

**Caruthersville Public Schools**

**LEA/District School Improvement Grant  
Application**

**July 14, 2010**

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

**LEA/District School Improvement Grant Application**

**Title I, Section 1003 (g) of ESEA**

**DIRECTIONS**

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

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

**LEA/DISTRICT AND PROGRAM CONTACT INFORMATION**

<b>LEA/DISTRICT/AGENCY NAME</b> Caruthersville School District	<b>COUNTY-DISTRICT CODE</b> 078-012
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**THE DEPARTMENT'S APPROVAL**

For Department use only.

<b>The Department AUTHORIZED REPRESENTATIVE</b>	<b>SIGNATURE</b>	<b>DATE</b>	<b>TOTAL APPROVED</b> \$
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**1. 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
Caruthersville Middle School			X					X

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

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## ABSTRACT

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Achievement in the core academic areas and graduation rate are both low for Caruthersville Middle School students. The percent of students scoring proficient or above on the MAP Communication Arts test was 23.4% and on the Mathematics test was 17.7%. The graduation rate for the district was 55.2% last year. CMS is situated in a county with one of the highest rates of poverty and illiteracy in Missouri; 42% of adults in the district do not have a high school diploma. Thus, CMS faces a significant challenge of increasing student success within a community context with too few role models of educational success.

The needs analysis pointed to three critical needs as identified by teachers, administrators and parents, as well as documentary evidence. They are the need to improve (1) student motivation and behavior, (2) teaching effectiveness, and (3) instructional leadership from administration. Addressing these critical needs will lead to higher achievement and graduation rates, which are the ultimate goals of the school improvement plan.

CMS plans to implement several strategies to address these needs. The overarching plan is to use a response-to-intervention (RTI) model to address student behavior issues and one to address academic needs. An RTI model will be developed to address student behavior issues. It will include these components: At Tier 1, discipline coaches will be available to help teachers deal with in-class incidents and a coherent behavior management system will be implemented. At Tier 2, an at-risk counselor will be available to help students with chronic behavior issues. At Tier 3, a success coach will be available to help students with on-going difficult socio-emotional issues and persistent behavioral problems.

In addition, an RTI model will be developed to address student academic achievement. This model will include the implementation of a comprehensive professional development and intervention program. The RTI model will be served by data collected using a combination of data collection instruments and evaluation tools. At Tier 1, all students will be served by improved teaching effectiveness. Teaching effectiveness will be improved through the implementation of a comprehensive professional development program in reading and mathematics, the eMINTS process, rigorous evaluation of teachers, and incentives and rewards for effective teachers. At Tier 2, interventions will be provided directly by teachers, who will receive assistance from content-centered academic coaches. At Tier 3, specialized interventions will be offered to those students who demonstrate consistent problems with acceptable academic performance.

The effectiveness of leaders will be improved through: changing the current principal's role to that of "principal for operations" and adding a "principal for instructional leadership"; the addition of an on-site mentor for both principals; and extensive, focused professional development for both.

Other key components include the restructuring of the school schedule to a modified, flexible block in which classroom instructional time will increase, and teacher collaboration will be required; extending the school year by 5 days; requiring teachers to participate in 6 days of

professional development before the school year begins; and expanding school-to-community outreach and collaboration efforts.

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## SECTION B – DESCRIPTIVE INFORMATION

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The Caruthersville Public Schools (CPS) is seeking a sub grant from the state of Missouri with the ultimate goal of the school improvement grant to build commitment and capacity in the district to substantially raise student achievement.

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### B (1) 1. NEEDS ANALYSIS

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Caruthersville Public Schools (CPS) has collaborated with the Hook Center for Education Leadership and District Renewal and the Assessment Resource Center (both at the University of Missouri) to complete an assessment of the existing needs of the Caruthersville Middle School (CMS).

The needs analysis team used a variety of methods to gather and analyze data. Data was collected from the following sources:

- CMS Communication Arts Accountability Plan for DESE (Revised 2010)
- CMS Mathematics Accountability Plan for DESE (Revised 2010)
- Electronic Plan and Electronic Grants System (ePEGS) Comprehensive School Improvement Plan (CSIP) for DESE (Submitted June 2009)
- CMS ePEGS School wide Program Plan for DESE (Submitted October 2009)
- CMS 90-day Strategic Plan for the University of Virginia (Submitted February 2010)
- A survey administered by the Southeast RPDC asking teachers for their perceptions of district needs (April 2010)
- A site visit to the school (May 2010)
- Semi-structured interviews with 5 teacher leaders, 4 administrators, and a parent (May 2010)
- Multiple team face-to-face meetings, phone calls, and emails with RPDC staff and administrators (May and June 2010)
- Advanced Questionnaires completed by students, parents, and faculty (Fall 2007 and Spring 2010)
- DESE Core Data (2005-2009)
- OSEDA Demographic Facts (2000 Census)
- Student STI formative assessment scores (Fall 2009 and Spring 2010)
- On-line District Resources (e.g., District Technology Plan 2007-2010, CMS Handbook 2009-2010)
- CMS Professional Development Plan

The needs analysis report is included as Attachment A. The report describes the Caruthersville District and Middle School and provides information for each of the nine quality indicators of best practices in education required by DESE. These indicators are:

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

For each of these indicators, the needs analysis report provides the key goals, describes current conditions and plans, and identifies the needs of CMS.

Following data collection, the needs analysis team collaborated with Caruthersville administrators and teacher leaders via multiple emails, phone calls, and a two-day face-to-face workshop to discuss the findings from the data and reach consensus regarding the most significant results of the needs analysis. The three most critical needs that were identified are:

1. Improved Student Motivation and Behavior
2. Improved Teaching Effectiveness
3. Improved Instructional Leadership

These key needs are summarized in the “Needs Summary” section of the needs analysis report, provided in Appendix A, and reproduced herein:

### Needs Summary

Achievement in the core academic areas and graduation rate are both low for Caruthersville Middle School students. The percent of students scoring proficient or above on the MAP Communication Arts test was 23.4% and on the Mathematics test was 17.7%. The graduation rate for the district was 55.2% last year. Furthermore, CMS did not meet the target for any of its subgroups (i.e., white, black, F/R Lunch, IEP) in 2009. Student achievement and graduation rate reflect the community; 42% of adults in the district do not have a high school diploma. The county ranks second highest in teen births and lowest in health indicators in the state of Missouri, and median family income is half of the state median. Thus, CMS faces a significant challenge of increasing student success within a community context with too few role models of educational success.

This needs analysis points to 11 areas for school improvement that, if improved upon, would likely affect student achievement and graduation positively. These 11 areas are summarized below. These 11 areas have been organized into three overarching needs identified as the most critical needs by teachers, administrators and parents, as well as documentary evidence. They are, in order of urgency, the need to improve (1) student motivation and behavior, (2) teaching effectiveness, and (3) instructional leadership from administration. These critical needs are linked; as indicated in the figure below each need affects the others.



Both teachers and administrators felt that the lack of student engagement in the classroom and high frequency of student discipline events interfere with student learning, resulting in low proficiency scores. However, the fact that students are not engaged in classroom learning activities suggests that instructional practices are not adequately engaging to students. Student engagement may be improved with more effective classroom teaching. Teaching effectiveness, in turn, may be improved with greater instructional leadership from the administration. This is not happening because the administration is currently overwhelmed by student behavior problems, which precludes them from taking on instructional leadership roles and creates a cycle of frustration for teachers and leaders. Improving the three critical areas of student motivation and discipline, teaching effectiveness, and quality of instructional leadership simultaneously will help break the cycle leading to low student achievement and graduation rates. If student behavior improves, leaders' time will be freed to lead instructional reform, which may lead to improved student motivation and behavior. Addressing these three critical needs at CMS would provide the most overall leverage in improving student achievement. Addressing these three needs will require a systemic effort by CMS.

#### Critical Need #1: Improved Student Motivation and Behavior – Ancillary Needs

1. CMS needs to have a consistent approach to in-class discipline that both teachers and administrators agree on, consistently enforce, and work together as a team. All staff need to take responsibility for student discipline in order to free the administration for a stronger focus on instructional leadership.
2. CMS needs to address the socio-emotional needs of chronically disruptive students. CMS needs to hire a counselor/social worker for this purpose. In addition, staffing patterns need to accommodate the assignment of some teachers to serve as discipline coaches for their peers, and to teach in the alternative classroom.
3. CMS needs to make sure Student Support Teams are functioning to keep students on-track for graduation and develop a formal system for monitoring students at risk for dropping out.
4. CMS needs to focus on interventions that increase students' career and education aspirations.

### Critical Need #2: Improved Teaching Effectiveness – Ancillary Needs

5. CMS needs to accurately assess each teacher's effectiveness, with particular emphasis on practices research has shown are linked to student motivation and engagement. Each teacher's instructional practices need to be monitored over time for improvement.
6. CMS needs to create individual teacher professional development plans that target specific teacher needs. Focus should be on the weakest teachers to minimize the negative impact on students as quickly as possible.
7. CMS needs to carefully research and implement a school improvement program that is most effective for student motivation. This program should be implemented thoroughly, rather than weakly implementing a plethora of programs. In addition to student motivation and achievement, this program should focus on improving the professional cultures of the school.
8. CMS teachers need to use data (entry exams and formative assessments) to match student achievement with instruction.
9. CMS needs to support teachers in working with the two extremes – the lowest- and highest-achieving students.

### Critical Need #3: Improved Instructional Leadership – Ancillary Needs

10. CMS administration needs to provide more leadership in the areas of discipline and instruction. The district needs to hire a turnaround consultant, who would serve at the secondary level in order to support the CMS principal in focusing on instruction.
11. CMS administration needs to provide consistent leadership regarding teacher induction and professional development to improve instructional capacity, professional culture, and the retention of effective teachers. Administration should take the lead in implementing professional development opportunities that focus on high priority needs; the recruitment and retention of excellent teachers; and the improvement (or dismissal) of ineffective teachers.

Based upon these identified needs, a logic model was developed to focus efforts and assure that appropriate interventions were selected to address the key needs of CMS. The logic model is discussed in a later section.

The first critical need of CMS is to improve student motivation and behavior so that students are more engaged in classroom learning. Data on discipline incident rates reported by the school to DESE do not support this conclusion because of limitations in the data collection. However, qualitative data strongly support this conclusion. The resounding consensus among all stakeholders interviewed (teachers, administrators, parents) was that student motivation and behavior impede learning and instruction. As one veteran teacher-leader said, “poor student

achievement is a significant need, but it is secondary to discipline. Discipline is the biggest issue, and 90% of the teachers would say the same.” According to teacher surveys “*increasing student engagement*” was the highest perceived need for the district and the third highest perceived need at CMS. Furthermore, responses to the MSIP Advanced Questionnaires administered in 2010 indicate there is a pervasive view that general discipline and classroom management are lax and problematic. In 2007, CMS teachers ranked at the 36<sup>th</sup> percentile and students ranked at the 11<sup>th</sup> percentile on the “Classroom Management” scale, which included items such as “During our classes, we stay focused on learning and don’t waste time” and “Most of my teachers respond to disruptive students quickly and effectively.”

Low student motivation and inappropriate school behavior are linked to the community context of CMS. CMS is located in a county with markedly high poverty and illiteracy. In 2003, it was estimated that 16% of adults in Pemiscot County lacked basic prose literacy. This is the highest illiteracy rate across all counties in Missouri; the state average is 7%. The current rate is an improvement since 1992 when 32% of adults lacked basic prose literacy.<sup>1</sup> The district has taken steps to improve literacy throughout the community; they recently received a grant for adult education and literacy development.

According to the expectancy-value theory of motivation, two key causes of motivation are feelings of efficacy and valuing education. Many students may be influenced by their families and community to feel low self-efficacy for school and to devalue education. Low student engagement at CMS may be the result of low feelings of self-efficacy. On the 2010 Advanced Questionnaire survey, CMS students scored low on the items “Being successful in school today will help me in my future” and “I can do well in school” and only 40.5% agreed with the statement “I like reading.”

These data indicate a need to improve student motivation and behavior for most students. In addition, interviewees expressed a need to better support the smaller number of students who are chronic offenders with significant socio-emotional needs. The school currently uses an “alternative” room for such disruptive students, but it is not adequate to meet the needs of the 25 students referred to it. Students are not given the support and instruction they need in this setting to become successful in the regular classroom. CMS has only one home-school coordinator and one school counselor who are over-busy with other issues so that they cannot meet all the socio-emotional needs of at-risk students. CMS needs more staff that focuses on student socio-emotional issues.

The second critical need of CMS is to improve teaching effectiveness, which should lead to more student engagement in classroom learning. One veteran teacher-leader estimated that about 30% of the teachers were effective; however the school does not routinely evaluate teachers in a way to provide verification for this estimate. One need of CMS is to develop a system for evaluating teachers. However, on the 2010 AQ survey, the item “I learn a lot in this school” was one of the lowest rated items, suggesting students may share this perception.

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<sup>1</sup> OSEDA [http://www.oseda.missouri.edu/articles\\_topic.shtml](http://www.oseda.missouri.edu/articles_topic.shtml)

CMS has difficulty recruiting effective teachers because of its geography and poverty of the community. Thus, the district needs to focus on improving the effectiveness of existing teachers, in addition to continuing their efforts to recruit new teachers. To meet this need, the district has implemented a plethora of professional development (a list is provided in the needs analysis report). On the AQ survey, CMS teachers scored higher than 80% of Missouri middle/junior high school teachers on items indicating that they had received sufficient professional development. However, teachers also indicated on the survey that professional development was not helping them teach more effectively, nor differentiate instruction. During interviews for the needs analysis, teachers and administrators indicated that delivery of the professional development was satisfactory, but that teachers were not applying what they learned. Administrators were not holding teachers accountable for improving their teaching effectiveness, so after receiving professional development, the teachers returned to their old practices. For example, teachers reported having had “plenty” of PD on discipline, yet discipline remains a high priority need because no approach is being consistently implemented.

This suggests that administration needs to provide leadership for consistent application of professional development. In addition, CMS needs to have less, but more focused and integrated, professional development. Teachers expressed need for professional development in working with the lowest achieving students and in differentiating instruction. CMS teachers scored at the 23<sup>rd</sup> percentile on the “Differentiated Instruction” scale of the Advanced Questionnaire (i.e., they expressed less agreement than 77% of middle/junior high school teachers in the state of Missouri) regarding using data to plan instruction and differentiating instruction.

Part of the focus on differentiating instruction needs to be directed at high-achieving, rather than just low-achieving students. *Meeting the needs of gifted students* was the highest perceived need of CMS faculty on a 2010 professional development survey and *addressing the needs of low achieving students* was the 6<sup>th</sup> highest priority. At a Community School Advisory Council meeting, attended by 60 stakeholders, people expressed concern that so many resources are focused on low-achieving students that advanced students have been neglected. The superintendent also believes classes have been watered down for low-achieving students so that high-achieving students are not challenged. CMS offers advanced mathematics, science, and communication arts, but both regular and advanced classes are taught by the same teacher, and the classes are not differentiated enough.

The third critical need of CMS is to improve leadership. To address teaching effectiveness, the building principals need to act as instructional leaders. They need to hold teachers accountable for implementing the professional development they have received. They are unable to do this because they do not have adequate staff to address discipline issues. Both the superintendent and the teachers believe the assistant principal is overburdened with discipline issues sent to the office. This prevents her from being a building manager, so the principal has been acting as a building manager rather than an instructional leader. CMS has a slightly lower ratio of administrators to students than the state average. However, the superintendent, teachers, and the principals all agree that because of high rates of student behavior problems, the two building administrators are so overwhelmed by discipline and management issues that they have not been

able to be the instructional leaders that the building needs. Additional support staff is needed to deal with discipline issues in order to free the principals to be instructional leaders. The principals are both young and in their first or second year in as principals. They need training and mentoring in their role as instructional leaders.

## 2. (1) 2. CAPACITY TO SERVE TIER 1 AND TIER II SCHOOLS

CMS has been involved in a school turnaround project with the University of Virginia for one year. Results on the MAP tests that will become available this fall will provide evidence of effectiveness of this program for the school. Formative assessments indicate that some progress has been made and necessary structures to improve student learning are in place. Data-driven instruction and forming a PLC leadership team have been areas of focus through the turnaround project.

CMS has taken several steps to raise student test scores to proficient or advanced. CMS provides extra support to students performing basic or below basic on the MAP. These include:

1. Students who qualify for special education have full inclusion. Three special education teachers and three instructional coaches support these students. Students may be pulled out for study skills, or test taking, but in general they are in regular education classrooms with support. Students who fall behind are placed in a program with low student-teacher ratios and small groups.
2. Students are referred to a Student Support Team (SST) if they are considered at-risk of academic failure.
3. Students attend communication arts and / or mathematics labs in addition to their regular communication arts and mathematics courses for more focused instruction. Students are placed in the second period of mathematics and / or communication arts labs (double-dip concept) if they scored below basic or low basic on the previous spring administration of the MAP assessment.
4. An after-school MAP Academy is offered to students that score high basic or low proficient (bubble students) on the previous spring administration of the MAP. This program is offered in both communication arts and mathematics. The purpose is to provide instruction on MAP skills in which the students scored low, in hopes of increasing the students' scores to become proficient or remain proficient.
5. Supplemental Educational Services (SES) are offered to all free and reduced lunch students. Title I schools in school improvement are required to offer SES services to eligible students. The middle school has offered SES services for the past two years. The services the first year were offered by Achievia and focused on mathematics. SES providers for the 2009-2010 school year were Achievia and Sylvan.
6. CMS contracted with Software Technology Incorporated (STI) this past fall to provide three formative / benchmark assessments during the school year in communication arts, mathematics, and science. Assessments were scanned using STI's Education Data Management Solutions, allowing for immediate results, which generated group and individual reports indicating skills that the students had not mastered.
7. Teachers in the core subject areas received training from an STI curriculum consultant on developing pacing guides to ensure that all major MAP skills were taught and assessed before the administration of the MAP in late spring.

8. The middle school purchased Study Island to provide a supplemental tool to reinforce MAP skills.
9. The middle school developed a MAP Incentive Plan to motivate and encourage students to do their best in the assessment.

The district is hopeful that MAP scores will increase as a result of turnaround efforts begun during this school year. Participation in the University of Virginia program has provided a foundation for future academic success.

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## INTERVENTION PLAN

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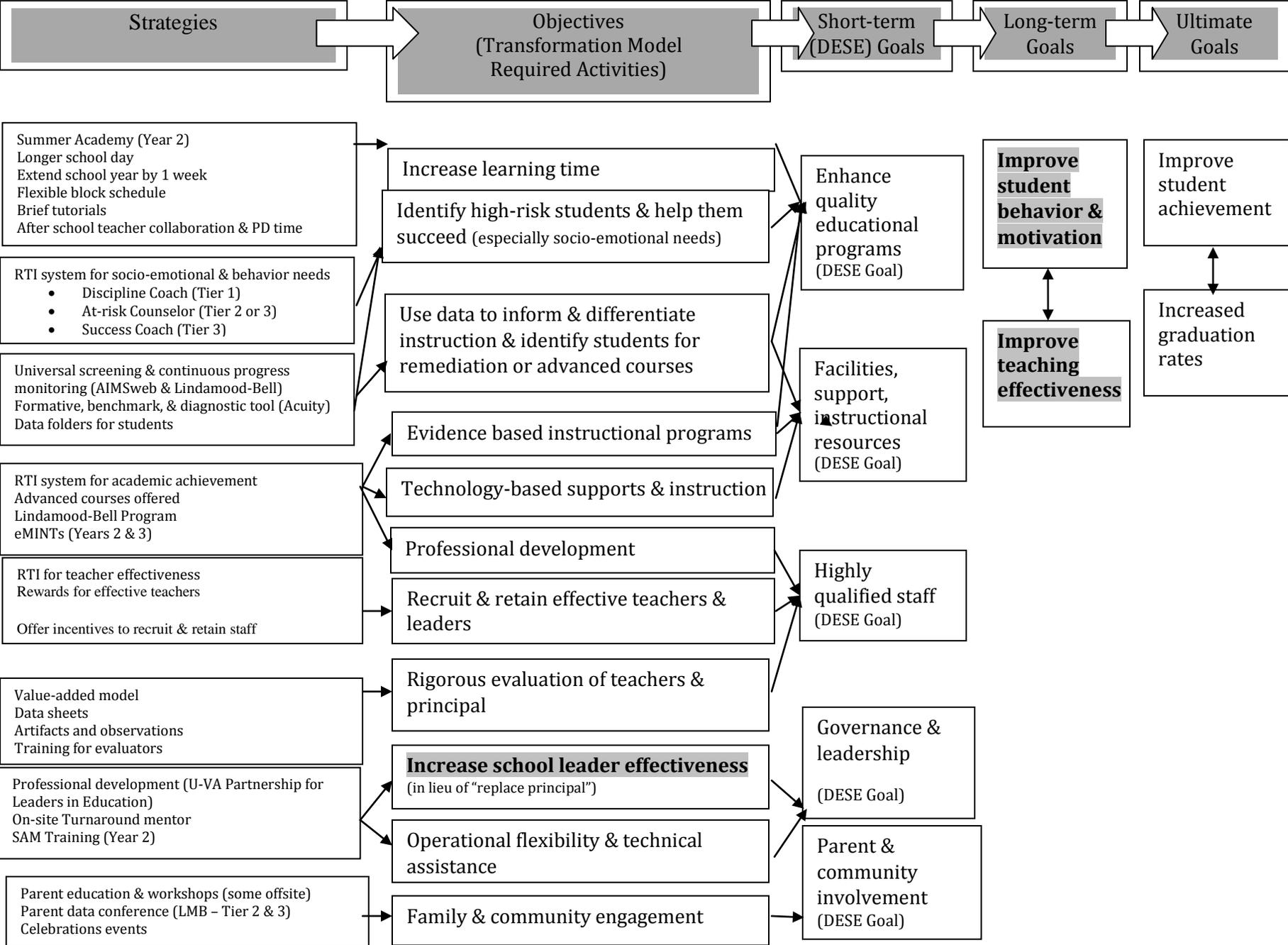
### LOGIC MODEL

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A logic model (or theory of change) for the Caruthersville Middle School improvement plan is provided below. The purpose of the logic model is to clarify the relationship between federal and state requirements for the school improvement plans and the needs analysis. The logic model shows that all required activities for the transformational model, the five DESE goals, and the findings from the needs analysis are all addressed in the intervention plan. The three critical needs identified in the needs analysis are shaded in grey and bolded.

Federal requirements for the transformational model are listed in the 2<sup>nd</sup> column of the logic model. These are referred to as “objectives” in the narrative that follows. The 3<sup>rd</sup> column lists the 5 overarching goals that DESE developed for the Plans and Grants System, used in CSIP documents. These are considered “short term” goals in the logic model. Each of these short-term goals serves two major long-term goals identified by the needs analysis as critical for CMS – improved teaching effectiveness and improved student behavior and motivation. Both of these long-term goals, in turn, serve the ultimate goals of improved student achievement and increased graduation rates. Each of the goals, objectives, and strategies to achieve those objectives that are outlined in the logic model will be discussed in greater detail next.

# Logic Model



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## ULTIMATE GOAL: IMPROVE STUDENT PERFORMANCE AND GRADUATION RATE

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CMS seeks to improve the academic achievement of all students in order to meet Adequate Yearly Progress (AYP) in all subgroups in both Communication Arts and Mathematics. CMS has set the goal of moving students who score basic or below into the category of proficient or above on the MAP. CMS will increase the number of students who score proficient or above each year by 20%. Thus, over the 3-year grant period at least 60% more students will score proficient. CMS will also increase the number of students who score advanced by up to 5% each year so that at the end of Year 3 of the grant 20% of students will score advanced. These goals for student performance are ambitious, and represent substantial improvement over achievement levels in the past. Participation rate on MAP assessments, by subgroup, will be reported.

CMS seeks to improve graduation rates of students significantly during the course of this grant proposal and beyond. The target is: *The district's drop-out rate will be reduced by a minimum of 5% each year and the persistence to graduation rate will increase by a minimum of 5% each year so that the district will attain a persistence to graduation rate of 85% by 2015.* This is a very ambitious goal when compared to recent performance of students in the Caruthersville Public Schools. While this is often viewed as a high school issue, most students who drop out experience significant academic problems while in middle school. CMS seeks to intervene for those students.

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### GOAL 1: DEVELOP AND ENHANCE QUALITY EDUCATIONAL/INSTRUCTIONAL PROGRAMS TO IMPROVE PERFORMANCE AND ENABLE STUDENTS TO MEET THEIR PERSONAL, ACADEMIC AND CAREER GOALS.

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#### OBJECTIVE 1: ESTABLISH SCHEDULES AND STRATEGIES THAT PROVIDE INCREASED LEARNING TIME AS MEASURED BY NUMBER OF MINUTES IN THE SCHOOL YEAR.

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##### (Required activity #3iA)

CMS will extend and restructure the school day so as to add time for advisory periods to enable students to develop learning skills and develop relationships with staff, as well as to increase academic learning time. In addition, a summer academy will be created to address enrichment and remedial needs. This objective will be measured by the number of the minutes in the school year.

#### STRATEGY 1: SUMMER ACADEMY

CMS will create and implement a summer academy for students that provides academic enrichment activities and remedial interventions for students. The academy will focus on inquiry-based learning experiences and will provide an academic bridge between the ending of an academic year and the beginning of another.

#### STRATEGY 2: LONGER SCHOOL DAY

##### (Permissible activity #3iiB)

The school day will be extended by 30 minutes. This time will be used for additional instruction and academic interventions for students.

**STRATEGY 3: EXTEND SCHOOL YEAR BY 5 DAYS**

The school year will be extended by 5 days in order to increase instructional time with students.

**STRATEGY 4: FLEXIBLE-BLOCK SCHEDULE**

(Permissible activity #3iiB)

A flexible-block schedule will be developed and implemented. This schedule will allow dynamic grouping within various levels of intervention and enrichment as need is determined through data analysis. This schedule will allow additional instructional time for students targeted in Tiers II and III of the RTI model discussed below. This schedule will allow teachers to have collaboration and planning time each week, and to provide a more efficient structure for inquiry-based learning in advanced classes.

**STRATEGY 5: AFTER-SCHOOL TEACHER COLLABORATION AND PROFESSIONAL DEVELOPMENT TIME**

Teachers will spend 6 days in the summer, before school starts, receiving professional development on effective classroom strategies that improve student performance in reading and mathematics as measured by formative assessments and the MAP. In addition, teachers will participate in professional development and planning activities each week.

<b>Action Item</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Full Implementation Date</b>
Extend the school day by 30 minutes.	Superintendent, Director(s) of CI&Turnaround	August, 2010	August, 2010
Restructure the school calendar, adding 5 instructional days.	Superintendent, Director(s) of CI&Turnaround	August, 2010	August, 2011
Form a staff work group to design a flexible schedule to be implemented this year.	Director(s) of CI&Turnaround Building principals	August, 2010	August, 2011
Form a staff committee to design collaborative	Director(s) of CI&Turnaround	August, 2010	August, 2011

structures for teachers during planning time.	Building principals		
Contract with Lindamood Bell, Inc. to conduct professional development sessions for 6 days prior to school year and ongoing embedded PD throughout the school year. See Objective 4, Strategy 3 for a rationale for using this process.	Superintendent	August, 2010	August, 2010

**OBJECTIVE 2: IDENTIFY STUDENTS WHO MAY BE AT RISK OF FAILING AND HELP THEM SUCCEED AS MEASURED BY DROPOUT RATE, ATTENDANCE RATE, DISCIPLINE INCIDENTS, TRUANTS, AND NUMBER OF DISCIPLINE REFERRALS.**

**(Permissible activity 2iiE).**

This objective will be measured by (1) dropout rate, (2) attendance rate, (3) discipline incidents, (4) truants, and (5) number of discipline referrals.

**STRATEGY 1: SCHOOL WIDE “RESPONSE-TO-INTERVENTION” MODEL FOR MOTIVATION AND BEHAVIOR**

**(Permissible activity 2iiB).**

CMS will develop and implement a response-to-intervention (RTI) model to accurately identify and intervene according to student academic and behavioral needs. The RTI model organizes intervention into three tiers. In the CMS school improvement plan, these tiers are:

**Tier1: Discipline Coach.** This intervention will be available to all students. Discipline coaches will be accessible throughout the day as a step between the classroom and the office, reducing the number of office referrals, the amount of classroom disruption, and the amount of time each offending student spends outside of the classroom. Teachers who have proven their effectiveness in building with classroom management and parent and student rapport will fill these discipline coaching roles during one or more free period(s) each day.

**Tier 2: At-Risk Counselor.** This intervention will be available to students who need help coping with socio-emotional crises that go beyond the issues addressed in a discipline encounter. The At-Risk / Mental Health Counselor will provide appropriate guidance to students referred by their classroom teacher or school administrator. The At-Risk Counselor will work with school

resources and community resources to address the social and emotional needs of these students, and thereby increase the student’s likelihood of classroom success. The At-Risk Counselor will provide individual counseling and support to students who have severe social and emotional needs that interfere with academic success. The At-Risk Counselor will work in a leadership role with other student support staff and outside agencies to provide comprehensive services that focus on prevention and intervention of behaviors and situations that place students at risk.

The Caruthersville School District has an excessive and growing number of students who are potential dropouts and who engage in self-destructive behaviors that interfere with academic success. Such behaviors include absenteeism, performing below academic potential or participating in activities that may be harmful to self and / or others, such as, substance abuse, threats and intimidation, and physical violence. These behaviors can have devastating lifelong implications and often stem from personal and social concerns including low self-esteem, family and relationship problems, unresolved grief, trauma, involvement with drugs or alcohol, neglect or abuse. Students experiencing these concerns can be helped by professional school counselors. Collaborating with parents, staff members and community agencies, the counselor will work closely with students exhibiting these behaviors to help them make appropriate decisions, stay in school, or find alternative means of completing their education.

Tier 3: Success Coach. This intervention will be available to the smaller number of students who need long-term, sustained counseling to help them be behaviorally and academically successful so that they will remain on trajectory for graduating from high school. CMS will imitate the Success coach Initiative championed by Georgia’s Governor, Sonny Perdue, in 2006. The program has been implemented statewide in Georgia. The Success coach’s primary responsibility will be to work with identified at-risk students and help them succeed in school by keeping them on track academically before they consider dropping out of school. The coach will identify, recruit and engage parents and concerned adults, organizations and government agencies to serve in a variety of ancillary roles. The Success coach will do “whatever it takes” to provide needed support to keep the student in school and on track academically (monitoring daily attendance and grades, tutoring, providing support to staff, working with parents, working with Student Support Team and Community Action Team to seek and providing support services, etc.) The coach will monitor his / her assigned students daily. The Success Coach will assist students in developing successful behavioral habits. This coach will help build a network of support, creating a nurturing environment that will fill the gap between home and school. This coach will work closely with students and parents to set goals for improving behavioral and academic performance.

<b>Action Item</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Full Implementation Date</b>
Develop and implement a process for effectively determining student need for behavioral intervention.	Building principals	August, 2010	August, 2011

Develop and implement a data card system to track student behaviors	Building principals	August, 2010	January, 2011
Select and train discipline coaches.	Superintendent, principals	August, 2010	August, 2011
Hire At-risk Counselor.	Superintendent, Principals	August, 2010	August, 2010
Hire Success Coach.	Superintendent, Principals	August, 2010	August, 2010
Provide training / orientation for success coaches	Superintendent, Principals	August-September, 2010	January, 2011
Develop an organizational chart defining services and responsibilities for each member of the Support Services Action Team and provide training for the team.	Director(s) of CI&Turnaround, Support Services Action-Team	August-September, 2010	August, 2011
Develop a pyramid of intervention / continuum of services for identifying and serving at-risk students.	Director(s) of CI&Turnaround Support Services Action-Team	August-September, 2010	August, 2011
Meet bi-monthly to evaluate, monitor, and make adjustments to services offered and identify successes, concerns and needs.	Director(s) of CI&Turnaround, Principals, Support Services Action-Team	Ongoing Years 1-3	

**OBJECTIVE 3: USE STUDENT DATA CONTINUOUSLY TO INFORM AND DIFFERENTIATE INSTRUCTION IN ORDER TO MEET THE ACADEMIC NEEDS OF INDIVIDUAL AS MEASURED BY NUMBER OF DATA SYSTEMS CREATED AND THE NUMBER OF TEACHERS USING THE SYSTEMS TO MAKE ACADEMIC DECISIONS.**

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**(Required activity 2iB)**

CMS will use a carefully selected profile of student assessments to provide staff with data to inform instruction and help teachers differentiate instruction in order to meet the academic needs of struggling as well as advanced students. This will be measured by the creation of appropriate systems and the number of teachers using the assessments to make academic decisions.

## STRATEGY 1: UNIVERSAL SCREENING AND CONTINUOUS PROGRESS MONITORING

Implement a progress monitoring system based on direct, frequent and continuous student assessment. The results will be reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention. Two assessments will be used: (1) AIMSweb and (2) Lindamood-Bell.

The AIMSweb system is designed for quick, universal screening for early identification, general education progress monitoring, and AYP accountability. AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention. It aligns with the 3-tier RTI model. At Tier 1 (benchmark), all students are assessed 3 times per year for early identification, general education progress monitoring, and AYP accountability. At Tier 2 (strategic monitoring), at-risk students are monitored monthly and the effectiveness of instructional changes are evaluated. At Tier 3 (progress monitoring), students who need intensive instructional services are monitored more frequently, and individualized goals are established.

The Lindamood-Bell system will be used for students identified as needing more assessment by the AIMSweb results. It is designed for frequent progress monitoring of individual students who need intensive instructional services.

## STRATEGY 2: FORMATIVE, BENCHMARK, & DIAGNOSTIC ASSESSMENT

CMS will implement a classroom level diagnostic and prescriptive assessment tool to determine the effectiveness of instructional strategies. This tool will also provide student performance data that will guide decisions regarding skill-specific interventions for students. The comprehensive Acuity Informative Assessment will be used for this purpose. Acuity Informative Assessment is designed to guide classroom teaching and improve achievement for all students. Acuity is designed to support both interim and formative assessment programs with a unique integration of classroom-friendly assessments, instructional resources, reporting, and customization opportunities. Acuity assessments are easily integrated into classroom practices. Pre-built predictive and diagnostic assessments provide valuable information about student progress relative to Missouri standards and the Missouri Assessment Program grade-level expectations. In addition, Acuity enables educators to build customized assessments relative to local curriculum goals.

Students can be assessed online, using paper and pencil, with student response devices, or any combination of these methods. Reports are carefully designed to provide useful displays of student progress data that will enhance data-driven decision-making, teaching, and learning. Instructional resources support teachers with intervention and practice activities. Instructional resources are suggested based on student and class results, personalizing instruction to maximize student achievement.

### STRATEGY 3: DATA FOLDERS FOR STUDENTS

A collaborative work team of teachers and administrators will create and implement a data folder system for students that will consistently track their academic and behavioral performance. These folders will stay with students as they move from grade to grade and will help them to learn to self-assess their progress. The folders will be goal driven; students and teachers will create goals for students to work on throughout the academic year.

<b>Action Item</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Full Implementation Date</b>
Purchase and implement the AIMSweb tool. Use it three times per year for benchmarking.	Director(s) of CI&Turnaround	August, 2010	August, 2011
Contract with Lindamood-Bell for identification and progress monitoring of at-risk students and evaluation of the effectiveness of instructional strategies on a monthly basis.	Superintendent, Director(s) of CI&Turnaround	August, 2010	August, 2011
Train staff on AIMSweb tool and implement the process.	Contracted Trainer	August, 2010	August, 2012
Purchase Acuity Assessment System and train staff on the use of the system.	Director(s) of CI&Turnaround, Principals	August, 2010	August, 2011
Implement Acuity Assessment System	Director(s) of CI&Turnaround, Building Principals	September, 2010	August, 2011

OBJECTIVE 4: IDENTIFY AND IMPLEMENT A RESEARCH-BASED INSTRUCTIONAL PROGRAM THAT IS VERTICALLY ALIGNED FROM GRADE TO GRADE AND ALIGNED WITH STATE ACADEMIC STANDARDS AS MEASURED BY THE INDICATORS LISTED BELOW.

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**(Required activity 2iA)**

CMS has investigated programs that meet the needs of the school and district, and has identified three approaches and programs that are research-based – an RTI approach, the Lindamood-Bell program and the eMINTs program. These programs are vertically aligned from one grade to the next. They are also aligned with state academic standards. This objective will be measured by documentation regarding the implementation of each program; the academic improvement of students; and the number and percent of students completing advance coursework

STRATEGY 1: RESPONSE-TO-INTERVENTION SYSTEM FOR ACADEMIC ACHIEVEMENT

**(Permissible activity 2iiB).**

CMS will develop and implement an RTI model to accurately identify and intervene according to student academic needs. According to Buffam, Mattos, and Weber’s book, *Pyramid Response to Intervention*, when schools operate as professional learning communities, create a pyramid of interventions, and implement response to intervention (RTI), they create the opportunity for powerful change. By uniting regular education and special education to create a unified system of schooling, schools can now move toward a systemic, directive, and timely response to all children when they don’t learn adequately, regardless of labels or subgroups. A Pyramid Response to Intervention (PRTI) model combines the pyramid of intervention (POI) and the response to intervention (RTI) models. The RTI structure, approach to universal screening and progress monitoring, requirement for research-based interventions is combined with POI’s culture, philosophy of timely, directive, systemic, flexible support, and process for creating and supporting shared instructional goals. The PRTI model is designed to aggressively transform school culture for sustainable student achievement. The model will be developed by the Professional Learning Communities (PLC) Leadership Team (a cadre of teacher-leaders).

The Southeast Regional Professional Development Center will provide on-site continued support to the district on implementation of the PRTI model. The district became a district-wide PLC two years ago. The administrative team has met with the RPDC PLC to plan the focus for the upcoming year on training and support for the implementation of PRTI. Instead of the PLC leadership teams attending monthly call-back sessions at the RPDC in Cape Girardeau, the PLC staff will come to Caruthersville to work with the Leadership Teams and to provide on-going embedded training and to monitor development of the districts PRTI model.

STRATEGY 2: OFFER OPPORTUNITIES FOR STUDENTS TO ENROLL IN ADVANCED COURSEWORK

**(Permissible activity 2iiE).**

One concern of the community is that that there are too few opportunities for advanced students at CMS. In a meeting with approximately 60 community and business leaders, stakeholders

shared their concern about the decline in expectations of higher performing students due to an intense focus on programs to support low achieving students. In addition, on a survey administered to CMS teachers by the RPDC “*meeting the needs of gifted students*” received the highest rating. A goal of CMS is to increase the percentage of students who score advanced on the MAP. This will require CMS to increase academic rigor by offering opportunities for students to enroll in advanced coursework.

### STRATEGY 3: LINDAMOOD-BELL PROGRAM.

The Lindamood-Bell (LMB) program is a process-based, sensory-cognitive approach to instruction that develops the underlying skills required for competency in reading, comprehension, writing, math, and critical thinking. LMB is an internationally recognized research and literacy organization that provides comprehensive professional development for literacy solutions for schools. This program allows educators to move beyond mere professional development, as consultants will be onsite to support change. LMB is designed to help transform school culture to one of positive interaction and recognition with high expectations for students and teachers. This program includes comprehensive assessment tools to diagnose individual learning needs, differentiate instruction, and measure program efficacy all within an RTI framework. LMB staff will partner with the school through ongoing professional development and individual teacher coaching to ensure successful program implementation. A LMB staff member will directly work with CMS in the school for the first year of the program to ensure effective implementation. The Lindamood-Bell model of high quality instruction, rigorous professional development, and comprehensive monitoring ensures that student academic performance is improved and sustained over time.

Lindamood-Bell Learning Centers have helped thousands of children and adults in clinical environments, school systems, professional sports, and Fortune 500 companies for nearly thirty years. The tremendous success of the instructional program has turned one small center to what has now grown to 43 centers, including two international centers, one in London, England, and one in Sydney, Australia. It is the philosophy of the program that accurate diagnosis and relevant instruction enables all individuals to learn to their potential. The program is partnering with schools across the country and preparing teachers to effectively teach reading, spelling, and comprehension.

In addition, the *On Cloud Nine* math program is helping schools drastically improve mathematics achievement. The *On Cloud Nine – Visualizing and Verbalizing for Math*, integrates concept imagery and numeral imagery with language, and applies that processing to math computation and problem solving. The program uses manipulatives, imagery, and language to develop the underlying math concepts for reasoning and problem solving with numbers. Beginning with the most basic concepts of counting, adding, and subtracting; these concepts progress to word problems, multiplication, division, fractions, and decimals. The Lindamood-Bell model of high quality instruction, rigorous professional development, comprehensive monitoring and evaluation ensures that student academic performance is improved and sustained over time.

## STRATEGY 4: EMINTS PROGRAM

During year two, a technology-supported, inquiry-based learning approach will be used to increase teaching effectiveness. This approach encourages student social interaction, collaboration, and reflection. This approach supports teachers in designing high-quality lessons that incorporate constructivist principles, relying upon the establishment of classroom community and the integration of 21<sup>st</sup>-century technology. Teachers will regularly evaluate the effectiveness of their efforts through reflection, coaching, and collaboration.

Caruthersville School District will expand the eMINTS instructional model currently in all classrooms grades 3-5 to the middle school. The eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) instructional model exposes students to high-quality teaching powered by technology, supported by strong professional learning communities. Four major components, wrapped in ongoing evaluation, are designed to work together to create better learning outcomes for teachers and students.

- **Inquiry-based learning.** A foundational piece of the eMINTS instructional model is using inquiry, constructivist approaches, causing students to ask and think about very deep questions.
- **High quality lesson design.** eMINTS believes that the best teaching and learning take place in classrooms where teachers have the opportunity to create the kinds of lessons that deeply engage students in meaningful content and meaningful inquiry.
- **Classroom community.** Fundamental to eMINTS practice is the community of learners – not only within the classroom, but also among teachers and among trainers, showing students how continuous life-long learning takes place in a community. eMINTS helps teachers learn the importance of building a community of learners where learners share, take risks, respect and challenge each other as they find their own best ways to learn and engage in deep content with one another.
- **Powered by technology.** eMINTS integrates technology with inquiry-based learning and high-quality lessons to bring about true learning. Technology adds excitement and motivation for students and teachers to use web-base tools to bring learning into the classroom and expand learning beyond the classroom walls.
- **Ongoing evaluation.** Evaluation is woven throughout all the elements of the eMINTS instructional model. Teachers learn about all types of assessment and evaluation for themselves and their students. Critical to the eMINTS instructional model, continuous assessment drives instruction and creates better learning outcomes for teachers and students.

The eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) program will provide professional development to support teachers' use of this approach.

<b>Action Item</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Full Implementation Date</b>
The District will contract with Southeast Regional Professional Development Center Professional Learning Communities to provide RTI training for all staff.	Superintendent	August, 2010	August, 2012
The RPDC PLC will assist the staff in development of a three-tiered RTI pyramid for academic as well as behavioral intervention strategies. (The RPDC PLC will provide continuous monitoring and support for effective implementation.)	Building principals	August, 2010	August, 2012
Provide pre-AP classes at the middle school level, which will lead to AP offerings at the high school.	Director(s) of CI&Turnaround, Building principals	August, 2011	August, 2012
Double staff advanced science classes.	Building principals	August, 2010	August, 2012
Use relevant project, inquiry-based learning opportunities in advanced classes for more enrichment opportunities and higher levels of rigor for high achieving students.	Director(s) of CI&Turnaround, Building principals	August, 2011	August, 2012
Send eMINTS coordinator to become a certified “train-the-trainer”.	Building principals	August, 2010	August, 2011
Provide eMINTS staff awareness sessions and train staff for full implementation of eMINTS.	eMINTS coordinator	August, 2011	August, 2012
Contract with Lindamood-Bell to provide training and support for the Lindamood-Bell reading and mathematics intervention program, and train middle school staff to implement the Lindamood-Bell learning processes.	Superintendent, Lindamood Bell trainer	August, 2010	August, 2012
Train intervention instructors and assistants to implement intensive reading and	Lindamood-Bell trainer,	August, 2010	August, 2011

mathematics intervention.	Principals		
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**GOAL 2: PROVIDE AND MAINTAIN APPROPRIATE INSTRUCTIONAL RESOURCES, SUPPORT SERVICES, AND FUNCTIONAL AND SAFE FACILITIES.**

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This goal has already been addressed in three ways described above:

(1) Specialized staff – the Discipline Coaches, Success Coach, and At-Risk Counselor – will identify and support at-risk students, and provide support services to teachers struggling with discipline issues. This RTI system for addressing student behavior and discipline will enhance the safety of the school as well as provide support services for students.

(2) Implementation of the eMINTS and Lindamood-Bell programs. Each of these programs come with instructional resources, professional development, and support services.

(3) Extending and restructuring the school day. This will add time for enrichment, intervention, and advisory periods to improve student achievement and build relationships between students and staff.

**OBJECTIVE 1: USE AND INTEGRATE TECHNOLOGY-BASED SUPPORTS AND INTERVENTIONS AS PART OF THE INSTRUCTIONAL PROGRAM AS MEASURED BY THE INDICATORS LISTED BELOW.**

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**(Permissible activity 2iiD).**

This objective will be addressed through two programs already discussed above. First, the eMINTS program provides both a trainer and technology; second, the testing tools described above (AIMSweb and Acuity) will both be delivered online. This objective will be measured by the date of implementation of the programs and number of teachers using each to make appropriate academic choices. See the Action Plan in Goal 1 for details on the implementation of these programs.

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**GOAL 3: RECRUIT, ATTRACT, DEVELOP AND RETAIN HIGHLY QUALIFIED STAFF TO CARRY OUT THE SCHOOL’S MISSION, GOALS, AND OBJECTIVES.**

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Focused professional development aligned to teacher and administrator areas of weakness and a rigorous plan to evaluate the effectiveness of staff, which will include a variety of data, are key components of the school’s improvement plan.

**OBJECTIVE 1: PROVIDE STAFF WITH ONGOING, HIGH-QUALITY, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT**

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**(Required activity 1iD)**

CMS will provide staff with professional development that is aligned with the school’s comprehensive instructional program and designed in collaboration with school staff. The professional development will be designed to ensure staff have the skills to facilitate effective teaching and learning. This objective will be measured by the number of participants at PD events; evaluations of those events; and academic achievement gains of students.

**STRATEGY 1: PROFESSIONAL DEVELOPMENT ON THE LINDAMOOD-BELL PROGRAM.**

The staff will receive on-going, job-embedded professional development in research-based strategies to develop skills to improve the reading, spelling, language comprehension, critical thinking and mathematic abilities of all students.

**STRATEGY 2: PROFESSIONAL DEVELOPMENT ON THE EMINTS PROGRAM.**

In Year 2, the staff will begin continuous job-embedded professional development on facilitating inquiry-based learning experiences, building classroom community, developing high-quality lessons, integrating technology, and evaluating student learning and teacher practices for on-going monitoring and adjustment of instruction.

<b>Action Item</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Full Implementation Date</b>
LMB will provide introductory workshops for all staff on Scientifically-Based Reading Research instructional practices.	Superintendent	August, 2010	August, 2010
LMB will provide in-service and consulting in Response to Intervention (RTI), including Progress Monitoring and Differentiated Interventions.	Director(s) of CI&Turnaround, Building principals	August, 2010	August, 2012
LMB will train staff in accessing Lindamood-Bell’s web-based data management system.	Director(s) of CI&Turnaround, Building principals	August, 2010	August, 2012
LMB will provide direct, on-site coaching and program management on a full-time basis for all instructional staff during the first year of implementation.	Director(s) of CI&Turnaround, Building principals	August, 2010	August, 2011

LMB will provide advanced professional development and certification for instructional leaders to ensure program quality, fidelity, and sustainability.	Director(s) of CI&Turnaround, Building principals	August, 2011	August, 2012
LMB will provide a leadership institute for key building and district stakeholders.	Superintendent, Director(s) of CI&Turnaround	August, 2011	August, 2012
A staff member will complete the eMINTS train the trainer certification.	Building principals	August, 2010	August, 2011
The eMINTS trainer will provide eMINTS staff awareness sessions, and selected staff will be trained for full implementation of eMINTS.	eMINTS coordinator	August, 2011	August, 2012
Classrooms will be equipped with necessary technology for full implementation.	Superintendent	August, 2011	August, 2012

**OBJECTIVE 2: RECRUIT AND RETAIN HIGHLY QUALIFIED STAFF TO CARRY OUT THE SCHOOLS' MISSION, GOALS AND OBJECTIVES AS MEASURED BY THE INDICATORS LISTED BELOW.**

One of the most critical needs of the CMS, as identified in the needs analysis, is increased teaching effectiveness. This is not likely to happen through recruitment of highly qualified staff. The Caruthersville School District has substantial difficulty attracting new teachers to the community. Therefore, it is more practical to help existing staff become more effective than to recruit new staff. Effort will be placed on professional development, as described above, and on an RTI model addressing teaching effectiveness. This objective will be measured by (1) the performance of teachers on the evaluation system described below, (2) teacher attendance, (3) certification in content area, and (4) professional development participation.

**STRATEGY 1: A RESPONSE-TO-INTERVENTION MODEL FOR TEACHING EFFECTIVENESS WILL BE CREATED AND IMPLEMENTED.**

An RTI model will be applied to teachers. The three tiers of the model are:

Tier 1. Strategies for all staff (teachers and administrators) to improve effectiveness.

Tier 2. Strategies for staff identified as needing additional support to improve classroom instruction / instructional leadership.

Tier 3. Individualized Professional Improvement Plans that will include focused and intensive intervention strategies and support for teachers who are considered weak and /or ineffective. The principal, with input from the teacher, will develop a professional improvement plan outlining

expectations for improvement which will include specific actions that the teacher and principal will take to support the improvement plan and timelines for expected improvement.

**STRATEGY 2: A SYSTEM OF REWARDS FOR EFFECTIVE TEACHERS AND PRINCIPALS WILL BE CREATED AND IMPLEMENTED.**

**(Required activity 1iC)**

CMS will identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates through implementing this model. They will also reward staff who are interested and willing to take on difficult assignments, complete additional training, receive additional certifications, develop an approved curriculum for pre-advanced placement courses, provide academic intervention or enrichment, and teach in extended day and /or extended school year programs that provide academic intervention and / or enrichment. These rewards will include stipends, career growth opportunities, paid college course work, and other rewards as determined by the superintendent and building principals. In addition, teachers will receive reimbursement for taking praxis in hard to fill content areas and will receive stipends for participation in district approved PD during out of contract time.

**STRATEGY 3: INCENTIVES TO RECRUIT AND RETAIN STAFF WILL BE IDENTIFIED AND USED.**

**(Required activity 1iE)**

CMS will develop a plan for increased opportunities for promotion and career growth, more flexible work conditions, and stipends for additional work that promotes successful implementation of the school improvement plan and meets the needs of CMS students.

**STRATEGY 4: ADMINISTRATOR TRAINING ON THE PROCESS FOR EVALUATING TEACHERS AND REMOVING INEFFECTIVE TEACHERS WILL BE CONDUCTED.**

The Superintendent, with Board of Education input, will develop a plan outlining procedures for dismissing ineffective teachers who are unable to make significant improvement after support is provided. School leaders will be trained on the process for removing teachers who have been provided with ample opportunity to improve professional practice, have not done so.

<b>Action Plan</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Full Implementation Date</b>
A committee of teachers, administrators, and members of the Board of Education will be formed for the purpose of developing the RTI	Superintendent, Director(s) of	August, 2010	January, 2011

model for staff evaluation and intervention and to draft a proposal for staff review.	CI&Turnaround		
The final draft will be presented to the Board of Education for approval and inclusion as a component of the District adopted Performance Based Teacher and Performance Based Principal Evaluation Process.	Superintendent	May, 2011	August, 2011
The final draft of the RTI pyramid will be presented to the staff in order for staff to fully understand the model, the purpose of the model, and how it will be implemented.	Superintendent, Director(s) of CI&Turnaround	August, 2011	September, 2011
Data sheets (as described below) will be developed to identify teachers in Tier 2 or 3.	Director(s) of CI&Turnaround, Building principals	September, 2011	September, 2011
Develop, with the teacher, a Professional Improvement Plan for teachers needing Tier 3 intervention; monitor implementation of intervention strategies and share results with teacher.	Building principals	September, 2011	On-going process
Implement a Performance Based Teacher Evaluation based on the DESE model that includes student achievement data, professional improvement plans, and dismissal procedures.	Superintendent, Principals	September, 2010	September, 2011
Provide additional PBTE training for principals.	Superintendent	August- September, 2010	September, 2011
Develop a PBPE tool that is based on turnaround leaders competencies to evaluate principals using a collaborative process that includes principals, Director(s) of CI&Turnaround, superintendent, and school board members.	Superintendent, Director(s) of CI&Turnaround	September, 2010	January, 2011
Implement PBPE tool.	Superintendent, Director(s) of CI&Turnaround	February, 2011	February, 2011
A committee of teachers and administrators will develop a plan of reward and recognition for exemplary staff. The plan will be designed to reward both individuals and	Superintendent, Principals	January, 2011	August, 2011

groups (including the entire school) so that a culture of cooperation will be developed. The plan will be shared with staff and revised until agreed upon by staff and administrators.			
The final draft will be presented to the Board of Education for adoption.	Superintendent	August, 2011	August, 2011
The district will form a committee that will consist of administrators, teachers, and a representative from the Board of Education to research performance-based incentive plans that have been successfully implemented in other districts and will consult with appropriate experts (e.g., the National Center on Performance Incentives and the Center for Educator Compensation Reform). A plan will be drafted, presented to staff and revised until agreed upon by staff and administrators.	Superintendent	January, 2011	August, 2011
The final draft will be presented to the Board of Education for adoption.	Superintendent	September, 2011	September, 2011

**OBJECTIVE 3: DEVELOP AND IMPLEMENT A RIGOROUS, TRANSPARENT, AND  
EQUITABLE EVALUATION SYSTEM FOR TEACHERS AND PRINCIPALS AS  
MEASURED BY THE INDICATORS LISTED BELOW.**

**(Required activity 1iB)**

This evaluation system will take into account data on student growth as a significant factor. It will also include multiple observation-based assessments of performance, and ongoing collections of professional practice that reflect student achievement and high school graduation. The system will be designed and developed with teacher and principal involvement. CMS will consider DESE’s guidelines for defining “effective” and “highly effective” teachers and principals as those whose students achieve at least one grade level (effective) or 1.5 grade levels in an academic year (highly effective). Student growth will be a significant part of the evaluation system, but the system will include multiple measures. As described in Objective 2, CMS will implement a performance based principal evaluation process based on competencies and practices of effective school turnaround leaders. In addition, as described in Objective 2, CMS will implement a performance based teacher evaluation process. This objective will be measured by a VAM using student growth data as well as observation and results from the performance based evaluations.

**STRATEGY 1: DEVELOP A REGRESSION-BASED MODEL THAT  
INCORPORATES STUDENT ACHIEVEMENT**

CMS will develop a regression-based model, either a value-added model or the student growth percentile model, considered by DESE’s race-to-the-top workgroup on measuring teacher effectiveness.

**STRATEGY 2: DATA SHEETS WILL BE COMPILED FOR EACH TEACHER / ADMINISTRATOR.**

Data sheets will be developed to include the following information:

- a) Teacher Attendance rate
- b) Student failure rates
- c) Hours / types of Professional Development
- d) Student achievement standardized assessments (incorporating the regression model discussed above)
- e) Classroom discipline incidents
- f) PBTE performance levels

The data sheets will reflect three previous years of data in order to provide enough information to be able to identify ineffective teachers. These data sheets will be used to place teachers in the RTI model for teaching effectiveness. Tier 3 teachers’ Professional Improvement Plans will outline specific improvement expectations.

**STRATEGY 3: ARTIFACTS AND OBSERVATIONS WILL BE USED AS PART OF THE DISTRICT’S PBTE PROCESS.**

Teachers will provide evidence of effective classroom instructional activities. Examples will include lesson plans, unit plans, pacing guides, formative and summative assessments, rubrics, graphic organizers and concept maps, power point presentations, student work (classroom assignments, projects, etc.). Additional data may include certificates of completion of Professional Development activities or other relevant training.

<b>Action Plan</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Full Implementation Date</b>
The district will hire consultants at University Missouri who have been involved in the development of value-added and student growth percentile measures of teaching effectiveness to develop a model for evaluating the effectiveness of teachers. The process will be created in the first year and implemented in the second year of the	Superintendent	August, 2010	August, 2011

grant.			
Develop and implement a process for using teacher data on instructional strategies used and the effectiveness of those strategies in the classroom. The process will lead to a teacher portfolio that will be used as one measure to determine the RTI level of teachers. Teachers found to be in Tier 2 or Tier 3 will develop improvement plans.	Building principals	August, 2010	January, 2011
All staff members will be evaluated annually. Tier 2 and Tier 3 staff members will be evaluated more frequently, using multiple measures, in order to gain a comprehensive and accurate reflection of the teacher,s effectiveness and to determine if teachers are to be retained or dismissed.	Director(s) of CI& Turnaround, Building principals	August, 2010	Ongoing process

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**GOAL 4: GOVERN THE SCHOOL IN AN EFFICIENT AND EFFECTIVE MANNER  
PROVIDING LEADERSHIP AND REPRESENTATION TO BENEFIT THE STUDENTS,  
STAFF, AND PATRONS OF THE DISTRICT.**

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One of the required activities for the transformation model is to replace the principal. However, this requirement is waived if the principal was hired within the last two years. The CMS principal was hired in AY08-09. In addition, the new principal has been leading turnaround efforts. Thus, CMS is not required to replace him. In order to enhance the effectiveness of building leadership, the current principal will assume the role of Operations Principal, and the current assistant principal will assume the role of Academic Principal. The Academic Principal will lead all instructional efforts, and the Operations Principal will assume administrative and discipline duties. Because both are inexperienced and CMS is challenging for any principal, this intervention plan includes intense professional support for the administrators.

**OBJECTIVE 1: INCREASE SCHOOL LEADER EFFECTIVENESS AS MEASURED BY THE  
INDICATORS LISTED BELOW.**

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**(In lieu of required activity 1iA)**

One of the critical needs identified in the needs analysis was increased leadership for instruction. Currently, because of significant problems with student motivation and behavior, school leaders spend much of their time dealing with discipline issues rather than serving as instructional leaders. CMS will use the following three strategies to increase school leader effectiveness. This objective will be measured by the results of the Leadership Quotient 360-degree evaluation conducted as a pre-post measure each year; student achievement gains; numbers of discipline referrals; and teacher, student, and parent satisfaction surveys.

**STRATEGY 1: PROFESSIONAL DEVELOPMENT ON INSTRUCTIONAL LEADERSHIP WILL CONTINUE.**

CMS has been involved in the University of Virginia School Turnaround Specialist Program for one year. The program includes coursework, case studies, and discussions to share information and practical experience in proven business and education turnaround strategies. Content areas include assessment of personal leadership qualifications, skills to lead change, data analysis, decision-making, setting targets, and creating action plans. Participants also study business management strategies, organizational behavior and communication, and restructuring and renewal of troubled organizations.

**STRATEGY 2: INSTRUCTIONAL LEADERSHIP MENTORING FOR THE PRINCIPALS AND TEACHERS WILL BE PROVIDED BY DIRECTORS OF CURRICULUM, INSTRUCTION, AND TURNAROUND.**

Caruthersville School District will hire two turnaround instructional leaders to implement, monitor, and evaluate the transformation of the turnaround plan for the district, with specific emphasis on the school improvement plan for CMS. These turnaround leaders will be called Directors of Curriculum, Instruction and Turnaround (DCIT). The DCIT's will provide transformational leadership to planning, launching and managing a turnaround school. This includes implementing a transformation model which focuses on high student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction; and building a high-performing staff and leadership team to achieve the school's vision and goals. The DCITs will collaborate with parents, community members, administration, as well as other internal and external resources and stakeholders to implement new educational programs, systems, tools and other resources to accelerate student learning. In addition, the DCIT's will work directly with building principals and staff to monitor and evaluate the curriculum, instructional practices, assessment practices, and on-going use of formative assessments and analysis of data. The DCIT's will also monitor the development and implementation of the *Pyramid Response to Intervention* model that will be developed and implemented as the umbrella of the Transformation Plan at the middle school and throughout the district.

**STRATEGY 3: ADMINISTRATORS WILL RECEIVE SAMS TRAINING.**

In Year 2, the building principal will participate in the School Administration Manager (SAM) Project. The purpose of this professional development is to help the building principal shift from the role of managerial leader to the role of instructional leader of the building, resulting in an increase in the time spent on improving teaching and learning.

<b>Action Plan</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Full Implementation Date</b>
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The middle school principals and the Directors of Curriculum, Instruction and Turnaround, as well as the Superintendent of Schools, will continue the second year of University of Virginia Turnaround Schools program.	Superintendent	August, 2010	July, 2011
The principals will develop a 90-Day Improvement Plan that includes measurable components that will be implemented by other administrators and other staff members as well as the principal. At the end of 90 days the plan will be analyzed to determine effectiveness and then a new 90-Day Plan will be written and implemented.	Building principals	August, 2010	Ongoing to the end of the grant and beyond
Hire the DCITs	Superintendent	August, 2010	August, 2010
The DCIT's will collaborate with parents, community members, administration, as well as other internal and external stakeholders to implement new educational programs, systems, tools and other resources to accelerate student learning.	DCIT's	September, 2010	Ongoing to the end of the grant and beyond
The DCIT's will work directly with building principals and staff to monitor and evaluate the curriculum, instructional practices, assessment practices, and on-going use of formative assessments and analysis of data.	DCIT's	September, 2010	Ongoing to the end of the grant and beyond
The DCIT's will also monitor the development and implementation of the <i>Response to Intervention</i> model for improving student achievement and student motivation and behavior at the middle school and throughout the district.	DCIT's	September, 2010	Ongoing to the end of the grant and beyond
Contact Paul Katnik to arrange participation in the SAMS program. Implement and evaluate the program for building administrators: both principals and DCIT's.	Superintendent	August, 2010	May, 2013

**OBJECTIVE 2: THE DISTRICT WILL PROVIDE CMS WITH OPERATIONAL FLEXIBILITY AND ONGOING, INTENSIVE TECHNICAL ASSISTANCE AS MEASURED BY THE INDICATORS BELOW.**

(Required activities 4iA).

The transformational model requires that the LEA give Caruthersville Middle School sufficient operational flexibility, such as with staffing and calendaring, to fully implement the school improvement plan. This objective has already been met in the district. The district is small, with only one middle school and one high school. Each of the schools has historically had full operational flexibility. They hire their own staff. In addition, the superintendent has been involved in writing the school improvement plan and both the central office and school board fully support all components of the intervention plan. CMS will alter its calendar, as described above. In addition, CMS plans to hire the following staff. This objective will be measured by changes in the school calendar, support systems in place, and additional staff hired.

**STRATEGY 1: HIRE SUPPORTIVE STAFF**

Caruthersville Middle School will reorganize the roles of the building administrators by hiring administrative assistants to assume managerial tasks and responsibilities that will allow the academic principal to become a true instructional leader in the building. This will also allow the operations principal to lead staff supervision, community relations, school climate and providing overall building management. Responsibilities assigned to administrative assistants will include: Athletic Director, Coordinator of Athletic and Extracurricular Supervision, Coordinator of Student Activities, Discipline Coaches, School Safety Coordinator, Duty / Supervision Team, Data Coordinator(s), Parent / Community Involvement Coordinator(s), and building Student Support Team Coordinator.

Caruthersville School District will hire two clerical assistants for the DCITs. The clerical assistants will assist the DCIT’s by being responsible for a variety of tasks which will include scheduling and preparation for the administration of benchmark testing, scanning and compiling assessment information, preparing for data meetings, setting up and keeping up-to-date information in the data room, attending meetings and taking minutes, scheduling and preparation for professional development activities.

<b>Action Plan</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Full Implementation Date</b>
Hire Directors of Curriculum, Instruction and Turnaround.	Superintendent	August, 2010	August, 2010
Hire clerical assistants for DCIT’s.	Superintendent / DCIT’s	August, 2010	August, 2010
Appoint and / or hire administrative assistants.	Superintendent / Principal	August, 2010	August, 2010

**OBJECTIVE 3: PROVIDE ONGOING, INTENSIVE TECHNICAL ASSISTANCE FROM THE LEA AND EXTERNAL ORGANIZATIONS TO BUILDING LEADERSHIP PERSONNEL AS MEASURED BY THE INDICATORS LISTED BELOW.**

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**(Required activities 4iB).**

The district already is providing on-going intensive technical assistance to CMS, and will continue to do so through the other strategies described above. This objective will be measured by the following being accomplished:

1. CMS will continue to participate in the University of Virginia’s “Partnership for Leaders in Education” model. The district superintendent is the “shepherd” for the district’s involvement in this program, which has included the principal from CMS.
2. A consultant from Lindamood-Bell will be housed at CMS to provide intensive on-site support for implementation of the program.
3. The DCIT will be housed at CMS.

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**GOAL 5: PROMOTE, FACILITATE, AND ENHANCE PARENT, STUDENT, AND COMMUNITY INVOLVEMENT IN LEA/DISTRICT EDUCATIONAL PROGRAMS.**

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Specific school programs and teacher practices that encourage parent involvement at school and guide parents in how to help their children at home predict greater parent involvement at school and at home. Although many parents in the Caruthersville district do not know how to help their children with their education, with guidance and support from the school, they can become increasingly involved in home-learning activities.

The district is already involved in parent-community engagement activities. As discussed in the Needs analysis, our community has a significant need for an adult education and literacy program. Research has indicated that low adult literacy rates foster low academic performance and literacy in children. The district has recently received a grant to provide a free adult education & literacy program (GED) that will provide community members the opportunity to attend during the day or at night. This program will be available to any community member in need of the service.

While the community’s low literacy rate presents a challenge to the school district, the community is also a caring culture. In a meeting with approximately 60 community and business leaders regarding the quality of education in the district, most people wanted to know what they could do to provide support. A follow-up meeting is planned for this same committee. This is an example of the intense concern and support that that community has demonstrated for its schools. This council will meet quarterly with school leaders to discuss school initiatives (including progress and concerns) and how the community will partner with the school to address the initiatives.

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**OBJECTIVE 1: PROVIDE ONGOING MECHANISMS FOR FAMILY AND COMMUNITY ENGAGEMENT AS MEASURED BY THE INDICATORS LISTED BELOW.**

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**(Required activity 3iB).**

This objective will be met to some degree by the strategies described above. Part of the job description of support staff described above (Success coaches, Discipline Coaches, At-Risk Counselor) as well as regular staff (i.e., School Resource Officer, Nurse, Counselor, Teachers and Administrators) is to work directly with parents to keep lines of communication open between the school and home, to keep parents informed of their child’s attendance issues and academic progress, and to seek support services as needed.

This objective will be measured by number of opportunities and variety of opportunities made available to parents and community members, number of parents attending parent workshops and parent-teacher conferences, improvement in MSIP scores, and number of parents choosing to be involved in the GED program.

**STRATEGY 1: PRESENT PARENT EDUCATION AND WORKSHOPS DURING PARENT-TEACHER CONFERENCE NIGHT.**

CMS will offer a carousel of parent workshops and informational sessions during parent-teacher conference nights. These workshops will be developed by partnering with faith and community-based organizations, health clinics, and other agencies to create safe school environments that meet students’ social, emotional, and health needs. Off-site conferences will be available in addition to on-site conferences. Off-site conferences will be offered because many CMS parents have a personal history of negative experiences with schools that create barriers to their involvement and presence at school.

**STRATEGY 2: CREATE PARENT DATA CONFERENCES.**

Lindamood-Bell has successfully been involved with helping struggling readers and their families. As part of the program, all Tier 2 and Tier 3 students’ parents will be engaged in a parent workshop twice yearly. In these workshops, parents are taught strategies to be used at home that are conducive to strategies used in school interventions. This process has proven to be helpful in bridging the gap between parents and the school.

**STRATEGY 3: CREATE AND IMPLEMENT CELEBRATION EVENTS.**

CMS will promote a positive culture of instruction and student achievement. The school will work to develop outreach efforts and events for parents and all community stakeholders. Celebration events will be scheduled throughout the year to highlight student and teacher performance results. For example, these may include a kick-off celebration at the beginning of the year, a mid-year showcase of student and teacher excellence, and a “shooting star” celebration at the end of the year to recognize student and teacher achievement.

<b>Action Plan</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Full Implementation Date</b>
Plan workshops for parent-teacher	Building	Fall, 2010	Ongoing to the end of the grant

conference nights.	leadership team		and beyond.
Schedule and implement parent support sessions and parent data conferences.	Principal / LMB staff	Fall, 2010	Ongoing to the end of the grant and beyond.
Schedule and implement “celebration” activities (as described above).	Building Leadership Team	Fall, 2010	Ongoing to the end of the grant and beyond.

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**PROGRESS MEASURES**

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**GOAL ONE:**

**The district will develop and enhance quality educational / instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.**

**Progress Measure #1: Communication Arts achievement on the MAP**

To improve academic achievement of all students in Communication Arts in order to meet the Adequate Yearly Progress in all subgroups by increasing the number of students scoring proficient on the Missouri Assessment Program by at least 10% (in order to meet Safe Harbor), and to meet the Communication Arts MAP standards at all grade levels on the district’s Annual Performance Report.

Communication Arts MAP Achievement Grades 6-8				
School Year	Baseline (previous yr.%)	Target	Progress (actual %)	Target Met
2008-2009	21.7	31.7	23.4	No
2009-2010	23.4 (24.7 w/growth)	33.4	29.7 (33.7 w/growth)	Met AYP with safe harbor confidence interval.
2010-2011	29.7 (33.7 w/growth)	39.7		
2011-2012				
2012-2013				

**Progress Measure #2: Communication Arts failure rate by grade level**

To reduce the number of students failing Communication Arts during each semester by to a number of 0 each semester.

Reading / Communication Arts Semester Failure Rates Grades 6-8 2010-2011							
School Year	Baseline 2009-2010 failures		Target 2010-2011		Progress (actual #) 2010-2011		Target Met
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	
6 <sup>th</sup> Reading	1	5	0	0			
6 <sup>th</sup> Comm Arts	7	5	0	0			
7 <sup>th</sup> Reading	0	0	0	0			
7 <sup>th</sup> Comm Arts	0	2	0	0			
8 <sup>th</sup> Reading	N/A	N/A	0	0			
8 <sup>th</sup> Comm Arts	0	1	0	0			

Reading / Communication Arts Semester Failure Rates Grades 6-8 2011-2012							
School Year	Baseline 2010-2011 failures		Target 2011-2012		Progress (actual #) 2011-2012		Target Met
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	
6 <sup>th</sup> Reading							
6 <sup>th</sup> Comm Arts							
7 <sup>th</sup> Reading							

7 <sup>th</sup> Comm Arts							
8 <sup>th</sup> Reading							

8 <sup>th</sup> Comm Arts							
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Reading / Communication Arts Semester Failure Rates Grades 6-8 2012-2013							
School Year	Baseline 2011-2012 failures		Target 2012-2013		Progress (actual #) 2012-2013		Target Met
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	
6 <sup>th</sup> Reading							
6 <sup>th</sup> Comm Arts							
7 <sup>th</sup> Reading							
7 <sup>th</sup> Comm Arts							
8 <sup>th</sup> Reading							
8 <sup>th</sup> Comm Arts							

**Progress Measure #3: Communication Arts *Terra Nova* assessment**

To increase the percentage of students on grade level in communication arts as measured by fall administration of the Terra Nova assessment. There is no Terra Nova baseline data for the 2010-2011 school year. This assessment will be administered in August, 2010 to all middle school students to obtain baseline data.

Communication Arts Terra Nova Assessment Percentage of Students on Grade Level Grades 6-8 2010-2011				
School Year	Baseline 2010-2011 fall administration	Target for 2011-2012 fall administration	Progress actual for 2011-2012 fall administration	Target Met
6 <sup>th</sup> Grade				
7 <sup>th</sup> Grade				
8 <sup>th</sup> Grade				

Communication Arts Terra Nova Assessment Percentage of Students on Grade Level Grades 6-8 2011-2012				
School Year	Baseline 2011-2012 fall administration	Target for 2012-2013 fall administration	Progress actual for 2012-2013 fall administration	Target Met
6 <sup>th</sup> Grade				
7 <sup>th</sup> Grade				
8 <sup>th</sup> Grade				

Communication Arts Terra Nova Assessment Percentage of Students on Grade Level Grades 6-8 2012-2013				
School Year	Baseline 2012-2013 fall administration	Target for 2013-2014 fall administration	Progress actual for 2013-2014 fall administration	Target Met
6 <sup>th</sup> Grade				

7 <sup>th</sup> Grade				
8 <sup>th</sup> Grade				

**Progress Measure #4: Mathematics Achievement on the MAP**

To improve academic achievement of all students in mathematics in order to meet the Adequate Yearly Progress in all subgroups by increasing the number of students scoring proficient on the Missouri Assessment Program by at least 10% (in order to meet Safe Harbor), and to meet the mathematics MAP standards at all grade levels on the district’s Annual Performance Report.

Mathematics MAP Achievement Grades 6-8				
School Year	Baseline (previous yr.%)	Target	Progress (actual %)	Target Met
2008-2009	18.6	28.6	17.7	No
2009-2010	17.7 (21.1 w/growth)	27.7	27.2 (34.1 w/growth)	Met AYP with safe harbor.
2010-2011	27.2	37.2		
2011-2012				
2012-2013				

**Progress Measure #5: Mathematics Failure Rate by Grade Level**

To reduce the number of students failing math during each semester to a number of 0 each semester. To reduce the number of 7<sup>th</sup> and 8<sup>th</sup> grade failures by at least 50% during the 2010-2011 school year.

Mathematics Semester Failure Rates Grades 6-8 2010-2011							
School Year	Baseline 2009-2010 failures		Target 2010-2011		Progress (actual #) 2010-2011		Target Met
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	
6 <sup>th</sup> Math	0	4	0	0			
7 <sup>th</sup> Math	21	32	10	10			

8th Math	23	38	11	11			
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Mathematics Semester Failure Rates Grades 6-8 2011-2012							
School Year	Baseline 2010-2011 failures		Target 2011-2012		Progress (actual %) 2011-2012		Target Met
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	
6th Math							
7th Math							
8th Math							

Mathematics Semester Failure Rates Grades 6-8							
School Year	Baseline 2011-2012 failures		Target 2012-2013		Progress (actual #) 2012-2013		Target Met
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	
6th Math							
7th Math							
8th Math							

**Progress Measure #6: Mathematics Terra Nova Assessment**

To increase the percentage of students on grade level in mathematics as measured by fall administration of the Terra Nova assessment.

Mathematics Terra Nova Assessment Percentage of Students on Grade Level Grades 6-8 2010-2011				
School Year	Baseline 2010-2011 fall administration	Target for 2011-2012 fall administration	Progress actual for 2011-2012 fall administration	Target Met
6 <sup>th</sup> Grade				
7 <sup>th</sup> Grade				
8 <sup>th</sup> Grade				

Mathematics Terra Nova Assessment Percentage of Students on Grade Level Grades 6-8 2011-2012				
School Year	Baseline 2011-2012 fall administration	Target for 2012-2013 fall administration	Progress actual for 2012-2013 fall administration	Target Met
6 <sup>th</sup> Grade				
7 <sup>th</sup> Grade				
8 <sup>th</sup> Grade				

Mathematics Terra Nova Assessment Percentage of Students on Grade Level Grades 6-8 2012-2013				
School Year	Baseline 2012-2013 fall administration	Target for 2013-2014 fall administration	Progress actual for 2013-2014 fall administration	Target Met
6 <sup>th</sup> Grade				
7 <sup>th</sup> Grade				

8 <sup>th</sup> Grade				
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**Progress Measure #7: Persistence to Graduation Rate**

To attain a persistence to graduation rate of 85% or above by implementing strategies to help reduce the district drop-out rate.

Graduation Rate				
School Year	Baseline (previous yr.%)	Target	Progress (actual %)	Target Met
2008-2009	67.6	77.6	54.3	No
2009-2010	54.3	64.3	65.5	Yes
2010-2011	65.5	75.5		
2011-2012		85.5		
2012-2013		95.5		

**Progress Measure #8: Attendance Rate**

To attain and maintain a 95% or above attendance rate.

Attendance Rate				
Grades 6-8				
School Year	Baseline (previous yr.%)	Target	Progress (actual %)	Target Met
2008-2009	93.9	94	93.9	Yes
2009-2010	93.9	94	93.9	Yes
2010-2011	93.9	95		
2011-2012		95		
2012-2013		95		

**Progress Measure #9: Discipline Incidents**

To reduce the number of discipline offenses by an average of 15% each year over the next three years. (Numbers recorded are the total number of office referrals for the year indicated.)

Discipline Offenses				
Grades 6-8				
School Year	Baseline 2009-2010	Target 2010-2011	Progress Actual # 2010-2011	Target Met
2009-2010	689	586		
2010-2011				
2011-2012				
2012-2013				

**Progress Measure #10: Fights and / or assaults**

To reduce the number of students involved in incidents of fighting and / or assault by an average of 25% each year over the next three years (the baseline number includes duplicate counts of the same student involved in more than one incident.)

Incidents of fighting or assault				
Grades 6-8				
School Year	Baseline 2009-2010	Target	Progress	Target Met
2010-2011	60	45 or less		
2011-2012		34		
2012-2013		26		

**Progress Measure #11: Alcohol, drug, tobacco, violent, weapon, or other incidents that result in removal from the traditional classroom setting for 10 or more consecutive days.**

To reduce the number of alcohol, drug, tobacco, weapon, or other incidents to 0 by the 2014-2015 school year.

Violent and / or Drug Related Offenses				
Grades 6-8				
School Year	Baseline	Target	Progress	Target Met
2007-2008	23 incidents			
2008-2009	9 incidents			
2009-2010		Less than 9		
2010-2011		6 or less		
2011-2012		3 or less		
2012-2013		0 incidents		

**GOAL TWO:**

**The district will maintain appropriate instructional resources, support services, and functional and safe facilities.**

See progress measures 7, 8, 9, 10, and 11 above.

**GOAL THREE:**

**The district will recruit, attract, develop and retain highly qualified staff to carry out the district’s vision, mission, goals and objectives.**

**Progress Measure #12: Highly qualified staff**

Based on the core data manual (exhibit 10: course code / certificate) 100% of the staff will be properly certificated in the area in which they are delivering instruction.

Highly Qualified Staff				
Grades 6-8				
School Year	Baseline	Target	Progress	Target Met
2010-2011	2	0		
2011-2012		0		
2012-2013		0		

**GOAL FOUR:**

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

**Progress Measure #13: Instructional leadership**

The principal of instruction will increase the percentage of time spent on instructional tasks by 25% the first year and by 20% the second and third years, reaching 85% the third year.

Instructional Leadership				
Grades 6-8				
School Year	Baseline 2009-2010	Target 2010-2011	Progress 2010-2011	Target Met
2008-2009	No data			
2009-2010	No data			
2010-2011	20% (estimated)	45		
2011-2012		65		
2012-2013		85		

**GOAL FIVE:**

**Promote, facilitate and enhance parent and community involvement and support.**

**Progress Measure #14: Opportunities for parent involvement / parent education.**

To increase the number of opportunities for parents to become involved in their child’s education through quality activities and educational sessions to provide parents with strategies to help their children succeed. This progress measure will be monitored by the number hours of parent involvement as measured by sign-in sheets and parent involvement logs keep by staff. The goal is to increase the number of parent involvement hours by a minimum of 200 hours during the 2010-2011 school year and by an additional 100 hours during the next two years.

Parent Involvement Hours				
Grades 6-8				
School Year	Baseline 2009-2010	Target 2010-2011	Progress 2010-2011	Target Met
2010-2011	400 hrs.	600 hrs.		
2011-2012				
2012-2013				

**ADDITIONAL PROGRESS MEASURES:**

**Progress Measure #15: AMISweb (diagnostic screening and progress monitoring.)**

To reduce the number of students needing Tier II and Tier III intervention each time the screening assessments is administered.

AMIS web will be used for early screening and identification of students who will need Tier II or Tier III interventions in Reading and Mathematics. The first window for administering this screening assessment will be September 1-October 15, 2010. The number of students identified needing Tier II or Tier III interventions will serve as the baseline for this progress measure. The goal will be to reduce the number of students needing Tier II and Tier III intervention each time the progress monitoring assessment is administered.

**Progress Measure #16: Acuity (predictive and diagnostic / benchmark assessments)**

To increase the number of students scoring proficient or advanced on the predictive assessments and reduce the number of students needing intervention on the diagnostic / benchmark assessments.

Acuity will be used as a predictive assessment and as a diagnostic / benchmark assessment. A predictive assessment will be given three times throughout the year. The first predictive assessment window is September 6-24. The predictive assessments will be given in Reading, Mathematics, Algebra, and Science. The number of students scoring proficient or above with each

predictive assessment during the 2010-2011 school year will be used as the baseline for this measure. The number of students needing intervention, based on the diagnostic / benchmark assessment will be used as the baselines for this measure. The goal will be to increase the number of students scoring proficient or advanced on the predictive assessments and reduce the number of students needing intervention on the diagnostic / benchmark assessments.

**PLANS FOR SUSTAINABILITY**

<b>BUDGETED STRATEGY</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013 &amp; beyond grant funds</b>
Lindamood Bell contracted services	\$90,000	\$50,000	\$25,000	Professional development funds will be used to train new staff as needed. (Title I, School Improvement, State funds)
Lindamood Bell intervention staff / salaries + benefits	\$103,680	\$106,000	\$109,000	The goal will be to reduce the number of students needing intervention. Resources will be reallocated and / or Title I staff members will be reassigned in order to provide the necessary intervention staff for the students needing intervention.
Acutiy & AIMSweb subscription	\$10,890	\$10,890	\$10,890	Title I and School Improvement funds will be reallocated to provide funding to maintain the subscription for these assessment resources.
SAMS Project	\$10,000	\$5,000	\$5,000	No funding for training will be needed beyond the grant cycle.
Administrative support staff	\$2,800	\$2,800	\$2,800	Necessary administrative support staff will be paid with local, Title, and /or school improvement funds.
Supplies & materials	\$15,600	\$10,000	\$5,000	Resources will be reallocated in order to provide the necessary funding for needed supplies and materials.
Director's of Curriculum, Instruction, & Turnaround	\$101,760	\$105,000	\$109,000	A review and reorganization of the administrative staff will be conducted in order to determine administrative needs. Funding will be reallocated, as necessary, in order to meet the administrative needs of the district.

## CONTINUATION OF THE SIG PROPOSAL

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

The Caruthersville Public Schools is not seeking School Improvement Grant funding for any Tier 1 schools.

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

The intervention plan described above meets all requirements of this section.

(4) What is the timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/district commits to serve?

The timeline of this proposal is for three years of intervention in the school. The intervention plan and the budget detail provide details of this timeline.

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

Student achievement goals are listed in section B of this proposal. They are copied again herein:

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### ULTIMATE GOAL: IMPROVE STUDENT PERFORMANCE AND GRADUATION RATE

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CMS seeks to improve the academic achievement of all students in order to meet Adequate Yearly Progress (AYP) in all subgroups in both Communication Arts and Mathematics. CMS has set the goal of moving students who score basic or below into the category of proficient or above on the MAP. We will increase the number of students who score proficient or above each year by 20%. Thus, over the 3-year grant period at least 60% more students will score proficient. We will also increase the number of students who score advanced by up to 5% each year so that at

the end of Year 3 of the grant 20% of students will score advanced. These goals for student performance are ambitious, and represent substantial improvement over achievement levels in the past. Participation rate on MAP assessments, by subgroup, will be reported.

CMS seeks to improve graduation rates of students significantly during the course of this grant proposal and beyond. The target is: *The district's drop-out rate will be reduced by a minimum of 5% each year and the persistence-to-graduation rate will increase by a minimum of 5% each year so that the district will attain a persistence to graduation rate of 85% by 2015.* This is a very ambitious goal when compared to recent performance of students in the Caruthersville Public Schools. While this is often viewed as a high school issue, most students who drop out experience significant academic problems while in middle school. CMS seeks to intervene for those students.

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

Caruthersville Public Schools is not seeking School Improvement Grant funding for its Tier III schools.

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

Caruthersville Public Schools is not seeking School Improvement Grant funding for its Tier III schools.

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

The intervention plan describes evidence of consultation and involvement of stakeholders, especially parents and other community members. Other collaborative groups include the University of Missouri, the Southeast Regional Professional Development Center, the SEMO P-20 Council, and others.

As an example of community interest in the school, the Mayor of Caruthersville, Diane Sayre, the former Director of Curriculum and Instruction and Assistant to the Superintendent, organized a meeting of community and business leaders for the purpose of allowing the superintendent to share data regarding student achievement in the district. The superintendent shared some of the programs and strategies the district planned to pursue and implement and provided time for questions and comments. Approximately 60 community and business leaders attended, many parents of students. The response and support was overwhelming. Most people wanted to know

what they could do to provide support. The main concern shared with the superintendent by parents has been the decline in expectations of higher performing students due to an intense focus on programs to support low achieving students; thus the need to pursue a pre-advanced placement course for the middle school, leading to AP offerings at the high school, and more enrichment opportunities and higher levels of rigor for high achieving students. A follow-up meeting is planned for this same group.

## C. BUDGET

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### LEA/District and School Budget Templates

**LEA/District:** Caruthersville School District #18      **School:** Caruthersville Middle School

**County/District Code:** 078-012      **School Code:** 3000

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

Budget Codes	Related Strategies and Activities
1100 Instruction	<ol style="list-style-type: none"> <li>1. Building level department chairs / grade-level chairs will work with the Directors of Curriculum, Instruction, and Turnaround to facilitate curriculum development and alignment.</li> <li>2. Extended-day tutoring / intervention and Supplemental Educational Services will continue to be provided.</li> <li>3. The middle school will begin the process of developing and offering pre advanced placement classes for students qualifying for advanced courses.</li> <li>4. The building will revisit and revise the incentive plan for academic achievement, attendance, and good behavior.</li> <li>5. The middle school will continue participating in Professional Learning Community project and further develop the practices and</li> </ol>

	<p>effectiveness to the PLC Leadership Team.</p> <ol style="list-style-type: none"> <li>6. The middle school will continue working on development and alignment of curriculum, essential learnings, formative assessments, and instructional interventions.</li> <li>7. Professional Development Days will continue to be built into the District calendar and provided after-school, on weekends, and before and after the contracted year as deemed necessary.</li> </ol>
1100 Instruction 1003 (g) SIG	<ol style="list-style-type: none"> <li>1. Directors of Curriculum, Instruction, and Turnaround (G-4, O-1, S-2)</li> </ol>
1251 Culturally Different Instruction(Title I)	<ol style="list-style-type: none"> <li>1. Study Island will continue to be used for individualized remediation / intervention and as a tool to prepare students for the MAP assessment.</li> <li>2. A 504 aide will continue to serve students with 504 plans who need academic modifications and assistance.</li> <li>3. A Title I aide will continue to work with students in the <i>Turnaround Learning Academy</i> (alternative program)</li> <li>4. The Advantage Learning System (A+) program will continue to be used to supplement instruction in the <i>Turnaround Learning Academy</i> (alternative program)</li> </ol>
1251 Culturally Different Instruction(Title I)  1003 SIG	<ol style="list-style-type: none"> <li>1. Reading and mathematics intervention staff (trained Lindamood-Bell interventionist) (G-1, O-4, S-3 / G-3, O-1, S-1)</li> <li>1. Acuity diagnostic / prescriptive assessment / tutorial program (G-2, O-1 / G-1, O-2, S-1 &amp; 2)</li> <li>2. AIMS Web screening / progress monitoring program (G-1, O-3, S-1 / G-2, O-1)</li> <li>2. Lindamood-Bell Learning Processes (G-1, O-4, S-3 / G-3, O-1, S-1)</li> </ol>
2100 Support Services - Pupils	<ol style="list-style-type: none"> <li>1. Turnaround Learning Academy (alternative education program)</li> <li>2. Guidance counselor</li> <li>3. School nurse</li> <li>4. District Resource Office</li> <li>5. District Social Worker</li> <li>6. Student Support Team and Community Action Team</li> </ol>
2100 Support Services – Pupils 1003 (g) SIG	<ol style="list-style-type: none"> <li>1. Discipline Coaches (G-4, O-1 &amp; 2, S-1 &amp; 3)</li> </ol>

<p><b>2210 Improvement of Instruction Services (Professional Development)</b></p>	<ol style="list-style-type: none"> <li>1. Professional Learning Communities</li> <li>2. Peer coaching</li> <li>3. University of Virginia School Turnaround Program</li> <li>4. Cooperative Structures staff development</li> <li>5. STI pacing guides and formative assessment staff training</li> </ol>
<p><b>2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG</b></p>	<ol style="list-style-type: none"> <li>3. Lindamood-Bell embedded staff development and consultation (G-1, O-4, S-3 / G-3, O-1, S-1)</li> <li>4. Acuity staff training (G-1, O-3, S-2 / G-2, O-1)</li> <li>5. AIMSweb staff training (G-1, O-3, S-1 / G-2, O-1)</li> <li>6. Pryamid Response to Intervention staff training (G-1, O-2, S-2 / O-4, S-1)</li> <li>7. University of Virginia Turnaround School Specialist Program (G-4, O-1, S-1)</li> <li>8. School Administration Manager (SAMS) (G-4, O-1, S-3)</li> </ol>
<p><b>2620 Planning, Research, Development, and Evaluation Services</b></p>	<ol style="list-style-type: none"> <li>1. The middle school developed a data room and began using formative assessments developed by STI for monitoring student progress and adjusting instruction.</li> </ol>
<p><b>2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG</b></p>	
<p><b>3000 Parent Involvement</b></p>	<ol style="list-style-type: none"> <li>1. The middle school will continue to have Winterfest, a parent night in which student work is displayed, the band and choir perform, and the art teacher provides an art exhibit of student work.</li> <li>2. An open house will continue to be held each August, inviting parents to visit the school and meet their child’s teacher(s).</li> <li>3. The sixth grade staff will continue to have a sixth grade orientation before school starts for parents and students to visit the school, pick up schedules, receive locker assignments, and hear about important policies and procedures of the middle school.</li> <li>4. The Student Support Team and Community Action Team will continue to work with parents of students who have been identified in need of support services within or outside of the school.</li> <li>5. A Home-School Coordinator will continue to work with parents to provide information, support, and encouragement for parents, students, and staff.</li> </ol>

<b>3000 Parent Involvement 1003 (g) SIG</b>	<b>1. No SIG funds are being requested to implement the Parent / Community strategies / activities. Title I parent involvement funds will be used to implement these strategies / activities.</b>
<b>Other (Use Missouri Accounting manual codes)</b>	<p>The following strategies / activities will be funded as indicated below:</p> <ol style="list-style-type: none"> <li>1. Summer Academy (G-1, O-1, S-1) / 21<sup>st</sup> CCLC, Local Funding, Title I</li> <li>2. Longer School Day (G-1, O-1, S-1) / Local Funding, Title I</li> <li>3. Extended school year by 1 week (G-1, O-1, S-3) / Local Funding, Title I, 21<sup>st</sup> CCLC</li> <li>4. After-school teacher collaboration and professional development time (G-1, O-1, S-5) / PD Funds, Title I, School Improvement 1003 a</li> <li>5. Data folders for all students (G-1, O-3, S-3) / Local Funding</li> <li>6. Pre-Advanced Placement courses (G-1, O-4, S-2) / Local Funding, School Improvement 1003 a</li> <li>7. Performance-Based Teacher Evaluation RTI Pyramid (G-3, O-2, S-1) / Local Funding</li> <li>8. System of rewards and incentives (G-3, O-2, S-2 &amp; 3) / Local Funding</li> <li>9. Administrator training on PBTE and removing of ineffective teachers (G-3, O-2, S-4) / Local Funding, PD Funds</li> <li>10. Regression-Based model for teacher evaluation / data sheets / artifact data (G-3, O-3, S-1, 2, &amp; 3) / Local Funding, PD Funds</li> <li>11. Parent / community involvement activities (G-5, O-1, S-1, 2, &amp; 3) Title I, Local Funding</li> </ol>
<b>Administrative Costs</b>	
<b>Administrative Costs 1003 (g) SIG</b>	

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

<b>BUDGET</b>								
Budget Year— 2010-2011	6100 Certificated Salaries	6150 NONCERTIFICATED SALARIES	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	807,650	2,892	224,827		7,229	2,000		1,044,598
1100 Instruction 1003 (g) SIG	79,550		18,397					97,947
1251 Culturally Different Instruction(Title I)		6,669	3,734	7,630	500	6,000		24,533
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	81,000		22,734	100,890	16,518			221,142
2100 Support Services - Pupils	26,825		5,034	900	500			33,259
2100 Support Services – Pupils 1003 (g) SIG	2,400		550					2,950
2210 Improvement of Instruction Services (Professional Development)	1,410		88	3,641	1,245			6,384
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	20,000		3,400	24,125	10,000			57,525
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 )	835,885	9,561	233,683	12,171	9,474			1,108,774
1003 (g) SIG Subtotal	182,950		45,081	125,015	26,518			379,564

Grand Total	1,018,835	9,561	278,764	137,186	35,992	8,000		1,488,338
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Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school.

<b>BUDGET</b>								
Budget Year— 2011-2012	6100 Certificated Salaries	6150 NONCERTIFICATED SALARIES	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG	179,000	27,000	61,000		3,000	5,000		275,000
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	82,000		24,600	7,400	20,000			134,000
2100 Support Services - Pupils								
2100 Support Services – Pupils 1003 (g) SIG	80,500		24,150		2,000			106,650
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	26,500	1,000	5,950	118,000				151,450
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	<b>368,000</b>	<b>28,000</b>	<b>115,700</b>	<b>125,400</b>	<b>25,000</b>	<b>5,000</b>		<b>667,100</b>
Grand Total								

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

<b>BUDGET</b>								
Budget Year— 2012-2013	6100 Certificated Salaries	6150 NONCERTIFICATED SALARIES	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG	<b>183,000</b>	<b>28,000</b>	<b>63,000</b>		<b>2,500</b>			<b>276,500</b>
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	<b>84,000</b>		<b>25,200</b>	<b>7,800</b>	<b>10,000</b>			<b>127,000</b>
2100 Support Services - Pupils								
2100 Support Services – Pupils 1003 (g) SIG	<b>82,500</b>		<b>24,750</b>		<b>2,000</b>			<b>109,250</b>
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	<b>21,500</b>	<b>1,000</b>	<b>4,850</b>	<b>60,000</b>				<b>87,350</b>
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								

<b>Administrative Costs</b>								
<b>Administrative Costs 1003 (g) SIG</b>								
<b>Program Costs Subtotal (Not including 1003 (g) SIG )</b>								
<b>1003 (g) SIG Subtotal</b>	<b>371,000</b>	<b>29,000</b>	<b>117,800</b>	<b>67,800</b>	<b>14,500</b>			<b>600,100</b>
<b>Grand Total</b>								

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

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

The LEA/district must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/district commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- Report to the SEA the school-level data required under section III of the final requirements.

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

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

- Extending the period of availability of school improvement funds.

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

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

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

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

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

## ATTACHMENT A: NEEDS ANALYSIS

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### Needs Analysis Report for Caruthersville Middle School

June 3, 2010  
Assessment Resource Center  
Hook Center for Education Leadership and District Renewal  
University of Missouri  
Columbia, MO

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THIS REPORT DOCUMENTS A NEEDS ANALYSIS FOR THE  
CARUTHERSVILLE MIDDLE SCHOOL (CMS) IN THE CARUTHERSVILLE 18  
SCHOOL DISTRICT, IN PREPARATION FOR THE SUBMISSION OF A  
SCHOOL IMPROVEMENT GRANT AS AUTHORIZED IN SECTION 1003(G)  
OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)  
UNDER THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009  
(ARRA) (PL 111-5).

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The United States Department of Education awarded the Missouri Department of Elementary and Secondary Education (DESE) monies “for the purpose of providing assistance for school improvement consistent with section 1116.” The Caruthersville School District will be seeking a sub grant from the state of Missouri. The ultimate goal of the school improvement grant is to build commitment and capacity in the district to raise substantially student achievement.

The Hook Center for Education Leadership and District Renewal and the Assessment Resource Center, both at the University of Missouri, have combined to complete an assessment of the existing needs of the Caruthersville Middle School (CMS), in preparation for development of a school improvement grant proposal. This is a report of those needs.

For this study, the Caruthersville 18 School District (also referred to as Caruthersville Public Schools or CPS) has submitted the following documents:

- CMS Communication Arts Accountability Plan for DESE (Revised 2010)
- CMS Mathematics Accountability Plan for DESE (Revised 2010)
- Electronic Plan and Electronic Grants System (ePeGs) Comprehensive School Improvement Plan (CSIP) for DESE (Submitted June 2009)
- CMS ePeGs School wide Program Plan for DESE (Submitted October 2009)
- CMS 90-day Strategic Plan for the University of Virginia (Submitted February 2010)
- Student STI formative assessment scores (Fall 2009 and Spring 2010)

This report builds on these previous efforts and is supplemented by data collected through:

- A survey administered by the Southeast RPDC asking teachers for their perceptions of district needs (April 2010)
- A site visit to the school (May 2010)
- Semi-structured interviews with 5 teacher leaders, 4 administrators, and a parent (May 2010)
- Multiple team face-to-face meetings, phone calls, and emails with RPDC staff and administrators (May and June 2010)
- Advanced Questionnaires completed by students, parents, and faculty (Fall 2007 and Spring 2010)
- DESE Core Data (2005-2009)
- OSEDA Demographic Facts (2000 Census)
- On-line District Resources (e.g., District Technology Plan 2007-2010, CMS Handbook 2009-2010)

➤ CMS Professional Development Plan

This report will first describe the Caruthersville District and Middle School. After these descriptions, the next sections will provide information for each of the nine quality indicators of best practices in education required by DESE. These indicators are:

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

For each of these indicators, this report will provide the key goals, describe current conditions and plans, and identify the needs of CMS.

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## MISSION OF CARUTHERSVILLE MIDDLE SCHOOL

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The official vision statement of the Caruthersville Public Schools (CPS) follows:

*Caruthersville Public Schools, through the unified effort of school personnel, parents, and community leaders, will ensure that all students are successful in a rigorous and relevant instructional program that prepares them to be productive citizens.*

*Students will thrive in a safe and engaging learning environment that recognizes diversity and stimulates each student's intellectual, artistic, technological, physical, and social expression. All students will graduate prepared to pursue advanced education or to enter the workforce.*

*It is our vision to establish Caruthersville Public Schools as an educational model of excellence.*

In a letter written to CMS students and their parent(s)/guardian(s), the principal of CMS, Matthew Hodges, further specified the vision for the 2009-2010 school year:

*It is our vision that all students will be proficient or above in all academic areas. In order to move toward our vision, we will incorporate mid-quarter progress reports for students and parents, have a required tutorial/extended learning policy, continue benchmark testing, continue an acceleration program in reading and mathematics, and continue an extended school program to assist students*

*who have not completed class work and/or homework during the regular school day.*

## DESCRIPTION OF CARUTHERSVILLE MIDDLE SCHOOL

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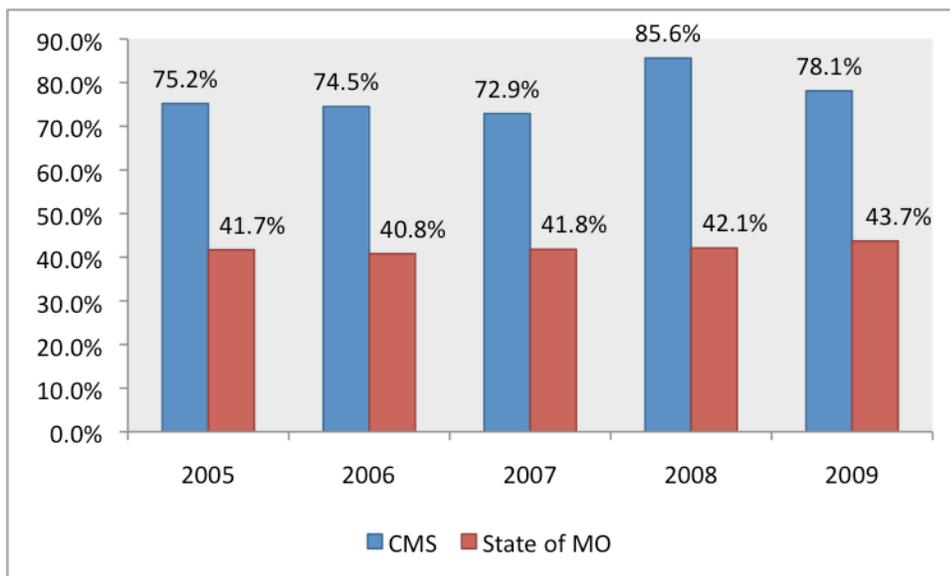
The Caruthersville School District is composed of one elementary, one middle, and one high school. The Superintendent of Caruthersville Public Schools is J.J. Bullington and the Assistant Superintendent/Finance Manager is Ron Stutzman. Ms. Bullington has been with the district for 25 years. She has been the superintendent for 2 years, and prior to that had a joint position as the middle school principal and assistant superintendent.

This report concerns the Caruthersville Middle School (CMS). The current principal of CMS is Matthew Hodges and the assistant principal is Stephanie McGraw. Mr. Hodges has been with the district for three years and has served as the CMS principal for two years; prior to that he was the assistant principal at the high school. Mrs. McGraw has been with the district for nine years; 2009-2010 was her first year as assistant principal. The principal reports directly to the superintendent.

CMS is a Title 1 school at School Improvement Level 4 (Restructuring, Planning).

In 2009, CMS had 307 students enrolled, 53.7% of whom are black, 45.3% of whom are white, and 1.0% of whom are Hispanic. The percentage of students receiving free or reduced-price lunches at CMS in 2009 was 78.1%, as compared to 43.7% for the state of Missouri (see Chart 1).

**Chart 1: Percentage of Students Receiving Free or Reduced-Price Lunches**



CMS is located in Caruthersville, Missouri. According to the Office of Social and Economic Analysis (OSEDA)<sup>2</sup>, the total population of the CPS was 6,671 in the 2000 census, a decline of 9.6% since the 1990 census. The median family income for the district is \$23,336, which is less than half the \$49,044 median family income for Missouri. Of the 1,716 families in the district, 20.2% are single-parent families and 18.6% live below the poverty line. In the CPS, 41.8% of adults over the age of 25 do not have a high school diploma, which is less than half the national rate of 86.6%. Only 8.0% have one or more college or professional degrees compared to 29.4% nationally.

In the 2000 census, 10.6% of the labor force in the CPS district reported being unemployed, which is double the 5.3% unemployment rate in Missouri. Of those employed, only 0.9% are employed in farming, fishing, and forestry occupations, although historically this was the dominant occupation. Today 26.9% are employed in production, transportation and material moving occupations, 24.1% are employed in sales and office occupations, 22.6% are employed in service occupations, 17.8% are employed in management, professional, and related occupations, and 7.7% are employed in construction, extractions, and maintenance occupations.

Caruthersville is the county seat of Pemiscot County. According to the 2009 Missouri Kids Count report<sup>3</sup>, the child abuse and neglect rate in 2008 in Pemiscot County was 49.7 per 1,000 as compared to 32.1 per 1,000 for the state of Missouri; the county ranks at 102<sup>nd</sup> out of the 115 Missouri counties. The county rate for births to teens ages 15-19 in 2008 was 112.4 per 1,000 as compared to 45.4 for the state of Missouri; the county is ranked 114<sup>th</sup>. According to the 2010

<sup>2</sup> DESE Socio-Economic Indicator Resource web site [http://osedamissouri.edu/dese\\_seir/](http://osedamissouri.edu/dese_seir/). Retrieved May 18, 2010.

<sup>3</sup> OSEDA 2009 Missouri KIDS COUNT Data Book Online <http://osedamissouri.edu/kidscount/> Retrieved May 18, 2010.

County Health Rankings<sup>4</sup>, Pemiscot County ranks 115<sup>th</sup> in terms of health outcomes (which considers mortality and morbidity) and 114<sup>th</sup> in terms of health factors (which considers health behaviors, clinical care, social and economic factors, and physical environment).

According to one teacher, some students in 6<sup>th</sup> grade have never been out of Caruthersville. The staff took some students to a movie theatre in Dyersburg, Tennessee, 16 miles away across the Mississippi River bridge because there is no theatre in Caruthersville. Some of the students had never been that far and had never crossed the bridge.

During interviews, teachers reported that MAP scores are decreasing because of huge cultural and societal factors that teachers cannot control. As one teacher said, “Too many students are worried about where they are going to sleep tonight or whether they will have any food – so they don’t care about test scores. Students are entering kindergarten with fewer skills. Some can’t hold pencils and don’t know colors.” In addition, the devastating 2006 tornado was traumatic. “Students are still attending high school in trailers; some people moved away after the tornado.” To compensate for all these problems outside their control, teachers feel they need to work smarter, but not harder because they feel they are already working very hard.

In summary, the community has high child abuse and neglect, high unemployment, and markedly low levels of adult education. Among all the counties in Missouri, it is second highest in teen births and lowest in health indicators. Strengths of the community are that many of the school children stay in town to raise their own families, creating strong feelings of belongingness. Thus, leaders are highly motivated to provide a quality education in the public schools so that as those students become the adults of tomorrow their community will thrive.

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## STUDENT PERFORMANCE

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### KEY GOALS

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The overarching student performance goal of the CPS district is to develop and enhance quality educational/instructional programs to improve student performance and enable students to meet their personal, academic and career goals. The district’s and middle school’s ePeGs identify the following five objectives under this goal:

***Objective #1.*** *Improve academic (MAP) performance of all students in order to meet the Adequate Yearly Progress (AYP) in all subgroups and to meet all performance standards on the district’s Annual Performance Report (APR).*

***Objective #2.*** *By 2012 all students in grades K-8 will read at or above the 75<sup>th</sup> percentile as measured by a standardized assessment, through implementation of the eMINTS instructional model.*

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<sup>4</sup> Mobilizing Action Toward Community Health (MATCH) project County Health Rankings web site <http://www.countyhealthrankings.org/> Retrieved May 18, 2010.

***Objective #3.*** Students will have prior knowledge of keyboarding fundamentals before entering high school by completing a competency test in order to meet prerequisite.

***Objective #4.*** Reduce the district drop-out rate so that the district will attain persistence to graduation rate of 85%.

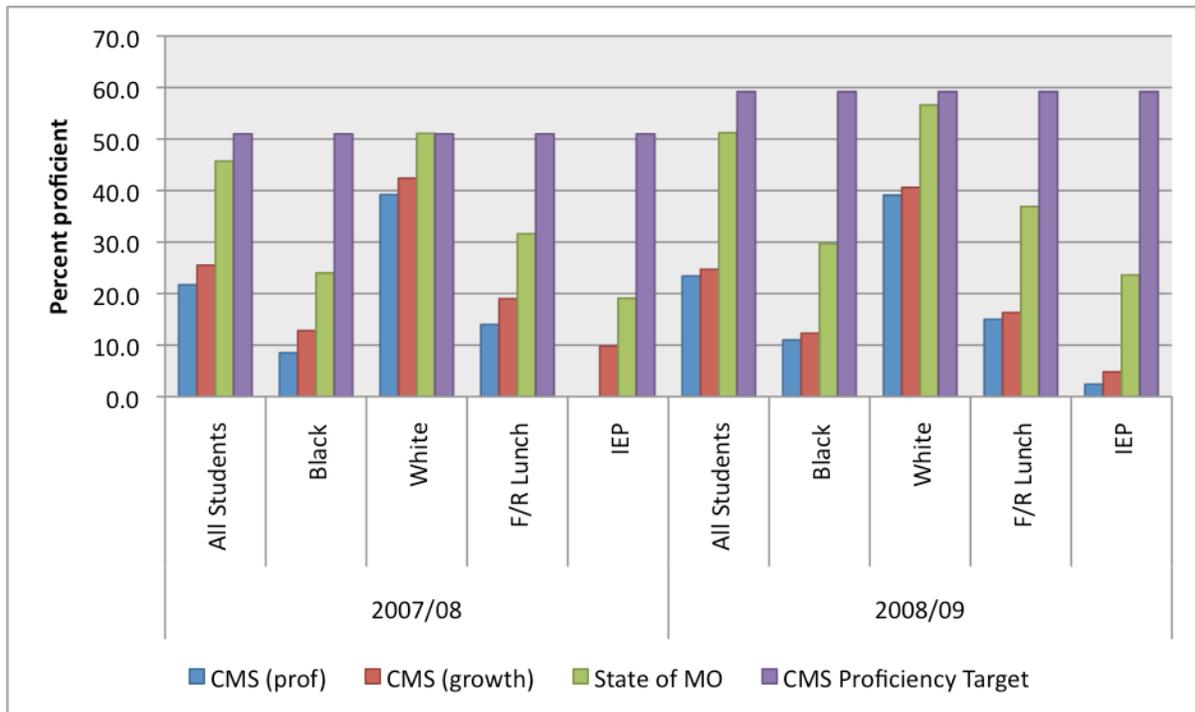
***Objective #5.*** Attain and maintain an attendance rate of 95% or better at each attendance center.

#### CURRENT CONDITIONS AND PLANS

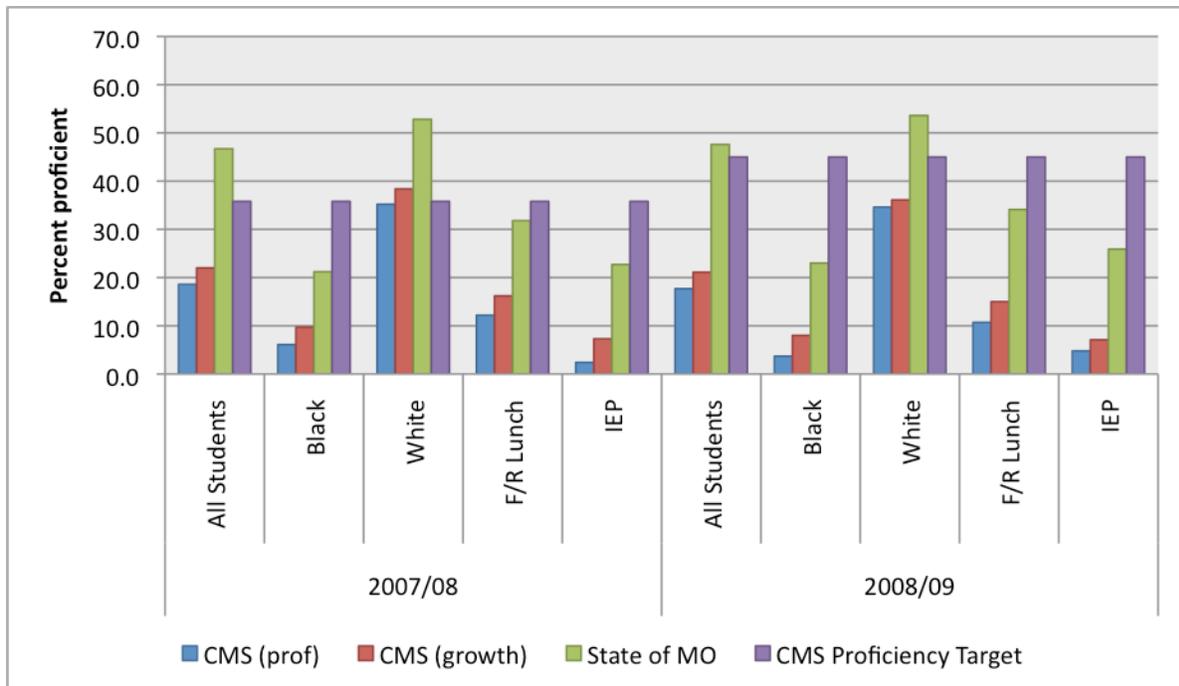
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**MAP Performance** (Objective #1). CMS did not meet AYP in mathematics from 2003 through 2009, and did not meet AYP in communication arts for these same years with the exception of 2006. In 2009, the percentage of CMS students scoring proficient or above on the MAP communication arts test was 23.4% as compared with 51.2% in the state of Missouri. The percentage of students scoring proficient or above on the MAP mathematics test was 17.7% as compared with 47.6% for the state of Missouri (see Charts 2 and 3). Thus, CMS student achievement does not meet proficiency targets; furthermore, CMS did not meet the target for any of its subgroups (i.e., white, black, F/R Lunch, IEP) in 2009.

**Chart 2: Communication Arts Proficiency**



**Chart 3: Mathematics Proficiency**



According to the district superintendent, CMS has been in a school turnaround project with the University of Virginia for one year. She believes it is a positive program for the school, so the

district plans to continue with it, although until staff members receive MAP results for this year they will not know the impact on test scores of what they have implemented. According to the principal, formative assessments, data-driven instruction, and developing a good leadership team have been areas of focus through the turnaround project.

CMS has taken five steps to raise student test scores to proficient or advanced. CMS provides extra support to students performing basic or below basic on the MAP.<sup>5</sup> These include:

- Students who qualify for special education have full inclusion. They are supported by three special education teachers at CMS. Students may be pulled out for study skills, or test taking, but in general they are in regular education classrooms with support.
  - Students who fall behind are placed in a program with low student-teacher ratios and small groups.
- Students are referred to a Student Support Team (SST) if they are considered “at-risk,” based on emotional issues, office referrals, and/or failing grades in addition to persistently low performance on the MAP.
- As of 2008, students attend communication arts and mathematics labs in addition to their regular communication arts and mathematics courses for more focused instruction.
- As of 2009, an after-school MAP Academy offers tutoring and homework assistance provided by a Supplemental Educational Services Provider.
- As of 2009, students are given formative assessments through Software Technology Inc. (STI) Education Data Management Solutions<sup>6</sup> in communication arts, mathematics, and science in all three grade levels.

The first STI pre-tests were administered at the beginning of the 2009-2010 school year and the post-test in May 2010. Chart 4 shows the change in STI scores across the 2009-2010 school year (see Charts A-1, A-2, and A-3 in Appendix A for results by grade level.) In communication arts there was improvement in scores; however, the majority of students still score below 70 out of 100. In mathematics and science, student scores declined from the pre- to post-test.

In addition to these steps to increase student MAP proficiency, CMS plans to improve instruction in the following ways:

1. Cover GLEs and other relevant curriculum objectives more effectively;
2. Use more research-based strategies in classroom instruction (e.g., use of Marzano strategies and cooperative learning);
3. Offer professional development to teachers focusing on a variety of topics.

These planned strategies will be discussed in the next two sections.

Student Support Teams were put in place throughout the district a few years ago through a grant from the Missouri Student Success Network (<http://www.mssn.org/>). The numbers of students referred to the SST in the 2009-2010 school year were:

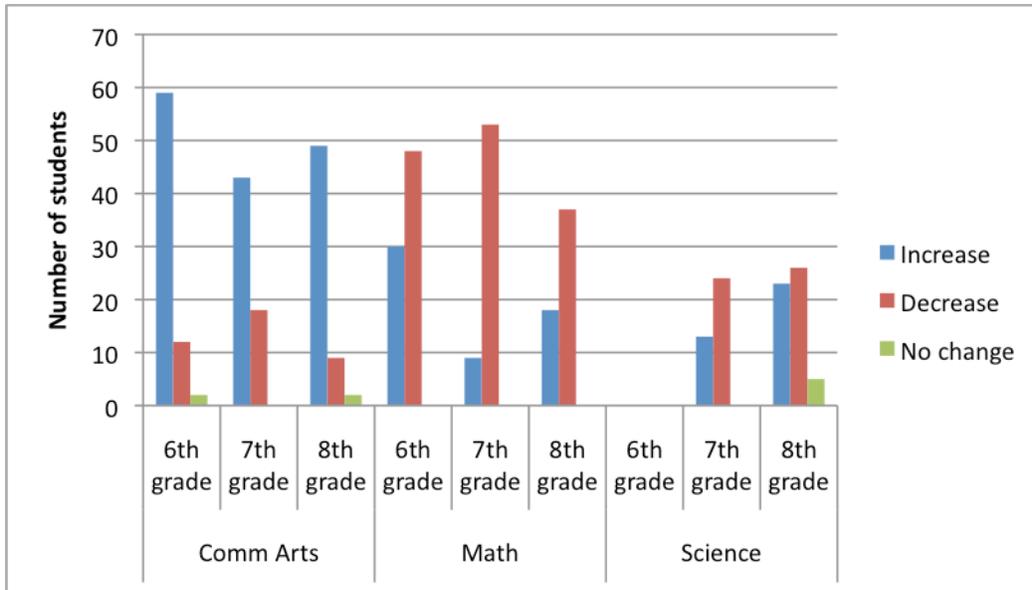
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<sup>5</sup> Information from principal interview, ePeGs and strategic plans.

<sup>6</sup> <http://www.cbloh.com/news/STInews.html>

High School: 71 (56 for grades, 21 for discipline, 45 attendance)  
 Middle School: 33 (31 for grades, 21 for discipline, 16 attendance)

**Chart 4: Change in STI Scores from fall, 2009 to fall, 2010**



Several students had concerns in two or more of the three main categories. Once a student was referred, the SST researched the student file and frequently discovered more underlying issues and reasons why a student was having particular difficulties. These included:

- Teen pregnancy
- Drug/Alcohol use
- Child of single-parent family
- Parents going through divorce/separation
- Multiple transfers in/out of schools
- Death of family member
- House destroyed in fire
- Abuse/Neglect

A portion of students referred to SST were ultimately referred to the Turnaround Learning Center (TLC, also referred to as the “ALC” or alternative learning classroom) based on three main concerns – attendance, discipline, or tardiness. The numbers of students referred to TLC were:

High School: 17 (8 part-time students, 9 full-time students)  
 Middle School: 8 (full-time only)

Most of the strategies discussed in this section assume that students score low on the MAP because of inadequate learning and teaching. An alternative explanation is that students score low on the MAP because of inadequate motivation to take the MAP test. All the teachers interviewed felt that the latter explanation was plausible for a significant portion of students.

Some students do well on achievement indicators throughout the year, but then score low on the MAP. As one teacher said, students are “totally apathetic about the MAP. They know it doesn’t have an impact on their grade.” Teachers believe students are not trying to do their best on the MAP. Teachers said that CMS has tried to motivate students to take the test seriously, with efforts such as using letters of encouragement from people around the country and bringing in guest speakers.

Each of these strategies primarily focuses on raising achievement of low-performing students, not high-performing students. Yet *meeting the needs of gifted students* was the highest perceived need according to CMS teachers on the RPDC survey (mean = 4.5 on a scale of 1-5). (Table B-1 in Appendix B shows teachers’ perceptions of the top ten perceived needs of CMS.) According to the superintendent, the district has been hearing concern from the community that so many resources are focused on low-performing students that advanced students have been neglected. She believes classes have been watered down for the low-performing students; more needs to be done to challenge high-performing students. CMS offers advanced mathematics, science, and communication arts but both regular and advanced classes are taught by the same teacher and the classes are not differentiated enough. The district has discussed assigning different teachers to the regular and advanced classes, but has not yet initiated any changes.

**Reading Proficiency** (Objective #2). According to the superintendent, CMS has a large number of students that are significantly below grade level in reading and some are virtually nonreaders when they arrive at the middle school. To address this problem, CMS is considering four strategies:

1. An additional semester of reading will be required for any 7<sup>th</sup> or 8<sup>th</sup> grade student scoring basic or below basic on the MAP.
2. The superintendent and some teachers would like to develop a system for assessing students as soon as they arrive at the middle school, and then assigning students to instruction appropriate for their reading level. They are currently researching which assessment to use and are investigating leveled instruction where students are assigned to classes based on skills rather than grade level. One teacher expressed concern that students still need to get grade-level instruction because the MAP tests grade-level skills. One teacher felt that leveled instruction could be important for high-achieving students, as well as low-achieving students. Currently high-achieving students are held back because they are in classes with peers who need remediation. She explained that “their educational needs are not met; they get bored and give up caring about their education. They could be A students, but lose their desire.” However, she cautioned that placement into advanced classes must be based on true ability, not on social promotion with their clique of friends (which happens in a small town community). For example, in one advanced class of 27 students she said about 10 should not have been in the class, and another 10 who were not in it should have been. CMS is planning to do a better job of screening for advanced classes.
3. According to the CMS accountability plan, a reading comprehension program will be implemented that will allow teachers to measure students’ progression in reading, with parent/guardian involvement. They began using STI formative assessments in 2009-2010,

but now need to combine assessment with intervention. According to the principal, CMS is currently determining which standardized assessment to use; they currently use the STAR Reading assessment, but are considering AIMSweb for 2010-2011.

4. According to the superintendent, the district would like to implement the Lindamood-Bell program next year to address student language and literacy development. The director of Lindamood-Bell<sup>®</sup> Learning Processes from California made a presentation to district staff. Lindamood-Bell<sup>®</sup> Learning Processes claims that its model is comprehensive, including: (1) sustained professional development in intensively research-based instructional methods for language, literacy, and cognitive development, as applied to language arts and mathematics, (2) diagnosis and differentiated instruction to specifically meet student needs in all associated processing areas, (3) data management, analysis and reporting for accountability, and (4) customized learning environments including a PLC for leaders and teaching professionals and classroom and small group instruction opportunities for children.<sup>7</sup>

A challenge to implementing the Lindamood-Bell program is that the district needs to arrange staff training to take place right away this summer. The district has spoken with DESE about potentially getting some School Improvement Grant money that needs to be spent by September 30, 2010. They are planning to implement the program in the middle school, but would like to additionally train elementary school teachers. All staff will be taught some of the strategies, but there will also be some CMS teachers trained in intensive remediation. A challenge is that while in-house staff are trained in intensive remediation, the school will need other staff to take their place. It will most likely be decided in September who will get the intensive training. Lindamood-Bell will be assigning a person to the district for the 2010-2011 school year.

While reading proficiency is low among CMS students, mathematics proficiency is even lower. As one teacher said, “Math scores are horrendous. When students graduate from the district, those who go on to college have significant problems in college math classes – even capable students with supportive parents. They simply are not prepared for college.” Another teacher said, “Students come to our school with better literacy than math skills. The principal of the elementary school has strength in literacy – she was a reading coach before becoming principal. We have strong projects on literacy going. There is a K-8 accelerated reading program across the curriculum to benefit all students.” Yet the district does not have strategies for addressing mathematics proficiency that are as well articulated as strategies for addressing reading proficiency. According to the superintendent, the district will research the mathematics component of Lindamood-Bell to see if it wants to adopt that program as well.

**Career and Technical Education** (Objective #3). CMS is placing more emphasis on career and technical education by offering a semester-long, elective, keyboarding class. As students enter high school, they must pass a keyboarding competency test that serves as an entrance exam for the high school keyboarding class. This is intended to facilitate goals at the high school level to enhance Career and Technical Education and the A+ Program. The district wants the percentage

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<sup>7</sup> See <http://www.lindamoodbell.com/Race-to-the-Top-School-Turnaround.aspx>

of students demonstrating adequate preparation for postsecondary education and/or employment to be high and/or increasing by 5% every year.

In addition, career exploration is provided through three venues at the middle school. First, the counselor provides mini-sessions on career exploration in students' social studies classes. Second, during health classes, the teacher provides a unit on career exploration. Third, in Family & Consumer Sciences classes, the teacher provides a unit on career exploration.

**Attendance Rates** (Objective #5). Although CMS attendance rates are below those of Missouri, CMS did meet AYP for the additional indicator of attendance in 2009. Attendance rates at CMS have been at approximately 93% from 2005 through 2009. To raise attendance rates, CMS uses incentives (e.g., perfect attendance is recognized in a quarterly recognition assembly). According to the CMS principal, an additional attendance incentive was added for the end of the 2009-2010 school year; students with perfect attendance the last week of school got to attend either a school dance or have recess on the last Friday of the school year. These incentives were in response to CMS students' requests. CMS will also use the SISK12<sup>8</sup> program to identify students with excessive absences. The school resource officer will work with the attendance secretary, parents will be contacted, and referrals will be issued for school support services.

**Graduation Rates** (Objective #4). According to the superintendent, the drop-out rate is a huge problem. Graduation rates for the district have consistently been lower than those for Missouri (see Chart 5) and have consistently decreased from 70.9% in 2005 to 55.2% in 2009. The national "averaged freshmen graduation rate" is 74.9%.<sup>9</sup>

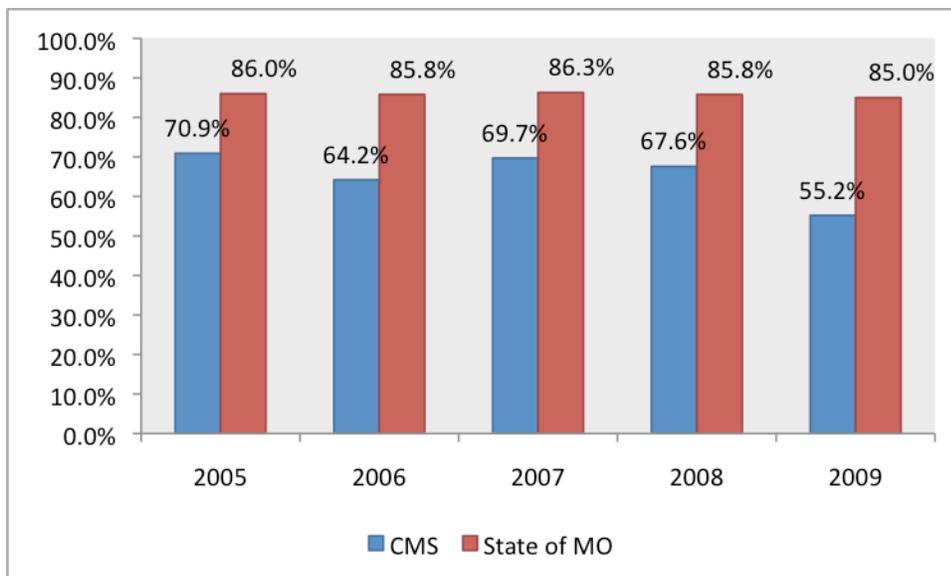
The superintendent would like to put forth more effort at the middle school to have an impact on dropping out before students get to high school. The Student Support Teams help address this problem. Some students from the SSTs are referred to a Community Action team which meets once a month and is composed of agencies that address the needs of families and children. According to the superintendent, this has been an effective program, but in addition she would like to have a success coach at 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade at CMS to work intensively with students who have been identified as being off-track for graduation. In spring of 2010, the district wrote an i3 grant proposal for these success coaches who would work with the students, their

#### **Chart 5: Graduation Rates 2005 to 2009**

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<sup>8</sup> See [http://www.sisk12.com/content/117/student\\_data\\_management.aspx](http://www.sisk12.com/content/117/student_data_management.aspx)

<sup>9</sup> Stillwell, R. (2010). *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08* (NCES 2010-341). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved June 3, 2010 from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010341>.



parents and teachers, find resources, and provide counseling. According to the assistant principal, the district currently has no formal method for identifying students who are off-track for graduation. David Hebb, the teacher of the alternative classroom, informally created a list of students identified who may be off-track for graduation. The following numbers of students per grade level were identified in the 2009-2010 school year

- 6th grade: 16 (10 boys, 6 girls)
- 7th grade: 17 (9 boys, 8 girls)
- 8th grade: 18 (14 boys, 4 girls)
- 9th grade: 15 (9 boys, 6 girls)
- 10th grade: 8 (4 boys, 4 girls)
- 11th grade: 7 (2 boys, 5 girls)
- 12th grade: 9 (6 boys, 3 girls)

### NEEDS

Three critical needs at CMS are (1) raise literacy proficiency, (2) raise math proficiency, and (3) increase graduation rates. District and CMS staff have articulated goals for the first and third needs; however, there has not been commensurate attention paid to the need to raise math achievement. Math scores are markedly low and may have declined recently while literacy scores have improved.

CMS teachers believe that the MAP scores do not accurately reflect student achievement because students are not taking the test seriously. CMS needs to investigate whether this is true or not. For example, the school may need to conduct focus groups or surveys with students, and systematically match other achievement indicators with MAP scores. If this perception is correct, then CMS needs to promote greater motivation for effort on the MAP test.

Low MAP scores and low graduation rates could be the result of ineffective teaching, which is addressed in the next two sections.

Low graduation rates are linked to low test scores. As students fail to accrue credits toward graduation because of academic failure, the probability of their dropping out increases. CMS has already developed Student Support Teams and would like to hire a success coach to help students at risk for dropping out. CMS needs to make sure the SST is functioning as intended, and develop a formal system for identifying and monitoring students off-track for graduation, in addition to hiring a success coach.

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## Curriculum Development and Learning Management

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### KEY GOALS

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According to interviews one of the most urgent goals is to increase student engagement in the classroom. When asked “What is the most critical need of CMS in order to raise student achievement?”, answers from teachers, administrators, and parents were strong and without hesitation: student engagement and student discipline. These goals are conceptually linked in that when students are more engaged, there is less likely to be misbehavior; both result from better learning management. We will discuss discipline issues in the fourth section under “safe, secure, and engaging environment.” Here we will discuss student engagement.

According to the ePeGs, CMS has two other key goals in this domain:

1. To develop the curriculum.
2. To have teachers use more research-based instructional strategies in the classroom.

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### CURRENT CONDITIONS AND PLANS

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**Student Engagement.** Not only did the teachers and administrators we interviewed tell us that the greatest need at CMS was student engagement, so did the teacher survey results. *Increasing Student Engagement* was the third highest perceived need at CMS (mean = 4.32 on a scale of 1-5), and was the highest perceived need for the district (mean = 4.05).

Motivating and engaging students at CMS is a challenge. According to the expectancy-value theory of motivation, two key causes of motivation are feelings of efficacy and valuing education. Low student engagement at CMS may be the result of low feelings of self-efficacy. Both teachers (51<sup>st</sup> percentile) and students (40<sup>th</sup> percentile) ranked close to the midpoint within the state of Missouri on the “Efficacy and Expectations” scale of the MSIP Advanced Questionnaire (AQ) in 2007. However, in 2010 teacher and student scores on this scale decreased; most notably, the student mean score decreased by 1.47 to “I can do well in school.” All items for teachers and students may be found in Tables C-1 and C-2 in Appendix C.

Low student engagement may be more the result of not valuing education. All teachers interviewed said this was one of their biggest concerns, and that students' attitudes toward the value of an education has declined. One teacher said, “The most important thing to change is getting students to take education more seriously. Students need help to think ahead to how to provide for themselves in the future.” Another teacher said, “Students do not believe that an

education will benefit them. They need help seeing this. There are no jobs in this county and parents are not educated. Students need to know what to do when they graduate, how to get jobs, and how to go into different careers.” Yet another teacher said, “Students need to feel that an education is valuable and meaningful to them. The community has high levels of poverty, with many families on welfare for 3-4 generations. Their parents don’t work; they are just given a check and taken care of by the government. The children have no incentive to work, get an education, and do better.” Indeed, county rates for unemployment, low adult education, and teen pregnancies are markedly high.

The declining scores on the AQ confirm these teacher perceptions. From 2007 to 2010, the student mean score on the item “Being successful in school today will help me in my future” declined by 1.56 (on a five-point scale). In addition, the teacher mean score decreased most for the items “I emphasize the importance of effort with students (-1.47) and “There are effective supports in place to assist students who are in jeopardy of academic failure” (-1.78).

Three strategies have been implemented to address this problem:

1. During interviews, some (but not all) teachers reported that they do try to convince CMS students that they can live in a better house, drive a better car, provide things for their own children, go on vacation, and not live from one government program to another if they get an education. They try to convince students that they need to know math to determine if their cell phone bill is correct.
2. CMS has attempted to provide career education through the three venues described above (a short unit on careers in health, social studies, and consumer sciences classes).
3. CMS provides incentives throughout the year for achievement and behavior, such as reaching a goal of so many points in the accelerated reading program or for having no office referrals. An incentive might be having an afternoon recess of 20 minutes with a concession stand before time to go home, or a school dance after school. One parent said she feels the school is doing positive things to motivate the kids to try harder at school – like field trips or getting to wear jeans on Fridays if they have high test scores. One teacher reported that specific behaviors they offer incentives for do improve, and that “slackers” are increasing in achievement due to incentives. This teacher would like to spend school improvement grant funds on more incentives, particularly extracurricular activities to motivate achievement. In particular, she would like to have incentives that involve weekend and after-school activities that keep students productive because such activities are limited in their small, high-poverty community. However, these activities would need to be inclusive so that students who are not doing well can be involved in productive activities as well.

**Curriculum.** According to the superintendent, the curriculum needs scrutiny. Staff have become so focused on the MAP that they’re teaching more from the GLE document than the curriculum guide; the two need to be more clearly aligned. In support of the superintendent’s view, during an interview a veteran teacher said that the CMS needs to use the school improvement grant to make sure they are teaching the GLEs. Similarly, a review conducted by

an MSIP team in 2008 concluded, “there is a need for revised [communication arts and mathematics] curriculum with high levels of student rigor.” Specific findings show that there is

- Not a viable curriculum
- No pacing guides
- No depth of knowledge
- Low level of rigor
- No cooperative learning
- Ineffective delivery methods
- Inconsistent use of differentiated instruction
- Attendance issues (for teachers as well as students).

However, responses on the MSIP report indicate that teachers do not view curriculum development as a pressing concern. Their responses were in the 55<sup>th</sup> percentile of middle/junior high schools throughout the state on the “Guaranteed and Viable Curriculum Scale” of the MSIP Advanced Questionnaire administered in the fall of 2007. On this same survey administered in spring of 2010, the means for five of the six items decreased; the biggest decrease was for “My school uses assessment data to evaluate and align the curriculum” (-1.46). The one item that increased was “My school’s administration protects instructional time available to teachers from interruptions” (0.85). All items may be viewed in Table C-3 of Appendix C.

In order to develop the curriculum, the district is planning to

1. Update lesson plans, course syllabi, and vertical alignment
2. Ensure GLEs and other relevant curriculum objectives are effectively covered and curriculum is aligned with Missouri standards using the online Educational Alignment Tool
3. Use pacing guides
4. Assess essential learning indicators quarterly

**Instructional strategies.** Whereas students’ views of instructional strategies were positive, teachers’ views were not, according to responses on the “Instructional Strategies” scale of the AQ. In the 2007 survey, students’ responses were at the 85<sup>th</sup> percentile for the state; teachers were at the 30<sup>th</sup> percentile. On the 2010 survey, mean scores for two of the student items and three of the teacher items increased while the remainder decreased (see Tables C-4 and C-5 in Appendix C).

In addition, teacher responses to the “Differentiated Instruction” scale on the AQ placed them in the 23<sup>rd</sup> percentile in 2007, which means they expressed less agreement than 77% of middle/junior high school teachers in the state of Missouri with the following items:

*I alter instructional strategies when students are having difficulty learning the material. (-0.39)*

*I routinely analyze disaggregated student data and use it to plan my instruction. (+0.19)*

*I assess the level of prior knowledge of all students before initiating instruction. (-0.91)*

*Organize students into flexible groups based on their understanding of the content and skill level. (-0.35)*

*I have received professional development on differentiating instruction for learners. (-1.46)*

On the 2010 survey, mean scores decreased for all but one item. Changes in mean scores are found in parentheses; actual mean scores are in Table C-6. Thus, in 2007 teachers were more negative than their peers across the state about their personal use of instructional strategies and their differentiation of instruction, and their views are more negative in 2010.

In order to address this issue, the district has taken 4 steps.

- It provided professional development for cooperative learning with Dr. McGuire for all staff in February 2010 and additional training for communication arts, mathematics, and science teachers in May 2010.
- It has developed a Professional Leadership Committee that has spun off cadres called School Improvement Teams. According to the principal, these teams had been fragmented, so he reorganized and refocused them during the 2009-2010 school year, with higher expectations placed upon them.
- The CPS is implementing the nine key strategies from Marzano, Pickering, and Pollock's "Classroom Instruction that Works."
- Implementing some aspects of SREB's multi-faceted "Making Middle Grades Work" model. SREB's math webinars were implemented in the 2009-2010 school year. MMGW is an offshoot of the high school version, which has been in use for the last 4 or 5 years. CMS was "geared up" for MMGW before Ms. Bullington left the school to become superintendent, so implementation was initiated in the 2007-2008 school year.

In addition to these steps they have already taken, the district is planning to

1. Implement the Lindamood-Bell<sup>®</sup> Learning Processes model in the 2010-2011 school year (as discussed above). This model includes Professional Learning Communities (PLC).
2. Consider implementing the eMINTS instructional model in the middle school, according to the superintendent.

Currently the Caruthersville Elementary School uses eMINTS. The core components of this model are inquiry-based learning, high-quality lesson design and classroom community, powered by technology, and ongoing evaluation of teachers and their students. According to the Caruthersville Elementary School web site<sup>10</sup>,

*In the spring of 2007 the Caruthersville School Board voted to implement the eMINTS program in all fourth and fifth grade classrooms after the successes that*

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<sup>10</sup> CES What eMINTS Parents Need to Know, web site <http://emints.cps18.org/parents/parents.htm>, retrieved May 26, 2010

*were noted in the first two eMINTS classrooms funded by a state grant. At the end of the 2009 school year the elementary school will have 8 fully certified eMINTS teachers in fourth and fifth grade who have each completed 175 hours of eMINTS training. We also have twelve more teachers training in a shorter version of the eMINTS program that will help students and teachers use the technology that is available in classrooms throughout the school to the fullest extent.*

Anecdotal evidence suggests it has been effective. That is, according to the CMS principal the district is pleased with eMINTS and teachers are encouraging its use. According to the superintendent, it would help student learning to continue eMINTS in the middle school grades. CMS will be installing smart boards in all of its classrooms in the summer of 2010 and providing training for teachers to move away from more traditional lecturing and toward more technology- and inquiry-based learning strategies.

During interviews, one teacher who had been through both the cooperative learning and the eMINTS training felt that they helped her engage students better. Through eMINTS she learned to have more interactive assignments, and create better PowerPoints for lessons. She felt student engagement is higher than with the old “sit-and-git” approach. She also said it has not been a panacea for everyone; student engagement is still low. In addition, there is only one computer in the room.

When asked what the strengths of the school are, both teachers and parents said the teachers. One parent said that “most parents think teachers are doing a good job in general, although there’s one that needs to retire.” A teacher said that there are many teachers “who truly care and work hard to help students academically and socially. The teachers work well together, collaborate, and exchange information.” She said that this economically challenged community is fortunate to have such dedicated teachers. Another veteran teacher said that out of the 30 teachers at CMS, about “10 [or 30%] are very strong and carry the weaker teachers. The weaker teachers go to the strong teachers for help with discipline.”

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## NEEDS

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Interviewees indicated that increasing student engagement in classroom learning may be the most pressing need of the district.

Low scores and graduation rates discussed in the previous section could be the result of low motivation on the part of students. Both teachers and administrators believe that students and the larger community do not value education. CMS needs to investigate whether this is true or not. (This could also be done through focus groups and surveys.) If this perception is correct, then CMS may need to focus on interventions that increase career and education aspirations. CMS already has a few venues for discussing careers with students, but a stronger program that includes parents is needed.

CMS and the district need to align curriculum with GLEs.

Based on results from teachers and administrators, teachers need to increase their use of effective instructional strategies and differentiation of instruction. The district has addressed this need through partial implementation of some multi-faceted programs (Marzano’s approach and Making Middle Grades Work), and is considering other multi-faceted programs (Lindamood-Bell and eMINTS). CMS needs to carefully research which of these programs is most effective, particularly their effectiveness for student engagement, and implement just the most effective program. If the district limits itself to fewer programs, the programs can be more thoroughly implemented and given time and resources to stabilize across the school.

Teachers need a broader range of skills and support to work with the two student extremes – the lowest- and highest-achieving students. That is, they need to target instruction based on student achievement more closely. CMS plans to implement assessment at entry to the school in order to place students in classes that best match their needs and to administer formative assessments to monitor their progress. Based on these assessments low-achieving students would receive targeted remediation and high-achieving students would receive advanced instruction.

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## PROFESSIONAL DEVELOPMENT

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### KEY GOALS

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The district’s and middle school’s ePeGs state that 100% of middle school staff will participate in professional development activities that will increase students’ math and communication arts achievement.

### CURRENT CONDITIONS AND PLANS

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The Caruthersville Middle School has sent teachers to a wide variety of professional development workshops and conferences. The school has also brought in speakers and trainers and has worked closely with the Southeast Regional Professional Development Center (RPDC). A wide variety of staff members and subject areas have been represented in the professional development opportunities provided to the building. A list of professional development activities in 2007 – 2010 is provided in Table 1.

**Table 1. Professional Development at Caruthersville Middle School 2007-2010**

Higher-Order Thinking Skills (RPDC)	July 2007	2 – Comm. Arts
SMCAA Effective Curriculum	October 2007 October 2008	3 – Dept. Chairs
Smartboard Training (RPDC)	November 2007	All staff
MASL Reading Extravaganza	November 2007	1 – Librarian 1 – Comm. Arts
Accelerated Schools Callback Meetings	2007-2008	Building Team
Closing the Gap (RPDC)	2007-2008	Building Team
Powerful Learning Conference	February 2008	Building Team
Ruby Payne Conference	June 2008	Building Team
Professional Learning Communities (RPDC) Callback Meetings	July 2008 2008-present	Leadership Team

(1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> year; 5 times per year)		
MO Math State Leadership Conference	September 2008	1 – Dept. Chair
What’s New in YA Literature	December 2008-2010	1 – Librarian
DESE Accountability Meetings	2008-2010	Administrators Dept. Chairs
Lavieta Pritchard Student Engagement	October 2008	All Staff
Bert Simmons Behavior Management	November 2008 August 2009	All Staff
Building Bridges Conference	November 2008 November 2009	Administrators Building Team
John Antonetti Student Engagement	February 2009	All Staff
Pemiscot County In-Service	January 2010	All Staff
Look to Learning Observation	Summer 2009	Administrators
Turnaround Program, U. of Virginia	Summer 2009	Administrators
Callback Meetings	2009-2010	District Team
Curriculum Revision Workshops (RPDC)	June 2009	All Staff
Show-Me Success Conference (RPDC)	July 2009	Leadership Team
Southeast Writing Academy (RPDC)	July 2009	3 – Comm. Arts
Callback Meetings		
PBTE Training	September 2009	2 – Administrators
Micki McGuire Cooperative Learning	Fall 2009	All Staff
Freshmen Transition Conference	October 2009	1 – Administrator
SMCAA Fall Conference	October 2009	2 – Math
IRA Plains Regional Conference	November 2009	1 – Dept. Chair
Fine Arts Workshop (RPDC)	November 2009	1 – Art 1 – Music
Peer Coaching Workshops (RPDC)	2009-2010	1 – Comm. Arts 1 – Social Studies
(4 times per year)		
Middle School Math Webinar series	2009-2010	3 - Math

The calendar includes monthly early dismissal days. On these days, building teams from Closing the Gap and Professional Learning Communities have trained the other middle school staff in instructional strategies they have learned at their callback meetings. Other staff attending workshops and conferences have disseminated information during these meetings as well.

In addition, the Southeast RPDC has provided professional development from July of 2007 to June 2010 in (a) Unleashing the Clickers, (b) Using Technology with Clickers, (c) PBS Positive Behavior Support--Internal Coaches, (c) Violence and Bullying, (d) Engaging Classroom Assessment, and (e) Response to Intervention. Some PD opportunities involved one person while some were attended multiple times during the year by a team from the middle school.

In interviews, teachers communicated that they felt they had enough professional development. As one teacher said, “We have adequate PD with good, qualified presenters.” Another teacher indicated that, although the district has good PD, it is not implemented for two reasons. First, the district has had too much “jumping on the latest band wagon” with so many new ideas that there

is not enough time for teachers to really implement each. Second, administration does not require implementation from teachers.

This perspective was also confirmed on the 2007 MSIP Advanced Questionnaire (AQ), in which CMS ranked in the 80<sup>th</sup> percentile of Missouri schools for professional development. That is, CMS teachers were more likely to agree with statements regarding professional development (see Table C-7) than 80% of Missouri middle/junior high school teachers. In the 2010 survey, mean scores remained high. However, mean scores for some key items declined. Teachers were less inclined to agree that their PD helped them with differentiating instruction (-1.46) or in improving the way they teach (-.47), and they felt that their PD was less related to the district's CSIP (-1.10).

According to the RPDC's survey of needs, CMS teachers still feel that – in addition to help with student engagement and meeting the needs of advanced students – they also need help with *Strategies for Working with At-risk Students* (mean = 4.21 on a scale of 1-5), *Addressing the Needs of Low Achieving Students* (4.17), *Strategies for Working with Educationally Disadvantaged Students* (4.11), and *Assessing Higher-Order Thinking and Problem-Solving Skills* (4.09).

The district is planning professional development during summer of 2010:

1. MOREnet will provide training in the use of Smart Boards.
2. The Southeast RPDC will provide training on the Response to Intervention model.
3. Lindamood-Bell professional development will begin. This PD includes several modules that include introductory workshops in Scientifically-Based Reading Research (SBRR) instructional practices, Response to Intervention, direct, on-site coaching and program management, advanced professional development and certification for instructional leaders, development and collaboration with schools for the management of PLC environment, and a leadership institute for key building and district stakeholders. The district has not yet decided which of the PD modules CMS will select. Paul Worthington, Director of Professional Development for Lindamood-Bell recommends the Professional Learning Community option for CMS in which a Lindamood-Bell consultant will be at CMS for the entire 2010-2011 school year, with the goal being to get some of the CMS staff certified by the end of the first year so that certified staff can carry on the program after the consultant leaves.

In addition to these PD activities, the district ePeGs, state that CMS will do the following:

- Have staff attend retreats and RPDC workshops aimed at developing professional learning communities
- Have staff meet bimonthly for team meetings to share strategies used regularly and effectively in the classroom.
- Provide PD on STI
- Provide PD on cooperative learning
- Provide PD on peer coaching.

- Have staff learn to analyze test data to determine student needs through workshops and department meetings
- Have staff participate in the Making Middle Grades Work (MMGW) program.
- Mentor new and struggling teachers.

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## NEEDS

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CMS staff have received substantial professional development. Thus, they do not need more PD in general. However, they do need professional development that is strongly focused on the few key areas that they have expressed need in (i.e., increasing student achievement, working with the two student extremes and differentiating instruction.) The PD offered to staff needs to be integrated and focused to serve the critical needs of the district.

In addition, and most importantly, CMS staff need to follow through with the PD they have had. While teachers at CMS have had a variety of good professional development opportunities, they have not necessarily implemented what they have learned. For example, teachers report having had “plenty” of PD on discipline, yet discipline remains a high priority need because no approach is being consistently implemented. Having less but more focused and integrated PD will help with this. In addition, the administration needs to provide leadership for consistent implementation of PD. This will be discussed more in a later section.

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## SAFE, SECURE, & ENGAGING ENVIRONMENT

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### KEY GOALS

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According to the ePeGs, a goal of CMS is to provide a positive, safe, orderly and drug-free environment for its students, parents, and staff members.

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### CURRENT CONDITIONS AND PLANS

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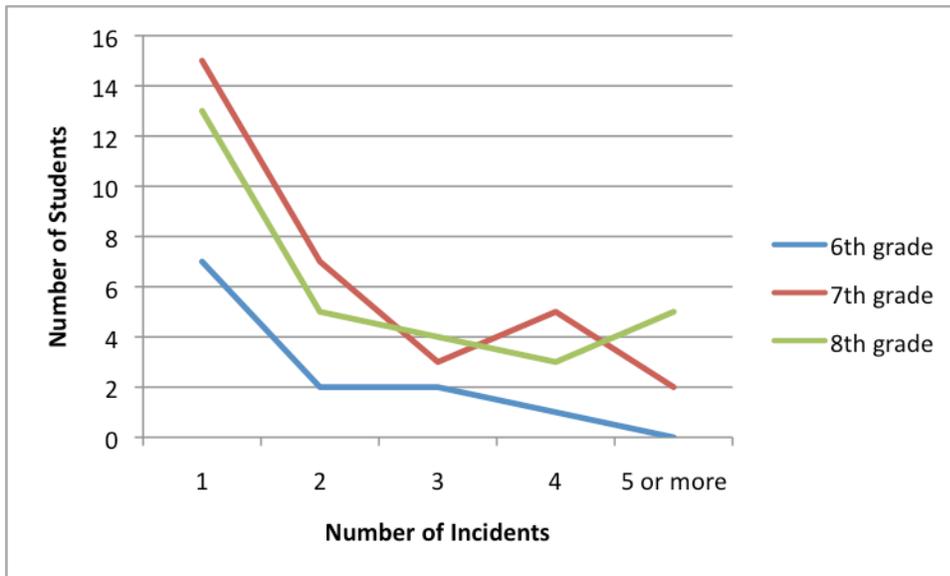
**Physical Facilities.** The district buildings are currently undergoing a major transformation due to tornado damage that occurred in 2006. Much of the work at the middle school has been completed, but the high school, located across the street from CMS, is still under construction. Trailers were brought in for high school classes, but the middle school has been sharing some of its space (e.g., the cafeteria, music room, art room, and gymnasium) with the high school. This has created quite a challenge for the district in scheduling, but will end soon. The anticipated completion of the high school is December 2010.

**Discipline.** As mentioned earlier, when teachers, administrators, and parents were interviewed, they indicated that the greatest need at CMS is student discipline. As one veteran teacher said, “poor student achievement is a significant need, but it is secondary to discipline. Discipline is the biggest issue and 90% of the teachers would say the same.” She said that “the discipline situation has gone downhill recently, not because there are more students with behavior problems, but because discipline is not being handled well.” Another teacher said, “This year has been the worst for discipline in 18 years.” Another teacher said, “The only discipline many students ever get is at school; they don’t seem to get discipline at home. When teachers call

parents for their support they either can't get the parent or don't get support from the parent. Respect from students is declining.”

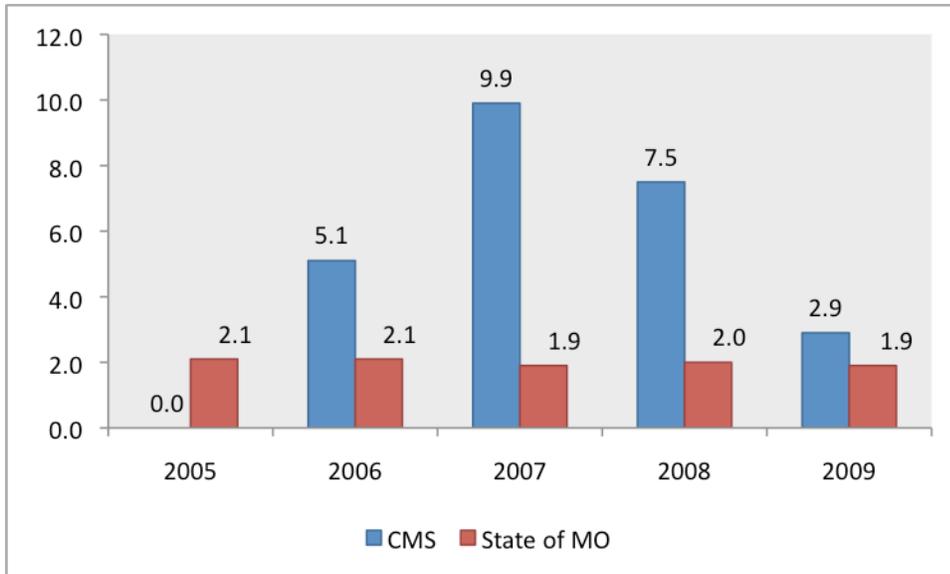
We will first discuss serious discipline incidents that involve a small number of chronic aggressors, and then we will discuss less serious, but more prevalent disruptive behavior. Chart 6 shows that few students are repeat offenders.

**Chart 6: Discipline Incidents, 1<sup>st</sup> semester 2009**



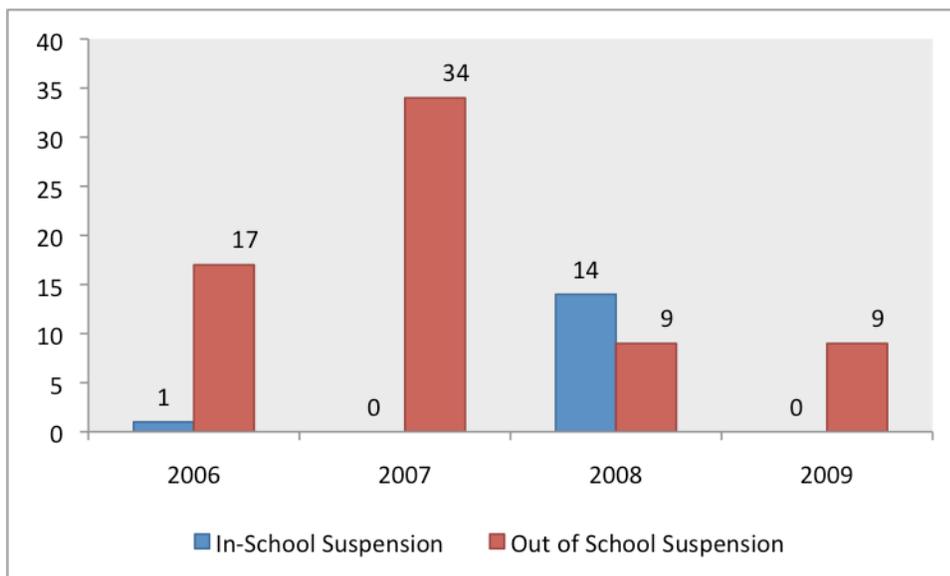
The rate of serious discipline incidents has decreased. Chart 7 shows the rate for CMS for 2005-2009. This decrease may be illusory because, according to the CMS principal, the school switched student information systems during the 2008-2009 school year. However, CMS has implemented an anti-bullying program that may have reduced serious discipline incidents. The majority of offenses at CMS were classified as “other” (as opposed to alcohol, drug, tobacco, violent act, and weapon).

**Chart 7: Discipline Incident Rate (per 100 students)**



With the exception of 2008, more incidents result in out-of-school as opposed to in-school suspension. However, according to the CMS principal, long-term suspension is down because the school has tried to do shorter out-of-school or in-school suspensions if possible. CMS has recently revamped its alternative program. The superintendent said the school established a long-term suspension classroom in the 2009-2010 school year. This alternative classroom has high school and middle school combined. The classroom is completely computerized so that students work at a computer station all day. It is staffed by one teacher with an aid and a couple of teachers that go in and out during the day. The teacher does not have enough time to address all the students' needs. According to the superintendent, this alternative classroom does not have the capacity that the combined schools need. These students distract from the regular classroom

**Chart 8: Type of Removal for Discipline Incidents**



and need to be in an alternative setting, but not just stuck on a computer as is the case in the current alternative classroom; they need counseling and extra support. The assistant principal

also said there is a need to better help students with long-term, chronic discipline issues. Not all students who have been identified as at-risk go to the alternative classroom because there are so many.

According to the superintendent, the In-School Suspension room at the elementary school may be re-named the Student Support Team room to reduce stigma. The school district would like to put a supportive team in the room to work with each student until he or she is able to transition back to the regular classroom. CPS would like to use this model at CMS as well. According to the ePeGs, CMS also plans to implement a three-tiered program of short-term ISS, long-term ISS, and an alternative program for at-risk students.

During an interview one parent said that bullying was one of her greatest concerns. Her child was hurt by another child at the school, and she felt the school did nothing to punish the aggressor. The aggressor then hurt another child more seriously. She said that other parents have talked with her about the problem of the school not doing enough to stop bullies. She also believed there was racism because white children were punished more severely for the same infractions that black children got away with – such as not complying with the dress code. She expressed concern that CMS staff were intimidated by black male students, so they avoided disciplining them. (Administrators and teachers indicated that accusations of not treating their children fairly compared to children of another race were made often by both Black and White parents.) She was pleased with the new anti-bullying program put in place at the beginning of the 2009-2010 school year, but wants to see the administration deal more equitably with discipline issues and consistently enforce the code of conduct in the school handbook with all children, regardless of race.

On the RPDC's survey of perceived needs, *Strategies for Preventing School Violence and Bullying* **WAS ON THE CMS TEACHERS' TOP-TEN LIST, BUT IT WAS ONLY RANKED 8TH**. Teachers seem to be more concerned about less serious, but more prevalent disruptive behavior. Interviews with all respondents suggest that there is a pervasive view that general discipline and classroom management are lax and problematic.

Responses to the MSIP Advance Questionnaire confirms these interview results. On the 2007 survey, teachers ranked at the 36<sup>th</sup> percentile and students ranked at the 11<sup>th</sup> percentile on the "Classroom Management" scale. That is, 89% of middle/junior high schools in Missouri had more agreement with the following statements than CMS students.

*Clear rules regarding behavior have been established in most of my classes. (+0.77)*

*Teachers enforce the rules fairly. (-0.06)*

*Most of my teachers respond to disruptive students quickly and effectively. (+1.03)*

*Teachers treat me with respect. (+0.46)*

*During our classes we stay focused on learning and don't waste time. (-0.28)*

There has been some improvement, according to the student responses to the same statements in 2010; change in mean score is shown in parentheses after each item. Teacher items may be viewed in Table C-8.

In addition, on the "School Climate" scale, which is conceptually related to student discipline, teachers ranked at the 28<sup>th</sup> percentile, parents ranked at the 12<sup>th</sup> percentile, and students ranked at the 1<sup>st</sup> percentile in 2007. That is, students at CMS expressed less agreement than 99% of middle/junior high schools in Missouri with the following statements (faculty and parent items may be found in Appendix):

*There is a feeling of belonging at my school.*

*I feel safe at school.*

*I like going to this school.*

*My opinion is valued by teachers and administrators.*

*Teachers in my school really care about me.*

*If a student has a problem there are teachers who will listen and help.*

In 2010, the mean scores for students remained stable or increased for these statements with the exception of "My opinion is valued by teachers and administrators" (-0.41); however, the mean scores for teachers on their "School Climate" scale decreased (see Table C-10).

Furthermore, on the "Equity" scale, in 2007 teachers ranked at the 35<sup>th</sup> percentile and students ranked at the 4<sup>th</sup> percentile. The faculty items may be found in Table C-14, the student items are

*In my school, all students are given a chance to succeed.*

*Discipline is handled fairly in my school.*

*Teachers treat me with respect.*

*I am treated fairly at school*

As with the "School Climate" scale, student mean scores increased in 2010 with the exception of "In my school, all students are given a chance to succeed" (-0.61).

Finally, on the “Safe and Orderly Environment” scale, teachers ranked at the 48<sup>th</sup> percentile and parents at the 1<sup>st</sup> percentile in 2007. That is, parents in 99% of Missouri middle/junior high schools expressed more agreement with the following statements (the faculty items may be found in Table C-15):

*If I could, I would send my child to a different school. (reverse-coded)*

*My school has clear procedures for handling school emergencies.*

*I feel my child is safe at school.*

*My child's school building is in good condition.*

*There are students from my child's school that belong to street gangs. (reverse-coded)*

*Our school has a program that teaches and reinforces student self-discipline and responsibility.*

In summary, teachers’ perceptions of classroom management, discipline fairness, school climate and safety are low, but student and parent perceptions are very low.

The superintendent, principal, and assistant principal of CMS concur that there is a lack of consistency among teachers in discipline and recognition of violations of the student code of conduct. The teachers are not supporting each other in enforcement of rules. According to the assistant principal, behavior in the classroom would improve if the school were to address student engagement (as discussed above) and enable teachers to take ownership of their classrooms and address behavior issues in class, rather than send students to the office.

According to the superintendent, CMS began using the Bert Simmons Behavior Management Program during the 2009-2010 school year. The assistant principal says that the program could be successful, but teachers must more effectively and consistently implement it. Thus, administration views the discipline problem as emanating from teachers not effectively and consistently implementing good discipline strategies.

Interviews with teachers confirmed that they have had plenty of PD regarding classroom discipline. However, they view the discipline problem as emanating from administration not supporting teachers and not consistently adhering to an agreed-upon approach. As one teacher said, “The principals are well liked, and seen as having good intentions and good hearts. However, both are young and there has been a tendency to make a decision and then flip flop on it, resulting in lax discipline. As a result, there is griping and backbiting from teachers about the administration’s handling of discipline.” Another teacher said, “Teachers do not feel there is consistency in discipline coming from the administration; one day it is this and two days later it’s nothing. Discipline must come from the administration. Teachers feel there is no point in trying with small problems in the classroom because they won’t get any support from the administration. For example, the administration stands at the entrance to the school each morning. The children have a dress code. However, the administration never tells students to tuck their shirt in or button their buttons up. Administration want teachers to do it, but teachers want administration to say something. Also, if a parent complains about a teacher’s discipline, the administration calls the teacher in to conference and does not support the teacher. Teachers just don’t have faith in the administration to discipline children.”

During interviews teachers also said that the discipline program has changed every year. As one teacher said, the administration “jumps on every discipline band wagon that comes along, but we

don't ride for very long. We don't really stick with the same approach and develop it well." Thus, although teachers have had "plenty" of PD on discipline, many do not actually feel well-equipped to handle small problems in the classroom, which then escalate to larger discipline problems, and end up in the office.

Both the superintendent and the teachers believe the assistant principal is overburdened with discipline issues sent to the office. Instead, they all want her to be more of a manager for the building, which would then free the principal to spend more time in the classroom as an instructional leader. As one teacher said, the assistant principal "handles all discipline and has not one second to handle anything else. There is no time for curriculum leadership or anything else. She does not even have time to see the kids she needs to see because there are too many of them. Misbehaving students hang out in the office, go through teachers' mail boxes, and have a good time. The principal has got to get out of his office, get in classrooms and halls, and show he is willing to work on discipline. The teachers will then work on it because they would be doing it together."

One proposed solution, according to the superintendent, is to have a couple teachers in the building as discipline coaches. They already have some people in mind that have good rapport with students, teachers, and parents. This would allow teachers to go to the discipline coaches first before the problem ever goes to the office. The discipline coaches would have their schedules staggered so there is always someone available. The discipline coaches would also work with teachers who are struggling with discipline

In addition, the district is aiming to bring back a Respect and Protect Program and peer mediation and has recently implemented several policies aimed at addressing discipline. These include;

- A uniform policy as of the 2009-2010 school year, which both teachers and parents report has improved discipline;
- A new code of conduct;
- Anger Management after-school intervention groups in which the counselor provides small-group or individual sessions on an as-needed basis;
- Student Support Teams described above.

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#### NEEDS

Interviewees indicated that improving student discipline may be the most pressing need of the CMS and as important as student engagement. Indeed, the two issues are intertwined.

CMS needs to address the needs of chronic offenders. This should be done in a way that frees the assistant principal to be more of a building manager, so that the principal is freed to be more of an instructional leader. The school needs to increase the capacity in the alternative room, but also help students stay out of ISS. CMS is considering a variety of approaches, including a three-tiered RTI system for discipline, enlisting the Student Support Team, and having key teachers serve as discipline coaches for peers.

CMS also needs to have a consistent approach to in-class discipline that both teachers and administrators agree on. They need to be consistent from day to day and from class to class. Teachers and administrators need to become more of a team, supporting each other in discipline.

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## PARENT & COMMUNITY INVOLVEMENT

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### KEY GOALS

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According to its ePeGs, a goal of CMS is to promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

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### CURRENT CONDITIONS AND PLANS

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According to the assistant principal, there is no functioning PTA at the middle school. Yet parents appear to feel positive about the school. During an interview, one parent reported that there is a lot of parent and community support for sports and special events. For example, many parents showed up to help with the 8<sup>th</sup> grade dance. A teacher confirmed that a strength of the school is that it has a good athletic program, which the community enjoys attending.

According to the 2007 MSIP AQ “Efficacy and Expectations” scale, parents at CMS ranked in the 40<sup>th</sup> percentile. Thus, they are low-average compared to other parents of Missouri middle/junior high school students on the following items:

*My child's opinions are valued by teachers and administrators.*

*My child's teachers are good teachers.*

*My child's teachers expect very good work from my child.*

*The school recognizes the accomplishments of my child.*

*I know what my child's teachers expect in school.*

However, teachers and administrators feel that more needs to be done about getting support from and providing support to parents. According to the RPDC’s survey, CMS teachers ranked *Community Outreach – School and Community Partnerships, Adult Education, etc.*, and *Parental Education and Involvement* at 4<sup>th</sup> and 7<sup>th</sup> place on their list of top-ten needs.

According to the superintendent, there has been a change in the level of support from parents for their child’s academic needs or behavior. In the past, teachers could get parent support, but now if they phone parents “they get it’s the teachers fault, it’s somebody else’s fault or do whatever you want because I don’t care. I can’t do anything with this child.” The teachers feel discouraged and overwhelmed, and they do not even bother to phone parents anymore. During interviews with teachers, they confirmed these observations of the superintendent.

According to the superintendent, there is a long-term, systemic problem with the mindset of parents and the community, which leads to the problems in the schools. Many parents have limited literacy. According to the 2000 census, 41.8% of adults over the age of 25 do not have a high school diploma. The community has social and educational deficits, so a large number of students are entering kindergarten already significantly behind.

According to the superintendent, the district has done a lot of work in the past couple months to educate the community and get the community involved with the schools. These include:

- Communicating with parents about their students' performance at school through
  - a parent portal through the SISK12 computer system to allow parents to view their own children's grades
  - mid-quarter progress reports to students and parents
- Providing opportunities for parents to attend meetings and become stakeholders in their students' education through
  - conducting advisory meetings twice a year to inform parents of new and ongoing programs within the school
  - maintaining a parent and community involvement cadre to ensure positive relations between the school and parents
  - hosting more parent nights to foster a positive relationship between home and school, such as band performances and family fun nights. As one teacher said, "We are trying to do whatever it takes to get parents to come to the school for positive experiences because so many of our parents did not have good experiences at school themselves." CMS serves refreshments and displays student work to families.

In addition, CMS plans to use the community outreach component of the Lindamood-Bell program, which includes *Tips for Home* training to increase community awareness and involvement.

The district recently submitted an i3 grant proposal for the Harlem Children's Own Project. This program takes a whole child approach and includes parenting classes and health and wellness issues. According to the superintendent, the most important aspect of this program for Caruthersville is an early childhood education center, as the district does not currently have one. There are a large number of high school students who have dropped out of high school because they have had children and do not have adequate access to child care. If the district gets the grant, it would put the children in the center and require the students to take parenting classes.

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### NEEDS

Teachers feel a need for two types of parent involvement – monitoring and supporting their child's school work, and communicating the value of education. However, it is not clear that parents feel these needs, nor what types of involvement they would like to have with the school. CMS plans to implement a website for parents to access information about their children's progress and school events. However, it is not clear whether parents would use such a site. CMS needs to conduct focus groups, or a survey, of parents about how it could best support parents in their role and what type of involvement or events would meet their family needs.

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## INFORMATION TECHNOLOGY & DATA MANAGEMENT

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### KEY GOALS

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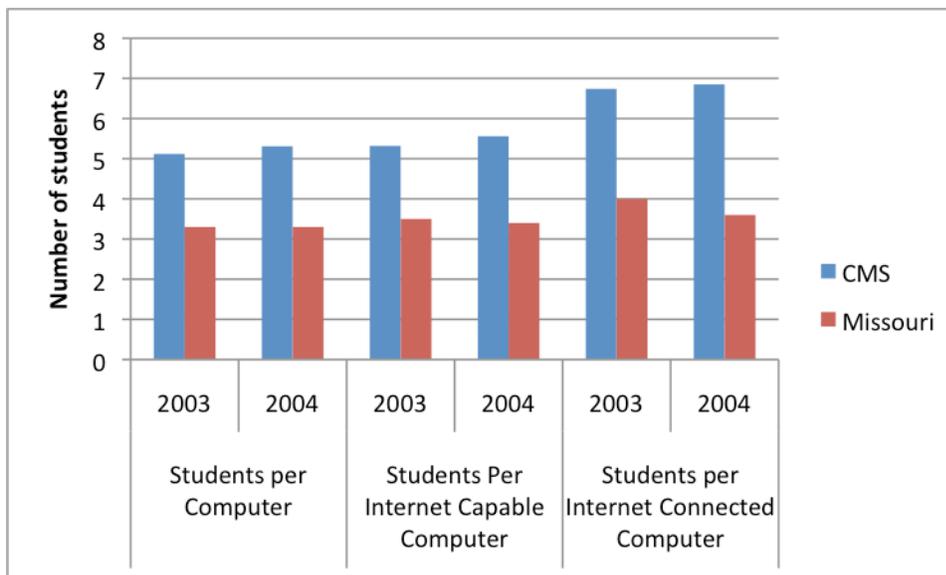
A goal of CMS is that staff will learn to analyze test data to inform instruction. Also, CMS aims to incorporate more technology into classrooms through the installation of and training for Smart

Boards in summer of 2010. The district will use its website to provide parents with information about grades and other school information, as discussed above.

**CURRENT CONDITIONS AND PLANS.**

According to the 2004 DESE Computing Census – the most recent census available – CMS had 294 computers, 281 internet-capable computers, and 228 internet-connected computers in 2004. Chart 9 shows the student to computer ratio compared to the state average. It is not clear where CMS stands in regard to the state average in 2010, but it is likely to be equally low. The elementary school has eMINTS, but when students get to the middle school, only two computer labs are available to them. Teachers must move their students from the classroom to the lab. The superintendent would like to bring eMINTS up to the middle school and get teachers to use more inquiry-based instruction in order to engage students more in classroom learning.

**Chart 9: Students per Computer**



The superintendent would also like to see teachers use data to inform instruction more. In 2007, according to the Advanced Questionnaires CMS teachers perceive their use of data at about the midpoint (45<sup>th</sup> percentile) relative to other teachers across the state of Missouri, based on the following items:

- I routinely analyze disaggregated student data and use it to plan my instruction. (+0.19)*
- I assess the level of prior knowledge of all students before initiating instruction. (-0.91)*
- An assessment system is used that provides timely feedback on specific knowledge and skills for individual students. (-0.66)*
- My school administers assessments throughout the school year that are used to guide instruction. (+0.33)*

Results on the 2010 survey suggest that their perceptions of using data to inform instruction and the timeliness of data have decreased (mean change from 2007 to 2010 are shown in parentheses;

see Table C-18 for actual means). During interviews, one teacher said, “We have plenty of data, but we don’t get it in a timely manner. The MAP isn’t helpful because [results come] too late. The counselor does not get data to teachers in a timely fashion.” CMS began using the STI during the 2009-2010 school year. However, one teacher said, “Teachers did not feel like the tests matched what had been taught very well.” It is not clear whether the curriculum and the test are well aligned.

The Caruthersville Elementary School has recently begun using ACUITY, an online system from CTB/McGraw-Hill, for predictive and diagnostic assessments, reporting, and instruction. According to the superintendent and Southeast RPDC staff, this has helped tremendously at the elementary school. The principal of elementary school has demanded active engagement from teachers. RPDC staff views the biweekly data meetings during teacher planning times as crucial to assist teachers in delivering data-driven instruction. According to the district superintendent, elementary teachers have reluctantly embraced it. At the elementary level, the district recently surveyed the teachers and found that while teachers wrote lengthy complaints about the time and effort they have had to put into the transition to using data, they all ended up writing that they now know they are moving in the right direction and that what they are doing will make a difference.

The superintendent would like to see a similar transformation at the middle school level. Teachers have been stuck in “the traditional mode of everybody comes in and sits down and the teacher teaches and you listen and you better get it but if you don’t then we’re going to move on” mentality. According to the Lindamood-Bell program, implementation would include assistance for CMS in data management, analysis and reporting for accountability.

The superintendent recognizes that professional development will be required and that many teachers will be reluctant to use data. Some teachers will embrace changes, but in order for systemic change to occur, the principal will have to have time to be in classrooms and be tenacious about demanding it. The elementary principal has two assistant principals, which has enabled her to have more time in this regard; the hiring of an instructional coach at the secondary level would enable the CMS principal to have more time for this.

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#### NEEDS

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CMS needs to increase the number of classrooms with computers so that students do not need to go to a computer lab for computer-based projects.

CMS teachers need to use data to inform instruction. As discussed earlier, CMS needs to assess students at entry to the school for appropriate class placements, and to conduct formative assessments throughout the year so that appropriate interventions can be delivered.

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#### HUMAN RESOURCES

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#### KEY GOALS

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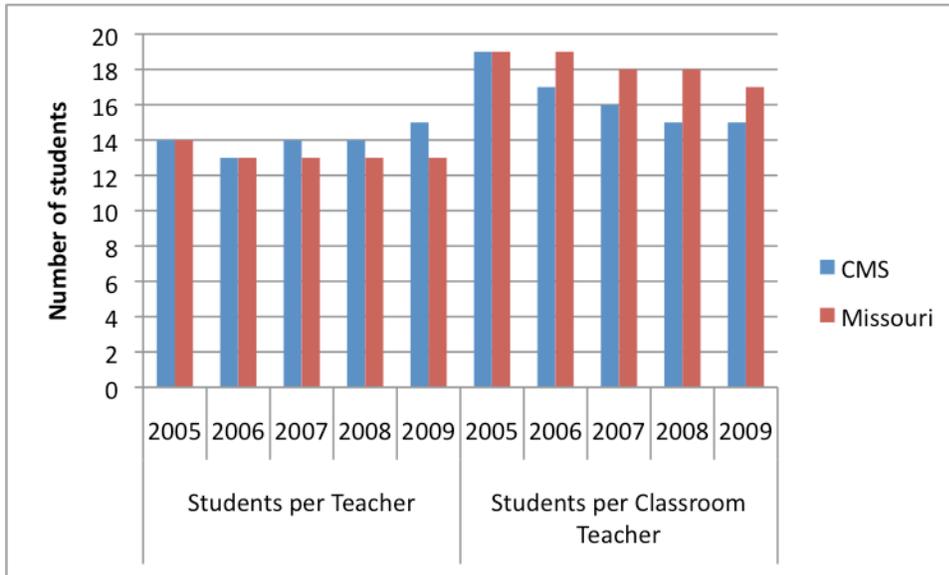
According to its ePeGs, CMS will recruit, attract, develop, and retain staff that are highly qualified, experienced, and properly certified in the area they will be providing instruction. All

staff will be appropriately certified for their assignment in accordance with the guidelines contained in the core data manual.

### CURRENT CONDITIONS AND PLANS

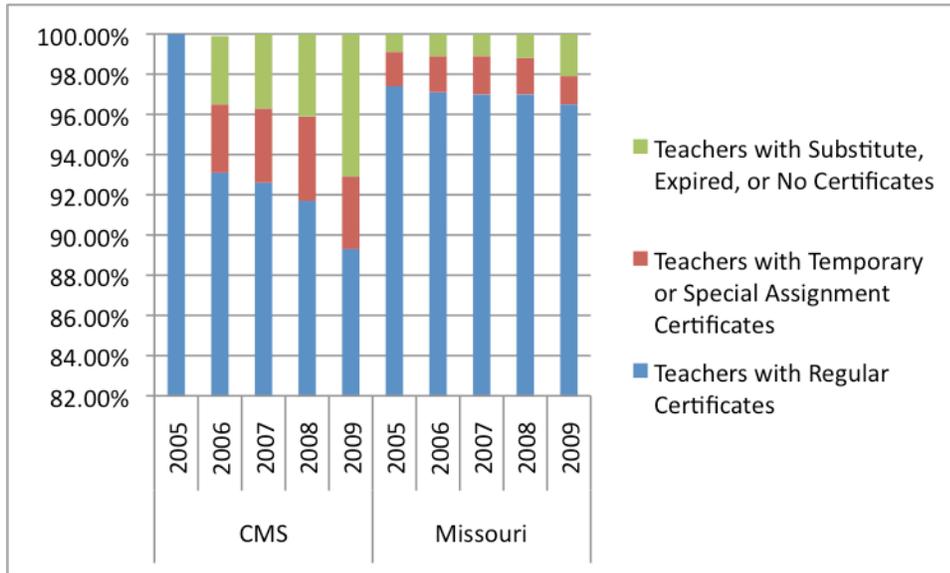
From 2005 to 2009, CMS was at or above the student per teacher ratio of the state of Missouri; however, for this same time range, CMS was at or below the state student per *classroom* teacher ratio (see Chart 10). In other words, CMS tended to have more students per teacher than the state average, but less students per *classroom* teacher than the state average.

**Chart 10: Student Staff Ratios**



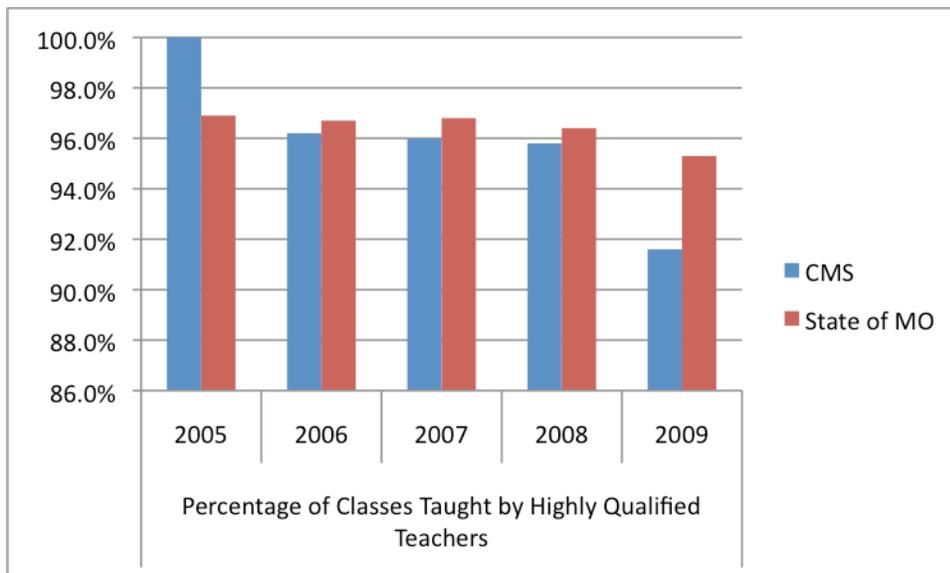
With the exception of 2005, CMS has a higher percentage of teachers with temporary or special assignment certificates and teachers with substitute, expired or no certificates than the state of Missouri as a whole.

**Chart 11: Certification Status of Teachers**



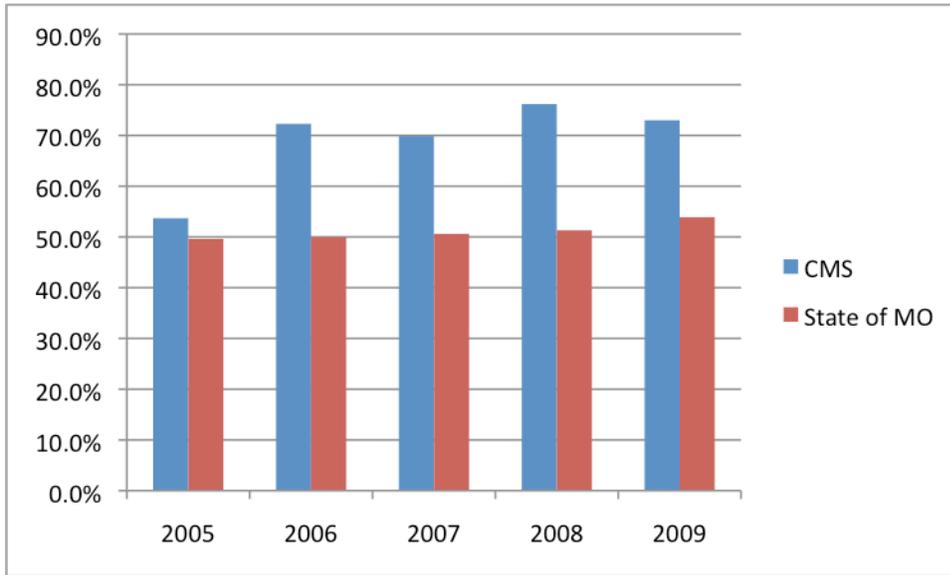
There has been a consistent trend at CMS since 2005 of a smaller percentage of classes taught by highly qualified teachers, with the highest percentage decline from 2008 (95.8%) to 2009 (91.6%).

**Chart 12: Percentage of Classes Taught by Highly Qualified Teachers**



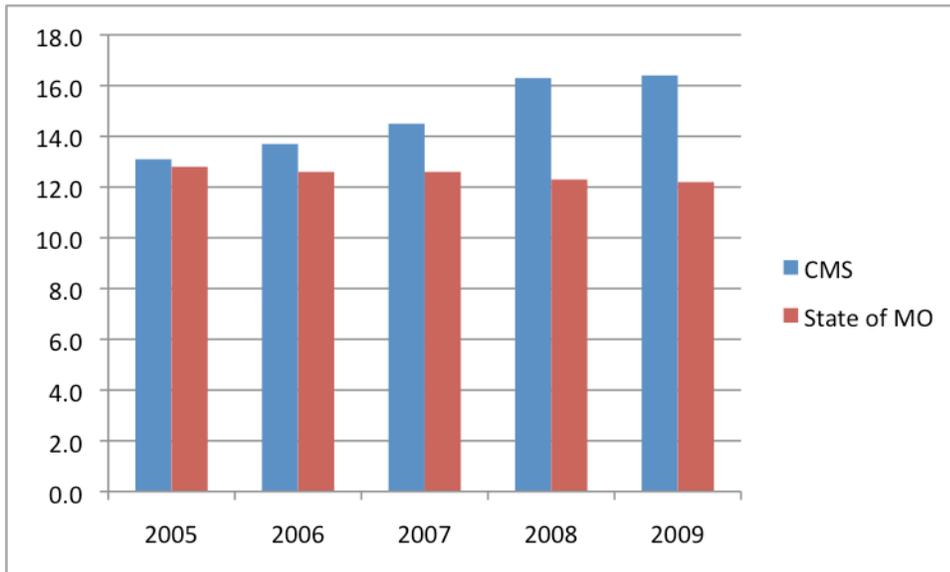
CMS has a higher percentage than the state average for teachers with a master’s degree or higher (see Chart 13).

**Chart 13: Percentage of Teachers with a Master's Degree or Higher**



CMS also has a higher average number of years of experience among teachers than the state of Missouri (see Chart 14).

**Chart 14: Average Years of Experience**



According to the district superintendent, due to Caruthersville's rural location and economic problems, recruitment of teaching staff is an issue for CPS. According to one teacher, math instruction has been especially problematic because the school has had a different teacher in 6<sup>th</sup>

grade math in each of the last three years. These teachers have predominantly been novice teachers, so there is both a lack of consistency and of experience. As part of the recruitment effort, CPS will attend job fairs to recruit qualified teachers for high needs positions.

According to the superintendent, CMS would like to hire a Success Coach to increase graduation rates and a counselor to deal with socioemotional needs of disruptive students. CMS has one school counselor, but she is so bogged down with testing, paperwork, and scheduling that she does not counsel students. Many CMS students have very intense needs that have to be addressed before they can be academically successful. The district has temporarily hired a home-school coordinator to deal with the social-emotional needs of students, but she is not a certified school counselor. According to the superintendent, she has been able to work miracles with the students she has dealt with so far, but she cannot get to all of the needy students.

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### NEEDS

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Teachers have been nominated as both CMS's strength and its weakness. A sizable minority of teachers are seen as strong teachers, while others are weak teachers. Because Caruthersville has difficulty recruiting teachers, CMS needs to work to improve the effectiveness of existing teachers. CMS administrators need to pay particular attention to math teachers, to reduce turnover, and to strengthen their effectiveness.

In order to address one of CMS's greatest needs – student discipline – additional staff need to be hired. Specifically, CMS needs to hire a counselor who can address the socioemotional needs of the most disruptive students. In addition, staffing patterns will need to accommodate the assignment of some teachers to serve as discipline coaches for their peers, and to teach in the alternative classroom.

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## LEADERSHIP AND GOVERNANCE

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### KEY GOALS

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According its ePeGs Caruthersville Public Schools will govern the district in an efficient and effective manner, providing leadership and representation to benefit the students, staff, and patrons of the district. A key goal in this area is for the CMS principal to focus more on instructional leadership.

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### CURRENT CONDITIONS AND PLANS

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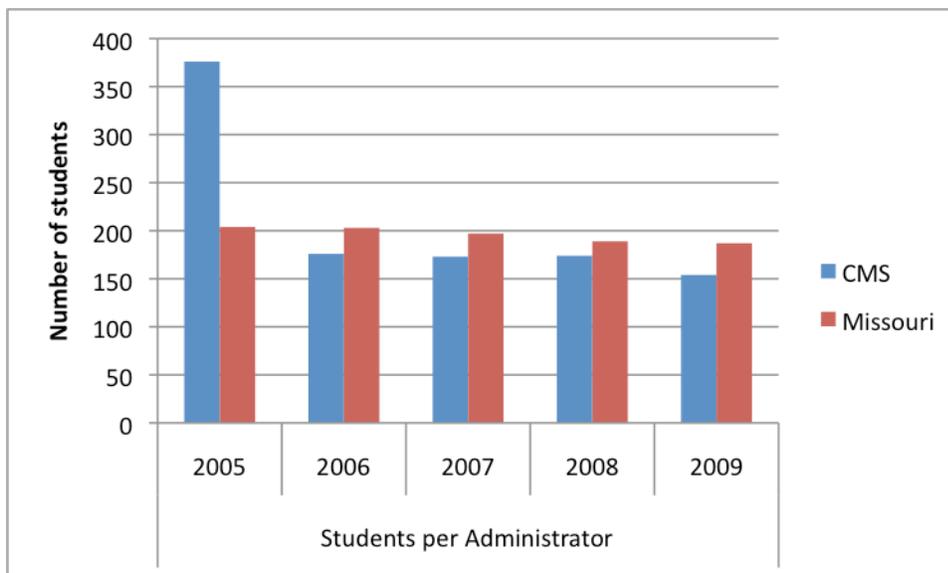
According to teacher interviews, leadership at the district level is strong. The superintendent is seen as progressive, forward thinking, and hard working, with the best interest of students at heart. As one teacher said, “She may be the district's greatest asset.”

According to teacher interviews, teacher leadership at CMS is also strong. The turnaround model from the University of Virginia requires leadership teams. CMS has worked on getting more teachers involved in making decisions about the school. Staff has professional reading groups. They also have a “Professional Leadership Committee.” Committee members are out of their

classrooms two days a month for professional development that they are supposed to teach to other teachers when they return to the building. According to one member of this committee, they work with Melanie Whitener, at the Southeast RPDC. They focus on instructional strategies, including peer coaching, with emphasis on literacy. According to another member of this committee, they are working on getting presenters to come to the school to talk to all the teachers, rather than just having a small group receive training. The committee also has the task of overseeing curriculum. The committee has formed five “school improvement cadres” to address specific needs at the school: (1) school climate, (2) incentives and rewards, (3) classroom management, (4) parent and community involvement, and (5) instructional strategies and student engagement. The last cadre will initiate peer coaching next year on a volunteer basis.

Currently, CMS has two administrators. In 2005, CMS was well above Missouri’s students per administrator ratio; however, since then it has been consistently below the state rate (see Chart 15). Yet all interviewees indicated that more leadership at the building level is needed in the areas of discipline and encouraging follow-through on professional development. According to the superintendent, the principal is supposed to be focused on instruction as a turnaround leader, but instead he spends most of his day dealing with management issues because the assistant principal, who could be managing the building, spends her day dealing with discipline. Teachers expressed similar concerns. As one teacher said, “The school needs the principals to be instructional leaders, yet currently they are bogged down with discipline.” This prevents the principal from getting into the classroom, having data meetings, and doing all the things he should be doing in order to fully implement the turnaround program. In comparison, the elementary school has three administrators, so the elementary principal has been able to do constant assessment, analysis, and instructional leadership.

**Chart 15: Student Administrator Ratios**



On the 2007 MSIP Advanced Questionnaire, teacher responses suggested that leadership quality is typical for the state; CMS ranked in the 46<sup>th</sup> percentile for Missouri's middle/junior high schools. However, on the 2010 survey, teacher responses to the statements regarding leadership decreased on eight of the nine items, most noticeably in response to

*My school's principal fosters shared beliefs and a sense of community and cooperation (-1.82)*

*In our school teachers are encouraged to be instructional leaders (-1.26)*

*There are open channels of communication among students, staff, and administrators (-1.15)*

Teachers also expressed more disagreement with the following statements in 2010 as compared to 2007, when CMS ranked in the 61<sup>st</sup> percentile:

*Teachers are routinely engaged in collaborative problem solving around instructional issues. (-0.58)*

*Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed. (-1.16)*

*Teachers in my school are routinely involved in formulating school wide decisions and policies. (-0.56)*

Changes are given in parenthesis. See Tables C-19 and C-20 for means of all the items.

Earlier we discussed teachers' perceptions that administration needs to provide more leadership on discipline. They also felt that more leadership is needed to get reluctant teachers to use what they learn in professional development. As one teacher said, "The second most important need is stronger building leadership. There has been plenty of professional development, but there is a problem with 'buy in' from teachers. They are not all willing to change, and even those who are willing find it easy to slip back into comfortable old practices. Teachers need to get out of their comfort zone and start doing things that engage students. However, teachers will only do what the leadership 'expects' them to do." Another teacher said that when professional development is provided, changes "typically last for about a month, but there is no long-term follow through." Another interviewee said, "The teachers are getting professional development, but may not be applying it. There may not be any accountability at the school for applying it; teachers may not be required or inspired to apply it at the building level so it doesn't make a difference. There are some dynamic, high quality teachers at CMS, but leadership may not be supporting good instruction. CMS staff may not be truly working as a team to raise student achievement levels."

According to the superintendent, the district would like to hire a turnaround specialist as a consultant to the district, serving at the secondary level. This person would need to have the knowledge, expertise, and experience to truly focus on instruction in order to turn CMS around. This person would help the principal give formative assessments more frequently and sit down with the data to identify skills that are lacking, and then put interventions in place. With the hiring of this person, the management pieces would filter down to the assistant principal and some of the discipline issues she currently deals with would filter out to other staff. According to the superintendent, "This is critical."

In addition, according to the district ePeGs, CMS will do the following to enhance school leadership:

1. Have principals participate in Bert Simmons Classroom Management meetings to gain information needed to support implementation of this program;
2. Have principals participate in Leaders-to-Leaders training;
3. Have principals take a team to the University of Virginia for the Turnaround Specialist program.

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#### NEEDS

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More leadership is needed in the areas of discipline and instruction. The principal needs to ensure that practices learned in professional development are actually implemented by teachers in classrooms. Currently, the assistant principal is bogged down with discipline issues, so the principal is bogged down with building management. If discipline was handled better by other staff, then the assistant principal could be a building manager, and the principal would be freed to be an instructional leader. Thus, deploying other human resources to address discipline, as discussed above, is critical.

In addition, the district needs to hire a turnaround consultant, who would serve at the secondary level. The consultant would support the CMS principal in placing a true focus on instruction. The superintendent hopes that the School Improvement Grant will enable the district to hire a turnaround specialist/consultant who would answer directly to the superintendent, and work with the principal side-by-side on the instructional piece for that building.

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#### FISCAL & BUDGET

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#### KEY GOALS

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The district's goal is to use its scarce resources as efficiently and effectively as possible.

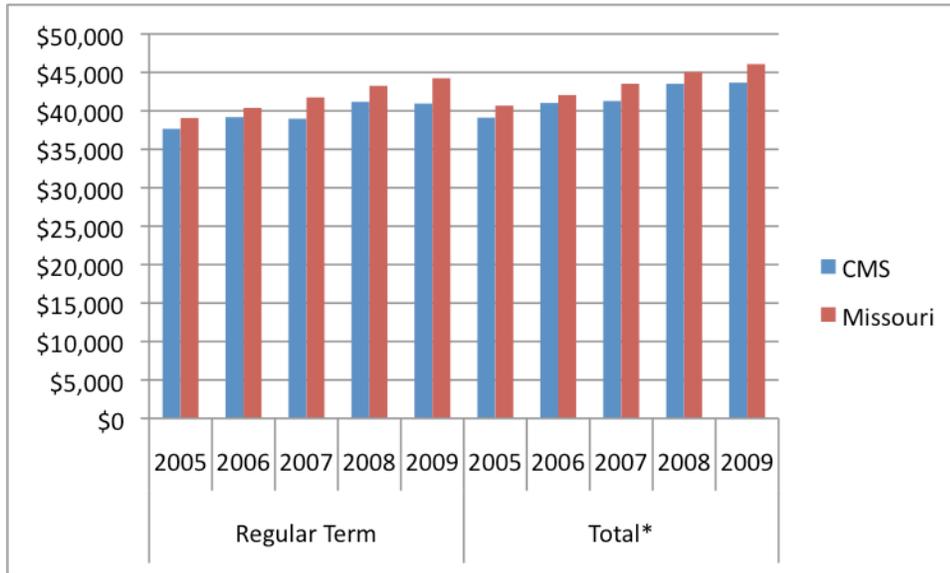
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#### CURRENT CONDITIONS AND PLANS

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Currently, CMS teachers make slightly less than the Missouri state average (see Chart 16). The average CMS teacher salary in 2009 was \$43,670 as compared with the Missouri state average of \$46,089.

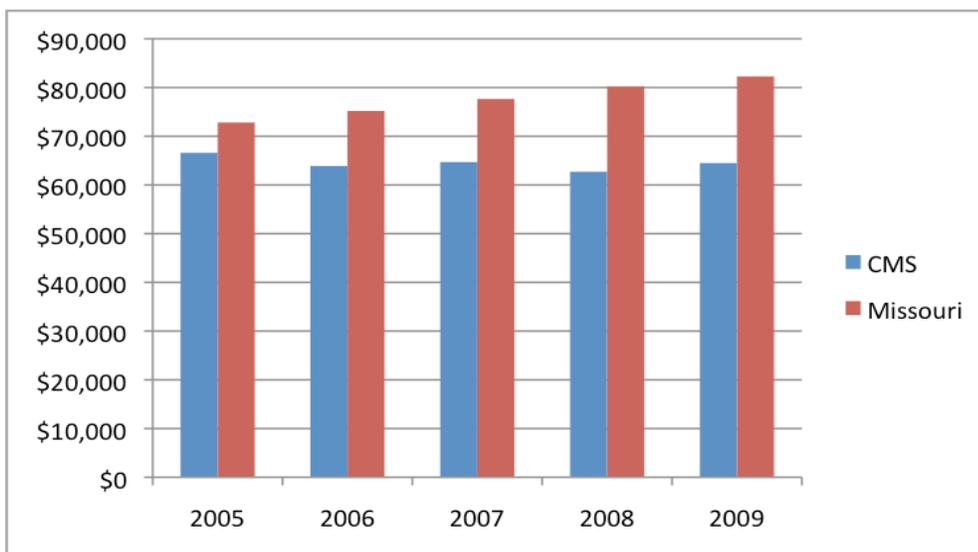
**Chart 16: Average Teacher Salary**



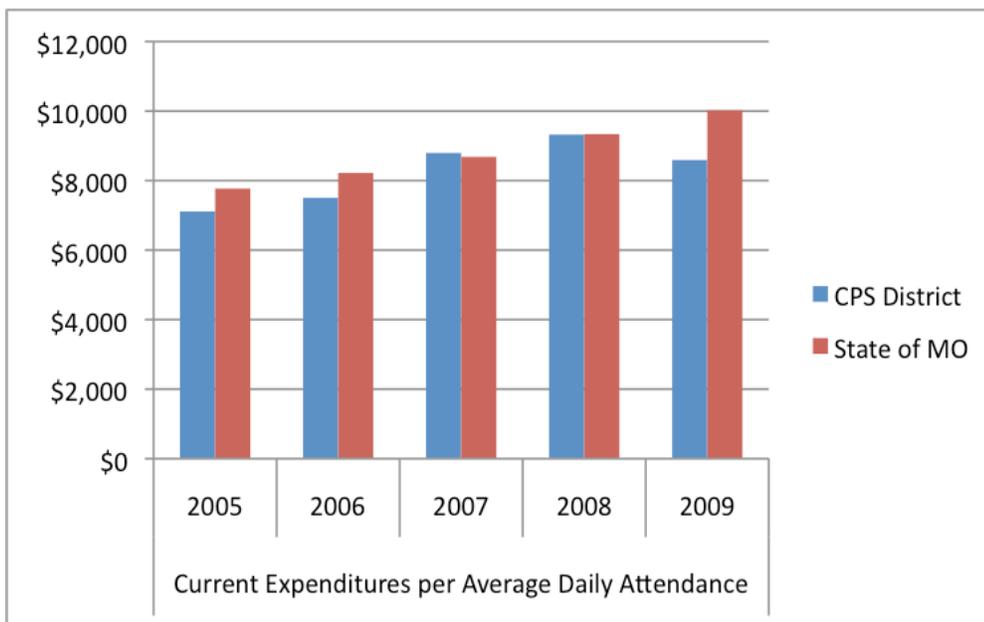
\*Total includes extended contract salary, Career Ladder supplement and extra duty pay.

Currently, CMS administrators make less than the Missouri state average (see Chart 17). The average administrator salary in 2009 was \$64,495 as compared with the state average of \$82,274. Per pupil expenditures are lower than state expenditures, and lower than the national expenditure of \$10,297 per student.

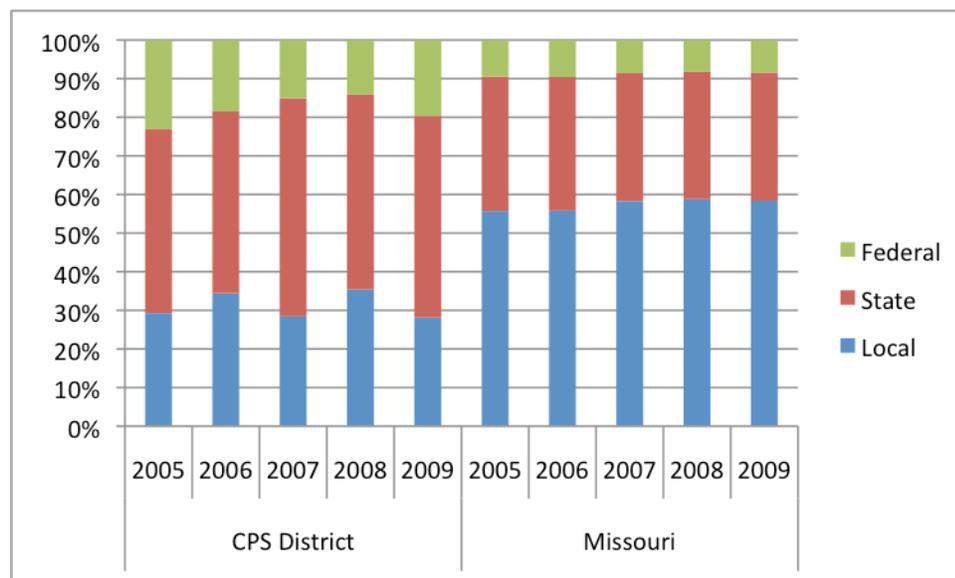
**Chart 17: Average Administrator Salary**



**Chart 18: Current Expenditures per Average Daily Attendance**



**Chart 19: Percentage of Revenue in the Operating Funds**



According to the superintendent, district finances are currently “very skewed.” The district has received several million dollars for rebuilding facilities due to tornado damage that occurred in 2006. Funds have come from Rebuilding Missouri schools, the Federal Emergency Management Agency, and Missouri’s State Emergency Management Agency. Prior to receiving these funds, the CPS budget was unstable, its fund balances were stripped, and the district had to use a tax anticipation note just to make payroll. With the funding for rebuilding in place, the fiscal situation is improving, but CPS is still “strapped” in other areas and has had to reduce staff in order to maintain the budget.

### NEEDS

CPS needs additional revenue to hire the additional intervention staff described above (e.g., turnaround specialist, counselor to help with discipline, success coach) for CMS. These positions are critical for improving student achievement. Additional revenue may also help in attracting more high-quality teachers.

### NEEDS SUMMARY

Achievement in the core academic areas and graduation rate are both low for Caruthersville Middle School students. The percent of students scoring proficient or above on the MAP Communication Arts test was 23.4% and on the Mathematics test was 17.7%. The graduation rate for the district was 55.2% last year. Furthermore, CMS did not meet the target for any of its subgroups (i.e., white, black, F/R Lunch, IEP) in 2009. Student achievement and graduation rate reflect the community; 42% of adults in the district do not have a high school diploma. The county ranks second highest in teen births and lowest in health indicators in the state of Missouri, and median family income is half of the state median. Thus, CMS faces a significant challenge

of increasing student success within a community context with too few role models of educational success.

This needs analysis points to 11 areas for school improvement that, if improved upon, would likely affect student achievement and graduation positively. These 11 areas are summarized below. These 11 areas have been organized into three overarching needs identified as the most critical needs by teachers, administrators and parents, as well as documentary evidence. They are, in order of urgency, the need to improve (1) student motivation and behavior, (2) teaching effectiveness, and (3) instructional leadership from administration. These critical needs are linked; as indicated in the figure below each need affects the others.



Both teachers and administrators felt that the lack of student engagement in the classroom and high frequency of student discipline events interfere with student learning, resulting in low proficiency scores. However, the fact that students are not engaged in classroom learning activities suggest that instructional practices are not adequately engaging to students. Student engagement may be improved with more effective classroom teaching. Teaching effectiveness, in turn, may be improved with greater instructional leadership from the administration. This is not happening because the administration is currently overwhelmed by student behavior problems, which precludes them from taking on instructional leadership roles and creates a cycle of frustration for teachers and leaders. Improving the three critical areas of student motivation and discipline, teaching effectiveness, and quality of instructional leadership simultaneously will help break the cycle leading to low student achievement and graduation rates. If student behavior improves, leaders' time will be freed to lead instructional reform, which may lead to improved student motivation and behavior. Addressing these three critical needs at CMS would provide the most overall leverage in improving student achievement. Addressing these three needs will require a systemic effort by CMS.

#### Critical Need #1: Improved Student Motivation and Behavior

12. CMS needs to have a consistent approach to in-class discipline that both teachers and administrators agree on, consistently enforce, and work together as a team. All staff need

to take responsibility for student discipline in order to free the administration for a stronger focus on instructional leadership.

13. CMS needs to address the socio-emotional needs of chronically disruptive students. CMS needs to hire a counselor/social worker for this purpose. In addition, staffing patterns need to accommodate the assignment of some teachers to serve as discipline coaches for their peers, and to teach in the alternative classroom.
14. CMS needs to make sure Student Support Teams are functioning to keep students on-track for graduation and develop a formal system for monitoring students at risk for dropping out.
15. CMS needs to focus on interventions that increase students' career and education aspirations.

### Critical Need #2: Improved Teaching Effectiveness

16. CMS needs to accurately assess each teacher's effectiveness, with particular emphasis on practices research has shown are linked to student motivation and engagement. Each teacher's instructional practices need to be monitored over time for improvement.
17. CMS needs to create individual teacher professional development plans that target specific teacher needs. Focus should be on the weakest teachers to minimize the negative impact on students as quickly as possible.
18. CMS needs to carefully research and implement a school improvement program that is most effective for student motivation. This program should be implemented thoroughly, rather than weakly implementing a plethora of programs. In addition to student motivation and achievement, this program should focus on improving the professional cultures of the school.
19. CMS teachers need to use data (entry exams and formative assessments) to match student achievement with instruction.
20. CMS needs to support teachers in working with the two extremes – the lowest- and highest-achieving students.

### Critical Need #3: Improved Instructional Leadership

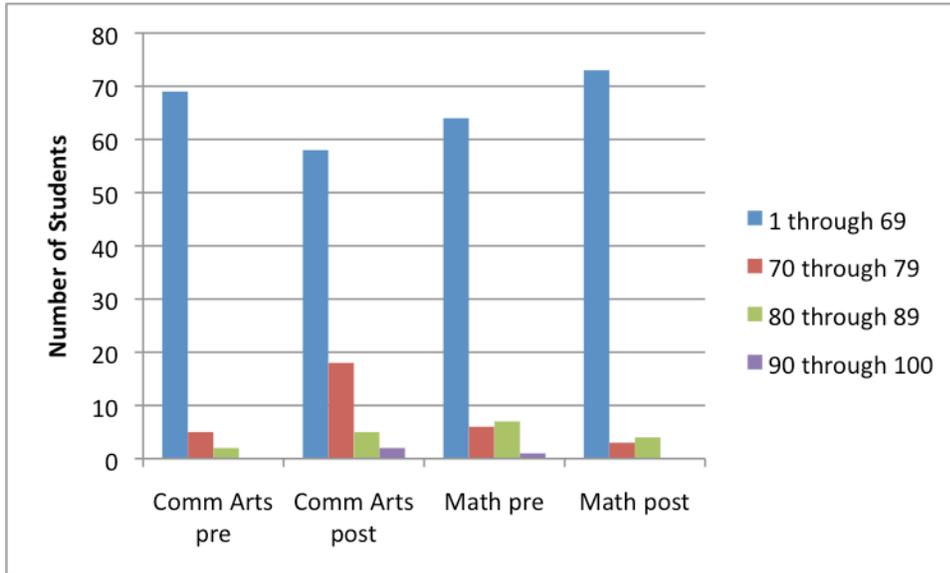
21. CMS administration needs to provide more leadership in the areas of discipline and instruction. The district needs to hire a turnaround consultant, who would serve at the secondary level in order to support the CMS principal in focusing on instruction.
22. CMS administration needs to provide consistent leadership regarding teacher induction and professional development to improve instructional capacity, professional culture, and the retention of effective teachers. Administration should take the lead in implementing professional development opportunities that focus on high priority needs; the recruitment and retention of excellent teachers; and the improvement (or dismissal) of ineffective teachers.

## APPENDIX A: STUDENT STI SCORES BY GRADE

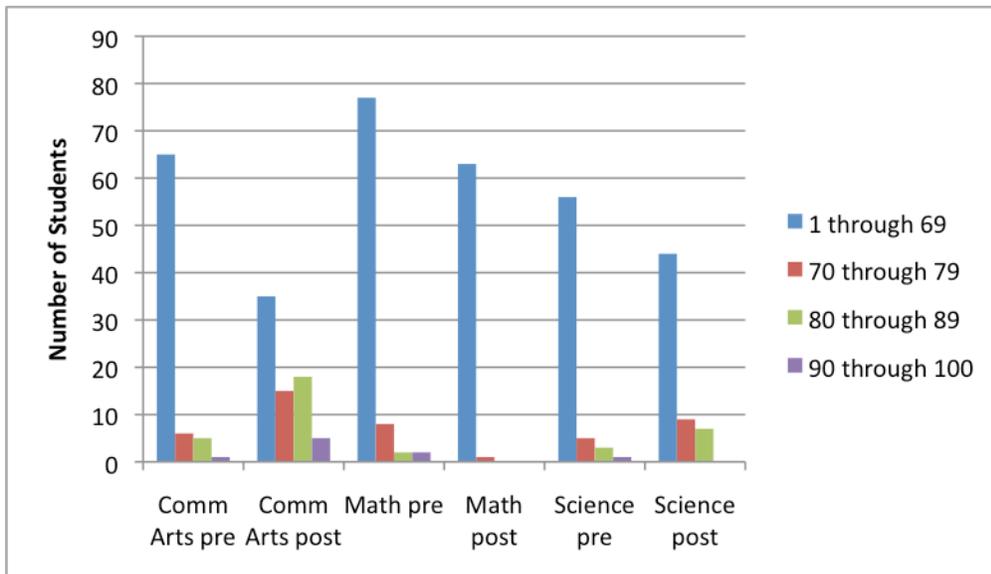
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The tables in Appendix A contain data received directly from Caruthersville Middle School.

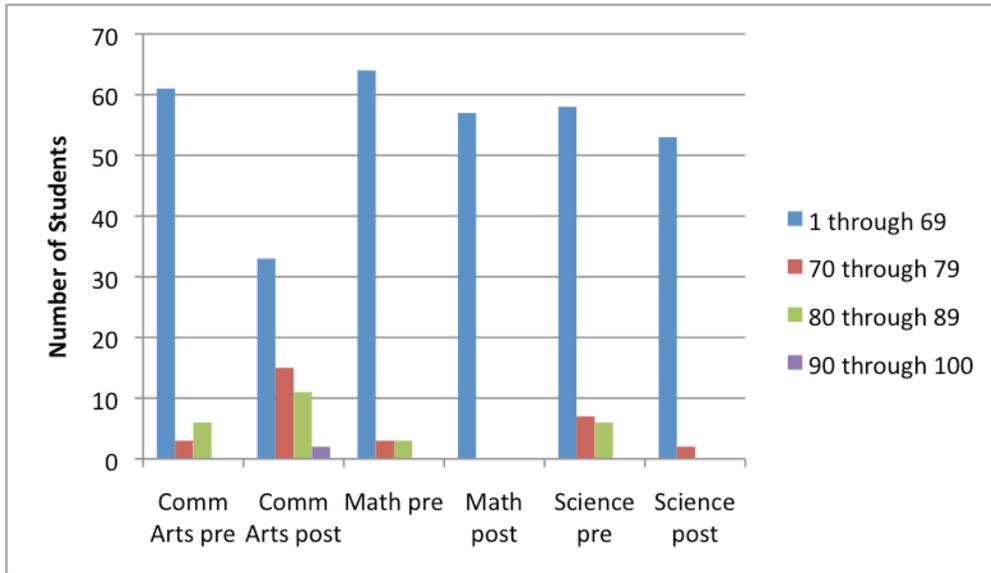
**Chart A-1: 6<sup>th</sup> Grade STI Scores**



**Chart A-2: 7<sup>th</sup> Grade STI Scores**



**Chart A-3: 8<sup>th</sup> Grade STI Scores**



## APPENDIX B: FACULTY PERCEIVED NEEDS SURVEY

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The data contained in the following tables were obtained from the Southeast Missouri Regional Professional Development Center. The RPDC administers a Professional Development survey at the end of each school year. Teachers and administrators are asked to rate perceived needs on a five-point scale. Table B-1 shows the top ten responses for Caruthersville Middle School teachers and Table B-2 shows the top ten responses for the district.

**Table B-1: Caruthersville No. 18, 2010 Needs Assessment, Middle School Results**

Perceived Need	Mean
Meeting Needs of Gifted Students	4.50
Preparing students for the MAP	4.42
Increasing Student Engagement	4.32
Community Outreach - School and Community Partnerships, Adult Education, etc.	4.22
Strategies for Working with At-Risk Students	4.21
Addressing Needs of Low Achieving Students	4.17
Parental Education and Involvement	4.16
Strategies for Preventing School Violence and Bullying	4.11
Strategies for Working with Educationally Disadvantaged Students	4.11
Assessing Higher Order Thinking and Problem-Solving Skill	4.09

**Table B-2: Caruthersville No. 18, 2010 Needs Assessment, Overall Results**

Perceived Need	Mean
Increasing Student Engagement	4.05
Parental Education and Involvement	3.90
Strategies for Working with At-Risk Students	3.90
Addressing Needs of Low Achieving Students	3.88

Meeting Needs of Gifted Students	3.80
Effective Instructional Delivery Methods - Cooperative Learning, Guided Practice, Hands-On Work, Learning Centers, Presentations, etc.	3.74
Assessing Higher Order Thinking and Problem-Solving Skills	3.73
Strategies for Working with Educationally Disadvantaged Students	3.66
Community Outreach - School and Community Partnerships, Adult Education, etc.	3.63
Using Technology to Support Instruction	3.61

## APPENDIX C: 2007 AND 2010 MSIP ADVANCED QUESTIONNAIRES

The following tables contain mean responses to selected questions from the MSIP Advanced Questionnaires. The surveys were administered in the fall of 2007 and the spring of 2010 to CMS faculty and to CMS students and their parents. The parent surveys have not yet been processed by OSEDA for spring 2010 and are therefore not contained in the parent tables. The mean change shows the difference in mean scores between 2007 and 2010.

**Table C-1: Faculty scale for Efficacy and Expectations**

	2007		2010		Mean change
	n	Mean	n	Mean	
There are effective supports in place to assist students who are in jeopardy of academic failure	25	4.24	26	2.46	-1.78
I emphasize the importance of effort with students	25	4.60	24	3.13	-1.48
I have the skills necessary to meet the needs of all learners in my classroom	23	4.22	21	3.33	-0.88
I believe that I can positively impact student performance	24	4.63	22	3.95	-0.67
Students are held accountable for doing quality work	24	3.71	26	3.15	-0.55
All staff in our school hold high expectations for student learning	24	3.79	28	3.50	-0.29
There are avenues for recognizing and rewarding the accomplishments of all students	24	4.58	26	4.19	-0.39

**Table C-2: Student scale for Efficacy and Expectations**

	2007		2010		Mean change
	n	Mean	n	Mean	
Being successful in school today will help me in my future	236	4.53	256	2.98	-1.56
I can do well in school	236	4.46	258	3.00	-1.47
I learn a lot in this school	234	3.83	256	3.03	-0.80

	2007		2010		Mean change
	n	Mean	n	Mean	
My teachers think I can learn	236	4.24	259	3.85	-0.39
My family believes that I can do well in school	236	4.59	251	3.96	-0.64
My teachers expect very good work from me	236	4.22	258	4.02	-0.21

**Table C-3: Faculty scale for Guaranteed & Viable Curriculum**

	2007		2010		Mean change
	n	Mean	n	Mean	
My school's administration protects instructional time available to teachers from interruptions.	25	3.20	22	4.05	0.85
My school uses assessment data to evaluate and align the curriculum	24	4.46	28	3.00	-1.46
The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	25	4.16	22	3.73	-0.43
My school systematically ensures that teachers address essential content	25	4.36	22	3.45	-0.91
The amount of essential content that has been identified can be addressed in the instructional time available to teachers	25	3.72	22	2.77	-0.95
The essential content is organized and sequenced in a way that students have ample opportunity to learn it	24	3.71	22	3.18	-0.53

**Table C-4: Student scale for Instructional Strategies**

	2007		2010		Mean change
	n	Mean	n	Mean	
I am required to take notes	235	4.29	259	3.92	-0.37
My teachers place students in small groups	235	2.86	258	2.75	-0.11
I am asked to use pictures, graphs, maps, or charts to present my information	235	3.26	259	2.88	-0.38

	2007		2010		Mean change
	n	Mean	n	Mean	
I am asked to summarize new material	233	2.96	258	3.11	0.16
I am asked to revise or correct errors in my work	234	3.56	258	3.44	-0.13
I am asked to Identify similarities and differences	233	3.63	256	3.33	-0.30
I am given opportunities to present what I have learned to other students	231	2.68	257	2.77	0.09

**Table C-5: Faculty scale for Instructional Strategies**

	2007		2010		Mean change
	n	Mean	n	Mean	
Students are taught effective note-taking skills.	21	3.71	25	3.48	-0.23
Make use of cooperative learning groups.	21	3.57	27	2.81	-0.76
Have students construct verbal or written summaries of new content.	21	3.29	28	3.75	0.46
Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	23	4.17	28	2.61	-1.57
Provide students with opportunities to practice important skills and procedures prior to assessment.	24	4.25	23	3.83	-0.42
Model or demonstrate important skills or procedures.	24	4.67	26	3.65	-1.01
Have students revise and correct errors in their work as a way of reviewing and revising content.	23	4.09	22	4.23	0.14
Have students compare and classify content.	22	4.32	20	2.90	-1.42
Have students construct metaphors and analogies.	23	3.00	22	4.00	1.00
Organize students into flexible groups based on their understanding of the content and skill level.	21	3.48	24	3.13	-0.35
I alter instructional strategies when students are having difficulty learning the material.	24	4.25	28	3.86	-0.39

**Table C-6: Faculty scale for Differentiated Instruction**

	2007		2010		Mean change
	n	Mean	n	Mean	
I have received professional development on differentiating instruction for learners	24	4.33	24	2.88	-1.46
Organize students into flexible groups based on their understanding of the content and skill level.	21	3.48	24	3.13	-0.35
I alter instructional strategies when students are having difficulty learning the material.	24	4.25	28	3.86	-0.39
I routinely analyze disaggregated student data and use it to plan my instruction	22	3.64	23	3.83	0.19
I assess the level of prior knowledge of all students before initiating instruction.	21	4.14	26	3.23	-0.91

**Table C-7: Faculty scale for Professional Development**

	2007		2010		Mean change
	n	Mean	n	Mean	
There is adequate professional development for teachers working with special education students in our school	25	4.08	23	4.13	0.05
Our professional development improves student achievement	24	4.04	24	4.25	0.21
I have received adequate training in using computers and other technology to support my work with students	24	4.04	25	3.92	-0.12
The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	24	4.46	25	3.36	-1.10
My professional development has improved the way I teach	24	4.21	27	3.74	-0.47
I have received professional development on differentiating instruction for learners	24	4.33	24	2.88	-1.46

**Table C-8: Faculty scale for Classroom Management**

	2007		2010		Mean change
	n	Mean	n	Mean	
Our principal uses classroom management as part of our evaluation	25	4.36	24	4.17	-0.19
Clear rules regarding behavior have been established in my classroom	24	4.63	26	3.27	-1.36
Educators in our school use effective practices to promote positive behavior	25	4.20	26	2.88	-1.32
Teachers in our school use effective practices to keep all students actively engaged in learning	24	4.13	24	3.38	-0.75
Educators in our school respond to inappropriate behaviors quickly and effectively	25	4.00	26	3.15	-0.85

**Table C-9: Student scale for Classroom Management**

	2007		2010		Mean change
	n	Mean	n	Mean	
During our classes we stay focused on learning and don't waste time	236	3.22	256	2.93	-0.28
Teachers treat me with respect	235	3.50	258	3.96	0.46
Clear rules regarding behavior have been established in most of my classes.	232	3.75	258	4.52	0.77
Most of my teachers respond to disruptive students quickly and effectively.	230	3.53	258	4.56	1.03
Teachers enforce the rules fairly	231	3.67	259	3.61	-0.06

**Table C-10: Faculty scale for School Climate**

	2007		2010		Mean change
	n	Mean	n	Mean	
Student opinions are valued by teachers and administrators	25	4.16	26	3.92	-0.24
Our school promotes an environment of mutual respect among students	25	3.96	27	2.67	-1.29
This school makes students feel they belong	24	3.83	25	3.20	-0.63
If students in this school have a problem, teachers will listen and help	24	4.29	28	3.11	-1.18

**Table C-11: Student scale for School Climate**

	2007		2010		Mean change
	n	Mean	n	Mean	
My opinion is valued by teachers and administrators	235	2.99	257	2.58	-0.41
There is a feeling of belonging at my school	232	3.25	257	3.26	0.00
Teachers in my school really care about me	232	3.27	252	3.27	0.00
I feel safe at school	234	3.20	257	3.53	0.33
I like going to this school	234	2.94	255	3.68	0.74
If a student has a problem there are teachers who will listen and help	234	3.58	254	3.73	0.16

**Table C-12: Parent scale for School Climate**

	2007	
	Mean	n
My child's school promotes an environment of mutual respect among students.	3.39	62
My child likes attending this school.	3.42	64
Discipline in my child's school is handled fairly.	3.35	65
My child's opinions are valued by teachers and administrators.	3.39	62

**Table C-13: Student scale for Equity**

	2007		2010		Mean change
	n	Mean	n	Mean	
In my school, all students are given a chance to succeed	232	4.03	257	3.42	-0.61
I am treated fairly at school	233	3.18	254	3.72	0.54
Discipline is handled fairly in my school	236	3.25	255	4.13	0.87
Teachers treat me with respect	235	3.50	258	3.96	0.46

**Table C-14: Faculty scale for Equity**

	2007		2010		Mean change
	n	Mean	n	Mean	
Students are treated fairly in this school	23	4.13	28	2.57	-1.56
Discipline is handled fairly in this school	24	4.00	25	3.24	-0.76

**Table C-15: Faculty scale for Safe and Orderly Environment**

	2007		2010		Mean change
	n	Mean	n	Mean	
Clear rules that promote good behavior are enforced in our school	25	4.12	27	3.22	-0.90
Our school teaches and reinforces student self-discipline and responsibility	25	4.04	25	3.48	-0.56
Students who are prone to violence are systematically identified	24	3.79	25	3.48	-0.31
I have received violence prevention training	24	4.46	22	4.18	-0.28
I feel safe at this school	24	4.04	28	4.07	0.03
Overall, my school building is in good condition	24	3.75	26	3.62	-0.13

**Table C-16: Parent scale for Safe and Orderly environment**

	2007	
	Mean	n
Our school has a program that teaches and reinforces student self-discipline and responsibility.	3.44	61
My school has clear procedures for handling school emergencies.	3.78	64
There are students from my child's school that belong to street gangs.	3.10	62
I feel my child is safe at school.	3.26	62
My child's school building is in good condition.	2.85	65
If I could, I would send my child to a different school.	3.25	65

**Table C-17: Parent scale for Efficacy and Expectations**

	2007	
	Mean	n
The school recognizes the accomplishments of my child.	3.89	63
My child's opinions are valued by teachers and administrators.	3.39	62
I know what my child's teachers expect in school.	3.95	63
My child's teachers are good teachers.	3.85	66
My child's teachers expect very good work from my child.	4.26	61

**Table C-18: Faculty scale for Data Use**

	2007		2010		Mean change
	n	Mean	n	Mean	
An assessment system is used that provides timely feedback on specific knowledge and skills for individual students	22	4.09	21	3.43	-0.66
My school administers assessments throughout the school year that are used to guide instruction	25	3.76	23	4.09	0.33

	2007		2010		Mean change
	n	Mean	n	Mean	
I routinely analyze disaggregated student data and use it to plan my instruction	22	3.64	23	3.83	0.19
I assess the level of prior knowledge of all students before initiating instruction.	21	4.14	26	3.23	-0.91

**Table C-19: Faculty scale for Leadership**

	2007		2010		Mean change
	n	Mean	n	Mean	
In our school teachers are encouraged to be instructional leaders	25	4.44	28	3.18	-1.26
My school's principal fosters shared beliefs and a sense of community and cooperation	25	4.28	28	2.46	-1.82
My school's principal monitors the effectiveness of school practices and their impact on student learning	25	4.28	24	3.63	-0.66
Our principal identifies issues in the school that could potentially become problems	25	4.20	26	3.27	-0.93
My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	25	4.52	25	3.48	-1.04
Our principal promotes innovation	24	4.42	21	3.43	-0.99
The mission of this school is clearly defined	24	4.42	26	3.27	-1.15
There are open channels of communication among students, staff and administrators	24	4.00	26	3.00	-1.00
My school's administration protects instructional time available to teachers from interruptions.	25	3.20	22	4.05	0.85

**Table C-20: Faculty scale for Collegiality and Professionalism**

	2007		2010		Mean change
	n	Mean	n	Mean	
Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	25	4.20	25	3.04	-1.16
Teachers in my school are routinely involved in formulating school wide decisions and policies	25	3.92	25	3.36	-0.56
Teachers are routinely engaged in collaborative problem solving around instructional issues	25	4.08	22	3.50	-0.58

**Table C-21: Faculty - Ten Lowest Mean Scores in 2010**

	Mean	Mean change
The board has high expectations for student achievement	2.32	-1.72
The community is proud of this school	2.36	-1.21
There are effective supports in place to assist students who are in jeopardy of academic failure	2.46	-1.78
My school's principal fosters shared beliefs and a sense of community and cooperation	2.46	-1.82
Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	2.50	-1.77
Incorporate contextual/real life learning in the classroom.	2.56	-2.05
Students are treated fairly in this school	2.57	-1.56
Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	2.57	-1.51
Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	2.61	-1.57
I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	2.64	-1.16

**Table C-22: Faculty - Ten Highest Mean Scores in 2010**

	Mean	Mean change
Incorporate problem solving instructional activities in the classroom.	4.12	-0.43
There is adequate professional development for teachers working with special education students in our school	4.13	0.05
There are sufficient library media materials to support my program	4.14	-0.32
Our principal uses classroom management as part of our evaluation	4.17	-0.19
I have received violence prevention training	4.18	-0.28
There are avenues for recognizing and rewarding the accomplishments of all students	4.19	-0.39
Have students revise and correct errors in their work as a way of reviewing and revising content.	4.23	0.14
Our professional development improves student achievement	4.25	0.21
Faculty and staff solicit input from diverse student groups regarding the improvement of our school	4.26	0.22
Emphasis is placed on valuing and respecting differences among students and their families in our school	4.52	0.20

**Table C-23: Faculty - Ten Least Improved from 2007 to 2010**

	Mean	Mean change
Incorporate contextual/real life learning in the classroom.	2.56	-2.05
My school's principal fosters shared beliefs and a sense of community and cooperation	2.46	-1.82
There are effective supports in place to assist students who are in jeopardy of academic failure	2.46	-1.78
Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	2.50	-1.77
The board has high expectations for student achievement	2.32	-1.72
Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	2.61	-1.57
Students are treated fairly in this school	2.57	-1.56
Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	2.57	-1.51
Provide specific feedback on the homework assigned to students.	2.74	-1.48
I emphasize the importance of effort with students	3.13	-1.48

**Table C-24: Faculty - Ten Most Improved from 2007 to 2010**

	Mean	Mean change
Emphasis is placed on valuing and respecting differences among students and their families in our school	4.52	0.20
Our professional development improves student achievement	4.25	0.21
Faculty and staff solicit input from diverse student groups regarding the improvement of our school	4.26	0.22
Students are provided with opportunities to construct and work on long-term projects of their own design	3.78	0.22
Have students assess themselves relative to their personal learning goals after completing a unit.	3.32	0.23
The community provides enough money to adequately provide quality educational programs to children	3.33	0.29
My school administers assessments throughout the school year that are used to guide instruction	4.09	0.33
Have students construct verbal or written summaries of new content.	3.75	0.46
My school's administration protects instructional time available to teachers from interruptions.	4.05	0.85
Have students construct metaphors and analogies.	4.00	1.00

**Table C-25: Student - Ten Lowest Mean Scores in 2010**

	Mean	Mean change
My opinion is valued by teachers and administrators	2.58	-0.41
My teachers place students in small groups	2.75	-0.11
I am given opportunities to present what I have learned to other students	2.77	0.09
My teachers let me know when I am doing a good job	2.87	-1.07
I am asked to use pictures, graphs, maps, or charts to present my information	2.88	-0.38
During our classes we stay focused on learning and don't waste time	2.93	-0.28
Being successful in school today will help me in my future	2.98	-1.56
Differences among students and their families are respected in this school	3.00	-0.02
I can do well in school	3.00	-1.47
I learn a lot in this school	3.03	-0.80

**Table C-26: Student - Ten Highest Mean Scores in 2010**

	Mean	Mean change
I am required to take notes	3.92	-0.37
My family believes that I can do well in school	3.96	-0.64
Teachers treat me with respect	3.96	0.46
My teachers expect very good work from me	4.02	-0.21
Discipline is handled fairly in my school	4.13	0.87
I have been encouraged to think about career or educational goals at school	4.17	0.09
If I have a personal problem, I can talk to the counselor	4.30	0.40
My counselor makes visits to my classroom.	4.45	1.22
Clear rules regarding behavior have been established in most of my classes.	4.52	0.77
Most of my teachers respond to disruptive students quickly and effectively.	4.56	1.03

**Table C-27: Student – Ten Least Improved from 2007 to 2010**

	Mean	Mean change
Being successful in school today will help me in my future	2.98	-1.56
I can do well in school	3.00	-1.47
My teachers let me know when I am doing a good job	2.87	-1.07
I learn a lot in this school	3.03	-0.80
My teachers help me understand my mistakes on assignments	3.16	-0.67
My family believes that I can do well in school	3.96	-0.64
Most of my teachers tell me how I am doing in their class.	3.19	-0.62
In my school, all students are given a chance to succeed	3.42	-0.61
My teachers make clear what I'm supposed to learn	3.30	-0.60
My school provides me with the textbooks and learning materials I need to learn	3.60	-0.58

**Table C-28: Student – Ten Most Improved from 2007 to 2010**

	Mean	Mean change
Drug use is common among kids in this community.	3.83	0.69
I like going to this school	3.68	0.74
The community is proud of this school	3.79	0.77
Clear rules regarding behavior have been established in most of my classes.	4.52	0.77
Most kids around here drink alcohol a lot	3.62	0.80
Discipline is handled fairly in my school	4.13	0.87
This community is a good place to grow up	3.70	0.89
Students at my school are friendly	3.86	0.90
Most of my teachers respond to disruptive students quickly and effectively.	4.56	1.03
My counselor makes visits to my classroom.	4.45	1.22

## ATTACHMENT B: COMPETITIVE PRIORITIES

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

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

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

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

Response:

- The superintendent and school board have participated in the development of the school improvement proposal and are fully supportive of all aspects of the intervention plan.
- There are no identified policies or procedures that contradict the implementation of the plan.
- CMS has been engaged in a turnaround project with the University of Virginia for one year and the superintendent and school board have been thoroughly supportive throughout that process .
- The Caruthersville superintendent met with all CMS teachers and explained the school improvement proposal and plans; teachers were asked to sign a letter of commitment to the plan and all teachers except for two indicated their support of the interventions. These two teachers have already been hired on in other districts.

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

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

Response:

- CMS has set the goal of moving students who score basic or below into the category of proficient or above on the MAP.
- The number of students who score proficient or above on the MAP will increase by 20% each year; thus, over the 3-year grant period at least 60% more students will score proficient.
- The number of students who score advanced on the MAP will increase by 5% each year so that at the end of Year 3, 19% of students will score advanced.

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

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

Response:

(1) The district will design a rigorous evaluation system for teachers by creating a data chart system that includes tracking of student-achievement data and using a value-added/growth model. Other performance-based evaluation data that will be used as teacher accountability measures include a PBTE model and teacher instructional effectiveness measures. Teacher performance on these measures will be regularly monitored and teachers who are deficient in one or more areas will be offered professional development, based on their Professional Improvement Plans.

(2) Teachers, who are unable to meet set criteria even after intervention, will be removed. Strategies will include RTI for teachers, who will be given opportunity to improve teaching effectiveness as measured by the value added model and PBTE evaluations. Administrators will be trained on procedures for termination of teachers who, after ample opportunities, do not show improvement.

(3) The district will also implement an incentive system to attract and retain effective teachers. Highly effective teachers, as determined by the data chart evaluation system, will be recognized through a mentor teacher program. The most effective teachers will be offered positions as mentor teachers with accompanying stipends, and will receive additional PD. The teacher mentor program will both reward the most effective teachers and encourage the adoption of effective strategies by the overall teacher population.

In addition to incentives for individual teachers, the district will offer a group incentive program to help foster a climate of mutual support among faculty and shared responsibility for student success.

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

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

Response:

-The district will implement a system of screening student assessment for early identification of high-risk students who are in need of Tier 2 and Tier 3 intervention.

-Overall student progress will be monitored through universal screening three times per year, using the AIMSweb assessment system. Those students identified as at risk of failure will receive additional diagnostic assessment and intervention.

-Data folders on each student that include attendance measures and formative assessments, behavior, and other data will be created and implemented.

-The district will also focus on identifying and working with students with acute socio-behavioral needs. Discipline data will be monitored and high-risk students will be identified and provided appropriate interventions. The entire student body will receive anti-bullying/conflict resolution training. Those students who have been identified as high-risk will receive additional small-group and individual intervention with the success coach.

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

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

Response:

- The CMS will restructure the school day to implement a flexible block schedule. This schedule will increase student learning time and provide a structure for teacher collaboration and planning.

-An additional 5 days will be added to the school calendar.

-In collaboration with the Lindamood Bell Company, the CMS will systematically identify specific skills of every students to carefully target instruction. A LMB consultant will reside in the school for the first year of the program.

- Teachers will be evaluated using a Value Added Model or student growth model.

- A teacher Response To Intervention will be implemented that will identify teachers in Tier 2 and Tier 3 who will receive targeted interventions. Within this system, staff may be reallocated to positions that best match their strengths.

-Principals will receive intensive professional development training using the SAMS model and mentoring from the Director of Curriculum, Instruction, and Turnaround.  
-Success coaches will be hired to work with at-risk students to keep them from dropping out.

**6) Demonstrate teacher commitment.**

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

Response:

Superintendent met with entire CMS staff to discuss what the school improvement plan would entail. Teachers were given "intent" form to indicate whether they want to re-commit to the school and its improvement plan, or wanted to be transferred elsewhere. All teachers but two returned the commitment form (the two are now employed elsewhere).

**ATTACHMENT C: REQUIRED ACTIVITIES FOR THE  
TRANSFORMATIONAL MODEL**

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<u>Required Activity</u>	<u>Description</u>	<u>Located on Page</u>
1iA	Increase school leader effectiveness (In lieu of replace the principal)	36
1iB	Develop and implement a rigorous, transparent, and equitable evaluation system for teachers and principals	34
1iC	Rewards for effective teachers	32
1iD	Provide staff with ongoing, high-quality, job-embedded professional development	30
1iE	Incentives to recruit and retain staff	32
2iA	Identify and implement a research-based instructional program that is vertically aligned from grade to grade and aligned with state academic standards	25
2iB	Use student data continuously to inform and differentiate instruction in order to meet the academic needs of individual students	23
3iA	Establish schedules and strategies that provide increased learning time	19
3iB	Provide ongoing mechanisms for family and community engagement	41
4iA	District provide CMS with operational flexibility and ongoing, intensive technical assistance	39
4iB	Ongoing, intensive technical assistance from the LEA and external organizations	40
<u>Permissible Activity</u>	<u>Description</u>	<u>Located on Page</u>
2iiB	School wide “response-to-intervention” model for academic achievement and for motivation and behavior	21, 26
2iiE	Identify students who may be at risk of failing and help them succeed Offer opportunities for students to enroll in advanced coursework	21, 26
2iiD	Use and integrate technology-based supports and interventions as part of the instructional program	30
3iiB	Longer school day Flexible block schedule	19, 20

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## ATTACHMENT D: REQUIRED INDICATORS

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<u>Required Leading Indicator</u>	<u>Located on Page</u>
Number of the minutes in the school year	19-21
Student participation rate on State assessments in language arts and mathematics, by student subgroup	19
Dropout rate	21-23
Student attendance rate	21-23
Number and percent of students completing advance coursework, early college high schools, or dual enrollment classes	26-29
Discipline incidents	21-23
Truants	21-23
Performance of teachers on the school's evaluation system	31-36
Teacher attendance rate	31-36