs in content areas using educational software, with particular attention to special populations and subgroups such as ELLs, special education students, and students at risk of dropping out (e.g., Edusoft, Read 180, System 44, Odysseyware, Math Facts).</p> <p>Identify and acquire additional technology hardware that supports and enhances instruction to better engage students in learning (e.g., laptop computers, Smartboards, Elmo projector, wireless assessment devices).</p>	

Objectives	Strategies to Achieve Objectives	Alignment With Required and Permissible SIG Intervention Model Activities
<p>7. By 2013, 100% of Alta Vista staff will have access to and will use high-quality curricular and instructional resources, including audio resources for ELL students and self-paced curriculum software for at-risk students, as verified by classroom observations, lesson plans, and survey results.</p> <p><i>Response to the following needs:</i></p> <ul style="list-style-type: none"> • There is a need for a new building and new monitoring, record-keeping, student accounting, and accounting software to accommodate Alta Vista Middle School. 	<p>Enhance the physical library facility to support a schoolwide literacy plan that includes adequate space for a media center, student work centers, pamphlet/newspaper area, fiction/nonfiction, and information/checkout desk.</p> <p>Purchase 21st century library resources, including print and nonprint media including subscriptions to online research databases, virtual programs, and other technology.</p> <p>Hire a part-time media center coordinator to lead the library upgrade.</p> <p>Identify support staffing needs and determine additional positions required.</p> <p>Recruit candidates for instructional support positions.</p>	
<p>8. By 2013, from survey results, 100% of Alta Vista parents will state that they are involved “actively” or “very actively” in their children’s education and that they are “knowledgeable” or “very knowledgeable” of their children’s learning and postsecondary goals.</p> <p><i>Response to the following needs:</i></p> <ul style="list-style-type: none"> • Alta Vista needs to build a culture of high expectations and support among parents. • Alta Vista needs to build a culture of high expectations and support among students, parents, and staff. 	<p>Provide community participation programs, family literacy services, and parent workshops to students and their families.</p> <p>Enhance parental awareness and communication about the school and services offered through the Guadalupe Center.</p> <p>Provide a bilingual parent liaison to support teachers in communicating with Spanish-speaking parents, conduct bilingual parent workshops, and provide translations of official and nonofficial communication to parents in their native language.</p> <p>Actively involve the parent advisory committee in the</p>	<p>Engage the community to support student learning.</p>

Objectives	Strategies to Achieve Objectives	Alignment With Required and Permissible SIG Intervention Model Activities
	school improvement process.	
<p>9. By 2013, from survey results, 100% of Alta Vista board members will state that they have been “actively” or “very actively” involved with the school’s improvement planning and transformation process.</p> <p><i>Response to the following needs:</i></p> <ul style="list-style-type: none"> • Alta Vista leadership must monitor, support, and hold accountable all staff and other stakeholders. • Alta Vista school leaders must operationally define all hallmarks and non-negotiables related to school rules and expectations. • Alta Vista must create a stronger culture of college readiness, and cultural competence must be developed. • Alta Vista needs to build a culture of high expectations and support among students, parents, and staff. • Alta Vista leadership must operationally define structures of rigorous, engaging lesson planning and delivery and monitor and hold accountable all teachers when it comes to reaching all learning styles, facilitating language acquisition, higher order questioning/critical thinking, and other practices. 	<p>Develop leaders’ skills and knowledge through self-evaluations, in-depth onsite quality reviews, face-to-face trainings, and small-group seminars.</p> <p>Promote distributive leadership among teaching staff.</p> <p>Require all board members to undertake four training modules per year.</p>	

Note: The Transformation model requirements to “remove the principal who led the school prior to the commencement of the transformation model” and “provide the principal or school sufficient flexibility, including staffing, calendars/time, and budgeting to fully implement a comprehensive approach to significantly improve student outcomes” do not apply to Alta Vista because the current principal was hired within the specified allowable time frame, and the principal already does have considerable flexibility over staffing, scheduling, and budgeting, within what is approved by the Board of Directors.

Evaluation of Implementation. The School Transformation Committee (including the school principal) will meet bi-weekly to monitor the implementation of each of the above components of the school improvement plan. Quarterly summary reports will be provided to the superintendent and will be available to all other interested parties. The metrics by which success will be judged will largely be based on student achievement data on formative, benchmark, and summative assessments as well as teacher observations and reviews of lesson plans.

In order to assess learning improvements in real-time to make midcourse corrections where needed, the NWEA Measures of Academic Progress (MAP) scores, which are administered three times per year, will be used heavily. In addition, teacher and student survey data (administered once per year), and completion by the School Transformation Committee of checklists of which strategies and action steps have been accomplished completely, partially, or not at all, will be used to evaluate progress and impact. At the end of each year, a comprehensive analysis of existing data will be conducted, and a report will be generated to present student standardized test data, graduation and dropout rates, grades, attendance, disciplinary data, and teacher retention and effectiveness information. In addition, the school improvement plan will be updated, indicating which action steps have been accomplished.

Prior to each School Transformation Committee meeting, members will be assigned to collect, analyze, and disseminate this information to the group so that the meeting time can be spent productively addressing hurdles and crafting next steps. This process may require making phone calls to school board members, professional development providers, other teachers, the parent liaison, or others to obtain the data needed to evaluate the school improvement plan implementation.

Required and Permissible Activities. Please see Table 6 in Section B1.2.2 for the direct alignment of the SIG turnaround requirements with our implementation plan.

B.1.2.3. Commitment by Superintendent

The governance structure at Alta Vista Charter High School is such that the school principal exerts significant control over school policies and procedures. There is no district-like body whose policies would contradict or require modification to support those of the school. However, the Board of Directors does govern personnel policies, and several strategies set forth in the school improvement plan would require Board approval. Namely, policies 4500, 4600, and 4700 govern teacher compensation, teacher evaluation, and teacher separation (e.g., dismissal), respectively. The action steps in the attached Implementation Plan include the process of obtaining Board approval where needed (see Appendixes J and K) and the Board President has already indicated support of the school improvement plan with other board members indicating their support as well (see Letters of Support in Appendix I). The school superintendent serves an advocacy and communications role, linking the school and the Board of Directors and, in this role, will support the school's improvement efforts. In addition, the superintendent will receive a quarterly summary of progress report with which to monitor the school's progress toward meeting its objectives.

B2. Capacity to Serve

Not applicable.

B.3.1. Detailed, Aligned Plan

As demonstrated in Tables 2 and 3, our plan is clearly aligned to the needs assessments and to the requirements of the implementation model. The strategies and objectives of our plan are reiterated in Appendixes J and K, which also detail the timeline for each strategy and each action step needed to achieve the strategy, as well as the funding sources that will be used to accomplish the tasks. The dates of implementation and dates of completion that are indicated in the Implementation Plan are also presented graphically in a Gantt chart in Section B.4. The resources required to successfully implement the plan are outlined in budgets for 2010, 2011, and 2012, which are presented in Section C.

B.3.2. External Provider Selection

The three external providers mentioned above (Cambridge Education, Authentic Education, and Margarita Caldera Associates) were carefully selected partners by NCLR. During the selection process, NCLR consulted with many other charter management organizations, including the New Schools Venture Fund, KIPP, and Ted Mitchell BEST. They also consulted with national organizations such as The Education Trust, New York City Public Schools, and the National Alliance for Public Charter Schools. Finally, NCLR consulted with its funders (the Walton Foundation and Bill & Melinda Gates Foundation) to solicit feedback on which nationally-renowned organizations would best support this work. Although there was no formal RFP process, NCLR did interview two other organizations for the overall improvement work before selecting Cambridge Education. At the top of their list of evaluation criteria during the screening and selection process was demonstrated success in turnaround in other districts and schools. Should additional external providers be selected to assist with the implementation of a new teacher evaluation system or other strategies, Alta Vista Charter High School will choose an organization with experience and expertise with research-based educational services. As per school policy, three bids would be solicited. The procedures outlined in the School Transformation Toolkit from the Center for Innovation and Improvement would be applied as well. These include the following action items:

- Identify potential providers.
- Write and issue request for proposals.
- Develop transparent selection criteria and procedures.
- Review proposals, conduct due diligence, and select provider(s).
- Negotiate contract with provider, including goals and benchmarks, and plan to manage assets.
- Initiate ongoing cycle of continuous progress monitoring and adjustment.
- Prepare to proactively deal with problems and drop strategies that do not work.

- Plan for evaluation and clarify who is accountable for collecting data.

To summarize, since coming on board in 2008, the principal of Alta Vista Charter High School has engaged in reflection and action to facilitate school improvement. The application process for the School Improvement Grant has further focused these efforts, and an award would greatly enhance the school's ability to achieve its goals and contribute to wider school improvement reforms nationwide.

B.3.3. Additional Resources to Support the Interventions

Although many of the proposed reforms are either costless or will produce efficiencies in instruction, hiring, or other processes that will lead to the recouping of initial costs, other reforms, particularly outlays for technology and additional instructional staff, will require considerable resources, only some of which will be met by this grant. Additional resources to support the interventions will be met through Title I grants (e.g., expanded learning opportunities), Title II grants (e.g., teacher professional development), Title III Special Education Part B grants (e.g., Teach For America partnership), State Aid (e.g., acquiring additional technology and library resources), and grants from the NCLR (e.g., training in UbD),

B.3.4. Modification of Policies and Practices

Strategies that require changing board policies will require the support of the Board of Directors. The School Improvement Plan has been circulated among Board members and the attached letter of support from a member of the Board of Directors indicates that they stand behind the proposed reforms (see Appendix I).

B.3.5. Sustainability and Portability

The Department of Elementary and Secondary Education awards school improvement grants with the expectation that schools will share with others their challenges and successes, and support and inspire other schools to implement similar reforms, and Alta Vista Charter High School understands the public responsibility that accompanies receipt of a grant. Replication of the reforms implemented at Alta Vista Charter High School will be facilitated by NCLR. One of the primary goals of the NCLR School Improvement Project is to provide models of high-quality education for Latino students by working with a few select schools of the more than 100 that are part of the NCLR network. The lessons learned from the transformation process will inform NCLR's policy work at state and national levels to effect change for all Latino students. To test this theory, five high schools from across the country were selected, including Alta Vista, to participate in the school improvement project from 2009 to 2011. NCLR will leverage its unique position in national advocacy to pursue policy changes for Latino education based on the evidence and lessons learned that emerge from Alta Vista. NCLR plans to scale and replicate the model, supports, and best practices for the rest of the affiliate network schools. Taking a long-term approach to this important work, NCLR will seek grants from the U.S. Department of Education, private foundations, and other funding sources to both expand this work and sustain the reforms in its network.

The requested school improvement grant would represent approximately 12.5 percent of Alta Vista's current operating budget. A three-pronged approach will be adopted to sustain the reforms when the funding period ends:

- The use of existing funding sources from the federal and state government and private foundations (e.g., United Way currently provides some funding for at-risk students) will be streamlined into the proposed reforms so that all resources are working toward advancing the same common purpose.
- Resources available from existing community partners (e.g., the Guadalupe Center) will be leveraged to support the goals of these reforms.
- Alta Vista will hire a part-time director of development with experience in the Kansas City foundation sector who can lead efforts to seek additional future grant opportunities from public and private sources as needed.

Alta Vista has the capacity to effectively and fully achieve its intended goals for a school improvement grant as evidenced in the support of the community. According to the May 2008 review by Cambridge Education, parents feel very positively about the school and its teachers. They are considered fully engaged as partners in their children's education and feel that the principal and staff provide a warm and welcoming school environment. In addition, the school has developed an excellent partnership with external agencies that provide support for the students. Of particular note is Guadalupe Centers Inc., which provides a wide range of community programs as well as supporting a wide range of social service programs including substance abuse counselling, behaviour and anger management, teen mother support, vocational support and a new precollege workforce development program. Other partner organizations include Mattie Rhodes, which offers individual and family counseling; the Westside Cabot Clinic, which runs service learning projects for students interested in health care; the League of United Latin American Citizens (LULAC), which offers a Hispanic leadership opportunity program for students; the Tony Aguirre Center, which provides facilities for in-school physical education classes and afterschool sports programs; and the Irene Ruiz Library, which provides teachers with information about resources available to them. The school has developed partnerships with local colleges to provide the students with opportunities to experience and understand college life. Many of the older students are able to undertake dual credit courses, which provide opportunities for the students to further develop their critical thinking skills. Stakeholder and community involvement as it pertains specifically to the school improvement grant activities is discussed further in the following section.

B.4. Timeline for Project Implementation

The following timeline delineates when each strategy in the action plan will take place in relation to the wider school transformation. Each of the three years of implementation is represented with the first year of implementation broken down by month. The dates of implementation and completion for the action steps associated with each strategy presented is provided in Appendixes J and K.

Subtask and Activity	First-Year Detail by Month (July to June)												Years 2–3	
	1	2	3	4	5	6	7	8	9	10	11	12	2	3
Objective 1: To improve student achievement across all subjects, and particularly in English and math														
<i>Strategy 1:</i> Expand extended learning opportunities (e.g., after school tutoring, pull-out program during advisory period, Saturday school) to students who are below grade level in math and reading.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
<i>Strategy 2:</i> Provide supplemental math and reading courses as part of the curriculum.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
<i>Strategy 3:</i> Create a system of weekly classroom formative and summative assessments for all content areas.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
<i>Strategy 4:</i> Analyze results from weekly assessments as part of an early warning system for classroom teachers to identify students at risk of academic failure and implement appropriate interventions		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
<i>Strategy 5:</i> Provide professional development for and implement research-based instructional strategies (e.g., vocabulary development, oracy, use of visuals, think-alouds, use of graphic organizers) for math and literacy for all students.		▲			▲		▲			▲			▲	▲
Objective 2: To implement a rigorous curriculum aligned with state and national standards														
<i>Strategy 1:</i> Provide training in UbD for core content teachers in using UbD.		▲											▲	▲

Subtask and Activity	First-Year Detail by Month (July to June)												Years 2-3	
	1	2	3	4	5	6	7	8	9	10	11	12	2	3
<i>Strategy 2:</i> Provide training in UbD for elective teachers and middle school teachers.			▲										▲	▲
<i>Strategy 3:</i> Hold Authentic Education workshops; provide Authentic Education consultants and access to online courses and tools for evaluation of textbooks.		▲		▲		▲		▲		▲			▲	▲
<i>Strategy 4:</i> Provide ongoing feedback and support to teachers through the development of instructional units.	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		▲	▲
<i>Strategy 5:</i> Establish clear points or benchmarks in all subjects to evaluate where classes are in relation to pacing of instructional units.		▲		▲		▲		▲		▲			▲	▲
Objective 3: To increase the rigor of classroom instruction through instructional coaching														
<i>Strategy 1:</i> Develop a strategic approach to classroom observation with a clear calendar for class visits and provision of specific feedback and coaching to teachers on the outcomes.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		▲	▲
<i>Strategy 2:</i> Focus monitoring and evaluation more closely on student outcomes and use the information more precisely for instructional planning.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		▲	▲
<i>Strategy 3:</i> Expand provision of train-the-trainer professional development on differentiated instruction for lead teachers to meet the needs of all ability groups and use assessment data to plan lessons.	▲												▲	▲

Subtask and Activity	First-Year Detail by Month (July to June)												Years 2-3	
	1	2	3	4	5	6	7	8	9	10	11	12	2	3
Strategy 4: Provide biweekly coaching by leadership team to ensure that all lessons are planned in detail and incorporate a range of identified components (see Appendixes J and K for these components).		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		▲	▲
Strategy 5: Develop post-high-school plans for every student.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		▲	▲
Strategy 6: Provide on-going literacy, math, and content area experts (consultants and <i>Master Educators</i>) to develop teachers' content expertise, increase the rigor of instruction, and support school-wide literacy plan.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		▲	▲
Strategy 7: Provide reimbursement for teachers to participate in local Advanced Placement teacher development institutes to improve mastery of content and increase the rigor of instruction.	▲											▲	▲	▲
Objective 4: To recruit and attract more highly effective staff														
Strategy 1: Continue partnership with Teach For America to fill high-need subject areas, such as math, science, ESL, and SPED, as positions become available.	▲									▲	▲	▲		
Strategy 2: Provide financial incentives for teachers to become National Board Certified with the goal of at least two teachers per year beginning the NBC process and 50% achieving NBC within three years.	▲										▲	▲	▲	▲
Strategy 3: Provide 100% tuition reimbursement for teachers to obtain their ESOL endorsement.	▲						▲						▲	▲

Subtask and Activity	First-Year Detail by Month (July to June)												Years 2-3	
	1	2	3	4	5	6	7	8	9	10	11	12	2	3
Objective 5: To develop and implement a comprehensive teacher evaluation system that involves removing ineffective teachers and creating a reward system for teachers who demonstrate measurable results														
<i>Strategy 1:</i> Research best practices of performance management teacher evaluation systems that include protocols to reward and remove staff.	▲	▲	▲	▲	▲	▲								
<i>Strategy 2:</i> Create an initial/pilot teacher evaluation system that uses student growth as one significant factor.							▲	▲	▲	▲	▲	▲		
<i>Strategy 3:</i> Create a reward system for teachers who demonstrate measurable results and a system for removing ineffective teachers.							▲	▲	▲	▲	▲	▲		
<i>Strategy 4:</i> Revise teacher evaluation system for final use.													▲	▲
Objective 6: To fully integrate technology into all aspects of curriculum, instruction, and assessment														
<i>Strategy 1:</i> Assess student performance and provide students appropriate skill-building programs in content areas using educational software, with particular attention to special populations and subgroups such as ELLs, special education students, and students at risk of dropping out (e.g., Edusoft, Read 180, System 44, Odysseyware, Math Facts).		▲	▲										▲	▲
<i>Strategy 2:</i> Identify and acquire additional technology hardware that supports and enhances school-wide literacy efforts (e.g., laptop computers to implement System 44, Odysseyware).		▲	▲										▲	▲
Objective 7: To ensure high-quality curricular and instructional resources are available, particularly for ELL and at-risk students														
<i>Strategy 1:</i> Enhance the physical library facility to support schoolwide literacy plan so that it includes adequate space for a media center, student work centers,		▲	▲											

Subtask and Activity	First-Year Detail by Month (July to June)												Years 2-3	
	1	2	3	4	5	6	7	8	9	10	11	12	2	3
pamphlet/newspaper area, fiction/nonfiction, and information/checkout desk.														
<i>Strategy 2:</i> Purchase 21st century library resources, including print and nonprint media (e.g., subscriptions to online research databases, virtual programs, and other technology).		▲	▲											
<i>Strategy 3:</i> Hire a part-time media center coordinator to lead the library upgrade.		▲												
<i>Strategy 4:</i> Identify staffing support needs and determine additional positions required.		▲	▲											
<i>Strategy 5:</i> Recruit candidates for instructional support positions.		▲	▲											
Objective 8: To maintain and enhance current level of parental and community support and involvement.														
<i>Strategy 1:</i> Provide community participation programs, family literacy services, and parent workshops to students and their families.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		▲	▲
<i>Strategy 2:</i> Enhance parental awareness and communication about the school and services offered through the Guadalupe Center.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		▲	▲
<i>Strategy 3:</i> Provide a bilingual parent liaison to support teachers in communicating with Spanish-speaking parents, conduct bilingual parent workshops, and provide translations of official and nonofficial communication to parents in their native language.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		▲	▲
<i>Strategy 4:</i> Actively involve parent advisory committee in the school improvement process.		▲				▲							▲	▲
Objective 9: To maintain and enhance school level leadership and increase the leadership capacity of the board of directors														
<i>Strategy 1:</i> Develop leaders' skills and		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		▲	▲

Subtask and Activity	First-Year Detail by Month (July to June)												Years 2-3	
	1	2	3	4	5	6	7	8	9	10	11	12	2	3
knowledge through self-evaluations, in-depth onsite quality reviews, face-to-face trainings, and small-group seminars.														
<i>Strategy 2:</i> Promote distributive leadership among teaching staff.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲		▲	▲
<i>Strategy 3:</i> Require all board members to undertake four training modules per year.			▲		▲		▲		▲				▲	▲

B.5. Annual Goals

In 2008-09, the percentage of students scoring proficient or advanced on the End of Course State Assessment was 13.9 percent in math and 42.9 percent in communication arts. Based on communication with Becky Odneal at the Missouri Department of Elementary and Secondary Education (DESE) (6/18/10 and 6/22/10 e-mails), the following annual targets have been identified for Alta Vista to achieve during 2010-2013 with the goal of moving Alta Vista Charter High School out of school improvement status in a reasonable amount of time.

These targets are based on the analysis of performance data from the previous three years using the DESE calculation for achieving AYP through Safe Harbor confidence interval. These targets are based on the percentage of students that are proficient or advanced on the state assessment. Achieving these targets would lead Alta Vista Charter High School to meet AYP through confidence interval.

Table 7. Student Performance Targets

Subject	Target: 2009- 2010	Met/Not Met	Target: 2010- 2011	Met/Not Met	Target: 2011- 2012	Met/Not Met	Target: 2012- 2013	Met/Not Met
Communication Arts	27.7%	*Met 57.6%	68%	TBD	75%	TBD	81%	TBD
Math	23.8%	*Met 37.2%	48%	TBD	56%	TBD	62%	TBD
Graduation Rates	75%		80%	TBD	85%	TBD	90%	TBD

* Based on preliminary Raw Scores received June 2, 2010.

These data do not reflect the performance of certain specific student populations. Specifically, achievement for ELLs is significantly lower than for the rest of the school. Whereas in 2008-09, the percentage of students scoring proficient or advanced on the End of Course State Assessment was only 13.9 percent in math and 42.9 percent in communication arts overall, among beginner and early intermediate ELLs, not a single student scored proficient or advanced. For this reason, the outlined school improvement plan focuses heavily on ELLs, differentiated instruction, and other strategies that would address the overall *and* specific needs of Alta Vista students. In addition to the targets noted in Table 7, the NWEA assessment is used by Alta Vista leadership to set individual student growth targets within any given academic year, with the goal of students making at least 1.5 years of progress.

B.6 and B.7

Not applicable

B.8. Stakeholder and Community Involvement

Alta Vista Charter High School has a history of engaging community members within and outside of the school. In the school improvement process, Alta Vista will involve stakeholders and the community by forming committees in which they will be involved, engaging them in not only the implementation but also in the planning process, actively building support for improvement among the various groups, developing a feedback loop between the School Transformation Committee and all stakeholders to facilitate mid-course changes, and evaluate the success of their involvement at various stages.

The following approach is designed to engage specific key stakeholder groups in the school transformation process:

- **Staff.** A leadership cabinet consisting of teachers, support staff, and administrators has been established to distribute responsibility of key action items in the school improvement plan and to provide ongoing feedback, evaluation, monitoring of the plan, and revisions to the plan. Monthly meetings will be facilitated to discuss progress made toward strategies, goals, and objectives of the school improvement plan.
- **Parents.** Parents have been involved in the school improvement process at Alta Vista from the beginning. The Quality School Reviews, for example, included parent focus groups in the data collection methodology (see Appendix F). Alta Vista has implemented a Parents as Partners initiative, which is a bilingual nine-week parent training program focused on increasing parents' knowledge of the school system and strengthening their ability to advocate for quality education that will result in school readiness, high school graduation, and college success. The school plans on continuing this program in the future and dedicating a minimum of one of the weekly sessions to reviewing school improvement goals and understanding assessment data. A monthly parent advisory committee will provide specific feedback on how the school can better connect parents to the school community. This parent advisory committee also will be involved in the SIG planning and implementation, participating in guided discussions and spreading communicating to other parents about strategies for individual families to promote their children's learning. As part of the school's literacy initiative, the school will provide English classes for immigrant Spanish-speaking parents.
- **Colleges and Universities.** The school has created many effective partnerships with colleges and universities to implement programs that positively influence student achievement such as Early College with Penn Valley Community, the development of a schoolwide literacy program with professors from the University of Central Missouri, and a violence prevention program with the University of Missouri–Kansas City.
- **Community Representatives.** Alta Vista is operated by Guadalupe Centers Inc., a social service agency serving Latino community in Kansas City since 1919. Along with the array of services provided to students and families by GCI, they have collaborated and

will continue to collaborate with other community-based organizations that provide services that are essential to health and well-being of families and students. These organizations include Mattie Rhodes, the Westside Cabot Clinic, the League of United Latin American Citizens (LULAC), the Tony Aguirre Center, and the Irene Ruiz Library. Each of these organizations will contribute generally to the success of Alta Vista Charter High School's students; the Irene Ruiz Library in particular may provide expertise and/or resources to help Alta Vista implement its strategy of creating a school library. In addition, Alta Vista Charter High School will engage with local business leaders to provide firsthand guidance to students in their entrepreneurship classes which will create opportunities for service learning projects and internships.

- **Students.** Alta Vista has a dynamic student council consisting of two representatives per grade level. These students are very active, strong leaders in the school. The student council is often consulted in site-based decisions and will be consulted about the proposed strategies for improving student achievement.
- **Teachers.** There is no teachers union or association at Alta Vista Charter School. However, teachers were included in a focus group during the Quality School Review needs assessment stage (see Appendix F). The principals' strong desire for teachers to take ownership of the improvement process will be met by having teachers lead and partake in the School Transformation Committee, encouraging this committee to communicate reforms to the wider staff on a monthly basis, conducting train-the-trainer sessions with teachers, and conducting surveys of teachers' views on the strengths and weaknesses of school improvement goals and their implementation.
- **Superintendent and Board of Directors.** As noted, quarterly reports on the school improvement progress and preliminary outcomes will be circulated to the superintendent, the Board of Directors, and other interested stakeholders. Their approval of policy changes will be critical to the transformation process, and they will be regularly informed of and consulted on progress toward achieving goals.
- **Other Stakeholders.** Alta Vista Charter High School has demonstrated a willingness in the past to participate in the NCLR network of schools (see Sections B.1.1.1 and B.1.2.1) and will continue to participate with this and other relevant networks to aid its own improvement and contribute to larger state and national school reform goals.

Section C. Budget

LEA/District: Alta Vista Charter High School

School: Alta Vista Charter High School

County/District Code: 048-902

School Code: 1925

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

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction 1003 (g) SIG	
1251 Culturally Different Instruction(Title I)	
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	<ul style="list-style-type: none"> • Expand extended learning opportunities (e.g., afterschool tutoring, pull-out program during advisory period, Saturday school) to students who are below grade level in math and reading. • Provide supplemental math and reading courses as part of the curriculum. • Implement a dual Spanish/English language arts curriculum to support students' literacy skills, particularly ELLs. • Continue partnership with Teach For America to fill high-need subject areas, such as math, science, ESL, and SPED, as positions become available. • Create a reward system for teachers who demonstrate measurable results, and a system for removing ineffective teachers. • Identify support personnel needed to assist student subgroups not meeting AYP and to meet the growing needs of the school including expansion of a new middle school. • Assess student performance and provide students appropriate skill-building programs in content areas using educational software, with particular attention to special populations and subgroups, such as ELLs, special education students, and students at risk of dropping out. • Identify and acquire additional technology hardware that supports and enhances school-wide literacy efforts (e.g., laptop computers to implement System 44, Odysseyware).. • Enhance the physical library facility to support schoolwide literacy plan so that it includes adequate space for media center, student work centers, pamphlet/newspaper area, fiction/nonfiction, information/checkout desk. • Evaluate and purchase 21st century library resources, including print and nonprint media (e.g., subscriptions to online research databases, virtual programs, and other technology).
2100 Support Services - Pupils	

Budget Codes	Related Strategies and Activities
2100 Support Services – Pupils 1003 (g) SIG	
2210 Improvement of Instruction Services (Professional Development)	
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	<ul style="list-style-type: none"> • Create a system of weekly classroom formative and summative assessments for all content areas. • Provide professional development for and implement research-based instructional strategies (e.g., vocabulary development, oracy, use of visuals, think-alouds, use of graphic organizers) to support students’ literacy skills. • Provide training in Understanding by Design to develop an updated rigorous curriculum aligned with state and national standards. • Expand provision of train-the-trainer professional development on differentiated instruction for lead teachers to meet the needs of all ability groups and use assessment data to plan lessons. • Provide financial incentives for teachers to become National Board Certified with the goal of at least two teachers per year beginning the NBC process and 50% achieving NBC within three years. • Provide 100% tuition assistance for teachers to obtain their ESOL endorsement. • Provide on-going literacy, math, and content area experts (consultants and <i>Master Educators</i>) to develop teachers’ content expertise, increase the rigor of instruction, and support school-wide literacy plan. • Provide reimbursement for teachers to participate in local Advanced Placement teacher development institutes to improve mastery of content and increase the rigor of instruction.
2620 Planning, Research, Development, and Evaluation Services	
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG	<ul style="list-style-type: none"> • Identify and contract with external services providers for planning, research, development, and evaluation.
3000 Parent Involvement	
3000 Parent Involvement 1003 (g) SIG	<ul style="list-style-type: none"> • Provide community participation programs, family literacy services and parent workshops to students and their families • Provide a bilingual parent liaison to support teachers in communicating with Spanish-speaking parents, conduct bilingual parent workshops, and provide translations of official and nonofficial communication to parents in their native language.
Other (Use Missouri Accounting manual codes)	
Administrative Costs	
Administrative Costs 1003 (g) SIG	

Budget for the LEA/District and Each School

BUDGET								
Budget Year—2010	6100 Certificated Salaries	6150 <u>Noncertificated Salaries</u>	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG								
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	23,800	27,680	11,232		77,650			140,362
2100 Support Services - Pupils								
2100 Support Services – Pupils 1003 (g) SIG								
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	20,350		3,083	92,743				116,176
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG								
Administrative Costs								
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG)								
1003 (g) SIG Subtotal								
Grand Total	44,150	27,680	14,315	92,743	77,650			256,538

BUDGET								
Budget Year—2011	6100 Certificated Salaries	6150 <u>Noncertificated</u> <u>Salaries</u>	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG								
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	62,800	75,000	28,940		53,000	25,000		244,740
2100 Support Services - Pupils								
2100 Support Services – Pupils 1003 (g) SIG								
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	25,200							25,200
2620 Planning, Research, Development, and Evaluation Services				12,000				12,000
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG					10,000			10,000
Administrative Costs								
Administrative Costs 1003 (g) SIG		24,000	5,040					29,040
Program Costs Subtotal (Not including 1003 (g) SIG)								
1003 (g) SIG Subtotal								
Grand Total	88,000	99,000	33,980	12,000	63,000	25,000		320,980

BUDGET								
Budget Year—2012	6100 Certificated Salaries	6150 <u>Noncertificated</u> <u>Salaries</u>	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG								
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	63,630	75,000	29,110		53,000	25,000		245,740
2100 Support Services - Pupils								
2100 Support Services – Pupils 1003 (g) SIG								
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	25,200							25,200
2620 Planning, Research, Development, and Evaluation Services				12,000				12,000
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG					10,000			10,000
Administrative Costs								
Administrative Costs 1003 (g) SIG		24,000	5,040					29,040
Program Costs Subtotal (Not including 1003 (g) SIG)								
1003 (g) SIG Subtotal								
Grand Total	88,830	99,000	34,150	12,000	63,000	25,000		321,980

Section D. Assurances

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—

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

Section E. Waivers

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.

Appendix A: School Quality Review Scoring Rubric for Alta Vista Charter High School

May 2008

Domain	Scoring Key
5	Exemplary
4	Well Established
3	Established
2	Needs Support
1	Needs Significant Support

School Name: Alta Vista Charter High School	1	2	3	4	5
Overall Outcome		X			

Domain 1: Standards and Achievement	1	2	3	4	5
The extent to which...					
1.1 the school's results in State and standardized tests compare with State averages		X			
1.2 the school's results in State and standardized tests, and in school-based assessments compare with the school's past performance for students, classrooms, grades and subjects		X			
1.3 students of all abilities make progress in each class, grade and subject during their time in the school		X			
1.4 special education students make progress in their achievement levels		X			
1.5 English language learners make progress in their achievement levels in both English and Spanish			X		
1.6 there is consistency in the achievement and progress of students in different groups, including gender, ethnicity and social and economical disadvantage			X		
Overall outcome of Domain 1		X			

Domain 2: Quality of Learning, Teaching and Assessment	1	2	3	4	5
The extent to which...					
2.1 learning objectives are clear, measurable and understood by students		X			
2.2 instruction provides challenge and motivation and creates high levels of student engagement		X			
2.3 homework and extended-day activities are used to reinforce and extend what is learned in		X			

Domain 2: Quality of Learning, Teaching and Assessment		1	2	3	4	5
	The extent to which...					
	school					
2.4	teachers' use assessment data to plan instruction and activities to match the identified learning needs of individual students		X			
2.5	students are given opportunities to work collaboratively, solve problems and become critical thinkers			X		
2.6	students are involved in assessing their own learning and in developing an individualized learning plan for improvement		X			
Overall outcome of Domain 2			X			

Domain 3: Leadership, Management and the Use of Data		1	2	3	4	5
	The extent to which...					
3.1	the principal creates a vision of continuous development and high expectations, and inspires shared commitment to improve		X			
3.2	the school's strategic plans and measurable goals are raising student achievement		X			
3.3	school leaders collect and analyze data to evaluate and monitor student and teacher outcomes		X			
3.4	school leaders monitor the effectiveness of instruction by measuring the rate of learning in observations, analyzing student data and work, and monitor teachers' planning		X			
3.5	school leaders create opportunities for professional development in response to individual teacher and school needs			X		
3.6	school leaders create benchmarks to monitor the school's progress in meeting its long-term goals		X			
Overall outcome of Domain 3			X			

Domain 4: Curriculum		1	2	3	4	5
	The extent to which...					
4.1	the school aligns the curriculum to State standards and creates effective plans, timeframes and benchmarks for student learning		X			
4.2	the curriculum enables students to develop a wide range of skills and knowledge and motivates learning		X			
4.3	teachers enable students to learn effectively by employing a wide range of methods, activities and curriculum interventions		X			
4.4	the curriculum reflects, celebrates and integrates the cultural, linguistic and historical heritage		X			

Domain 4: Curriculum		1	2	3	4	5
	The extent to which...					
	of the students					
4.5	teachers incorporate first and second language curricula, instructional approaches and materials in classroom activities to meet the school's bilingual and biliteracy expectations		X			
4.6	the curriculum links to the requirements of higher education by the development of a range of higher-order skills which fully prepares students for college life		X			
Overall outcome of Domain 4			X			

Domain 5: School Culture		1	2	3	4	5
	The extent to which...					
5.1	school leaders and teachers create and implement policies and practices that enable the school to run smoothly, provide a climate conducive to learning and embrace the cultural aspirations of students and parents.			X		
5.2	the school has high academic, cultural, behavioral and social expectations, which are fully embraced by the whole school community			X		
5.3	the staff and the students develop nurturing relationships based on high expectations and mutual care, dignity and respect				X	
5.4	the school develops students' cultural, personal, social and emotional awareness				X	
5.5	the school creates opportunities for students to show initiative, take responsibility and contribute within the school and the wider community			X		
5.6	attendance and punctuality levels reflect the effectiveness of procedures and practices for promoting good attendance			X		
Overall outcome of Domain 5				X		

Domain 6: Links with Parents and the Local Community		1	2	3	4	5
	The extent to which...					
6.1	the school communicates, in native languages, and works with parents to build relationships and engages them as partners in their children's education		X			
6.2	teachers provide regular bilingual communication for parents about students' academic and social progress and achievement			X		
6.3	the school provides services and opportunities for parents to better enable them to support their children's academic and cultural development			X		
6.4	the school creates effective partnerships with colleges and universities to align the school's				X	

Domain 6: Links with Parents and the Local Community		1	2	3	4	5
	The extent to which...					
	courses to higher education requirements and fully prepares students for college life					
6.5	the school creates partnerships with external agencies to support the academic, social, personal and cultural growth of the students				X	
6.6	the school embraces opportunities to recognize and celebrate with parents, the wider community and other organizations the social and cultural diversity of students				X	
Overall outcome of Domain 6				X		

Appendix B: Alta Vista Progress Evaluation

(November 2008)

Objective of Evaluation Visit (November 17 - 18, 2008)

The evaluation is a follow-up visit to determine the progress made by the school since the School Quality Review, which took place on May 1 - 2, 2008. The focus of the activities will be on the areas for improvement as identified in the School Quality Review Report.

Key Components of the Evaluation

1. Meeting with the school principal to self evaluate progress made in the areas for improvement since the School Quality Review in May, 2008. In particular, to consider the following :
 - School's understanding of the feedback from the May visit
 - Specific steps taken to address areas of concern
 - How well the school is assessing progress against goals?
 - How does classroom practice reflect a focus on student learning and results?
 - What steps are necessary to continue to move the school forward?
 - What areas are still major concerns?
2. Classroom visits with the principal and Regional Director to provide an independent view on the quality of learning and teaching. (This activity was undertaken at the request of the principal and La Raza Regional Director.)
3. Review of relevant data and classroom observation notes to determine school progress, particularly in the area of teaching and learning.
4. Meeting with the principal and Regional Director to provide feedback on the findings, next steps and their integration with other projects available for the school.
5. Feedback to the principal at the end of the two day visit.
6. Agree on next steps for the school before the next visit on December 1 and 2, 2008.
7. Preparing and submitting a summary of areas for growth to the principal for comments and clarification.
8. Preparing and submitting a final evaluation report to the principal, NCLR and Cambridge Education.

Outcomes of the Evaluation

The initial meeting with the principal focused on a review of the original review report and the principal's views on progress against the recommendations made by the lead reviewer.

- The principal is aware of and has been addressing key areas of growth, but there is not a clear and systematic approach for doing so. There is not a consistent understanding across the school of clear, measurable targets or support available to reach them.

- The principal clearly recognizes the need to engage in structured and highly focused strategic planning to address the needs of the school.
- Given that this has not been a priority for the school yet, there is quite a bit of variability across the school in terms of “buy in” and there are not clearly defined accountability structures to ensure that all staff are addressing areas for growth.
- In this light, there is a pressing need for the school to engage in systematic strategic planning processes to address identified areas that will lead to improved student performance.

Almost every teacher was observed. There are a few pockets of good practice, and in those classes students were highly engaged, planning was thoughtful and effective, and students were making good progress. Throughout most of the school, however, teaching and learning is highly variable and in many classes, instruction is unsatisfactory. In particular, there is not a clearly defined approach to effective lesson planning and delivery, and as a result many classes lack rigor, there is little evidence of critical thinking practice for students, and often lessons are not aligned to standards. Vocabulary development is critical in a school that is dominated by English language learners, and there is no systematic approach to building these skills. Math progress is of particular concern at the school with current proficiency rates in single digits. Math instruction is unsatisfactory in most grade levels. The school has adopted a new technology based math curriculum but does not have an effective system for monitoring student progress against the tested standards. In many classes students were not engaged or challenged.

In ongoing meetings with the principal and Regional Director of La Raza we identified specific target areas across the school for immediate action in Leadership, School Culture, and Teaching and Learning. We discussed the process for next steps for moving forward with the planning process to identify specific testing targets and accountability structures. There is a clear recognition of the urgency for moving forward and a strong commitment to do so.

Actions for the School

There was agreement that the school should examine the following issues:

The creation of a strategic plan to address the major areas for improvement as defined in the School Quality Review around student achievement and quality of teaching and learning by:

Leadership:

- Operationally define all hallmarks and non-negotiables.
- Train, monitor, support and hold all stakeholders accountable.
- Create a rigorous hiring process that includes provisions of ongoing training and support.

Culture:

- See first bullet above (pay attention to mixed messages given to students around uniforms, teacher behavior, gum chewing, etc.).

- Continue to examine and refine efforts around college readiness and cultural competence.

Teaching and Learning:

- Create and monitor aligned pacing charts for all core areas.
- Operationally define structures of rigorous, engaging lesson planning and delivery, and monitor/hold all teachers accountable for (but not limited to): *bellringer, objectives, guided/independent practice, checking for understanding, higher order questioning/critical thinking, facilitating language acquisition, reaching all learning styles.*
- Create and implement a systematic, rigorous benchmarking system that is directly aligned to the GLEE's and train all teachers to use data to inform teaching practice.

Actions for Cambridge Education

The Cambridge Education representative will, on completion of the evaluation visit:

1. Prepare a draft evaluation report that will be sent to the principal for approval before publication.
2. The final evaluation report will be sent to the school, NCLR and Cambridge Education.
3. The Cambridge Education representative will remain in contact with the school and NCLR to ensure effective planning is in place for the next visit to the school in December, 2008.

Actions for NCLR

The NCLR representative will:

Continue to liaise with the school and the Cambridge representative to help support the SIP process.

Appendix C: School Quality Review Scoring Rubric for Alta Vista Charter High School

May 2010

Overall Evaluation

This school is established.

The leadership continues to build on the good start made and has addressed most of the areas for improvement from the last review. The principal has created a cohesive team with a clear vision for the school and leaders who are constantly evolving and enhancing their own skills. Teachers subscribe to this vision and work together well in enhancing their own skills through professional development and regularly sharing ideas. All have a clear and realistic view about where the school is along the path they have established, and where they still need to focus their attention. To do this they have used a range of evaluation strategies, including the effective analysis and use of data to measure student growth and the outcomes from classroom observations. Classroom observations, while focused, are not as regular as they could be and, as a result, there are still inconsistencies in the quality of teaching and a number of common issues to address. For example, while reading is showing improvement, there is not enough focus on developing students' oracy skills across the school.

The school's culture, in terms of both the students' Hispanic culture and the internal culture of the school, is strong. Students and parents agree that this is a friendly, safe environment that encourages students to try hard and fosters good relationships throughout the building. Community links are good and are supported by the strong links with the Guadalupe Center alongside outside providers who support the college readiness programs.

Domain 1: Standards and Achievement

This area of the school's work needs support.

While test results remain below state average, the school is beginning to show growth in a number of areas, especially algebra 1, English II and biology. However, it was only in English II that students made AYP in 2009. In math, only 14% of students made proficiency for advanced level. The school has set targets for both English and math, but current data indicates that the school is on track to exceed the original target, particularly in math. Interim assessments show an average growth of four points between fall and spring testing in English and math. In English, much of this growth is attributable to the recent whole-school focus on literacy. In addition, the work in advisory sessions (AZTEC) in conferencing with students about their targets is helping teachers and students plan more accurately for growth.

Mathematics continues to be the greatest challenge for the school but the math teachers are making good inroads into reducing the gap between state and school results. Teachers are also working on aligning their own tests more closely with the state requirements. The recent adoption of NWEA is making it more difficult for teachers to set targets, as the results are not wholly aligned with state standards. Teachers are beginning to use data more effectively for grouping students into similar ability sets within the classes, but there remains work to be done to bring greater precision into this. Currently, the transfer of this greater understanding of data is not fully in use at classroom level. For example, it is not clear to the school why so many students are struggling with aspects of their reading. Although the RD teacher works with all class teachers, there is need for greater connection here and for more precise use of data. Much of the professional development (PD) for the coming year is focused on the better use of data and its

application to planning and differentiation. Collaborative planning is one method the school is working on to take this forward.

Domain 2: Quality of Learning, Teaching and Assessment
This area of the school’s work needs support.

The administration’s own evaluation of the school’s relative strengths and weaknesses is accurate. Teachers are suitably knowledgeable about their subjects and link this understanding to the curriculum pacing guides. However, teaching shows a wide range of quality in delivery and is inconsistent across the school. Too few lessons use a wide enough variety of instructional styles to provide real pace, to raise expectations and to engage students actively in their learning. In some classes, too much time is spent copying down notes, with insufficient opportunity for probing discussions that test out students’ understanding. With their good attitudes, students work productively with their peers when given these opportunities. Some of the most effective learning was seen when teachers use a variety of learning styles and approaches, such as “turn and talk”, or group work to engage students’ interest, such as in an Algebra 1 lesson. This lesson contained engaging activities and a “fun” element to the work and students made good progress in their understanding of the concepts. While the hallways have informative displays demonstrating the range of subjects and achievement, few classrooms have displays of students’ work on bulletin boards and often lack a subject flavor. This misses the opportunity to showcase students’ successes and also to demonstrate examples of high quality work for all to aspire to.

Planning, while generally using a consistent format across the school, is not sufficiently detailed. Not enough use is made at class level of the data provided by the school. The effective use of data is an aspect that requires further professional development and training as this has an impact on the quality of differentiation in planning. Not enough use is made of formative assessments during lessons and too few teachers provide a structured “closure” activity at the end of lessons to evaluate learning and modify subsequent work. Lesson learning objectives are more often the activities that students are to do, rather than what they are expected to know and understand by the end of the class. This prevents teachers and students from being able to evaluate the success of their teaching and learning. As a result, teachers are not able to adjust the program sufficiently to address the specific needs of all the students in the class. Too much of the content or approach is common to all students and, where worksheets are used, these are invariably at one level regardless of the reading ability of the students. This limits the progress of those students who have lower level reading skills and often fails to probe the depth of understanding of the higher achieving students.

While extended day activities are a valuable support to students’ learning, the use of homework, an area for improvement at the time of the last review, is not yet proving effective. It does not actively support students’ learning, either in the consistency of its provision or the level of completion by students. There are few incentives for students to complete assignments and it is insufficiently well linked to class lessons to reinforce or extend learning.

Domain 3: Leadership, Management and the Use of Data
This area of the school’s work is established.

The principal, in close collaboration with the school’s Director of Education, has consolidated and built on much of the on-going work of the past year very successfully. Progress has been made in developing the skills of the leadership team and they have a secure understanding of where the school is and what it needs to do to improve. There is a clear, shared view and direction to the school’s development planning. The school’s vision is well founded and is being communicated, however not all teachers fully understand

their role in moving this forward. School leaders undertake classroom observations and walkthroughs to monitor the appropriateness and impact of the teachers' instruction and provide informal feedback. However, at present there is no calendar for regular observations, or a clear strategy in place for providing developmental feedback to all teachers following class visits. The inconsistency of the quality of instruction and learning activities is a clear indication that more rigor is required in monitoring the impact of instructional practices to ensure compliance with the school's teaching and learning requirements.

There is routine monitoring of data and teachers' planning, with a clear focus on improvement in students' achievement. Data is routinely shared with teachers with a focus on "How can you group students using this data?" However, this is in early stages and not all teachers have the necessary skills and confidence to use this effectively to guide their lesson planning. The transfer of this information is not yet successfully down to classroom level in all subjects and grades. This is also evident in the work still to do to improve teachers' skills in ongoing formative assessment. Administrators are aware of these issues and the professional development plan shows a focus on using data effectively for differentiation, and how this can be developed through collaborative planning. The work of Content Teams is enabling teachers to become part of a devolved management structure that is building their skills and confidence and giving them a professional role in school development.

Domain 4: Curriculum

This area of the school's work is established.

The school has reviewed and revised its curriculum over the past year and has developed their own pacing guides for most of the courses offered. These are aligned to the "Course Level Expectations," which are the Missouri State Standards. Teachers have worked diligently to produce these pacing guides, units and linked learning objectives and the results of this can be seen, for example, in the improvements to math scores. However, while these are now successfully aligned, the school focus on individual student progress means that it requires more time to deliver the units than initially anticipated. There is a need to establish clear points or benchmarks in all subjects to evaluate where classes are in relation to the pacing guides. Alongside this, work on introducing Understanding by Design (UbD) is progressing, although more is needed to lift the curriculum by fully engaging all teachers in this work. The school has not yet identified its own "Power Standards". These are the key elements needed to enable teachers to ensure that sufficient time is given to mastery of the core elements and, through formative and summative assessments for each unit, to identify those aspects that need re-teaching. The relatively high turnover of teaching staff does not aid continuity, as much effort has to go into the induction of teachers into these approaches.

While there is greater emphasis on all teachers being teachers of literacy, there remains the need to ensure that key literacy and numeracy skills are planned into all lessons, alongside being linked to the scope and sequence of all subject curricula to provide constant reinforcement. Further work is needed to ensure that all teachers teach the English skills needed in their subjects. Given the high number of students for whom English is an additional language, there is too little focus on reinforcing students' literacy skills, particularly oracy, across all subjects of the curriculum. Much of this is because there is not enough done to improve students' speaking and listening skills through, for example, the use of more probing questions by teachers or providing greater opportunity for students to engage more actively in discussions during lessons. However, the school development plan shows the intention to introduce bi-lingual Spanish/English Language Arts classes in the next academic year to supplement the skills of the English language learners. This is an important step towards ensuring a move to greater integration of the Latino culture into the curriculum.

Domain 5: School Culture

This area of the school's work is established.

One of the key elements in the students' development is the Aztec institute. This daily period enables teachers and students to form strong and positive relationships in school. This ensures that all students have at least one adult that they can relate to. There is a high level of student support available in school. In addition to the Aztec sessions, teachers are able to refer students to counselors for socio/emotional support and there are other classes, such as anger management, for those who need specific assistance. There are clear guidelines for teachers as to when this is appropriate. In addition, the growth of clubs for students enables them to work with teachers in different situations, and to see them in a different light, not just as classroom educators. Students are very positive about their roles in school and consider the leadership very approachable and open to suggestions.

The strong links to the Guadeloupe Centers means that the school is part of a strong social services agency that provides direct access for the students and their families. The result of these opportunities and initiatives means that the school is moving from being a "safe school" to one that is developing an academic culture. As well as the higher expectations through the behavior policy and code of conduct, there is an important shift towards academic rigor. There is still work to do to challenge students even more and to change their expectations, as at present there remains some variability. Attendance, at around 93%, is just below the state average and demonstrates the students' appreciation of the school and level of care from all the staff. Attendance has improved over time because of the work of the school in taking positive steps to support students, for example, an "at risk" coordinator and contracts between home and school.

Domain 6: Links with Parents and the Local Community

This area of the school's work is established.

With the support of NCLR, the school has established a successful "Parents as Partners" program this year. This group is well attended with up to 30 parents attending the weekly sessions over the eight weeks. Parents are very positive about the school and the bi-lingual communications between school and home. This is well produced by the students in the school's own journalism class. However, as a quarterly newsletter, there is much to take in and the newsletter would benefit from more frequent and sharper communications. The regular report cards are easily understood by students and their parents as the school has a clear, consistent grading system.

The school celebrates the honor and heritage of Hispanic students, and parents welcome the open door policy of administrators and faculty. Parents are developing greater confidence in approaching the school and individual teachers about their child's work. As well as access to a number of Spanish speaking staff, parents also have support available that enables them to rehearse what they want to discuss, extending their confidence even more. A great strength of the school is the range of connections that have been made with external bodies. The school's charter authorizer, the University of Central Missouri, provides strong support. This includes PD for staff on literacy, and the work of middle school experts to assist in the plans for the new addition of a middle school in the next academic year. Other support comes from Penn Valley Community College, a key partner in the school's early college program and from the University of Missouri-Kansas City, who work with teachers and students. One of the key links is that with the Guadeloupe Centre. This enables the school to offer a wide range of social services and vocational support to students and their families.

Appendix D: Alta Vista Charter High School Self-Evaluation

What is distinctive about your school?

- Describe your greatest accomplishments over the last two years and their impact on students' progress
- Describe the aids and barriers to the school's continuous improvement

What is distinctive about our school?

Alta Vista Charter School is operated by the Guadalupe Centers Inc., a social service agency serving Latino community in Kansas City since 1919, and the school's charter is authorized by the University of Central Missouri (UCM). The school was founded in 1990 as an alternative school with a small start up grant and began to offer educational services for 15 high school students. The school's mission was and still is to provide students who are behind academically, particularly those of Latino descent, an alternative educational setting that will help them earn a high school diploma. With the recent participation in the Early College Program, we have expanded our mission to empower students to succeed in college and in their chosen professions.

Other distinctions include:

- Being part of a social service agency and allows us to offer an extensive variety of programs and services through the Guadalupe Centers Inc. for the support of students including: drug and substance abuse counseling, behavior and anger management, emergency assistance, teen mother support, vocational support, and a new pre-college workforce development program called *ESCALERA*.
- There is a significant number of staff who speak Spanish to facilitate communication with our Latino parents including the Superintendent, Principal, At-risk Coordinator, Guidance Counselor, Teachers (4), Registrar/Secretary, Office Assistant, Family Liaison, and Custodian.
- A credit recovery program (Plato) for students who have fallen behind on their high school credits or who have transferred in with missing credits.

Greatest Accomplishments:

- Partnership with *Teach for America* has allowed us replace our previous ineffective Math teachers with highly motivated, hard-working, data-driven Math instructors that are providing quality instruction.
- Implementation of a benchmarking system for all Mathematics courses. Although we are planning a few changes to the system, the benefits include a clearly articulated group of standards and assessments to measure student mastery of learning objectives (*I CAN statements*).
- Implementation of the NWEA Measures of Academic Progress assessments to establish individual baselines in reading, writing and math, develop individual student growth targets, and evaluate student achievement in relation to the progress made toward their individual targets.
- Hiring of a literacy coach who is providing effective feedback and strategies with teachers to improve their practice and is guiding our school wide literacy efforts.
- Creation and implementation of School Development and Improvement Plan to address the major areas for improvement as identified in the previous Quality Review around student achievement and quality of teaching and learning.
- Approval from charter sponsor (University of Central Missouri) to open a middle school starting in the Fall of 2010.

Aids and Barriers to Continuous School Improvement:

Aids:

- A core group of dedicated staff who care about the students and their achievement
- A safe, caring, and family-like environment
- Partnerships with agencies, colleges, and universities.
- Board members who are committed to the mission of the school and to ensuring a quality education

Barriers:

- Building a culture of high expectations and high supports among students, parents, and some staff.
- Although in process, not having a clearly articulated rigorous, standards-based curriculum that enables all students to meet and exceed established measures of success.
- Varying degree of effective instruction which meets the needs of all students and promotes individual student growth and critical thinking. Willingness to change instructional methods based on student needs.
- Developing a systematic approach to remediate while at the same time accelerate student learning for the large number of students who are several grade levels below their expected level.

Domain	Scoring Key
5	Exemplary
4	Well Established
3	Established
2	Needs Support
1	Needs Significant Support

Domain 1: How effective is your school culture in establishing high standards and high achievement?	5	4	3	2	1
School Self-Evaluation			X		

How do you know?

Although gains have been made in Biology, Algebra I, English II End of Course assessments from the previous year, we only met AYP goals for English II and only 13.9% of students reached proficient for advanced levels in 2009. Since implementing the NWEA assessments this year, individual student growth targets have been established which reflect their current level and prior learning.

Which are the strongest aspects, and why?

Our strongest aspects are in Language Arts, where we have consistently shown improvement and most recently made AYP in English II. This is due in large part to our school wide literacy plan that has been implemented over the last several years.

What do they feel needs improvement, and what action is being taken?

Math continues to be an area for improvement, with the implementation of a new benchmarking system and the hiring of two new *Teach for America* candidates, early results from End of Course practice tests indicate that we should double if not triple the percentage of students scoring at proficient or advanced levels for 2010.

Domain 2: How effective is your school’s culture in establishing high quality teaching and assessment which impacts positively on students’ learning?	5	4	3	2	1
School Self-Evaluation			X		

How do you know?

Quality of instruction continues to vary from teacher to teacher but has improved from the previous year due to the change of 50% percent of instructional staff. Based on observations, the level of student engagement varies and in some classrooms there is little evidence of differentiated instruction to meet the students at their levels. More formative assessments need

Which are the strongest aspects, and why?

Compared with previous years, there are more teachers who consistently try to provide work or activities that are challenging and engaging. There are also a few teachers who make sure that the daily learning objectives are clear and understood. There are also a few teachers who have begun to use NWEA data to differentiate instruction.

What do they feel needs improvement, and what action is being taken?

For the upcoming year, the primary focus of our professional development will be on differentiated instruction and 5 effective teaching strategies that we expect all teachers to use. These strategies are centered around literacy and ELL best practices. We will be sending 4 core lead teachers to the national DI train-the-trainer conference in the summer who will help lead the PD for the rest of the staff. The goal is that all teachers use assessment data to plan instruction to match the needs of individual students.

Domain 3: How effective is the leadership, management and use of data by the school?	5	4	3	2	1
School Self-Evaluation				X	

How do you know?

As a young principal and reflective practitioner, there are several areas of growth that I am working on to improve. I know I need to do a better job of clearly communicating and articulating the “Big Picture” when it comes to school improvement goals and other school wide initiatives to better foster a shared vision. I am beginning to understand the dynamics of change and need to further develop leadership capacity to facilitate change and the ability influence others. Operationally, there are management

procedures and structures in place to help the school run smoothly. When there are operation issues, they are handled in a timely manner and procedures are revised.

Which are the strongest aspects, and why?

Since the implementation of the NWEA this year, teachers have begun to analyze student achievement data and reports which give them the spread of student abilities in each of their classes. During Aztec Institute (Advisory period) teachers met with students after the fall assessment to discuss their results and to set individual targets for the Spring assessments. During the interim assessment in the Winter, staff evaluated student achievement data to evaluate the degree students are on track toward their goals and discussed performance with students. Comparisons of outcomes with targets give precise information on target acquisition for use in next cycle of target setting for the Fall of 2010. Student achievement goals are realistic and based on previous performance data.

What do they feel needs improvement, and what action is being taken?

A systematic approach to formative and summative classroom level assessments needs to be further developed that are aligned to specific state standards and the End of Course exams. The plan for next year is to help teachers develop better classroom assessments and we are scheduling time during professional development sessions to analyze the results of this type of data to be used to plan for changes to instructional plans.

Domain 4: How effective is the school’s curriculum in responding to curriculum indicators and all students’ needs?	5	4	3	2	1
School Self-Evaluation				X	

How do you know?

Previous curriculum guides are outdated not being used. More recently (summer of 2009), pacing guides were developed for several courses including Anatomy, Biology, Physical Science, Chemistry, Language Arts I, Language Arts IV, Economics, World History, Geography, Art, Painting, Printmaking, American History, and Government. These have been aligned to the “Course Level Expectations”, which are the state standards for Missouri. Pacing has been planned to respond to students needs and progress, however teachers are finding it is taking more time than expected to teach the units according to students’ level of understanding.

Which are the strongest aspects, and why?

The strongest aspect is that the pacing guides were created teachers and they are broken down by specific units, learning objectives, and alignment with state standards.

What do they feel needs improvement, and what action is being taken?

Units need to be updated and revised on a continuous cycle. Standards need to be prioritized so that sufficient time is allowed for mastery of the most important standards and re-teaching if needed. Formative and summative assessments need to be included with each unit. Our teachers will be working with a local UBD consultant this summer 2010 to begin curriculum work using the UBD process. We will be able to leverage work that has been done with a local district that has used the process. The goal is that all courses offered will have a UBD curriculum guide by the end of summer 2011.

Domain 5: How effective is the school in supporting the students' cultural, academic, behavioral and social needs?	5	4	3	2	1
School Self-Evaluation			X		

How do you know?

The expectations for behavior and academics are communicated very clearly to parents and students at the Orientation meeting. They receive a copy of the Academic Planner/Handbook, which outlines our discipline system, code of conduct, academic expectations, and supports that are in place to assist students. Parents and students sign an acknowledgement form in back of the Academic Planner indicating that they have read and understand the expectations. We have two counselors that meet with students individually and in small group to support students academically, socially, and personally. Since we are part of a social service agency (Guadalupe Centers Inc.) students and families have direct access to an extensive variety of programs and services.

Which are the strongest aspects, and why?

The school has an excellent support staff that implements policies and procedures which promote good attendance, behavior, and academics. Our average daily attendance for the year is around 93%. Many students have established a positive rapport with their teachers. Student feedback indicates they feel safe and supported.

What do they feel needs improvement, and what action is being taken?

We need to integrate more of the Latino culture into the curriculum, instructional materials, and activities. To support the goal of students become bilingual and biliterate, we will be implementing a bilingual Language Arts curriculum next school year.

Domain 6: How effective is the school in forming quality relationships with parents and the wider community, including members of the Board of Trustees?	5	4	3	2	1
School Self-Evaluation			X		

How do you know?

We have implemented the Parents as Partners program this year through NCLR. This program has increased parent involvement and we have had over 30 consistent parents attend the 8 week sessions. The school has created many effective partnerships with

colleges and universities to implement programs such as Early College or for professional development. They include Penn Valley Community College, University of Missouri-Kansas City, and the University of Central Missouri. We have also collaborated with other non-for-profit agencies such as Mattie Rhodes. We have made it policy to include one parent in the capacity of a Board member and have provided opportunities for board members to be involved in the school.

Which are the strongest aspects, and why?

We have strong support from our charter authorizer which is the University of Central Missouri and from the wider community. Our student enrolment has increased every year and largely by word of mouth. Other community organizations continue to approach us to seek collaborations. We have a bilingual newsletter that is produced by our Journalism class which has received many positive comments from parents.

What do they feel needs improvement, and what action is being taken?

We are increasing our expectations of parents next year to attend at least two parent workshops and one parent/teacher conferences each semester. As a result of the success of the Parents as Partners program, we are also forming a parent advisory committee for next year as well. We need extend more invitations for community members to be involved in the school, keep our strong support with the universities, and foster new relationships.

Appendix E: Needs Assessment Observation Protocol and Schedule

Evaluation of Teaching and Learning



Quality of Teaching

Characteristic	Examples
Do teachers show a good command of the subject or related areas of learning?	<p>Teachers are:</p> <ul style="list-style-type: none"> confident in the content of curriculum programs of study and syllabi; understand the Literacy and Numeracy strategies and Technology; skilled in explaining new ideas in ways that make sense to pupils, and in asking relevant questions and providing explanations accurately; perceptive in marking, assessing and responding to pupils' work; extend students' learning by providing relevant first hand experience, a wider body of knowledge or links with other subjects, in particular, how well teachers cater for the more able and SPED and ELL students.
Do teachers plan effectively?	<p>Look for evidence that planning:</p> <ul style="list-style-type: none"> incorporates curriculum programs of study and syllabi as appropriate; sets out clear, measurable objectives and targets for all students, reflecting high expectations; provides suitable teaching strategies to match the planned objectives; summarizes what students will learn, as well as what they will do and the resources they will need; shows how knowledge and understanding are built up and extended and the work adapted to suit students who learn at different rates including those with SPED and the more able; effectively supports literacy, numeracy and technology in subject specific terms across the curriculum.
Do teachers interest, encourage and engage students?	<p>Teachers:</p> <ul style="list-style-type: none"> ensure that students know what they are learning and why; engage students in activities and help them to become keen to solve problems and eager to ask and answer questions; check that groups or individuals are not excluded or ignored by the teacher; make clear the importance of application, accuracy and good presentation and the need to use critical thinking, creativity and imagination; include students with SPED and more able students fully in lessons through tasks matched to their needs.
Do teachers challenge students and expect the most of them?	<p>Teachers:</p> <ul style="list-style-type: none"> ask demanding questions of students; set challenging tasks, utilizing a demanding range of materials and learning resources; avoid unnecessary routines and the application of indiscriminate praise; make the most of students' willingness to learn and only accept the best standards of which students are capable.
To what extent do teachers use methods and resources that enable students to learn effectively?	<p>In relation to curricular objectives, and what students already know, understand and can do, methods and resources include:</p> <ul style="list-style-type: none"> ways of inspiring and motivating students to contribute and develop their ideas; teaching strategies that reflect different learning styles; techniques that are adjusted well to achieving the learning objectives, such as well-informed exposition or questioning that probes students' understanding; judicious grouping of students which enables the teacher and other staff to work with them effectively and the students to collaborate where appropriate; good quality materials that help students to learn; opportunities for students to apply skills and knowledge in English, literacy and mathematics across the curriculum; considered use of technology and e-learning to promote effective learning.

Do teachers make effective use of time and insist on high standards of behavior?	<p>Teaching focuses on learning through:</p> <ul style="list-style-type: none"> • clear and efficient organization of activities and groups; • fair and clear exercise of authority; • effective support for students by the teacher and other adults; • mutual respect and properly established work habits; • an emphasis on self-discipline and mature behavior; • the consistent implementation by all adults of a behavior management policy.
Do teachers make effective use of teaching assistants and other support?	<p>Teaching assistants and other adults make a contribution to students' learning because:</p> <ul style="list-style-type: none"> • their skills and expertise are sufficiently known to the teacher and are used effectively; • they are well briefed and so are fully aware of the learning objectives and how these will be met • they carry out a proper range of support tasks, thereby freeing the teachers' time for teaching; • they are involved in planning and staff meetings and have access to professional development.
Where appropriate, do teachers use homework effectively to reinforce and extend what is learned in school?	<p>Homework is likely to be effective when:</p> <ul style="list-style-type: none"> • there is an agreed policy that is applied and followed up consistently in all classes and understood by students; • homework is used effectively to support literacy and numeracy; • parents are clear about what is expected, when it is expected and why; • parents are given guidance about ways of encouraging their children's learning at home; • students find homework helpful, interesting and challenging and <u>describe ways in which it helps their learning.</u>
How well do teachers promote equality of opportunity?	<p>Students get a "fair deal" because:</p> <ul style="list-style-type: none"> • all students are treated with respect and their contributions are valued and encouraged; • methods and resources are without bias, free from stereotyping and are well matched to the needs of all pupils; • sensitivity is shown to individual circumstances, beliefs and cultures in the way questions are asked or ideas are promoted.

Evaluation of Teaching and Learning



How well students learn and make progress

Framework Aspect	Examples
To what extent do students acquire new knowledge or skills in their work, develop ideas, and increase their understanding?	<p>Teaching, planning and discussion with students show that they:</p> <ul style="list-style-type: none"> • understand how the work in hand relates to the work done previously and what comes next; • acquire new knowledge and skills, increase their understanding across the subject and are required to work to their maximum capacity; • can explain confidently and clearly what they have learned; (Not just what they have done) • are creative and show initiative when asked to apply what they have learned to new situations; • ask questions and show a desire to learn. <p><i>(NB The analysis of work provides evidence of the rate, quality, and quantity of students' learning, and NOT simply evidence of coverage. Similarly, the purpose of discussion with students is not simply to discover what aspects of their work they remember! Analyses and interviews will therefore need to be prepared with great care to ensure the right information is drawn out.)</i></p>
To what extent do students show engagement, application and concentration and work productively?	<p>Most students will make an effort if the teaching makes the right demands and provides the right encouragement!</p> <ul style="list-style-type: none"> • Is sufficient effort expected and is this effort worthwhile in relation to what is learned? • Do students (<i>of different abilities</i>) have to concentrate and work to their capacity? • Do students show interest in their learning and imagination in making connections between subjects? • Do students work intently and ignore distractions? • Are they only satisfied with work that is of a good standard; well presented and complete?

	<ul style="list-style-type: none"> Do students apply themselves and learn <u>despite any weaknesses in teaching</u>? <p>(NB During lesson observations, try to return to the same students more than once to see if they are working well enough, and getting through the required amount of work. This also provides evidence of the teachers' use of/emphasis upon time. Good teaching routines encourage students' to manage their own time well and to get through what is required in the time available.)</p>
To what extent do students develop the capacity to work independently and collaboratively?	<p>Students:</p> <ul style="list-style-type: none"> who find it difficult to settle are helped to become more self-reliant; work collaboratively or with an adult and share responsibility for completing tasks; use their time well and make the most of the choices they are given; according to their age and maturity, plan their time to complete tasks, including homework, to deadlines; when working alone, concentrate and are productive, whether they are closely supervised or not; select and use sensibly the most appropriate tools, resources or equipment for their work and play.
Do students understand what they are doing, how well they have done, and how they can improve?	<p>Pupils:</p> <ul style="list-style-type: none"> know what they are expected to learn, the standards that are expected, and how they can do even better next time; know the targets that are set for them and know how they to recognize when these have been achieved; when appropriate, make decisions about what they think might be good enough, and how they might improve their own work.

NB ~CONSIDER SPED/EO/ELL EVIDENCE THROUGHOUT

Alta Vista High School



<i>Effective Classroom Observation Form</i>									
<i>Observer's Name</i>		<i>Observation Time</i>				<i>Students Present</i>			
<i>Grade</i>		<i>Student Grouping</i>			<i>Number on Roll</i>				
<i>Subject</i>		<i>Number of support teachers or assistants for SpED</i>			<i>For ELL</i>		<i>Other Adults</i>		<i>Date of Observation</i>
<i>Context</i>									

Evidence and evaluations about how well students are learning and how teaching supports this;

<p><i>Evidence and evaluations about how well students are learning and how teaching supports this;</i></p>	
<p><i>Student learning was best when:</i></p>	<p><i>Student learning could have been better if:</i></p>



Alta Vista High School

<i>Effective Classroom Observation Form</i>									
<i>Observer's Name</i>		<i>Observation Time</i>				<i>Students Present</i>			
<i>Grade</i>		<i>Student Grouping</i>			<i>Number on Roll</i>				
<i>Subject</i>		<i>Number of support teachers or assistants for SpED</i>			<i>For ELL</i>		<i>Other Adults</i>		<i>Date of Observation</i>

Evidence and evaluations

Learning and teaching: Record evidence and evaluations on students’ learning and how teaching impacts on this. Comment, where possible, on the learning and teaching for different groups of students

Learning:

Students are learning when they:

- acquire new knowledge and skills,
- consolidate previous knowledge and skills,
- apply knowledge and skills in new ways to increase their understanding,
- develop their ideas and increase their understanding in identifiable ways.

The quality of learning will depend on the extent to which students:

- develop the skills and capacity to work independently and collaboratively,
- show engagement, appreciation, concentration, perseverance, enjoyment and productivity,
- understand how well they are doing, how to improve, and increasingly self-evaluate their achievement,
- work within a climate that encourages these aspects and promotes mutual respect.

Teaching that ensures good learning for students will likely be illustrated when teachers:

- show good command of their subjects,
- plan effectively according to the needs of different students,
- set work which **challenges all students at an appropriate level,**
- make effective use of homework,
- create a **positive climate** for learning.

- provide work which **interests, motivates, and engages** students,
- use methods and resources that enable all students to learn,
- **assess** students’ work to help them improve and provide **regular, good quality feedback,**
- make effective use of assistants and other help,
- consistently promote **equality of opportunity.**

Achievement and progress: Record key information about what students know, understand and can do linked with the impact of teaching. Draw on all available evidence – e.g. talk with students, look at work in books or portfolios, look at assessment records.

Summary: Use the “...learning was best when” and “...could have been better if” sections to summarize your evaluations about learning, and the main strengths and areas for improvement that stem from this. This will create the summary that will be shared with the teacher verbally.

Appendix F. Alta Vista Quality School Review Schedule

	Monday, May 3	Tuesday, May 4
8:00		Classroom Observation (Untied/Augur/Gruszewski)
8:30	Arrive at AV, Intro conversation and tour (Chris Brewster, John Francis, Delores Gomez)	Classroom Observation (Rubens, Salazar- Chatt, Kearney)
9:00		Classroom Observation (Smith, Heide)
9:30		
10:00	Quality Review Team Mtg.	Focus Group (Leadership Team)
10:30	Classroom Observation (McMillan)	Mtg. with Quality Review Team (Use of data and curriculum)
11:00	Lunch Block	Lunch Block
11:30		
12:00	Focus Group with Students # 1	Focus Group with Teachers # 1
12:30	Classroom Observation (Brenner, Todd)	Classroom Observation (Hartmann, Twenter)
1:00	Mtg. with QR Team (Standards and achievement)	
1:30	Focus Group with Students # 2	Focus Group with Teachers # 2
2:00	Mtg. with QR Team (Parent Involvement)	Classroom Observation (Munro, Lerma)
2:30	Classroom Observation (Bennett, Cruz)	QR Team Mtg.
3:00	Focus Group Meeting with Parents	
3:30		
4:00	Day 1 Debrief	QR Team debriefs strengths/weaknesses

**Appendix G. Alta Vista Technology Plan
(2009-2012)**

Alta Vista Charter School Guadalupe Center

1722 Holly Street

Kansas City, Missouri 64108

Phone: 816-218-0904

Fax: 816-421-1001

E-Mail: dmarron@guadalupecenter.org

E-Rate Billed Entity Number 75143

Technology Plan

NCES # 02-91640-0

For the school years

July 1, 2009-June 30, 2012

Creation date: **11/1/2008**

Revised date 4/01/09

Mission Statement: The mission of Alta Vista Charter High School (AVHS) is to serve underperforming urban students from low-income families, particularly those of Latino descent.

History: During the early 1900's in exodus of the hardships caused by the Mexican Revolution, many Mexican nationals began to leave their homeland in pursuit of a better life for both themselves and their families. These Mexican immigrants followed jobs to the north in areas of migrant farming, railroad and livestock. While many stopped in the already predominant Mexican-American Southwest, others went further north and decided to settle in the Westside Community of Kansas City, Missouri.

Upon their arrival, the Mexican immigrants faced yet another hardship. Discrimination. Mexican children were not allowed into certain schools, while their parents were not allowed to shop in many places. The Mexicans were also exploited in the workplace and basic services offered by area hospitals and government agencies were not granted to the Mexicans. Not knowing where to turn or how to respond, the need for basic services within the Mexican community continued to grow.

To answer this growing need, a Catholic women's club in 1919 decided to establish a volunteer school and clinic for the underprivileged Mexican immigrants who had settled in the Westside. Naming the entity after the patron saint of Mexico, the Guadalupe Centers, Inc. (GCI) became one of the nation's first social service agencies for Latinos and has grown to be the heart of the Latino community within Kansas City.

AVHS developed from an alternative school approach GCI began to act as an early and sustained intervention and academic enrichment program for participating youth living in seriously high-risk environments to help them develop the skills, relationships, goals, and resources necessary to graduate from high school and a post secondary experience that moves them into a productive and successful adult life.

PROGRAM DESCRIPTION

AVHS has a rigorous academic curriculum, attendance, and behavior procedures and policies that help urban and high-risk students develop academic excellence and literacy skills that lead them to successfully complete high school and enter the job market or post secondary educational institutions.

AVHS offers small classroom sizes with a ratio of 15:1 that maximize instructional contact time. Special services are available for students who are limited English speaking or have learning disabilities. The school maintains bilingual administrative and instructional staff to assist students and parents where language may pose barriers. The school understands that incoming students arrive with reading and math proficiencies that are at a minimum three years below grade level, yet the instructional design stresses

preparedness for post secondary education and training. Staff works closely and continuously to communicate with families to enhance success the students.

Aside from educational services we offer an extensive variety of counseling and intervention services through GCI for the support of students including: drug and substance abuse counseling, behavior and anger management, emergency assistance, teen mother support, vocational support, job counseling, employment opportunities, organized athletics, and cultural outreach for the students in addition to supporting their families.

Alta Vista serves high school Latino and urban core students within the boundaries of the KCMO School District. The 2008-09 school year population was over 80% free or reduced lunch a clear correlation to low income status. Enrollment for information reveals a student body of 85% Hispanic, 10% African-American, and 5% Anglo with over half from Spanish-language dominant homes!

Goals

AVHS recruits dropouts or students at risk of dropping out of school and students who are: one year or more behind in completion of course work or credits for graduation; pregnant or parenting; homeless; limited English proficient; excessive school suspensions; eligible for free or reduced meals; referrals for alternative school programs.

A continuing goal is to use our educational skills and community support to further develop our children, families, staff, and support the community. This goal will be met by strengthening our management team, implementing a teacher training (development program which leads to education to support highly qualified staff) implementing the school's operational and curriculum plans, identifying new resources and collaborative partners, strengthening community and parent involvement and continuing our practices and school wide team approach.

Technology

Our technology resources have grown from a few computers. The technology plan has been developed and implemented with the guidance of our technology team: Technology Coordinator; Administrative Representative, and outside Consultants.

Our goal is to have computer drops in every classroom at every location. All of our computers will be directly connected to the internet through a planned local area network in every classroom. As funds become available we will be wiring and equipping our classrooms to connect to the existing

infrastructure. Our applications for E-rate funding will play a major role in this development. Without E-rate funding, our ability to afford the necessary infrastructure will be more difficult.

Technology Mission Statement

Our mission envisions incorporating technology into the educational environment to encourage problem solving, exploration, and learning in the classroom; promote student-centered learning; provide access to appropriate technology for all students and staff; restructure the learning environment; increase student achievement; support a comprehensive information system; develop lifelong learners, improve faculty and staff productivity, and provide the opportunity for faculty and staff to model appropriate technology usage.

Technology Goals

Technology is not an end in itself. Technology is only valuable and efficient if it provides a means of accomplishing or supplementing the overall goal of education. The staff believes that technology in education is justified in three major ways:

- First, it provides a means of making the educational process more efficient. Technology supports our instructional goals by providing tools to allow students to grow and mature, educationally and spiritually.
- Second, education "ABOUT" technology is vital to the adequate preparation of students for today's challenges.
- Third, technological competence prepares the students for success in higher level education.

Students without the ability to interact with and use technology for educational purposes will be at a disadvantage. Thus, we need to:

- Enable students to use technology to acquire and manipulate information.
- Enable students to use technology as a learning tool.
- Provide appropriate technologies to students at every grade level.
- Provide technologies that help our student's master concepts and develop skills leading to improved student learning and achievement.
- Provide up-to-date technologies for all students and staff, within our budgetary limitations.
- Provide technology based applications for the student to use in the age-appropriate school environment.
- Provide adequate training and encouragement for staff to use available technologies, including regular training and periodic assessment of technology progress.
- Integrate technology into all areas of the curriculum.
- Provide student and faculty access to the resources available through the Internet.

Technology Competencies

Through their class work, all students should have the opportunity to develop the following technology competencies; which will be used as a basis for evaluation of our technology program:

- Be able to read and write at grade appropriate level.
- Be able to use technology to communicate with others at grade appropriate level.
- Be able to use available software, at appropriate age level.
- Be able to access information through our computer network.
- Be able to complete assignments using grade appropriate technology tools.
- Be able to embrace emerging technologies such as interactive video.

Assessment of Current Technology Systems and Action Steps

1. Current Technology assessment -

We currently have:

26 3 Com Phones
2 computer labs with $19 + 22 = 41$ pc's
26 additional pc's for staff and support
88 laptops (22 each in mobile carts)
13 projectors, 13, Elmos,
6 WiFi access points, 2 WiFi Printers, 12 separate printers, 3 scanners, 5 servers
12 Smartboards
2 copiers that are available for printing, one with fax and scan also
5 switch, 1 server rack, 1 laminator

All classrooms have some internet access.

All of our classrooms have telephones and our telephone system is new.

Classrooms have at least one (1) computer and most have wireless access.

Our Data network equipment needs upgrades.

We are exploring the benefits of deploying one or more Distance Learning labs next year.

2. Action Steps

We recognize that many student achievement issues are related to the availability and use of technology. We will provide access to technology and training opportunities for all staff and students. The action steps supporting this strategy are as follows:

- Technology staff will ensure that equipment and software are in working order and addresses the needs of staff and students.
- A plan for technology training for administration, staff, and students will be implemented.
- Equipment and software will be acquired to meet the continuing needs of staff and students, using E-Rate funds, through special fund raising, or through increased budgets.
- Technology staff will receive appropriate training in management of networks, software applications, and troubleshooting in order to provide technology access to staff and students.
- The Technology Plan will be reviewed and revised on an annual basis, as noted below.
- Teachers will be encouraged to improve their technological skill levels.
- Appropriate training will be provided for teachers, administrators and students, as noted below.

Additional technology related action steps addressing other objectives and strategies include:

- We plan to purchase and utilize software to monitor student progress.
- We will use reading programs to help students achieve grade level reading skills.
- We will provide classroom information to students, parents, and community members through the utilization of School web site, e-mail and newsletters.
- Instructional technology will be incorporated into every grade.
- A master plan for technology, resource, and media access will be developed. This plan will include a time line to evaluate the plan, and will be reviewed annually.
- We will enhance existing internal communications mechanisms and develop new ones for staff, faculty, and students.

Needs Assessment:

We will utilize a 2-level needs assessment process, in the following ways:

Level 1 needs assessment involves teachers and staff, addressing attitudes toward technology, professional development needs, and instructional integration of technology.

- Level 1, a comprehensive technology needs assessment, will be conducted at least every two years. This needs assessment will address attitudes toward technology, extent of technology usage, extent of classroom technology integration, and professional development needs. A locally constructed survey will be utilized for this purpose.
- Level 2 needs assessment involves our technology committee, addressing hardware and infrastructure needs.

Level 2, an assessment of current hardware and infrastructure, will allow the technology committee to determine where additional technology resources are needed, where hardware upgrades are needed, and what upgrades/enhancements are needed to insure adequate infrastructure. The technology committee will keep current on emerging technologies to insure that these are considered in the technology acquisition budget. The committee provides input into the technology acquisition budget.

Technology NEEDS identified

The technology committee identified the following needs as a result of the Level 2 needs assessment:

Technology Plan - Implementation & Responsibility

Training

The Principal and Technology Director will be jointly responsible for developing and scheduling periodic Technology training sessions throughout the school year, as well as record-keeping. Training will include one-on-one sessions, where possible, to build competence in specific capabilities. We will offer on-site seminars and workshops, and encourage participation in "outside" workshops for all teachers and staff to build competence in more general skills.

These programs will familiarize teachers with "best practices" of using Technology for enhanced educational outcomes, and teach them:

- Basic Skills (using programs like word to type documents, internet searching techniques, and emailing with attachments, etc.),
- Intermediate Skills (Using PowerPoint in daily instruction, and
- Use of digital cameras, etc.
- Staff training on computerized record keeping will also take place. Staff members need additional training on accessing files, privacy acts, etc.

On-campus training sessions will have sign-in sheets or records of computer log-on to confirm attendance. Confirmed attendance at outside "in-service" events will be required. The Technology Director will be responsible for retaining training confirmation sheets.

At the end of each school year, a survey will be distributed to each faculty/staff member to:

- evaluate and suggest additional training for the next year.
- elicit ideas for increasing student and teacher computer proficiency, and
- ways to better use technology to enhance instruction.

Long Range Goals Summary

The technology planning committee meets semi-annually to continue the development of technology. Below is a three year summary for the implementation of technology:

2009-2010	2010-2011	2011-2012
Telephone Services	Telephone Services	Telephone Services
Phone service to all classrooms	Continue phone service to all classrooms - add E-911	Continue phone service to all classrooms with E-911
More effective management of Long Distance service	More effective management of Long Distance service	More effective management of Long Distance Service
	Add 911 capability to Telecom Service within each classroom	Add E- 911 capability to Telecom Service within each classroom
Internet Access Services	Internet Access Services	Internet Access Services
Add Internet access to offices and classrooms.	High Speed Internet access to all offices and classrooms. Minimum T1.	Maintain Internet access to all offices and classrooms. Minimum T1.
Acquiring higher level Internet services, web hosting, firewall services, etc.	Acquiring higher level Internet services, web hosting, firewall services, etc.	Maintaining higher level Internet services, web hosting, firewall, etc.
Video Delivery Services	Video Delivery Services	Video Delivery Services
Ability to deliver streaming video to the classrooms for instructional purposes – exploring options	Implementation of ability to deliver streaming video to the classrooms for instructional purposes possible implementation	Upgraded ability to deliver streaming video to the classrooms for instructional purposes Improving quality

E-rate Funding	E-rate Funding	E-rate Funding
\$23,000 - \$25,000 Priority 1	\$24k - \$26 K Priority 1	\$30K - \$35K Priority 1
No Priority 2	No priority 2	Possible Priority 2
Professional Development	Professional Development	Professional Development
Provide periodic training for teaching staff on software integration in the teaching process	Provide more training for teaching staff on software integration in the teaching process	Provide frequent training for teaching staff on software integration in the teaching process.
Provide training as needed for professional and support staff on the use of administrative software	Provide training as needed for professional and support staff on the use of administrative software	Provide training as needed for professional and support staff on the use of administrative software
Student Skill Development	Student Skill Development	Student Skill Development
Basic and Intermediate skills in Internet Usage	Basic and Intermediate skills in Internet Usage	Basic and Intermediate skills in Internet Usage
Use of computers for learning activities	Use of computers for learning activities	Use of computers for learning activities
Security	Security	Security
Implementing Secure Firewall and Filtering services	Expanding secure Firewall and Filtering services	Maintaining Secure Firewall and Filtering services
Maintenance	Maintenance	Maintenance
Tech support staff provides basic maintenance	Tech support staff provides basic maintenance	Tech support staff provides basic maintenance
Maintenance primarily by	Exploring Maintenance agreements with outside	Maintenance agreements with outside vendors and

School employees	vendors and agreements on new purchases	agreements on new purchases
	Additional upgrades as funds become available	Additional upgrades as funds become available.

Technology Planning Documents

Budget Information

We plan to request E-Rate funds yearly for our Priority 1 Telecom and Internet services.

The budget amounts below show our estimated PRE-DISCOUNT costs of E-Rate eligible services, followed by our adjusted cost based on successful E-Rate filings. Successful application for E-rate funding for eligible Telecom and Internet services will allow us to increase E-Rate eligible services. If E-Rate funds are not received, we will not be able to meet our projected budget growth for Technology.

NOTE: The portion of the cost of any services and equipment purchased through E-rate that is not paid for by E-Rate funds will be paid from our general operating budget. Funds for purchasing desktop software, educational applications and other non-E-Rate eligible services are included as a separate line-item in our budget.

We also plan to request Priority 2 funding for new wiring & infrastructure improvements, new phone network and equipment and new data network and equipment, as well as ongoing maintenance for eligible equipment. We expect to receive E-Rate funds for Priority 2 equipment based on our expected E-Rate discount level of 90%. -)

	2009-2010	2010-2011	2011-2012
Telecom services & Internet access (Priority 1 services)	\$23,000-25,000	\$24,000-26,000	\$30,000-35,000

Hardware purchases	\$7,500-10,000	\$50,000-75,000	\$6,000-7,500
<u>ITEMS BELOW THIS</u>	<u>LINE ARE</u>	<u>NOT ELIGIBLE</u>	<u>FOR E-RATES</u>
Software purchases	\$2,000 --	\$6,000	\$3,000
Staff Development –	\$1,500	\$6,000	\$2,000
Support Staff	\$1,000	\$1,500	\$2,000

Technology Committee

Committee Members	Committee Members
Principal	Science head
Director of Technology	Curriculum director
With input from outside Consultants	

Technology Committee meetings will be held at the end of each school year to assess the school’s progress in meeting our technology goals, with an emphasis on keeping our plan focused on using technology to enhance the educational outcomes of our students.

We will make mid-course modifications to incorporate changing conditions and new technologies for the benefit of our students.

Appendix H: Alta Vista School Development and Improvement Plan

(2009-2012)



Alta Vista Charter School

School Development and Improvement Plan

2009-2010



Alta Vista Charter High School



School Improvement Grant Application: Appendix H—1

Alta Vista Charter School:

Vision

Through the establishment of a culture of high expectations and high supports, Alta Vista will empower students to succeed in college and in their chosen professions and will prepare them to be productive members of the community.

Mission

In order to bring our vision into reality, we will

- provide a rigorous, standards-based curriculum that enables all students to meet and exceed established measures of success;
- ensure that all teaching is effective, meets the needs of all students, and promotes individual student growth;

Whole School Priority Developments from Teacher Survey/Data Review/SQR/Classroom Observation

All school priorities listed here

Goal 1: To improve student achievement across all subjects, and particularly in English and math by establishing targets for student achievement that reflect their prior learning.

Goal 2: To improve the quality of teaching and its impact on student learning in order to improve performance and enable students to meet their personal, academic, and career goals.

Goal 3: To focus monitoring and evaluation more closely on student outcomes and use the information more precisely in planning for improvement.

From the School Quality Review:

- Further develop the monitoring of quality and standards to ensure greater continuity throughout the school;
- Further develop classroom observation skills and methodologies so that greater emphasis is placed on learning and the impact of teaching and teachers are provided with better information to help them to improve;

- Develop a system of assessing, recording and tracking the progress of students so that progress can be plotted and remedial action can be taken, as required;
- Formalize systems and procedures so that greater consistency is achieved and the improvements that have been made are consolidated.
- Raise standards of achievement, particularly in math;
- Introduce bilingual newsletters so that the school can better communicate with those Spanish speaking parents;
- Further develop the Latino culture as a consistent strand through the curriculum.

The three priorities were reorganized in priority order – NOW, THEN, LATER

(Information from this page to be shared with all parents)

<p align="center">Organizational: Short</p> <p align="center">(By December 2009)</p>	<p align="center">Organizational: Medium</p> <p align="center">(By August 2010)</p>	<p align="center">Organizational: Long</p> <p align="center">(By August 2011)</p>
<ul style="list-style-type: none"> • Initiate and complete UBD training; • initiate curriculum review using UBD strategies; • Initiate and complete ECO training; • Have undertaken a complete audit of teaching and its impact on learning across staff and subjects; • Identify cohort of for UBD Unit Development; • Create target groups for English and Math following initial analysis of data; • Start to use achievement Level Descriptors to identify interim student progress; • Use MAP data to develop individual student targets and interim targets in reading, writing and math; • Use Compass and ACT data to develop individual student targets and interim targets; • Use the State benchmark descriptors to develop writing rubrics; • Make use of National Standards rubrics as they are developed <p><u>Middle School Aspects</u></p> <ul style="list-style-type: none"> • Facilities and personnel planning undertaken and initiated; • Reading and math curricula identified and scope and sequence in other subjects in early stage of identification; 	<ul style="list-style-type: none"> • Curriculum review, based on National Standards, complete and curriculum maps in place and used in planning and in classes across subjects; • Teachers will have the information and skills necessary to enable them to meet the needs of all students and will have begun to use this information in their planning; • Evaluation of teaching used in identifying whole school and individual needs and in planning targeted professional development; • Develop data sets and markers to demonstrate the progress that students are making in relation to standards based rubrics. • Undertake Unit Assessments (e.g. UBD) 	<ul style="list-style-type: none"> • Lesson and course planning that makes full use of data in meeting the needs of all students will be standard practice. • Full curriculum maps in place, based on National standards where these supersede Missouri standards, and supported by rubrics to inform assessment. These will be consistently used in teachers’ planning. • Middle school practice will reflect these features to support continuity in learning.

	<p><u>Middle School Aspects</u></p> <ul style="list-style-type: none"> • All personnel hired; • All curricula identified and purchased; • Facility acquired, necessary renovations and conversions on track toward completion on Building Plan; • Admissions process begun, on track for planned capacity by July 31 	<p><u>Middle School Aspects</u></p> <ul style="list-style-type: none"> •
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<p>Student Achievement – Short (By December 2009)</p>	<p>Student Achievement – Medium (By June 2010)</p>	<p>Student Achievement – Long (By June 2012)</p>
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<ul style="list-style-type: none"> Algebra interim results used to benchmark student achievement against State standards; Data defined to ascertain benchmark achievement and to set targets for ELL progress using LAS assessments; Data defined to ascertain benchmark achievement and to set targets for students' progress toward College Readiness using Compass and ACT assessments. <p><i>Interim progress markers will be included here following initial benchmark assessments</i></p>	<p>By the end of the 2010 school year:</p> <ul style="list-style-type: none"> 60% of Limited English Proficient students will meet the annual percentage increase target for students making progress in learning English as measured by the Language Assessment Skills (LAS) Assessment. 23.8% of all students taking the Algebra 1 End-of-Course assessment will meet or exceed the statewide proficiency level. 27.7% of all students taking the English II End-of-Course assessment will meet or exceed the statewide proficiency level. XXX % of all students will be making progress toward agreed measures for college readiness. <p><i>The above to be amended following aggregation of individual target projections</i></p> <p><u>Middle School Aspects</u></p>	<ul style="list-style-type: none"> LEP percentage Algebra 1 percentage English II percentage College Ready percentage; <p>To be identified following completion of initial target setting process.</p> <p><u>Middle School Aspects</u></p>
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Top Priorities:

All selected 'NOW' (short term priorities) listed here

Priority # 1

To improve student achievement across all subjects, and particularly in English and math by establishing targets for student achievement that reflect their prior learning.

Priority #2:

To improve the quality of teaching and its impact on student learning in order to improve performance and enable students to meet their personal, academic, and career goals.

Priority #3

To focus monitoring and evaluation more closely on student outcomes and use the information more precisely in planning for improvement.

Differentiated professional development, to address individual and school wide training needs in relation to each priority, is incorporated in each action plan.

Planning into Action

Action Steps towards the Realization of Our Vision

Whole School Priority # 1 To improve student achievement across all subjects, and particularly in English and math, by establishing and monitoring progress toward targets for achievement that reflect students' prior learning.

Action/Start Date	Personnel	Success Criteria	Finances/ Resources PD and training	Review Date	Ongoing Evaluation <i>For use by anyone who has anything to do with this action – to make notes that will be communicated at all relevant meetings – leading to effective whole school self-evaluation</i>	
<p>September 2009</p> <p>Test all students to establish individual baselines in reading, writing and math using, e.g. NWEA assessments.</p> <p>Test all ELL students to establish individual baselines using LAS assessments.</p> <p>Introduce staff to concepts of a writing rubric and the use of baseline data in setting targets.</p>	<p>Reading: Melody Smith Mc Milton(?)</p>	<p>Interim 1</p> <p>Identify tests to be used for identified subjects, materials prepared.</p>	<p>Teachers involved in PD meetings to score tests:</p> <p>October 19, 21, 22 PD focus on Grading.</p>	<p>Interim 1</p>	<p>Fall testing window for NWEA and LAS links (Form A) completed by Sept. 30, 2009.</p> <p>PD sessions completed introducing target setting using Fall 2009 NWEA data.</p>	
	<p>Writing: Shannon Reading teachers.</p>	<p>Interim 2</p> <p>Tests administered, staff and students aware of purpose</p>		<p>September 20 2009</p>		
	<p>Math: Ed Aaron.</p>	<p>End point</p>	<p>Mid October 2009</p>			
	<p>ELL:</p>	<p>Results collated by subject and received by Ed/Melody for collation. Staff have initial understanding of Target setting practice.</p>	<p>End Point</p>			
				<p>November 2</p> <p>PD focused on introduction of Target Setting using baseline data.</p>		<p>November 2 2009</p>

	Shannon ELL teachers				
November 2009		Interim 1		Interim 1	Individual achievement targets set for most students, December 18, 2009. One senior Aztec group not complete (Untiedt). Expected date of completion for this group- Jan. 16 th .
Set projected achievement targets for all students in reading, writing, math, and for ELL.		Information collated and provided to each group to inform target setting discussion.	November 2 PD	November 2 2009 PD	
		Interim 2		Interim 2	
Aggregate individual targets to provide realistic and accurate whole-school achievement targets by subject.	Teachers in liaison with group leaders identified above.	Individual targets set following group meetings, and discussed and agreed with group leaders.	Time allocation for group meetings and for group leaders to liaise with EM and MW and for whole-school target aggregation.	November 23 2009	
		End point		End point	
		All baselines and targets collated and built into student profiles		December 21 2009	

Whole School Priority # 1 (continued)

Action/Start Date	Personnel	Success Criteria	Finances PD and training	Review Date	Ongoing Evaluation
December 2009	<p>Testing and on-going assessment undertaken by teachers.</p> <p>Group leaders to monitor progress in their areas.</p>	Interim 1	<p>Group and subject meetings.</p> <p>Time in whole school meetings for progress updates.</p> <p>Time for next target setting round involving teachers and group leaders.</p>	Interim 1	<p>Winter testing date pushed back to Jan. 18-Jan. 29, 2010, due to inclement weather days and Final exam schedule.</p> <p>Analysis of individual progress from Fall to Winter set for PD session on Feb. 22nd.</p> <p>Overall data from Fall 09 to Winter 10 reveals:</p> <p>Math- Grade 9- 2.8 pt. gain</p> <p>Grade 10- 3.4 gain</p> <p>Grade 11- 3.4 gain</p> <p>Grade 12- 3.5 gain</p> <p>Reading- Grade 9- 2.7 gain</p> <p>Grade 10- 5.7 gain</p> <p>Grade 11- 4.5 gain</p>
<p>Evaluate student achievement in relation to the progress made toward their individual targets and use the information to make necessary modifications.</p>		<p>Level/rate of individual progress identified and used by content teams in planning modifications to planning.</p>		<p>January 30 2010</p>	
		Interim 2		Interim 2	
		<p>Available achievement information used by teachers and group leaders to evaluate degree students are on track toward their goals.</p>		<p>March/April 2010</p>	
		End point		End Point	
<p>At least 80% of students meet or exceed their targets.</p> <p>Comparisons of outcomes with targets give precise information on target acquisition for use in next cycle of target setting.</p>	<p>May 2010</p>				

					<p>Grade 12- 5.4 gain</p> <p>Language- Grade 9- 5.3 gain</p> <p>Grade 10- 4.3 gain</p> <p>Grade 11- 2.7 gain</p> <p>Grade 12- 6.0 gain</p>
January 2010	Teachers, administrators and parent coordinator as appropriate.	Interim 1	Board awareness raising session on target setting and parental communication before January 11 2010 (EM)	Interim 1	<p>January 11, board meeting cancelled. Corporate board meeting held January 25. February board mtg. cancelled. Board awareness raising session pushed back to March 1 board meeting. Completed.</p> <p>NWEA individual student data to be shared with board during parent teacher conferences set for March 2, 2010. Completed.</p>
Inform parents of individual and whole school targets and progress toward their acquisition at parent teacher meetings and through written communication.		Parents and Board's knowledge and understanding of targets and associated process established.		January 11 2010	
Inform Board members of whole school targets and process.		Interim 2	Interim 2		
Introduce students to their individual targets at Aztec meetings.		Regular updates inform parents and Board of progress toward targets and resulting modifications.	March/April 2010		
Inform Board members of progress toward acquisition of whole-school targets through the year.		End point	Board meetings through the year – target acquisition report as agenda item.	End point	
		Students and parents and Board know target outcomes and are able to contribute to subsequent discussion.	Winter Assembly January 22 2010, focused on students, their targets, and strategies of monitoring/achievement.	May/June 2010	

Whole School Priority # 2

To improve the quality of teaching and its impact on student learning to improve performance and enable students to meet their personal, academic, and career goals.

Action/Start Date	Personnel	Success Criteria	Finances PD and training	Review Date	Ongoing Evaluation
August 2009	Ed, Melody, Shannon, through monitoring schedule.	Interim 1	Focused training for ELL and CAL strategies Continued use of PD time and Content Team Meetings for CAL. Targeted PD given to teachers who need additional support.	Interim 1	Ongoing PD sessions for CAL strategies during Monday morning PD sessions and bi-weekly CTM meetings (SEE attached meeting agendas and notes). Observations reveal inconsistent use of ELL and CAL strategies. Expectations of key elements of effective practice and lesson plan form reviewed during Monday morning PD session. Lesson planning template used by majority of teachers, others have adapted. Observation cycle developed and rotated between Shannon, Melody, and Ed.
Identify and agree on elements of effective practice.		Monitoring shows improved consistency in teachers' use of strategies.		December 2009	
Establish consistency with which teachers implement...ELL and, CAL strategies, through monitoring feedback and action planning.		Interim 2		Interim 2	
Fully establish the recently introduced lesson planning pro-forma so that it is used consistently and effectively		Monitoring shows that teachers have selected and begun to use one CAL and one ELL strategy and support needs are identified in planning.		February 2009	
		End point		End Point	
	All teachers demonstrate consistent use of at least one CAL and one ELL strategy in lesson plans and	May 2010			

		teaching.			
		Interim 1		Interim 1	
<p>Develop and implement a Comprehensive Teacher Evaluation System</p> <ul style="list-style-type: none"> Teachers will complete self-evaluation of teaching. Adaptation of PDP form. Discuss and set targets for growth. Create checklist for documents to be included in portfolio. Electronic organization of portfolio documents. Develop a rubric for each item of CTES. Develop a rubric for overall CTES. Present to board for approval. 	<p>Ed, Melody, responsible for creation of PDP form, collaboration with teachers to set targets.</p> <p>Melody</p>	PDP in place	<p>Individual teacher planning period.</p>	Mid November	<p>PDP formed adapted from previous years.</p> <p>Self-evaluation of teaching complete.</p> <p>Completion of individual PDP plans deferred until “big picture” of school wide PD plan complete to ensure alignment towards school goals.</p> <p>Vision for CAL and ELL under the umbrella of DI based on needs of school improvement goals and student achievement data to be shared March 1 during Monday morning PD.</p> <p>New expected date of completion for all teachers- March 15, 2010.</p>
		Interim 2		Interim 2	
		Development of profile of teacher effectiveness, identifying S and W in T & L and required improvements.		*October 30	
				Mid November	
				* May 2010	

	Melody			* June 2010	
		End point		•	
	Ed and Melody	All teachers have been evaluated using the new CTES, Professional development plans have been written and monitoring shows specific improvement for all teachers from SOY		End point	
	Ed and Melody.			*May 2010	
					New Comprehensive Teacher Evaluation system deferred to 2010-2011 school year.

Whole School Priority # 3

Goal 3: To focus monitoring and evaluation more closely on student outcomes and use the information more precisely in planning for improvement.

Action/Start Date	Personnel	Success Criteria	Finances PD and training	Review Date	Ongoing Evaluation
<p>Teachers use standardized test and classroom level data to differentiate planning and instruction.</p> <p>Pilot one class per trained staff to implement DI and share strategies with entire staff.</p> <p>Adjust lesson plan template to reflect DI.</p>	All teaching staff.	Interim 1	Monday PD sessions	Interim 1	<p>PD session by Melody on DI best practices completed.</p> <p>Some evidence of teachers beginning to use DI methods based on NWEA data- primarily around selection of books and reading materials to match students RIT scores and Lexile range.</p> <p>Four staff identified for DI national conference in July. Registrations completed.</p>
		Analysis of baseline data from NWEA, LAS, and writing prompt.		Nov. 2009	
		Interim 2		Interim 2	
	Trained staff	Core staff identified for differentiated instruction training.	DI Conference	July 2009	
		End point		End Point	
		Lesson plans and instruction reflect the use of data to meet the needs of all learners.		Sept. 2010	

	Melody/ Shannon				
		Interim 1		Interim 1	
Develop and implement effective classroom assessments (formative and summative)	All teaching staff	Evaluation of current classroom assessments according to Bloom's and types of formative assessment.	Monday PD sessions.	Nov. 9	Some integration of End-of-Course style questions in regular classroom assessments. Further PD session on Depth of Knowledge needed.
		Interim 2		Interim 2	
Implement school-wide interventions based on identified needs (i.e. Read 180, Reading	All teaching staff, Melody,	Changes to instruction based on classroom		Sept. 2010	Evaluation of classroom assessments has been deferred.

classes)	and Ed	assessment data.		
		End point		End point
		Lesson plans, instruction, and assessments reflect the		Jan. 2011

Next steps:

- Items that have been deferred (highlighted in Red) need to be complete.
- Inclusion of staff in school improvement planning process.
- Presentation of “big picture” for school wide goals and PD plan to support it
 - Primary focus of PD for both high school and middle school for 2010-2011 around Differentiated Instruction
 - Increase consistent use strategies/best practices to meet the needs of learners (ELL, CAL, under the umbrella of DI).
 - Alignment of accountability structures to focus on meeting needs of all learners (collecting evidence of DI in instruction, lesson planning, student work, assessments, and Teacher Evaluation System)

Self-Evaluation Process:

- Need more consistent and clear communication of “Big Picture” for school improvement and PD goals.
 - Revisit progress against goals on a monthly basis
 - Need to develop “Leadership Cabinet”
 - Better coordination and communication of initiatives (i.e. EXCELL and UBD)
- Further develop leadership capacity to facilitate change.

Appendix I: Letters of Support

July 13, 2010

Eduardo Mendez, Principal
Alta Vista Charter High School
1722 Holly
Kansas City, Missouri

Dear Mr. Mendez:

I have reviewed the application for the LEA/ School Improvement Grant to be submitted to the Missouri Department of Elementary and Secondary Education. While the full Board has not reviewed the proposal, or taken formal action, I believe the proposal you have drafted will significantly further the strategic agenda outlined by the Board.

The Board has supported the administration's efforts to improve student performance, and the beginning steps in implementing teacher accountability measures. This proposal takes important next steps in providing support and development opportunities for teaching staff that will enhance the implementation of this effort. Further, it describes a comprehensive evaluation process that will be necessary to guide and measure the improvements we expect. The school has a history of teacher accountability that is supported by the Board. This effort is the logical and systematic extension of that program.

Alta Vista has survived to this point without an active library, and with minimal technology resources. In this age of technology and electronic resources, and in a time when literacy is such a key academic and life skill, the lack of resources in these areas represents a real threat to the success of our students. This proposal begins to address both of those concerns.

The outcome commitments made as part of this application are aggressive, but I believe they are attainable. I have every reason to expect that they will be achieved, and hope that this proposal will be successful, and help us better serve the students of our community.

Sincerely,

Albert Dimmitt, Ed.D.

Board Member, Alta Vista Charter High School

CC: AVCHS Board, Gil Guerrero, Cris Medina

Appendix J: District ePeGs

Appendix K: School ePeGs

Appendix K. Alta Vista Charter High School: School Implementation Plan

<p>Mission: Why do we exist?</p>	<p>Our mission at Alta Vista Charter High School is to:</p> <ul style="list-style-type: none"> • Provide a rigorous, standards-based curriculum that enables all students to meet and exceed established measures of success. • Ensure that all teaching is effective, meets the needs of all students, and promotes individual student growth. • Empower students in developing the confidence and independence to make good decisions that will enable them to lead a healthful and fulfilled life. • Consistently reinforce the value and importance of education so that all members of our community understand their shared responsibilities in bringing about success. • Ensure that school leaders, board members, and others involved in securing improvement constantly support and develop teaching and learning, providing every appropriate resource. • Be reflective and evaluative practitioners, regularly engaging in active and open communication reflecting our commitment to develop and improve student achievement. <p>We intend to take bold, innovative, sustainable action to achieve this mission and to do so in a manner that ensures that our strongest asset, our teachers, are behind each strategy adopted to achieve this shared mission.</p>
<p>Needs Assessment: (4000 character limit) The needs of the district are identified and prioritized (if multiple needs are listed) through data analysis. More than MAP data should be considered when looking at the needs of the school. Only major findings should be stated and in a bulleted format. These will become the basis for Objectives and Strategies.</p>	<p>Between 2008 and 2010, Alta Vista Charter High School engaged in a series of ongoing needs assessments to kick-off its reform process. Some of the school's needs have been addressed in the process; however, there is still substantial room for additional progress. In the most recent needs analysis, it was determined that the following reforms needed to take place for the school to achieve its mission:</p> <ul style="list-style-type: none"> • Continue to raise students' overall achievement, but particularly in math and communication arts. • Improve the overall quality of instruction by: <ul style="list-style-type: none"> ▪ Identifying clear and measurable objectives for lessons, shared with students, so that teachers and students can evaluate gains in knowledge, skill, and understanding. ▪ Ensuring lesson plans and instruction are appropriately differentiated to meet the needs of all students. • Enhance students' literacy skills through: <ul style="list-style-type: none"> ▪ Having a greater focus on improving oracy skills. ▪ The use of higher level questioning by teachers. ▪ Providing greater opportunity for students to engage more actively in their learning. • Develop regular classroom formative and summative assessments and use assessment data to make changes in lesson planning to match the identified needs of individual students. • Ensure that key literacy and numeracy skills are planned into all lessons and linked to the scope and sequence of all subject curricula to provide constant reinforcement. • Develop a more strategic approach to classroom observation with a clear calendar for class visits and providing feedback and coaching to teachers on the outcomes from these. <p style="text-align: center;">The needs analysis identified the following three over-riding goals for Alta Vista Charter High School:</p>

Goal 1: To improve student achievement across all subjects, and particularly in English and math, by establishing targets for student achievement that reflect their prior learning.

Goal 2: To improve the quality of teaching and its impact on student learning in order to improve performance and enable students to meet their personal, academic, and career goals.

Goal 3: To focus monitoring and evaluation more closely on student outcomes and use the information more precisely in planning for improvement.

These goals and their nine corresponding objectives as well as previously described needs are embedded in the action plan detailed in this document, which aims to achieve rapid and sustained movement toward the school's ambitious student achievement targets.

Use this template to guide you through the information included in ePeGS Planning Tool. You can add to this template as needed. The ePeGS Planning Tool is not limited to the numbers of objectives, strategies and action steps represented in this template.

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

Develop measurable targets to show progress toward meeting objectives in the new or revised plan. Use the SMART format for objectives: By (when), (percent/number) of (who) will (do what) as evidenced by (what).		Strategies explain how the objectives will be accomplished. Strategies identify programs and practices to be implemented, responsible persons, resources committed to the strategy, and timelines for implementation.					Action steps divide the strategies into more specific responsibilities and activities necessary to implement the programs and practices described in the strategies. Action plans indicate responsible persons, resources, and timelines identifying when each action will be completed.		
Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date to Implement	Date of Completion
1. By 2013, 81% of students will score at or above proficient on the state’s standardized achievement test in communication arts, and 62% will do the same in math.	1. Expand extended learning opportunities (e.g., afterschool tutoring, pull-out program during advisory period, Saturday school) to students who are below grade level in math and reading.	Not Applicable	Coordinator of Extended Learning (teacher leaders)	Title I and 1003(g) SIG	8/16/10	Ongoing	1. Identify students below grade level.	8/30/10	Annually
							2. Identify appropriate staff to provide each supplemental service and provide them orientation about the procedures and expectations for the service provided.	8/16/10	Annually
							3. Determine stipend level for additional services (either for existing staff or to hire tutors from local colleges).	8/3/10	Annually
							4. Establish growth targets that reflect students’ prior learning.	9/7/10	Annually
							5. Monitor students’ progress to determine whether services lead to improvements on test scores and coursework.	1st of each month	Ongoing

MSIP Standard	Progress Measures	Baseline	Progress	Target									
N/A	2008-2009	42.9% CA 13.9% math			2. Provide supplemental math and reading courses as part of the curriculum.	Not Applicable	Guidance counselors (for identifying students and scheduling), individual teachers (for setting student goals, etc.)	Title I and 1003(g) SIG	8/16/10	Ongoing annually	6. Make decision about continuation of students' involvement in program.	1st of each month	Ongoing
	2009-2010		57.5% CA 37% math	27.7% CA (*target is lower than progress because it was set based on 2007-08 scores prior to receiving 2008-2009 data) 23.8% math							1. Identify students below grade level.	8/2/10	Annually
	2010-2011			68% CA 48% math							2. Schedule target students into supplemental math or reading courses.	8/13/10	Annually
	2011-2012			75% CA 56% math							3. Set individual student goals.	8/20/10	Annually
	2012-2013			81% CA 62% math							4. Monitor students' progress to determine whether courses lead to improvements on test scores and coursework.	1st of each month	Ongoing
											5. Make decision about continuation of students' involvement in supplemental course.	Each semester	Ongoing

For each strategy, check the box next to the plans that the strategy applies to. For building and district plans, CSIP is always checked. If the strategy does not belong in the CSIP/building plan, uncheck the box next to CSIP.

							2. Develop appropriate interventions (e.g., tutoring, pull-out) for students who are not showing adequate academic progress.	Weekly	Ongoing
							3. Meet with students to implement the appropriate intervention and inform their parents.	Ongoing	Ongoing
Apply Strategy to Plan	5. Provide professional development for and implement research-based instructional strategies (e.g., vocabulary development, oracy, use of visuals, think-alouds, use of graphic organizers) for math and literacy for all students.	Not Applicable	Reading specialists, coaches, lead teachers	Title II and 1003(g) SIG	8/11/10	Ongoing	1. Identify research-based instructional strategies, particularly for ELLs.	Completed	Completed
<input type="checkbox"/> Spec Ed Improvement Plan							2. Provide a kick-off one-day professional development workshop followed by weekly protected common planning time for job-embedded learning and reflection upon instructional strategies.	8/11/10	Ongoing
							3. Monitor the use of instructional strategies through walk-through observations, formal and informal observations by the principal and instructional coach.	8/23/10	Ongoing, weekly

<input type="checkbox"/> Schoolwide Program Plan							4. Evaluate effectiveness at improving student achievement, in particular for ELL and SPED teachers.	1st of each month	Ongoing
<input type="checkbox"/> NCLB School Improvement Plan							5. Consider changes or additional support for teachers in implementing the strategies.	At the start of each quarter	Ongoing
<input checked="" type="checkbox"/> CSIP							6. Provide training and follow-up reminders to ensure that students are engaged, their oracy skills are developed, higher-level questioning takes place, and high-quality student work is showcased.	9/27/10	Ongoing monthly
<input type="checkbox"/> Education Technology Plan	1. Implement a dual Spanish/English language arts curriculum to support students' literacy skills, particularly for ELLs.		Principal, English and Spanish teachers	State Aid, Title III, 1003(g) SIG	6/1/10 8/1/10		1. Identify common language arts standards to be taught in both English and Spanish.	6/1/10	8/16/10
						2. Purchase curriculum instructional resources	7/31/10	8/16/10	
						3. Hire dual language instructor.	7/1/10	8/1/10	

		MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion		Date to Implement	Date of Completion
Objective	Strategy						Action Step		
<p>2. By 2013, 100% of Alta Vista’s teacher-developed curriculum will be aligned with state and national standards; will have course objectives, learning objectives for each unit of instruction, learning experiences, and formative and summative assessments; and will be fully implemented and posted online to share with schools across the nation.</p>	<p>1. Provide training in Understanding by Design (UbD) for core content teachers in using UbD.</p>		<p>Authentic Education consultant, teachers.</p>	<p>NCLR SIP Grant</p>	<p>6/7/10</p>	<p>6/8/10</p>	<p>1. Develop Alta Vista power standards.</p>	<p>7/1/10</p>	<p>Ongoing</p>
							<p>2. Connect state and national standards to AV power standards.</p>	<p>7/1/10</p>	<p>Ongoing</p>
							<p>3. Identify MO Show Me Performance Goals.</p>	<p>7/1/10</p>	<p>Ongoing</p>
							<p>4. Develop course description.</p>	<p>7/1/10</p>	<p>Ongoing</p>
							<p>5. Group and sequence standards.</p>	<p>7/1/10</p>	<p>Ongoing</p>

MSIP Standard	Progress Measures	Baseline	Progress	Target												
	2008-2009				1. Provide training in UbD for elective teachers and middle school teachers.	Authentic Education consultant, teachers.	NCLR SIP Grant, 1003(g) SIG	9/22/10	9/23/10	6. Implement unit development.	7/1/10	Ongoing				
	2009-2010													1. Develop Alta Vista power standards.	9/22/10	9/23/10
	2010-2011			50%										2. Connect state and national standards to AV power standards.	9/22/10	9/23/10
	2011-2012			100%										3. Identify MO Show Me Performance Goals.	9/22/10	9/23/10
	2012-2013													4. Develop course description.	9/22/10	9/23/10
	2013-2014													5. Group and sequence standards.	9/22/10	9/23/10
														6. Implement unit development.	9/22/10	Ongoing
					2. Hold Authentic Education workshops, provide Authentic Education consultants and access to online courses and tools for evaluation of textbooks.	Authentic Education consultant, teachers.	1003(g) SIG	6/7/10	Ongoing	1. Coordinate additional workshops as needed with AE consultant.	8/16/10	Ongoing				
														2.		
														3.		
														4.		
														5.		
														6.		
<p>Comments: Core content teachers will have developed and implemented the curriculum by the end of 2011. Elective teachers will have developed and implemented the curriculum by the end of 2012.</p>																

	4. Provide ongoing feedback and support to teachers through the development of instructional units.		Authentic Education consultant, teachers.	1003(g) SIG	6/7/10	Ongoing	1. Teachers will e-mail units as they are completed for feedback from AE consultant.	6/7/10	Ongoing
							2.		
							3.		
							4.		
							5.		
							6.		
	5. Establish clear points or benchmarks in all subjects to evaluate where classes are in relation to pacing of instructional units.		Authentic Education consultant, Principal, teachers.	N/A	9/22/10	1st of each month	1. Develop schedule for curriculum pacing reviews during first PLC meeting of the month.	8/16/10	1st of each month
							2. Determine and make adjustments needed to units based on appropriate pacing.	1st of each month	1st of each month
							3.		
							4.		
							5.		

Goal 2: <u>Highly Qualified Staff</u> : Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.									
Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date to Implement	Date of Completion
3. By 2013, 100% of the school’s teaching staff will use data weekly to develop appropriate, differentiated instructional strategies, as verified by classroom observations and lesson plans.	1. Develop a strategic approach to classroom observation with a clear calendar for class visits and provision of specific feedback and coaching to teachers on the outcomes.		Teachers, principal, Cambridge consultant coach	Title I A., Title II A., 1003(g) SIG	8/23/10	6/3/11	1. Develop observation cycle/schedule.	8/9/10	8/13/10
							2. Develop and utilize walk-through observation form with “look fors” based on research-based instructional strategies.	8/9/10	8/13/10
							3. Utilize Effective Classroom Observation form and protocol for formal and informal observations.	8/16/10	6/3/11
							4. Provide feedback to teachers within one day of observations.	8/16/10	Ongoing
							5. Collect data detailing percentage of teachers implementing “look for” items.	8/16/10	Ongoing

MSIP Standard	Progress Measures	Baseline	Progress	Target									
	2008-2009				2. Focus monitoring and evaluation more closely on student outcomes and use the information more precisely for instructional planning.		Teachers, Literacy Coach, Principal	N/A	8/23/10	6/3/11	6. Provide additional professional development for staff as needed.	8/16/10	Ongoing
	2009-2010										1. Ensure that teachers are using data to differentiate lesson planning/instruction by reviewing lesson plans and data from formative and summative assessments.	8/23/10	Ongoing
	2010-2011			90%							2. Provide feedback and support to teachers.	8/23/10	Ongoing
	2011-2012			100%							3.		
	2012-2013										4.		
	2013-2014										5.		
					3. Expand provision of train-the-trainer professional development on differentiated instruction for lead teachers to meet the needs of all ability groups and use assessment data to plan lessons.	Teachers, Literacy Coach, Principal	II A., 1003(g)	7/12/10	7/16/10	1. Select differentiated instruction training modules to share with entire staff.	7/29/10	7/30/10	
Comments										2. Adjust lesson plan template to reflect differentiated instruction strategies.	7/29/10	7/30/10	
										3. Facilitate training to entire staff.	8/10/10	8/11/10	
										4. Lead teacher establishes "model" classrooms for other teachers to observe.	8/16/10	6/3/11	
										5. Provide ongoing support and resources to teachers.	8/16/10	6/3/11	
										6.			

	<p>4. Provide biweekly coaching by leadership team to ensure that all lessons are planned in detail and incorporate the following components:</p> <p>a. Clear and measurable objectives for lessons, shared with students, so teachers and students can evaluate gains in knowledge, skills, and understanding.</p> <p>b. Key literacy and numeracy skills into all lessons, in a way that reinforces interdisciplinary instruction.</p> <p>c. Strategies for formative assessment during the lesson.</p> <p>d. Strategies to meet the needs of all learners (ELL, SPED, high achievers).</p> <p>e. Closure activities to evaluate learning and modify subsequent work.</p> <p>f. Homework assignments that extend student learning.</p>		Teachers, Literacy Coach, Principal	N/A	8/23/10	6/3/11	1. Revise lesson plan template.	7/29/10	7/30/10
							2. Present template to entire staff.	8/10/10	8/10/10
							3. Review lesson plans to ensure implementation.	8/16/10	Ongoing
							4.		
							5.		
							6.	—	—

					MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion		Date to Implement	Date of Completion
Objective					Strategy					Action Step		
4 By 2013, 60% of Alta Vista teachers will be either certified by the National Board for Professional Teaching Standards or selected by Teach For America as part of a broader goal to ensure that all teachers at Alta Vista are highly effective.					1. Continue partnership with Teach For America to fill high-need subject areas such as math, science, ESL, and SPED, as positions become available.	Principal	State Aid, Title III, Special Ed, Part B	7/1/10	Ongoing	1. Meet with TFA director and communicate instructional staff needs.	7/1/10	7/1/10
										2. Interview prospective TFA candidates.	7/1/10	8/1/10
										3. Sign MOUs with TFA for contracted candidates.	8/1/10	Annually
										4.		
										5.		
										6.		
MSIP Standard	Progress Measures	Baseline	Progress	Target					Ongoing	1. Propose policy to school board for approval.	8/3/10	8/3/10
	2008-2009				2. Provide financial incentives for teachers to become National Board Certified with the goal of at least two teachers per year beginning the NBC process and 50% achieving NBC within three years.	Principal, School Board	State Aid, 1003(g) SIG	8/3/10		2. Communicate incentive plan to teachers.	8/9/10	Annually
	2009-2010									3. Identify teachers who will participate and include in Individual Professional Development Plans.	8/30/10	Annually
	2010-2011	91%		100%						4. Complete appropriate paperwork and purchase order to pay for all associated fees.	8/30/10	Annually
	2011-2012									5.		
	2012-2013									6.		
	2013-2014											

					3. Provide 100% tuition assistance for teachers to obtain their ESOL endorsement.		Principal, School Board	State Aid, Special Ed Part B	7/15/10	Ongoing	1. Develop partnership with a local university to provide coursework for ESOL program.	7/15/10	8/16/10
Comments											2. Identify first cohort group of teachers to begin coursework in spring semester and include in Individual Professional Development Plans.	8/16/10	8/30/10
											3. Complete appropriate paperwork and purchase order to pay for all associated fees.	10/31/10	Annually
											4.		
											5.		
					6.								
<input type="checkbox"/>					4. Provide on-going literacy, math, and content area experts (consultants and <i>Master Educators</i>) to develop teachers' content expertise, increase the rigor of instruction, and support school-wide literacy plan.		Principal, Consultants	State Aid, Title II, 1003(g) SIG	8/1/10	6/2/11	1. Contact local universities and RPDC to identify consultants and content area experts.	8/1/10	9/30/10
				2. Develop contract for services that includes on-going visits with classroom teachers.							10/1/10	10/1/10	

<input type="checkbox"/>	5. Provide reimbursement for teachers to participate in local Advanced Placement teacher development institutes to improve mastery of content and increase the rigor of instruction.		Principal, Teachers	State Aid, Title II, 1003(g) SIG	6/1/10	7/31/11	1. Research local and regional AP summer institutes offered to Missouri content teachers.	1/1/11	1/16/11
							2. Identify and register content area teachers to participate.	4/1/11	5/1/11
							3. Develop a plan for implementation in the classroom	6/1/11	7/31/11

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date to Implement	Date of Completion
4. By the beginning of the 2011-12 school year, 100% of Alta Vista’s teachers will participate in the school’s rigorous and comprehensive teacher evaluation system and will be rewarded or dismissed based upon the results of these evaluations.	1. Research best practices of performance management teacher evaluation systems that include protocols to reward and remove staff.		Principal	N/A	7/1/10	9/15/10	1. Research online educational journals and databases regarding performance-based teacher evaluation systems.	7/1/10	9/15/10
							2.		
							3.		
							4.		
							5.		

MSIP Standard	Progress Measures	Baseline	Progress	Target															
	2008-2009				2. Create an initial/pilot teacher evaluation system that uses student growth as one significant factor.		Principal, Teachers, External consultant	State Aid, 1003 (g) SIG	9/15/10	8/12/11	6.								
	2009-2010															1. Establish clear goals and measures for employees' expected performance that evaluates a range of teacher skills and knowledge using a variety of valid and reliable tools that includes student outcomes.	7/15/10	8/9/10	
	2010-2011			100%													2. Communicate and include teacher input to make the evaluation process transparent.	7/15/10	Ongoing
	2011-2012				3. Create a reward system for teachers who demonstrate measurable results and a system for removing ineffective teachers.		Principal, Teachers, External consultant	State Aid, 1003 (g) SIG	9/15/10	8/12/11	3.								
	2012-2013																1. Create a system for making awards and performance-based incentives using valid data on whether performance indicators have been met.	7/30/10	1/3/11
	2013-2014																2. Develop processes for performance-based dismissals that include several exit points for employees (i.e., voluntary departure of those unwilling or unable to meet new goals that address identified problems).	7/30/10	1/3/11
																	3. Present to board for approval.	2/1/11	2/1/11
																	4. Tie end-of-year pilot evaluation results to compensation.	6/3/11	Annually
											5. Revise teacher evaluation system based on pilot for final use.	6/3/11	8/12/11						

Goal 3: <u>Facilities, Support, and Instructional Resources</u> Provide and maintain appropriate instructional resources, support services, and functional and safe facilities									
Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date to Implement	Date of Completion
<p>6. By 2013, 100% of teachers and students will report that Alta Vista teachers adhere to the International Society for Technology in Education (ISTE) 2008 National Educational Technology Standards (NETS) and use technology at least weekly to engage students and individualize instruction, as measured by student and teacher focus groups and surveys.</p>	<p>1. Assess student performance and provide students appropriate skill-building programs in content areas using educational software, with particular attention to special populations and subgroups such as ELL, special education, and students at risk of dropping out (e.g., Edusoft, Read 180, System 44, Odysseyware, Math Facts).</p>		Teachers, Principal, tech support	Title I, Title III, 1003(g) SIG, State Aid	8/2/10	9/7/10	1. Assess student’s reading, math, and language levels using the NWEA.	8/2/10	8/6/10
							2. Evaluate educational software/programs that meet the needs of students.	8/2/10	8/31/10
							3. Propose bids of selected software/programs for board approval.	9/7/10	9/7/10
							4. Provide training for teachers for increased use of technology and educational programs as well as training for teachers and students around the International Society for Technology in Education National Educational Technology Standards for students and teachers to create a genuine 21st century learning environment.	9/7/10	As needed
							5.		

	2008-2009				2. Purchase 21st century library resources, including print and nonprint media including subscriptions to online research databases, virtual programs, and other technology.	Literacy Coach, Principal, tech support	State Aid, Title I, Title III, 1003(g) SIG	8/2/10	9/7/10	1. Evaluate and compare library resources.	8/2/10	9/7/10
	2009-2010							2. Propose bids for board approval.	9/7/10	9/7/10		
	2010-2011			75%				3.				
	2011-2012			100%				4.				
	2012-2013							5.				
	2013-2014							6.				
					3. Hire a part-time media center coordinator to lead the library upgrade.	Literacy Coach, Principal, tech support	State Aid, Title I, Title III, 1003(g) SIG	8/2/10	8/16/10	1. Post open position on MOREAP.net.	8/2/10	8/2/10
Comments								2. Conduct phone interviews.	8/2/10	9/7/10		
								3. Conduct on-site interviews.	8/2/10	9/7/10		
								4. Propose new position to board for approval.	9/7/10	9/7/10		
								5.				
								6.				
By 2012, 100% of support personnel will be hired to support subgroups not meeting AYP and to meet the growing needs of the school including expansion of a new middle school.					4. Identify support staffing needs and determine additional positions required.	Principal, teachers	Title I, Title III, 1003(g)	8/2/10	8/16/10	1. Analyze state assessment results, changes in student populations (demographics), and enrollment data to identify areas that need further support.	7/26/10	7/30/10

MSIP Standard	Progress Measures	Baseline	Progress	Target														
	2008-2009				5. Recruit candidates for instructional support positions.					Principal, teachers, Board State Aid, Title I, Title III, 1003(g) SIG 8/2/10 8/16/11					2. Survey teachers of instructional support needs.		8/2/10	9/7/10
	2009-2010														3. Determine additional support positions needed.		8/2/10	9/7/10
	2010-2011			60%											4.			
	2011-2012			100%											5.			
	2012-2013														6.			
	2013-2014																	
Comments: Transformation Director, Paraprofessional for ELL, and Media Center Coordinator hired for 2010-2011, Accountant/Bookkeeper, and Instructional Coach hired for 2011-12.																		

Goal 4: <u>Parent and Community Involvement</u> Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.									
Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date to Implement	Date of Completion
8. By 2013, from survey results, 100% of Alta Vista parents will state that they are involved “actively” or “very actively” in their children’s education and that they are “knowledgeable” or “very knowledgeable” of their children’s learning and postsecondary goals.	1. Provide community participation programs, family literacy services, and parent workshops to students and their families.		Principal, Parent Liaison	State Aid, Title I,1003(g) SIG	8/1/10	6/3/11	1. Have parents sign the Parent-School Compact outlining expectations and opportunities for parent involvement.	8/1/10	8/16/10
							2. Conduct eight parent workshops per year.	8/1/10	6/3/11
							3. Have parents evaluate and provide feedback of workshops.	8/16/10	Each session
							4. Monitor participation rates and feedback to make changes.	8/16/10	Ongoing

MSIP Standard	Progress Measures	Baseline	Progress	Target										
	2008-2009				2. Enhance parental awareness and communication about the school and services offered through the Guadalupe Center.	Principal, Parent Liaison, tech support, Guadalupe Center staff	State Aid, Title I, 1003(g) SIG	8/1/10	6/3/11	5.				
	2009-2010							6.						
	2010-2011			25%				1. Communicate information about Guadalupe Center services at parent workshops, back-to-school orientations, parent/teacher conferences, and regular mailings.						
	2011-2012			50%				2. Maintain the school website and newsletter in English and Spanish to communicate about programs and general school information.						
	2012-2013							3.						
	2013-2014							4.						
					3. Provide a bilingual parent liaison to support teachers in communicating with Spanish-speaking parents, conduct bilingual parent workshops, and provide translations of official and nonofficial communication to parents in	Principal, Board	State Aid, Title I	8/11/10	9/7/10	1. Post open positions on MOREAP.net.				
								2. Conduct phone interviews.						

	their native language.							3. Conduct onsite interviews.	8/23/10	0	8/31/10	0
								4. Propose new position to board for approval.	9/7/10		9/7/10	
	4. Actively involve parent advisory committee in the school improvement process.		School Transformation Director, Parent Liaison	Title I and 1003(g) SIG	8/31/10	Ongoing		1. Establish leadership roles within the committee.	8/16/10		6/3/11	
								2. Determine agenda items for monthly meetings (e.g., communicating the school improvement plan, soliciting feedback, general improvement strategies).	8/16/10		Ongoing	
								3. Work to implement strategies that facilitate widespread parental support and involvement.	8/16/10		Ongoing	
								4.				

Goal 5: Governance Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students.																																																			
					MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion																																										
Objective					Strategy					Action Step	Date to Implement	Date of Completion																																							
9. By 2013, from survey results, 100% of Alta Vista board members will state that they have been “actively” or “very actively” involved with the school’s improvement planning and transformation process.					1. Develop leaders’ skills and knowledge through self-evaluations, in-depth onsite quality reviews, face-to-face trainings, and small-group seminars.					Principal, Cambridge Education consultant	Title II, 1003 (g) SIG	8/16/10	Ongoing	1. Coordinate and plan leadership activities for professional development.	8/16/10	Ongoing																																			
														2.																																					
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<table border="1"> <thead> <tr> <th>MSIP Standard</th> <th>Progress Measures</th> <th>Baseline</th> <th>Progress</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td></td> <td>2008-2009</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>2009-2010</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>2010-2011</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>2011-2012</td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td></td> <td>2012-2013</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>2013-2014</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					MSIP Standard	Progress Measures	Baseline	Progress	Target		2008-2009					2009-2010					2010-2011					2011-2012			100%		2012-2013					2013-2014				2. Promote distributive leadership among teaching staff (see self-evaluation).					Principal	N/A	8/16/10	Ongoing	1. Create a system for career paths/career ladders for teachers.	8/1/10	9/7/10
MSIP Standard	Progress Measures	Baseline	Progress	Target																																															
	2008-2009																																																		
	2009-2010																																																		
	2010-2011																																																		
	2011-2012			100%																																															
	2012-2013																																																		
	2013-2014																																																		
2. Provide opportunities for teachers to take leadership roles through PLCs, task forces, and committees to make school-based decisions.	8/16/10	Ongoing																																																	
3.																																																			
4.																																																			
5.																																																			
6.																																																			

					3. Require all board members to undertake four training modules per year.		Cambridge Consultant, Board	State Aid, 1003 (g) SIG	8/3/10	6/5/12	1. Schedule board training sessions with Cambridge consultant.	8/3/10	9/7/10
Comments											2. Include new requirement of training in by-laws for board members.	8/3/10	9/7/10
											3. Conduct two training sessions each semester.	8/3/10	6/5/12
											4.		
											5.		
											6.		

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME : ALTA VISTA CHARTER SCHOOL	BUILDING CODE 1925
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 1 Part-time supplemental reading teacher, 21 hours a week, 179 days = \$23,800 1 Full-time ESL Para, 40 hours a week, 179 days = \$24,000 1 Substitute teacher, 32 days @ \$115 per day = \$ 3,680 18 teachers, 50 hours each @ \$18.50 per hour (Curriculum Development) = \$ 16,650 2 teachers, 100 hours each @ 18.50 per hour (PLC leaders) = \$3,700	\$23,800 \$24,000 \$3,680 \$16,650 \$3,700
6100 Subtotal	\$71,830
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	\$8,906 \$2,083 \$3,326
6200 Subtotal	\$14,315
6300: Purchased Services National Board Certification for 7 teachers @ \$3,065 each = \$21,455 ESOL Graduate Classes \$1,062 each course, 8 teachers, 3 courses per teacher = \$25,488 4 consulting sessions @ \$2000 per session for Literacy = \$ 8000 4 consulting sessions @ \$2000 per session for Math = \$ 8000 4 locally contracted <i>Master Educators</i> (1 in each core content area) @ \$4,000 each = \$16,000 Local Advanced Placement Teacher Development Institutes, 8 teachers 1-time \$25 application = \$200 Train-the-Trainer professional development on differentiated instruction; 1 conference, 8 persons each @ \$500 = \$4,000 Flight, hotel, ground transportation, meals @ \$1,200 per person = \$9,600	
6300 Subtotal	\$92,743
6400: Materials/Supplies 30 reading sets @ \$300 per set = \$ 9,000 1650 non-fiction books @ \$11.00 per book = \$ 18,150 20 Licenses of System 44 software program for ESL students @ \$18,500 20 Licenses of ODYSSEYWARE software program for credit recovery @ \$15,500 1 Wireless laptop cart to implement System 44 and ODYSSEYWARE programs, 20 laptops at \$824.61 each = \$16,500	
6400 Subtotal	\$77,650
6100-6400 Subtotal	\$256,538
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	\$
6500: Capital Outlay	
6500 Subtotal	\$
TOTAL	\$256,538