

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

<b>DIRECTIONS</b>			
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: <a href="mailto:webreplyimprfii@dese.mo.gov">webreplyimprfii@dese.mo.gov</a> ; Visit The Department's website at: <a href="http://dese.mo.gov">dese.mo.gov</a>			
<b>LEA/DISTRICT AND PROGRAM CONTACT INFORMATION</b>			
LEA/DISTRICT/AGENCY NAME <b>Construction Careers Center</b>			COUNTY-DISTRICT CODE <b>115-901</b>
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<b>THE DEPARTMENT'S APPROVAL</b>			
For Department use only.			
The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED <b>\$</b>

**A. SCHOOLS TO BE SERVED**

**SCHOOL NAME : Construction Careers Center**

**NCES ID # 901**

**TIER II**

**INTERVENTION (TIER I AND II ONLY)  
Transformation Model**

**B. DESCRIPTIVE INFORMATION: An LEA/district must include the following information in its application for a School Improvement Grant.**

- (1) For each Tier I and Tier II school that the LEA/district commits to serve, the LEA/district must demonstrate that—
  - The LEA/district has analyzed the needs of each school and selected an intervention for each school; and
  - The LEA/district has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's/district's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA/district is not applying to serve each Tier I school, the LEA/district must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA/district must describe actions it has taken, or will take, to—
  - Design and implement interventions consistent with the final requirements;
  - Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - Align other resources with the interventions;
  - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
  - Sustain the reforms after the funding period ends.
- (4) The LEA/district must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's/district's application.
- (5) The LEA/district must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA/district commits to serve, the LEA/district must identify the services the school will receive or the activities the school will implement.
- (7) The LEA/district must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA/district must consult with relevant stakeholders regarding the LEA's/district's application and implementation of school improvement models in its Tier I and Tier II schools.

<b>B (1) 1. Needs Analysis</b>
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Note: The LEA/District, the Construction Careers Center, consists of one charter high school serving students in grades nine through twelve. This needs analysis examines indicators in nine categories related to the Construction Careers Center Charter High School’s identified Tier II status.

### Needs Analysis

#### *Methodology and Significant Results*

An external service provider (the Missouri Center for Career Education) conducted the needs analysis which included assessment of indicators in each of the nine categories. Various data sources were tapped for information:

- Missouri Department of Elementary and Secondary Education school accountability data
- Construction Careers Center (CCC) diagnostic and summative achievement data
- Staff survey
- Student survey
- Parent survey
- Construction industry partner/community survey

The examination of both quantitative and qualitative data yielded a comprehensive analysis of student learning and school operations. Documentation is archived and available for review.

*Student Performance.* Data confirm the school’s significant concern regarding student achievement. Table 1, below, provides a comparison of CCC to the Missouri average. Attendance, graduation rate, ACT test taking, and the percentage of 11<sup>th</sup> /12<sup>th</sup> graders completing advanced coursework were also considered as indicators of student performance.

Currently a Tier II school, the Construction Careers Center has received two years of sanctions for not meeting Adequate Yearly Progress/NCLB. According to the 2008—2009 School Accountability Report Card, CCC students perform significantly below state average on the Algebra I, English II, and Biology end of course assessments. In 2009, Algebra I proficient/advanced scores lagged 38.8 points behind the Missouri average; English II proficient/advanced scores were 37.1 points below the Missouri average; and, with no students at proficient/advanced in Biology, scores were 55.1 points below the Missouri average. However, disaggregate MAP data show no significant gaps in achievement among groups by race, gender, or free and reduced lunch. There is no doubt that achievement, for all CCC students, must improve.

Work Keys Applied Mathematics and Work Keys Reading for Information assessments are administered to CCC students; these scores have value for local labor unions and employers. Since 2007, the percent of students scoring a 5, 6, or 7 on each of the Work Keys assessments has risen.

The reported graduation rate is above the state average. It appears that students who continue enrollment at CCC do persist to graduation. However, LEA/District leadership expressed concern for the methods used to calculate graduation rate. There is a need to verify the accuracy of the CCC graduation rate.

CCC graduates do not take the ACT. A focus on both college and career readiness must include preparation for both the workplace (which is a primary focus for CCC students) and postsecondary education (which is currently not a primary focus). 2009 data show 16.7% of CCC students entering the work force after graduation, compared to the 18.8% Missouri average; 25% entered another field, compared to 3.7% Missouri average; no students reported enrollment in either 2-year or 4-year postsecondary institutions, compared to the 63.3% Missouri average; the post-graduation status of 58.3% of the CCC students was unknown, compared to 7.5% Missouri average. While it appears that CCC students do persist to graduation, it seems that the students have little orientation for the future. An increased focus on college and career readiness is needed.

Table 1 Student Performance Metrics

Metric	2007	2008	2009
Algebra I EOC—Missouri Proficient/Advanced			52.6
Algebra I EOC—Proficient/Advanced	—	—	13.8
English II EOC—Missouri Proficient/Advanced			72.5
English II EOC—Proficient/Advanced	—	—	35.4
Biology EOC—Missouri Proficient/Advanced	—	—	55.1
Biology EOC—Proficient/Advanced	—	—	0
Graduation Rate—Missouri		85.8	85.0
Graduation Rate	—	100	97.1
Percent of Graduates Taking the ACT—Missouri	70	70	70
Percent of Graduates Taking the ACT	0	0	0
Percent of 11 <sup>th</sup> /12 <sup>th</sup> Grade Students Completing Advanced Coursework—Missouri			
Percent of 11 <sup>th</sup> / 12 <sup>th</sup> Grade Students Completing Advanced Coursework	—	51.5	46.9
Adequate Yearly Progress Communication Arts	—	Not Met	Not Met
Adequate Yearly Progress Mathematics	—	Not Met	Not Met
Adequate Yearly Progress Attendance Rate	—	Not Met	—
Adequate Yearly Progress Graduation Rate	—	Met	Met
Work Keys Applied Math % of Scores at 5, 6, or 7	21	25	31
Work Keys Reading for Information % of Scores at 5, 6, or 7	25	25	39

Although a survey of teachers revealed a concern for student achievement, 31% of the respondents indicated their expectation for “only 20% to 40% of students” to graduate from CCC. This is a marked contrast to the student responses, in which 67% reported the expectation to graduate from CCC.

Students identified these factors as impacting increased achievement:

- more options for courses (music was frequently mentioned)
- smaller class sizes with an opportunity to work one-on-one with teachers
- more time for teachers to explain content

- more field trips, activities, and hands-on projects
- established grading standards

Nearly all teachers believe they have influence on the students. However, when asked if their influence motivated students to value learning, results show an even distribution in the range from “a great deal of influence” to “very little influence.” While teachers like the CCC students and believe they have positive relationships with the students, the teachers view their impact in personal/social-emotional terms, not in terms of knowledge/skill attainment. This lack of efficacy in regard to impacting student achievement is reinforced by the low expectation for students to persist to graduation.

There is a clear need to develop a culture of expectations for student performance at CCC.

*Curriculum Development & Learning Management.* The school’s most significant need is for a curriculum that clearly integrates the construction industry theme that is central to its mission. In addition, there is a need to align expectations for student achievements to at-grade level performance standards.

Teacher survey responses indicate a wide range of integration of the construction focus into their classrooms: 15% reported integrating construction concepts into every lesson (these may have been the construction teachers); 15% integrate construction into two-to-three lessons per unit; 31% integrate those concepts into one lesson per unit; 23% do not integrate construction concepts into their teaching at all. More than half of the construction industry stakeholders, 53%, indicate that teachers have not asked for assistance. More than half the students, 54% believe the non-construction course material to be relevant to the construction industry.

There is a need to re-establish the school’s initial focus as a small construction career charter. Apart from the sequence of construction courses provided, there is little to distinguish the school from a typical small, comprehensive high school. The construction industry stakeholders have a clear expectation for CCC students to enter the field; 93% believe that CCC students will become employed in the construction industry. Student responses show that 33% expect to enter the construction industry and 25% are unsure; 42% do not foresee construction industry employment. Only 41% of the students have a written career plan.

The construction industry stakeholders have a clear vision for what the school should be:

- “a great place for the student to learn about the construction trades and determine if they would like a career in construction while attending a great high school”
- “an opportunity to make a living wage and really begin a life long career”
- “A great place for students who have an interest in construction or engineering. A place where the teachers and administration cares a great deal.”

The indicator of a successful CCC student, according to the construction industry stakeholders, would be a graduate who enters a postsecondary school (college, trade school, or apprenticeship program) or employment.

Teachers understand, on some level, the need to realign the focus on construction careers in the curriculum, commenting that if there was one thing to change about the school, it would be “the

culture of the school: how the school is perceived by the students and outside professionals.” A dramatic shift in focus is necessary to realize this change in culture. Curriculum must be developed with a construction-industry context as a primary focus, to reinforce the underlying reason for students to graduate from the Construction Careers Center.

Teachers believe they offer a strong instructional program and that their students must work hard. However, only 53% of the construction industry stakeholders believe that the school is challenging for students; 64% of the students believe they must work hard to be successful at CCC. Students indicate that their grades are based on other factors in addition to knowledge and skill attainment; “quality of the work” garnered 74%, “effort” 65%, “behavior” 44%, and “the teacher likes me” 13% (respondents were asked to choose each that apply). Table 2 shows student responses to the amount of reading and homework required in their courses. Only 35% report reading everyday; 7% report having daily homework; 4% report never reading for class; 29% report never having homework assigned.

Table 2 Reading and Homework Assignments

Assignment	Daily	2—3 times Weekly	2—3 times Quarterly	Never
Reading	35%	42%	9%	4%
Homework	7%	36%	23%	29%

Teachers report using team work and technology for instruction; a variety of assessments to evaluate student performance; and assessments and other data to inform instruction. Of note are the teacher suggestions for training in (1) practical integration of technology into lessons, (2) creating/using trackers for grading, (3) integration of using student data to drive instruction, (4) implementing reading strategies, (5) interpreting student IEPs, and (6) classroom management.

Teachers believe students can improve their achievement by improving attendance, being motivated to learn, and following school policies and procedures. One teacher identified the need to provide increased career preparation for the students as key to improving student achievement.

There is a significant need for a construction-industry-focused, competency-based curriculum that provides real-world hands-on learning experiences that challenge students to use higher-level thinking and application skills.

*Professional Development.* The school consistently provides data-informed professional development relevant to instructional staff needs. Analysis shows that providing access to quality resources to support the professional development is a significant need. As well, instructional staff expressed a need for developing skill in data analysis.

CCC teachers have 4.5 hours of planning time per week. In addition, they have 3.0 hours of collaborative work time/professional development. They are provided opportunity for input in determining the content of professional development sessions, and experience a wide variety of delivery, including book study, departmental collaborative work, observation/specific

feedback/coaching and whole group presentations. The majority, 85%, agrees or strongly agrees that they receive feedback to enhance their teaching.

Increasingly, the movement has been toward a data-informed professional development program that is developed with significant input from instructional staff leadership. Instructional coordinators have worked with administration to plan and organize sessions responsive to student performance and student engagement data. Peer presentations have proved to be a successful means of delivery, in addition to those of contracted external providers. One teacher commented, “I think that we need to work on developing teacher experts in the areas that the staff feels are critical to our development and then use the teacher experts to lead PD for the rest of the staff. That way our staff PD will be focused and relevant for our situation.”

The need for technical assistance in data analysis was noted by instructional staff. The practice of “Skills Tracking” has been implemented by instructors placed at CCC through the Teach for America program. This has increased staff interest in examining student performance data.

Teachers reported a need for greater access to more and higher-quality resources to support classroom instruction. The professional development is not supported by available resources.

Paradoxically, teachers reported “feeling connected to” other teachers in the school, while at the same time noting that they also “feel isolated.” This may reflect a high sense of camaraderie among the teaching staff but also point out the typical problem of the solitary classroom teacher. It would seem that a staff in a small school setting would have innumerable opportunities to break the barriers of isolation; it also seems that staff does not recognize these opportunities, even when administration provides specific time within the work day for collaborative work.

*Safe—Secure—Engaging Environment.* Student engagement is a major concern. Indicators for attendance, student dropouts, student attrition/withdrawal from enrollment, and discipline show a significant need for improvement in this area.

Student engagement is a concern. The dropout rate is high: student dropout data for 2009 indicates a 10.5% dropout rate that is 6.2 points higher than the Missouri average. Sustaining student enrollment at CCC is a related concern, with students consistently leaving the school, at a rate of 10% in 2008 and 27% loss of enrollment in 2009. (Table 3) Students who are engaged in school stay in school. Providing an engaging environment must be a school priority—and this can be addressed through a construction-industry-focused, competency-based curriculum which engages students in real-world, hands-on learning experiences (as previously noted).

The average daily attendance rate in 2008 was 85.3% and in 2009 it was 83.4%. Attendance is clearly a concern. (Table 3)

Discipline, too, is a concern. The rate for discipline incidents in 2008 was 13.8% compared to the Missouri average of 2%; in 2009, the discipline rate nearly doubled to 21.8% compared to the Missouri average of 1.9%. The school’s rate for out-of-school suspensions was 12.3 points higher than the Missouri average in 2008 and 20.2 points higher than the average Missouri in 2009. (Table 3)

Table 3 Student Engagement Metrics

Measure	2008	2009
Student Dropout Rate—Missouri	4.0	4.3
Student Dropout Rate—CCC	—	10.5
Percentage of Students Withdrawing from Enrollment	10	27
Average Daily Attendance Rate—Missouri	92.2	92.9
Average Daily Attendance Rate—CCC	85.3	83.4
Discipline Incident Rate—Missouri	2	1.9
Discipline Incident Rate—CCC	13.8	21.8
Out-of-School Suspension: Ten or More Consecutive Days—Missouri	1.5	1.6
Out-of-School Suspension: Ten or More Consecutive Days—CCC	13.8	21.8

All of these factors contribute to an overall concern for the learning environment.

Half of the teachers indicated they were unsatisfied with the teaching conditions at CCC.

Suggestions for improving the school included:

- more counseling to students and families
- creating a positive culture of the students at the school...many students feel that CCC is boring and they are not invested in the school as THEIR school...we need to have more clubs, teams, activities
- improve and enforce school and classroom codes as part of the work ethic, make students responsible and feel important when they adhere to them
- consistency in all areas: discipline, curriculum, policies, communication with all teachers, salaries, attitude

Students indicated that they could learn better at CCC if:

- students would behave better
- the dress code was different (flexible to only require boots when in the shop; allow shorts in the summer term)
- teachers were more dedicated to teaching
- teachers would pay less attention to behavior problems and more attention to the rest of the students
- teachers would change their responses to minor behavior problems

None of the survey responses indicated a concern regarding safety or security. However, there is a significant need to improve the learning environment at the Construction Careers Center.

*Parent & Community Involvement.* There is a need for increased parent and community involvement.

Only 7% of the parents responded to the survey they received, invalidating the data. This low response is indicative of a need to increase parental involvement and lines of communication. There is a need to establish the school—home connection as a partnership essential for student success.

Teachers believe that parents are interested in their student’s success at CCC. They also believe they communicate with parents on a regular basis; 100% reported using the phone as a means of communication, while 39% communicate face-to-face, and 63% utilize email. However, 38% of the teachers responded that they do not believe parents can tell them how to help the student be successful. There is a need for clear expectations for school—home communication; additionally, there is a need for training instructional staff regarding effective methods for creating the home—school partnership and establishing open lines of communication.

Teachers also believe they communicate frequently with their students outside of class time. While 96% of the students indicated that teachers know their names, 25% of them reported they never have contact with teachers outside of class. Of the 75% who do, 8% communicate via phone, 31% face-to-face, 38% in email, 7% via texting, and 40% through “other” channels.

Although the CCC is a small learning community with a construction career theme, teachers do not have regular contact with construction-industry stakeholders. A large majority—73%—of the construction-industry stakeholders responded that they never communicate with teachers, but do communicate with administration at least once a year (20% reported monthly communication with administration). A larger number—27%—reported having no communication with either teachers or administrators. Two-thirds of the respondents indicated they knew how their organization could provide assistance to CCC, and feel welcome there. However, teachers and administrators are not capitalizing on this available resource. There is a clear need for teachers to communicate with the construction-industry stakeholders.

*Information Technology & Data Management.* Information technology is up-to-date; hardware and software needs are met through an established review and replacement schedule. The Construction Careers Center provides each staff member with a desktop computer station, network logon, and email. The school information system provides data management for maintaining student records: attendance, grades, discipline incidents. In addition, technology is utilized to manage student performance data.

Teachers report using technology in their classrooms; 67% feel technology in the school is adequate to support their needs. The school has placed SMARTBoard interactive systems in many of the classrooms; most are equipped with media projectors; teachers utilize this technology to enhance instruction.

Instructional staff also utilize technology for the curriculum mapping database. Course curriculum includes the development of units with lessons and assessments aligned to standards.

Materials can be downloaded and printed. The curriculum provides a comprehensive archive for teacher access. Staff collaborate in department teams to develop course curriculum; regular development and review sessions are part of the expected work. Cross-department teams review the developed curriculum to identify areas of overlap and opportunities for collaboration.

Quarterly diagnostic assessments are administered to students online using the Northwest Evaluation Assessment *Measures of Academic Progress*. Data reports can be accessed online for staff analysis. Technology supports data-informed curriculum planning and student placement in Response to Intervention programming. Technology and data management does not appear to be an area of concern for staff.

However, the school does not capitalize on opportunities to connect with students via technology use outside of the classroom. Few students reported communicating with teachers via email or text, and while students report confidence in their ability to utilize technology, it is not a normal channel of learning or communicating.

21<sup>st</sup> Century learning includes accessing and utilizing technology to greater impact student achievement. Dependence on hard-cover, bound texts as a primary resource is waning as more publishers move to online versions of textbooks that can be accessed both in class and at home. Innovative schools have adopted programs that provide every student with a laptop computer; increased access to technology has positively impacted student achievement in these schools. This is an area that CCC should explore and incorporate as a means of improving student engagement and performance.

*Human Resources.* Recruiting and retaining highly-qualified staff is a significant concern.

The teacher turnover rate in 2008 was 1 percent; however, in 2009, as a result of the administration working to improve the quality of instruction and remove ineffective teachers, the teacher turnover rate jumped to 44 percent. Similarly, in 2010, administration has taken action to develop a staff evaluation tool which was utilized to determine teacher effectiveness related to classroom management, instruction, and professionalism. This was used together with student performance data, to identify and remove ineffective teachers; 28% of the instructional staff contracts were not renewed.

Resignations also affect staffing; reportedly, few resignations are due to job dissatisfaction and are attributed to factors such as spouse job changes. Regardless of the reasons for staff attrition, hiring effective teachers—those with the ability to engage CCC students—continues to be a concern.

Administration has developed strategies for casting a wide net to attract highly-qualified staff. Contracting with Teach for America has proven to be a successful strategy. Three of the four staff members hired through TFA will continue past the contracted two-year period. Potentially, four additional staff will be hired through TFA for the coming school year. Filling vacancies is not a problem. Hiring qualified staff well-suited for teaching an at-risk population of students is the concern. Instructional staff cannot simply “clock in” and “clock out.” Staff must be

committed to raising student achievement, to motivating students to achieve in all aspects of their lives.

Accordingly, there is a need to improve the level of expectation regarding staff performance. The recently-developed staff evaluation tool needs to be fully implemented. There is additional need to implement:

- clearly documented expectations regarding non-negotiable policies and procedures and consequences for failure to comply
- clearly documented policies and procedures for removing ineffective staff
- structured performance-based compensation system to reward staff for reaching target goals

Teacher qualifications and certifications show that in 2008, 88.9 percent of the teachers held regular certification; in 2009, 100 percent held regular certification. Certification/teacher preparation is not currently an area of concern.

*Leadership & Governance.* The LEA/District and CCC school-level administration maintain open and frequent communication including communication with the Associated General Contractors and the St. Louis Public Schools. No concerns about this governance were expressed in the needs analysis.

The staff survey revealed concerns with school-level administration—albeit typical concerns expressed by many staff in many schools nationwide.

Teachers indicated that the school would improve if:

- there were better lines of communication
- communication, involvement, and trust between the administration and the majority of faculty would improve
- there was greater accountability
- there was greater consistency in all areas: discipline, curriculum, policies communication with teachers, salaries, attitude
- the administration would be more consistent

Communication, accountability, and consistency in policies and procedures appear to be the areas of greatest concern and need. The Construction Careers Center needs to develop system of distributed leadership, in which instructional staff share in discussion, planning, implementing, and evaluating school improvement efforts.

*Fiscal & Budget.* There appear to be no major areas of concern or need regarding fiscal and budget issues.

As a charter school, the primary source of funding is provided by the state. The Finance Report for 2005—2009 from the Annual Report of School Data, DESE shows that for 2007, the state funds represented 87.7% of total funding, and in 2008 the amount decreased to 79.3% of the total.

Table 4 Funding & Expenditures provide data to show the levels of local, state, and federal funding.

The levels of local, state, and federal funding are in line with comparable charter schools; Annual Report of School Data for Alta Vista Charter School and Hogan Preparatory Academy illustrate this in Table 5.

Table 4 Funding & Expenditures

<b>Data</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Percent Local Funding—Missouri	58.3	58.8	58.3
Percent Local Funding—CCC	9.9	10.7	Not Listed
Percent State Funding—Missouri	33.1	33.0	33.1
Percent State Funding—CCC	87.7	79.3	Not Listed
Percent Federal Funding—Missouri	8.6	8.2	8.6
Percent Federal Funding—CCC	2.4	10.0	Not Listed
Current Expenditures per ADA—Missouri	\$8,682	\$9,338	
Current Expenditures per ADA—CCC	\$8,821	\$9,842	Not Listed
Average Teacher Salary—Missouri		\$43,261	\$44,249
Average Teacher Salary—CCC	Not Listed	\$43,213	\$44,325
Average Administrator Salary—Missouri		\$80,238	\$82,274
Average Administrator Salary—CCC	Not Listed	\$64,194	\$74,913

Table 5 Annual Report of School Data: Alta Vista Charter School & Hogan Preparatory Academy Compared to the Construction Careers Center

<b>Data</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Percent Local Funding—Alta Vista	7.8	8.2	8.2
Percent Local Funding—Hogan	11.7	12.3	10.5
Percent Local Funding—CCC	9.9	10.7	Not Listed
Percent State Funding—Alta Vista	77.5	80.5	79.9
Percent State Funding—Hogan	78.5	78.1	75.6
Percent State Funding—CCC	87.7	79.3	Not Listed
Percent Federal Funding—Alta Vista	14.7	11.3	11.8
Percent Federal Funding—Hogan	9.8	9.6	13.9
Percent Federal Funding—CCC	2.4	10.0	Not Listed
Current Expenditures per ADA—Alta Vista	\$10,998	\$13,005	\$15,128
Current Expenditures per ADA—Hogan	\$8,869	\$9,626	\$10,530
Current Expenditures per ADA—CCC	\$8,821	\$9,842	Not Listed
Average Teacher Salary—Alta Vista	\$32,942	\$37,012	\$38,565
Average Teacher Salary—Hogan	\$38,765	\$40,811	\$42,473
Average Teacher Salary—CCC	Not Listed	\$43,213	\$44,325
Average Administrator Salary—Alta Vista	\$56,900	\$59,176	\$63,144
Average Administrator Salary—Hogan	\$78,000	\$90,000	\$92,000
Average Administrator Salary—CCC	Not Listed	\$64,194	\$74,913

Teacher and administrator salaries are competitive for recruiting and retaining staff. Per pupil expenditures are comparable to other charter schools.

There are no significant concerns or needs regarding fiscal and budget issues. The CCC school improvement plan will not address fiscal and budget issues.

*Selected Intervention*

The Construction Careers Center has selected the **Transformation Model** as the most appropriate intervention for the school. The current principal, who assumed the position beginning in the 2007—2008 school year, will be retained, as allowed in the SIG regulations.

Requirements of the Transformation Model include implementation of strategies to achieve dramatic change, rapid improvement, and significant results:

1. Teacher & School Leader Effectiveness
  - Replace the principal (unless the principal was hired after the 2006—2007 school year)
  - Use rigorous, transparent, and equitable evaluation systems
  - Identify and reward effective staff and remove ineffective staff
  - Provide ongoing, high-quality, job-embedded professional development
  - Implement strategies for recruiting, hiring, and retaining high-quality staff
  - Institute a system for measuring the impact of professional development in effecting changes in instructional practice
2. Comprehensive Instructional Reform
  - Implement a research-based, data-informed instructional program aligned to standards
  - Promote the continuous use of student data
  - Conduct periodic review to ensure curriculum is implemented with fidelity
  - Implement Response to Intervention programming
  - Integrate technology-based instructional supports
  - Offer opportunities for completing advanced coursework
  - Improving student transitions from middle school to high school
  - Increasing graduation rates through a variety of instructional supports
  - Establishing an “early-warning system” to identify at-risk students
3. Increased Learning Time & Community-Oriented Schools
  - Establish schedules and strategies that provide increased learning time
  - Provide ongoing mechanisms for family and community engagement
  - Partner with community-based organizations
  - Extend and restructure the school day to add time for advisory periods
  - Improve school climate and discipline
4. Operational Flexibility & Sustained Support
  - Provide operational flexibility
  - Provide ongoing, intensive technical assistance

These strategies are included in this school improvement grant application (required strategies are indicated by bold, underlined typeface).

## **B (1) 2. Capacity to Serve Tier I, Tier II, and Tier III Schools**

Reader: Please note that the LEA/District consists of one charter high school which is a Tier II school; the LEA has no Tier I or Tier III schools. Therefore, this section of the application includes only one school improvement plan, which is for the Construction Careers Center, designated a Tier II school.

### Tier II School Plans and Activities

#### *Recent School Improvement Initiatives: Progress and Results*

During the past three years, a variety of school improvement efforts have been implemented at the Construction Careers Center. The approach can be characterized as “soft touch” and designed to more easily integrate into existing school structures, rather than “bold and dramatic” and intended to disrupt the status quo to produce rapid, significant results. There is little data to describe the effects in quantitative terms.

#### 1. Teacher & School Leader Effectiveness.

*Use rigorous, transparent, and equitable evaluation systems.* A newly-developed staff evaluation tool was implemented in the 2009—2010 school year. The tool was developed with LEA/District leadership, school administration, staff, and external provider input. It was utilized for classroom observations and to provide immediate, specific feedback following the observations. The tool provides a means of documenting desired instructional practices (e.g., providing bell work, stating lesson objectives, using cooperative learning strategies, asking questions that promote higher-level thinking) and additional quality indicators. Continued use of the tool and its effectiveness should be a focus for future school improvement efforts.

*Remove ineffective staff.* At the end of the 2009—2010 school year, six ineffective staff members were not rehired. They were identified through repeated classroom observations, examination of student performance and engagement data, and multiple failures to improve after receiving specific feedback and targeted support from instructional coaches and external service providers.

*Provide ongoing, high-quality, job-embedded professional development.* CCC has increased the amount of time provided for teacher collaboration and planning, and has begun to offer professional development that is specifically targeted to identified needs and teacher requests for additional training. External provider analysis of teacher observations from 2008—2009 revealed “teaching skills gaps” that became the focus of professional development in 2009—2010. To change instruction for increased student active learning, teachers examined Harvey Silver’s interactive lecture strategy. Classroom observations after this training provided evidence of changes in both instruction and student participation. Similarly, teacher observations following training on Harry Wong’s classroom management strategies in *The First Days of School* showed improvement in teachers’ use of classroom management strategies and students’ improved behavior. In addition to contracting with external providers, instructional coaches

have been available to support teachers through classroom observations and immediate specific feedback. Professional development is relevant to instructional practice and student performance and engagement. There is no quantitative data to measure the effectiveness of the professional development in changing instructional practice or impacting student performance and engagement.

*Implement strategies for recruiting, hiring, and retaining high-quality staff.* The LEA/District contracted with Teach for America to provide four teachers for the 2008—2009 and 2009—2010 school years. Three of these teachers will continue teaching in 2010—2011. Teach for America will provide two additional teachers for the 2010—2011 and 2011—2012 school years. These new staff members bring strong skills specifically focused on helping at-risk students succeed. The instructional practices and TFA training that these teachers have shared with their colleagues has had a positive impact. One specific practice, Skills Tracking, will be adopted for implementation in all CCC classrooms during the 2010—2011 school year.

## 2. Comprehensive Instructional Reform.

*Implement a research-based, data-informed instructional program aligned to standards.* For the past two years, CCC staff have worked to develop an online database of course curriculum. Courses have been aligned to national and state standards. A scope and sequence of units has been mapped for “real time delivery” with lessons and assessments uploaded to the database. The curriculum mapping effort has involved collaboration within departments and in cross-curricular teams. Units, lessons, and assessments have been subjected to the Education Trust *Standards In Practice* peer review process to ensure alignment to standards and grade-level rigor. Time for this task has been provided during early-release professional work days and in after-school meetings. As a result, there is a fully-articulated curriculum for every course offered at CCC. However, these efforts have not yielded an increase in contextual learning. While curriculum is aligned to standards, it is not competency-based. Many assessments simply require students to recall information rather than to explain, apply, or analyze; some assessments focus on trivial content rather than essential concepts and skills. Curriculum development remains an essential component of school improvement efforts. Future work must align curriculum to career-ready, college-ready, competency-based instruction and assessment.

*Promote the continuous use of student data.* CCC utilizes the Northwest Educational Assessment *Measures of Academic Progress* online diagnostic testing to gauge student growth in reading and math. Student results are used to guide placement in RtI programming. In addition, CCC departments have begun examining student performance data to track skill acquisition and inform instructional practice. During second semester of the 2009—2010 school year, students were challenged to set target achievement goals and chart their own progress. As well, staff worked to chart and publicly recognize student achievement of learning targets. Student work and student learning target charts filled classroom and hallway walls. Quantitative results of these efforts have not yet been determined; however, qualitative data confirms a positive effect on attitude and motivation. The initial efforts to use student data to inform instruction and to

engage students in examining their own performance data have set the foundation for this practice to continue.

*Implement Response to Intervention programming.* CCC has implemented RtI programming for students who are at risk of failing to persist to graduation because of poor academic performance or irregular attendance. During the 2008—2009 school year, READ 180 classes were implemented with fidelity to support 9<sup>th</sup> graders reading significantly below grade level; a 10<sup>th</sup> grade follow-up course continues to support reading growth. As well, math instruction is offered to help students function at grade level. Tutoring, mentors, and a variety of other intervention strategies comprise the RtI programming.

*Integrate technology-based instructional supports.* CCC students utilize a computer program for Work Keys test preparation. Data supports the efficacy of this test preparation program; student scores at the top three levels for both Work Keys Reading and Math have increased in 2008 and 2009.

*Offer opportunities for completing advanced coursework.* During the 2009—2010 school year, Project Lead the Way (PLTW) courses were offered to students interested in engineering. PLTW curriculum offers rigorous project-based learning that integrates challenging math and science content. The course is team taught by a math teacher and a construction career teacher.

*Improving student transitions from middle school to high school.* CCC provides summer term courses specifically for in-coming 9<sup>th</sup> graders. This optional program allows students to become familiar with the school facilities, staff, and expectations for conduct and achievement. No data has been collected to determine the effect of the program (e.g., a comparison of student performance and engagement in relation to participation and nonparticipation in the summer courses). However, research does suggest the value of such programs, and provided funding is available, this practice will continue.

*Increasing graduation rates through a variety of instructional supports.* Through the RtI programming, CCC has offered after-school tutoring, mentoring, and credit recovery opportunities. In addition, the school is open on Saturday mornings for tutoring and credit recovery. The school's 100% graduation rate is evidence that these programs serve to assist students in obtaining a high school diploma.

### 3. Increased Learning Time & Community-Oriented Schools.

*Provide ongoing mechanisms for family and community engagement.* In the past, CCC has hosted Parent Night events, and has even provided door prizes to attract parent attendance. Participation has been disappointing. Administration and staff wish to increase the level of parent participation at these events. Future efforts to improve the home—school partnership must include a variety of venues for parent contact and participation.

*Partner with community-based organizations.* The Big Brothers/Big Sisters organization has worked with CCC in the past to provide after-school mentors for identified students.

Efficacy data has not been collected. However, research suggests the value of such programs. CCC should work to expand the availability of community-based programs for students.

*Improve school climate and discipline.* During the 2007—2008 school year, administration joined with a team of staff, and parents to create a Discipline Action Committee that would work develop a plan to shore up school policies and procedures and create a safe, secure climate for learning. This was fully implemented at the start of the 2008—2009 school year, when the policies and procedures were thoroughly explained and staff held students to the high expectations for dress code, identification badges, hall behavior, and on-time classroom attendance. Throughout that year and during the 2009—2010 school year, staff worked to consistently enforce these expectations. As well, the Discipline Action Committee regularly met to review and consider needs for revision of policies. The rise in discipline incidents and out-of-school suspensions may be a result of this renewed commitment to set high expectations for behavior and enforce the consequences of noncompliance. It is apparent that reinforcing school policies and procedures and expecting student compliance has helped to move CCC toward a “culture of calm.” However, there is a great deal more to be accomplished. While the school is essentially as small career academy, there is little to distinguish it from a typical urban comprehensive high school with an at-risk population seeking refuge from larger, less safe, school environments. The culture of the school must change to not only provide a safe school climate but also embrace the character of a construction-themed career academy.

#### 4. Operational Flexibility & Sustained Support.

*Provide ongoing, intensive technical assistance.* The LEA/District supports school improvement efforts through continued funding for external providers as needed. Contracted services to support curriculum development, professional development, and increase expertise in working with at-risk student populations have been provided by the LEA/District. The LEA/District, the Associated General Contractors, and the St. Louis Public Schools have a strong stake in the school’s success. Future school improvement efforts will be enhanced by the technical assistance that external providers offer.

The LEA/District has the commitment and capacity to serve the Tier II school improvement transformation model efforts of the Construction Careers Center.

*School Improvement Grant Intervention Plan*

“For things to change, somebody somewhere has to start acting differently.”  
—Chip Heath & Dan Heath in *Switch: How to Change Things When Change is Hard*

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

Objective 1 The percentage of students attaining proficient/advanced scores for the Algebra I and English II end of course assessments will increase by ten percent annually.

End of Course Assessment	Baseline	Target Achievement Goals				
	2009	2010	2011	2012	2013	2014
Missouri Algebra I	52.6	63.3	72.5	81.7	90.8	100
CCC Algebra I	13.8	20	30	40	50	60
Missouri English II	72.5	67.4	75.5	83.7	91.8	100
CCC English II	35.4	40	50	60	70	80

Strategy 1 **Implement data-informed, competency-based/performance-based curricula that fulfill Missouri graduation requirements and prepare students to be college and career ready.** (Required)

Alignment to Needs Analysis: *Student Performance and Curriculum Development & Learning Management*

Implementation Assessment:

Date/When	Method/How
August 2010	Document the employment of a Construction Integration Specialist and additional Guidance Counselor
Quarterly	Review curriculum map online database for: alignment; competency-based/performance-based focus; construction career theme integration
Quarterly	Review documentation of student Personal Plan of Study completion and student-parent-teacher conference (links to Goal 3, Objective 3, Strategy 1, Action Step 1)
March 2011	Document adoption of advanced coursework
Quarterly	Review documentation of staff examination of student performance data and reported use of data to inform instruction to revise curriculum

Action Step 1 Continue curriculum and assessment development and review to ensure alignment to career-ready, college-ready standards and competencies.

Person responsible: Vice Principal of Curriculum and Instruction

Funding source: SIG

Implementation & Progress Monitoring Timeline:

- August 2010: implement Skills Tracking within curriculum maps to document student progress and competency attainment
- Monthly: review Skills Tracking documentation to determine staff implementation progress; provide individual technical assistance to staff as needed to ensure implementation
- January 2011: implement project-based, student-led learning opportunities within unit instruction and assessment
- Monthly: conduct classroom observations of implementation; utilize instructional coaches for one-on-one targeted instructional improvement
- Quarterly: conduct curriculum map reviews for departmental and cross-curricular alignment and to ensure implementation of project-based learning and assessment within units (Implementation Assessment)

Action Step 2 Refocus and reinforce the construction career theme within and throughout the curriculum.

Person(s) responsible: Vice Principal Student Services with assistance from the Vice Principal Curriculum and Instruction, Placement Coordinator, Construction Integration Specialist, and Guidance Counselor)

Funding source: SIG, Year 1- \$65,000, Year 2-\$135,000, Year 3-\$140,000

Implementation & Progress Monitoring Timeline:

- August 2010: contract with the Carpenters Joint Apprenticeship program to utilize the services of a construction integration specialist to assist with infusing the construction career theme into all curricula
- Quarterly: curriculum map review for construction career theme integration (Implementation Assessment)
- January 2011: provide construction careers job-shadowing and internship opportunities for students; collect, compile, and examine event evaluation
- Quarterly: offer students performance-based incentives related to construction careers (e.g., opportunities to earn tools and job-related items)
- February 2011: host a Career Fair featuring area construction-industry employers; collect, compile, and examine event evaluation
- August 2010: employ an additional counselor to provide frequent, ongoing construction-industry career guidance
- September 2010: utilize advisory class time for development of a Personal Plan of Study for every student, for continuous review and revision
- Quarterly: review the Personal Plan of Study with student, teacher, parent/guardian, and career guidance counselor (Implementation Assessment) (linked to Goal 3, Objective 3, Strategy 1)

- August 2010—February 2011: develop advanced coursework (including PLTW and dual-credit/dual-enrollment in construction-industry courses) to challenge students at higher levels of achievement
- March 2011: adopt advanced course curriculum; offer advanced courses to students for 2011—2012 school year (Implementation Assessment)

Action Step 3 **Use student achievement data—diagnostic, formative, and summative—to inform classroom instruction.** (Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 3)

Person responsible: Vice Principal of Curriculum and Instruction

Funding source: SIG Year 1- \$21,200, Year 2- \$8,000, Year 3-\$0

Implementation & Progress Monitoring Timeline:

- August 2010—June 2011: utilize instructional coaches to provide technical assistance in gathering and interpreting data to inform instruction.
- August 2010 and quarterly thereafter: establish achievement goals and track student progress toward competency
- Quarterly: utilize various data sources, including the Northwest Evaluation Association quarterly *Measures of Academic Progress* benchmark scores, *Scholastic Reading Inventory*, student work, and classroom assessments, to examine student performance data; identify related outcomes, practices, and inputs; make adjustments in classroom instruction (Implementation Assessment)

Objective 2 The percentage of students on track to graduate on time will meet or exceed 85% in 2011, and continue to increase by three percent annually.

Assessment	Baseline	Target Achievement Goals				
	2009	2010	2011	2012	2013	2014
Missouri Graduation Rate	85.0	—	—	—	—	—
CCC Graduation Rate *reported rate	97.1*	85.0	88.0	91.0	94.0	97.0

Strategy 1 Implement a comprehensive Response to Intervention program as part of an **“early warning system”** to identify and support at-risk/at-promise students.

Alignment to Needs Analysis: *Student Performance and Safe—Secure—Engaging Environment*

Implementation Assessment:

<b>Date/When</b>	<b>Method/How</b>
August 2010	Document employment of the At-Risk Coordinator
Quarterly	Assess RtI programs to determine effectiveness (e.g., student movement from one RtI tier to the next, gains in academic achievement, improved attendance, improved conduct)
Monthly	Review documentation of the number/percent of students placed in each tier of the Response to Intervention programs and the movement of students from RtI tier to the next placement
Monthly	Review documentation of student attendance/truancy, dropouts; discipline referrals, in-school and out-of-school suspensions
Quarterly	Assess the performance of the At-Risk Coordinator, using student performance data, program effectiveness data, and the staff evaluation tool

Action Step 1 Continue to provide a system of “tiered support” differentiated for individual student needs, through Response to Intervention strategies. (RtI programming is currently in place at CCC; however, SIG funding will be used both to improve RtI services and to monitor effectiveness.)

Person responsible: At-Risk Coordinator

Funding source: SIG for At Risk Coordinator; local funding for RtI interventions

Implementation & Progress Monitoring Timeline:

- August 2010: hire an At-Risk Coordinator to oversee RtI programming and to monitor and document student progress and program effectiveness
- August 2010—June 2010: utilize an appropriate menu of options currently in place for RtI placement, and continue to utilize these strategies as proven effective (linked to Goal 3, Objective 2, Strategy 1)
  - READ 180
  - Math supplemental/remedial instruction
  - Credit recovery
  - Tutoring
  - Saturday morning school
  - Positive behavioral supports
  - Mentoring
  - Work Keys preparation
  - Online instruction/course credit
- Quarterly: examine additional possible interventions as identified by staff; determine intervention delivery
- Monthly: examine student progress in regard to RtI placement

- Quarterly: examine intervention effectiveness data, including student movement from one RtI tier to the next or release from RtI services (Implementation Assessment)
- Quarterly: Assess the performance/effectiveness of the At-Risk Coordinator, using student performance data, program effectiveness data, and the staff evaluation tool (Implementation Assessment)

Action Step 2 **Conduct review of diagnostic and formative assessment data as part of an “early-warning system” for academic achievement.**

Person responsible: Vice Principal Student Services and At-Risk Coordinator

Funding source: Local District

Implementation & Progress Monitoring Timeline:

- Weekly: refer students for RtI as the need is identified
- Monthly: review grade reporting data to identify students with failing grades in one or more classes; refer students for RtI
- Quarterly: review student work, classroom assessments, and quarterly diagnostic benchmark data; refer students for RtI (links to Goal 1, Objective 1, Action Step 3)
- Monthly: review student progress regarding participation in selected interventions and determine continued placement, movement from one tier to the next, or release from RtI services, as appropriate for student needs
- Monthly: report data regarding the number/percent of students failing one or more courses, student placement in RtI, and student progress toward academic goals to Turnaround Officer (Implementation Assessment)

Action Step 3 **Conduct ongoing review of indicators (including attendance/truancy, and discipline referrals) for at-risk/disengaged students as part of an “early warning system” for failure to persist to graduation.**

Person responsible: Vice Principal Student Services and At Risk Coordinator

Funding source: Local District

Implementation & Progress Monitoring Timeline:

- Weekly: refer students for RtI as the need is identified
- Monthly: review of indicators (attendance/truancy and discipline referrals/in-school and out-of-school suspensions); refer students for RtI
- Monthly: review student progress regarding attendance/truancy, dropouts, discipline referrals, in-school and out-of-school suspensions; document data; determine continued placement, movement from one tier to the next, or release from RtI services, as appropriate for student needs (links to Goal 1, Objective 1, Action Step 3)
- Monthly: report data regarding student attendance/truancy, dropouts, discipline referrals, out-of-school suspensions for ten or more consecutive days, and student placement in RtI to Turnaround Officer (Implementation Assessment)

Strategy 2 Use appropriate and accurate measures to determine student status as “on track to graduate on time” and calculate graduation rate.

Alignment to Needs Analysis: *Student Performance and Safe—Secure—Engaging Environment*

Implementation Assessment:

Date/When	Method/How
September 2010	Documented published policy regarding the method of accurately determining “on track to graduate on time” and graduation rate
Quarterly	Documented application of the methodology to accurately calculate “on track to graduate on time” (each quarter) and graduation rate (end of year); review data/statistics

Action Step 1 Develop and implement appropriate and accurate measures of “on track for on time graduation” and graduation rate.

Person Responsible: Principal

Funding Source: Local

Implementation and Progress Monitoring Timeline:

- July—September 2010: convene administrative team to discuss and determine appropriate methods for accurate measurement; develop methodology and publish written policy for calculating “on track on time” and graduation rate indicators (Implementation Assessment)
- Quarterly: compile data (from online database) and apply established method to calculate statistics for “on track for on time graduation” (each quarter) and graduation rate (end of year) (Implementation Assessment)

*Goal 2 Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.*

Objective 1 The percentage of staff rated at or above proficient for the summative evaluation will meet or exceed 85% by 2011.

Assessment Measure	Baseline	Target Goals				
	2009	2010	2011	2012	2013	2014
Percent of Teacher Evaluations At or Above “Proficient”	Data not available	75	85	92	98	98

Strategy 1 **Continue to implement a system for recruiting and retaining highly qualified staff.** (Required) Strengthen and expand the current efforts.

Alignment to Needs Analysis: *Student Performance, Safe—Secure—Engaging Environment, and Human Resources*

Implementation Assessment:

<b>Date / When</b>	<b>Method / How</b>
August 2010	Document employment of two full-time instructional coaches and the At-Risk Coordinator
August 2010	Document distribution and review of the staff evaluation tool
August 2010	Document placement (number/percent) of highly-qualified staff in classrooms
August 2010	Document adoption of the performance-based compensation plan for staff
Quarterly	Document implementation of the performance-based compensation plan regarding the incremental awards for targeted goals
Quarterly	Compile and document teacher attendance data and correlation to teacher performance
Quarterly	Compile and document staff observations; calculate and document the distribution of teachers for each level of performance on the staff evaluation instrument; document the percentage of teachers rated at or above proficient
Quarterly	Compile and document records of one-on-one instructional coaching sessions for targeted instructional improvement
January 2011	Review instructional collaboration calendar to be implemented in three phases, beginning August 2011
May 2011	Review the external provider's report of the results of the validity and reliability assessment of the staff evaluation instrument
June 2011	Calculate and document the number of teachers retained from the 2010—2011 school year; percent of teacher attrition
June 2011	Review the external service provider's report of the effectiveness of the performance-based compensation system

Action Step 1 **Refine and implement a rigorous staff evaluation system.**

(Required). (links to Goal 5, Objective 2, Strategy 1, Action Step 1)

Person responsible: Principal

Funding source: SIG, Year 1, \$10,000 (repeated in Goal 5, Objective 2, Strategy 1, Action Step 1)

Implementation & Progress Monitoring Timeline:

- August 2010: distribute staff evaluation tool; review the staff evaluation tool with staff; define performance levels and indicators
- August 2010: contract with external provider to conduct validity and reliability analysis of the evaluation tool

- Weekly: conduct classroom observations; provide immediate, specific feedback; arrange for instructional coaches to provide one-on-one technical assistance for targeted improvement goals
- Quarterly: compile teacher attendance data; examine correlation to teacher performance

**Action Step 2 Design and implement a performance-based compensation system.** (Required)

Person responsible: Board of Education, Principal

Funding source: SIG Year 1 Incentive \$ \$67,372 Year 2-\$55,146 Year 3-\$26,446

Implementation & Progress Monitoring Timeline:

- August 2010: identify priority areas for incentives (e.g., non-negotiable instructional practices in regard to classroom management, school policies and procedures, instructional strategies, curriculum development, and assessment strategies as well as student performance goals); determine expected outcomes and success indicators; determine appropriate incentive amounts and how these will be awarded; write policy for board approval
- August 2010: contract with external service provider to develop a method for determining the effectiveness of the performance-based compensation system, conduct an effectiveness study, present results
- September 2010: secure board approval for the performance-based compensation system
- September 2010: implement performance-based compensation system for staff
- Monthly: conduct classroom observations of performance-related indicators relative to the targeted goals of the compensation system
- Quarterly: provide compensation/awards for attainment of targeted goals
- March 2011: examine external provider’s effectiveness report; determine the need for revisions to the compensation system

**Action Step 3 Provide job-embedded high quality professional development to create and support capacity in staff.** (Required)

Person responsible: Vice-Principal for Curriculum and Instruction

Funding source: SIG Year 1-\$138,900, Year 2-\$236,000, Year 3-\$238,000

Implementation & Progress Monitoring Timeline

- August 2010: employ two full-time instructional coaches to work with teachers
- August 2010: employ At-Risk Coordinator (links to Goal 1, Objective 2, Strategy 1, Action Step 1)
- August 2010—2011: utilize instructional coaches to provide one-on-one technical assistance to staff and support acquisition of effective instructional practices

- August 2010—June 2011: implement planned professional development, including
  - ASCD membership for every staff member as a professional resource
  - new teacher-mentoring program for new staff
  - *The First Days of School* workshop/training
- August 2010: contract with an external provider to provide intensive training in classroom management strategies; use *Teach Like a Champion* as resource
- October 2010—June 2011: provide a construction-industry mentor for every teacher to assist in making the academic—construction careers connection (links to Needs Analysis for Student Performance, Curriculum Development & Learning Management, and Parent & Community Involvement)
- Quarterly: instructional coaches collect student performance and student engagement data for analysis and distribution to departments for departmental review and action planning (links to Goal 1, Objective 1, Strategy 1, Action Step 3)

Action Step 4 Develop and implement a system for measuring changes in instructional practices resulting from professional development.

Person responsible: Principal

Funding source: SIG Year 1- \$500, Year 2-\$500, Year 3-\$500

Implementation & Progress Monitoring Timeline:

- August 2010: contract with external service provider to assess the effect of professional development relative instructional practice
- June 2011: review the effectiveness data prepared by the external provider; determine the impact to changes in instructional practice (Implementation Assessment)

*Goal 3 Facilities, Support, and Instructional Resources: Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.*

Objective 1 The number of minutes of student learning time will increase by 200 hours, from 62,640 in 2009 to 62,840 in 2011.

Number of Minutes Within the School Year	Baseline			Target Goals		
	2009	2010	2011	2012	2013	2014
Missouri Required Minutes (actual pupil attendance)	62,640	62,640	62,640	62,640	62,640	62,640

CCC Minutes of Instruction (actual pupil attendance)	62,640	62,640	62,640	62,840	62,840	62,840
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Strategy 1 **Establish schedules and strategies that provide increased learning time by using people strategically and time intentionally.** (Required)

Alignment to Needs Analysis: *Student Performance and Safe—Secure—Engaging Environment*

Implementation Assessment:

Date/When	Method/How
Monthly: October 2010 November 2010 December 2010 January 2011	Review documentation regarding committee membership, meeting agendas, and minutes to verify stakeholder participation in researching and developing an altered daily and academic year schedule for increasing student learning time
February 2011	Review documentation to verify adoption of an altered daily and/or academic year schedule with at least 200 hours of increased learning time for the 2011—2012 school year

Action Step 1 Alter the daily and/or academic year schedule to provide more instructional time and increase student time on task.

Person responsible: Administrative team

Funding source: SIG \$110,00

Implementation and Progress Monitoring Timeline:

- October 2010—January 2011: involve stakeholders/convene a committee of staff, students, and parents to research and develop the 2011—2012 daily and/or academic year schedule; communicate the future changes and impact to all stakeholders; hold informational meetings for students, parents, community members to review possible schedules and provide additional input (Implementation Assessment)
- October 2010—January 2011: send a team to visit schools with innovative schedules
- February 2011: adopt an altered daily and/or academic year schedule for implementation in the 2011—2012 school year (Implementation Assessment)

Objective 2 The percentage of students suspended out of school for ten or more consecutive days will decrease from 21.8% in 2009 to 2% in 2014.

Percentage of Students Suspended Out-of-School for Ten or More Consecutive Days	Baseline	Target Goals				
	2009	2010	2011	2012	2013	2014
Missouri Average Percentage	2.0	—	—	—	—	—
CCC Percentage	21.8	18	14	10	6	2

Strategy 1 Establish a supportive school climate and an effective approach to discipline.

Alignment to Needs Analysis: *Safe—Secure—Engaging Environment*

Implementation Assessment:

Date/When	Method/How
August 2010	Evaluate staff training in policies and procedures; administer <i>Concerns Based Adoption Model</i> (CBAM) Levels of Concern assessment
August 2010—June 2011	Document observation and monitoring of staff adherence to implement and enforce school/classroom policies and procedures; identify noncompliant staff for immediate corrective action; examine the number/percent of discipline referrals from each staff member (links to Goal 2, Objective 1, Action Step 1)
Quarterly	Documented Discipline Committee meetings/reviews of discipline case data to inform decisions regarding policies and procedures; document revisions in policies and/or procedures
Monthly	Review placement documentation for students in Response to Intervention programming (links to Goal 1, Objective 2, Strategy 1)
Quarterly	Collect and calculate data regarding the number/percentage of discipline referrals; number/percentage of in-school and out-of-school suspensions; the number/percentage of out-of-school suspensions for ten or more consecutive days (links to Goal 1, Objective 2, Strategy 1, Action Step 3)
Quarterly	Administer <i>Concerns Based Adoption Model</i> (CBAM) assessments to determine Levels of Concern (1 <sup>st</sup> Q), Levels of Implementation (1 <sup>st</sup> Q), and Levels of Use (2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> Q)

Action Step 1 Implement, with fidelity, clear and just policies and procedures. (Linked to team structure/Discipline Advisory Council)

Person responsible: Principal

Funding source: Local

Implementation and Progress Monitoring Timeline:

- August 2010: identify Discipline Committee membership
- Quarterly: review established policies and procedures with Discipline Committee; review statistics for disciplinary infractions and suspensions; determine patterns and trends; determine the need to revise policies or procedures (implementation evaluation)

Action Step 2 Monitor to ensure fidelity of implementation.

Person responsible: Administrative team

Funding source: Local

Implementation and Progress Monitoring Timeline:

- August 2010: provide training to staff to ensure knowledge and understanding of school/classroom policies and procedures and the expectation of 100% implementation; administer CBAM Levels of Concern assessment (Implementation Assessment)
- August 2010—June 2011: observe/monitor staff adherence to implement and enforce school/classroom policies and procedures; identify noncompliant staff for immediate corrective action
- Quarterly: administer and collect CBAM Levels of Implementation /Levels of Use assessment of staff implementation/use (Implementation Assessment)

Action Step 3 Provide support structures through Response to Intervention strategies for students to develop self-discipline skills needed to comply with policies and procedures.

Person responsible: Vice Principal Student Services and At-Risk Coordinator

Funding source: Local

Implementation and Progress Monitoring Timeline: (linked to Goal 1, Objective 2, Strategy 1, Action Steps 1—3)

- August 2010—June 2011: utilize current structure of RtI to provide a system of “tiered support” differentiated for individual student needs.
- Monthly: conduct ongoing review of diagnostic and formative assessment.
- Monthly: conduct ongoing review of indicators (including attendance/truancy, and discipline referrals) for at-risk students.
- January 2011: research and propose a student incentive system utilizing the policies and procedures implemented in award-winning charter schools such as KIPP

Objective 3 The percentage of students who withdraw enrollment from the Construction Careers Center will decrease from 27% in 2009 to 5% in 2014.

Percentage of Students Who Withdraw From Enrollment	Baseline	Target Goals				
	2009	2010	2011	2012	2013	2014
Missouri Average Percentage	—	—	—	—	—	—
CCC Percentage	27	21	17	13	9	5

Strategy 1 Implement strategies that build relationships.

Alignment to Needs Analysis: *Safe—Secure—Engaging Environment*

Implementation Assessment:

Date/When	Method/How
August 2010	Review published advisory curriculum; document attendance at training and examine staff evaluation of the training
Monthly	Review documentation of mobile phone use for student and parent communication

Monthly	Conduct review of diagnostic and formative assessments to identify students at risk of academic failure; conduct ongoing review of indicators (including attendance/truancy, and discipline referrals) for at-risk students (links to Goal 1, Objective 2, Strategy 2 and 3)
Quarterly	Review documentation of student Personal Plan of Study completion and student-parent-teacher conference about the PPOS (links to Goal 1, Objective 1, Strategy 1)
Semi-annually	Administer and review results of student satisfaction survey
June 2011	Conduct qualitative student satisfaction and student self-efficacy survey, post-summer transition program participation

Action Step 1 Develop and implement an advisory period curriculum. (The CCC daily schedule was restructured to include an advisory period, beginning in the 2010—2011 school year. Every staff member will have a cohort of same-grade students; cohorts will meet with the same teacher for all four years of enrollment. Advisory curriculum development will continue throughout the period of the school improvement grant, so that four years of advisory curriculum will be available.)

Person responsible: Vice Principal for Student Services

Funding source: SIG \$19,500 and local funding

Implementation and Progress Monitoring Timeline:

- June 2010: employ staff to design and write advisory curriculum
- August 2010: publish and distribute to all staff (Implementation Assessment)
- August 2010: conduct advisory training for staff; collect evaluation surveys
- August 2010—June 2011: implement curriculum, including activities to develop and regularly review the Personal Plan of Study for every student (Implementation Assessment; linked to Goal 1, Objective 1, Strategy 1)
- Weekly: monitor staff implementation of advisory curriculum
- Semi-annually: review results of the student satisfaction survey compiled and analyzed by external provider (Implementation Assessment)

Action Step 2 Develop and implement a summer transition program for incoming 9<sup>th</sup> graders.

Person responsible: Vice Principal of Student Services

Funding source: SIG Year 1- \$30,500, Year 2-\$17000, Year 3-\$14000

Implementation and Progress Monitoring Timeline:

- December 2010—February 2011: convene committee to develop the summer transition program
- March 2011—May 2011: contact potential 9<sup>th</sup> grade students for enrollment at CCC and participation in the summer transition program

- June 2011: implement program; administer satisfaction and efficacy survey to students at the conclusion of the program; review results
- August 2011—June 2012: collect, compile, and examine data regarding continued enrollment of 9<sup>th</sup> grade students

Action Step 3 **Implement an “early warning system” to identify students in need of support or intervention.** (Required) (This Action Step links to and duplicates Goal 1, Objective 2, Strategy 1; it is included here to reinforce the connection to strengthening student relationships)

Person responsible: Vice Principal Student Services and At-Risk Coordinator

Funding source: Local

Implementation and Progress Monitoring Timeline: (see Goal 1, Objective 2, Strategy 1, Action Steps 1—3)

- August 2010—June 2011: utilize current structure of RtI to provide a system of “tiered support” differentiated for individual student needs
- Monthly: conduct ongoing review of diagnostic and formative assessments to identify students at risk of academic failure
- Monthly: conduct ongoing review of indicators (including attendance/truancy, and discipline referrals) for students at risk of failure to persist to graduation

*Goal 4 Parent and Community Involvement: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.*

Objective 1 The Construction Careers Center will increase the amount of parental participation to meet or exceed established target goals for multiple indicators of parent involvement. (Note: some baseline data is not available.)

Indicators of Parent Involvement	Baseline		Target Goals			
	2009	2010	2011	2012	2013	2014
Percent of responses to parent survey	—	7	20	40	60	80
# / % of parents at fall family night event	—	—	40	50	55	60
# / % of parents at	—	—	50	55	60	65

spring family night event						
% of parents with two or more documented home visit conferences with staff	—	—	90	95	98	100

Strategy 1 **Provide ongoing mechanisms for family and community engagement.**  
(Required)

Alignment to Needs Analysis: *Parent & Community Involvement*

Implementation Assessment:

<b>Date/When</b>	<b>Method/How</b>
August 2010	Document completion of training through agenda and materials provided by the Teacher Home Visit Program; review evaluations of the training
Semi-annually	Review documentation of completed staff home visits
Monthly	Review documentation of mobile phone use to communicate with parents
Semi-annually	Review results of student and parent satisfaction surveys compiled and analyzed by external provider
Quarterly	Review documentation of School Reach Contact System to communicate with parents
Semi-annually	Examine attendance records for Family Night events; calculate number/percent of parents attending events; consider trend data
Quarterly	Review data/documentation for number of parents utilizing community support services provided through CCC
Quarterly	Archive copies of the published newsletters
Annually	Review student and parent survey to determine level of use of newsletter as a communications tool

Action Step 1 Develop and implement a Teacher Home Visit Program as a mechanism of communication between staff, students, and parents.

Person responsible: Vice Principal Student Services

Funding source: SIG Year 1-\$89,750, Year 2-\$44000, Year 3-\$44000

Implementation and Progress Monitoring Timeline:

- August 2010: contract with the St. Louis Teacher Home Visit Program organization to provide training and support; evaluate training
- August—September 2010: complete training and implement the home visit program (Implementation Assessment)
- Semi-annually: review documentation of staff home visits to conference with parents and students about student progress toward achievement goals; provide performance-based compensation for staff based on meeting home visit goals (Implementation Assessment)

Action Step 2 Utilize the existing School Reach Contact System (SRCS) for ongoing communication with parents.

Person responsible: At Risk Coordinator

Funding source: Local

Implementation and Progress Monitoring Timeline:

- August 2010: verify phone contact information for parents/guardians; update database (continuously, as needed)
- Fall and Spring: notify parents of the family night event; poll parents in attendance to determine impact of SRCS (Implementation Assessment)
- Monthly: document use of the SRCS communications to parents (Implementation Assessment)
- Coordinated with newsletter publication dates: alert parents to watch for copies of the school newsletter to be distributed in print and online
- May 2011: examine results of parent survey to determine impact of SRCS as a communications tool

Action Step 3 Host semi-annual Family Night events to invite and welcome parents to become more familiar with the school.

Person responsible: Vice Principal Student Services

Funding source: SIG Year 1-\$6000

Implementation and Progress Monitoring Timeline:

- August 2010: utilize external service provider (Teacher Home Visit Program) to assist in planning Family Night events
- Semi-annually: publicize and host Family Night events; collect and compile attendance data; calculate number/percent of parents in attendance

Action Step 4 Continue to provide community supports and resources.

Person responsible: Vice Principal Student Services

Funding source: Local

Implementation and Progress Monitoring Timeline:

- August 2010: update list of community-based organizations offering services and support to families
- August 2010: contact Big Brothers/Big Sisters to determine usage access points
- September 2010: distribute, through multiple media (including print and SRCS), list; provide to students in advisory period as well as to parents
- Monthly: monitor frequency of use of community-based organization support (Implementation Assessment)
- Quarterly: update list of community-based organizations

Action Step 5 Publish and distribute school newsletters.

Person responsible: Principal

Funding source: Local

Implementation and Progress Monitoring Timeline:

- August 2010: determine publication dates/timeline for development and publication
- August 2010—September 2010: recruit newsletter committee (teachers, students, parents, community patrons) to assist in writing articles and contribute to newsletter production
- Quarterly: publish and distribute newsletters in print and online (Implementation Assessment)
- Annually: survey students and parents regarding their level of use of the newsletter as a communications tool (Implementation Assessment)

*Goal 5 Governance: Govern the LEA/District in an efficient and effective manner, providing leadership and representation to benefit the students.*

Objective 1 The Construction Careers Center will meet or exceed the Department’s established criteria regarding fidelity to implementation of the school improvement plan and measures of leading indicators; SIG funding will be renewed for 2012 and 2013.

Measure	Baseline	Target Goals				
	2009	2010	2011	2012	2013	2014
SIG Funding Approval	n/a	n/a	Year 1 Approved	Year 2 Approved	Year 3 Approved	n/a

Strategy 1 **Provide administration and board support and operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.** (Required).

Alignment to Needs Analysis: *Student Performance, Curriculum Development & Learning Management, Professional Development, Human Resources, and Leadership & Governance*

Implementation Assessment:

Date/When	Method/How
August 2010	Document employment of the Turnaround Officer
Monthly	Examine implementation reports submitted by Turnaround Officer
Monthly	Review finance/budget records
August 2010	Document contracts with external service providers
Quarterly	Examine progress reports submitted by external providers
Monthly	Identify needs for increased flexibility and/or support; document actions (e.g., changes in policy or procedure) to accommodate or

address those needs
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Action Step 1 **Appoint a Turnaround Officer to facilitate and monitor reform efforts.**

Person Responsible: Superintendent

Funding Source: SIG Year 1-\$50,446 Year 2-\$52,300 Year 3-\$55,000

Implementation and Progress Monitoring Timeline:

- August 2010: employ Turnaround Officer (Implementation Assessment)
- Monthly: examine implementation progress reports submitted by Turnaround Officer; determine progress toward meeting school improvement plan implementation goals (Implementation Assessment)
- Quarterly: examine student performance and engagement data
- Semi-annually: examine staff effectiveness data (e.g., rating on staff evaluation tool)

Action Step 2 Approve and allocate funding for implementation of the strategies and activities outlined in the school improvement plan.

Person Responsible: Superintendent

Funding Source: SIG and Local (as documented in the SIG plan)

Implementation and Progress Monitoring Timeline:

- August 2010: review budget with administrative team
- Monthly: examine financial records; monitor expenditures (Implementation Assessment)
- March 2011: plan for 2011—2012 budget
- June 2011: prepare financial report; review expenditures

Action Step 3 **Ensure that the school receives ongoing, intensive technical assistance and related support to implement transformation strategies.**  
(Required)

Person Responsible: Superintendent

Funding Source: SIG and Local

Implementation and Progress Monitoring Timeline:

- August 2010: contract with external service providers (Implementation Assessment)
  - Teach for America—provide instructional coaches
  - MCCE—provide professional development and progress monitoring/evaluation
  - Teacher Home Visit Program—provide training
- Monthly: examine implementation progress reports submitted by Turnaround Officer
- Quarterly: examine progress reports submitted by external providers (Implementation Assessment)

Action Step 4 Confer with the CCC administrative team to identify needs for additional operational flexibility and/or other LEA/District support.

Person Responsible: Superintendent

Funding Source: Local

Implementation and Progress Monitoring Timeline:

- Monthly: meet to examine the implementation progress report submitted by the Turnaround Officer; identify, discuss, and apply problem-solving strategies to remove “roadblocks” hindering progress (Implementation Assessment)

Objective 2 The percent of instructional staff rated at the lowest performance level (Needs Significant Improvement) on the staff evaluation tool will decrease to zero by 2013.

Measure	Baseline		Target Goals			
	2009	2010	2011	2012	2013	2014
Percent of teachers rated at the lowest performance level			10	5	0	0

Strategy 1 **Remove ineffective staff.** (Required)

Alignment to Needs Analysis: Student Performance, *Curriculum Development & Learning Management, Professional Development, Human Resources, Leadership & Governance*

Implementation Assessment:

Date/When	Method/How
August 2010	Adopt and publish policy and procedure for removal of ineffective instructional staff
August 2010	Document distribution and review of the staff evaluation tool and policy/procedure for removing ineffective instructional staff
Quarterly	Compile and document staff observations; calculate and document the distribution of teachers for each level of performance on the staff evaluation instrument; document the percentage of teachers rated at the lowest performance level (Needs Significant Improvement)
Quarterly	Compile and document records of one-on-one instructional coaching sessions for targeted instructional improvement
Quarterly	Document removal of ineffective instructional staff
September 2010	Adopt performance-based compensation system; document compensation structure guidelines
Quarterly	Review records of compensation/awards distributed to staff
March 2011	Review external provider’s analysis of the effectiveness of the performance-based compensation system

Action Step 1 **Utilize a rigorous staff evaluation system.** (Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 1)

Person responsible: Principal

Funding source: SIG, Year 1, \$10,000

Implementation & Progress Monitoring Timeline:

- August 2010: develop and adopt a policy and procedure for removal of instructional staff consistently performing at the Needs Improvement level (Implementation Assessment)
- August 2010: distribute staff evaluation tool; review the staff evaluation tool with staff; define performance levels and indicators; communicate expectation that all instructional staff performing at the level of Needs Significant Improvement will be provided targeted coaching, increased monitoring and evaluation; distribute published policy regarding removal of instructional staff consistently performing at the level of Needs Significant Improvement (Implementation Assessment)
- Weekly: conduct and document classroom observations; provide immediate, specific feedback; arrange for instructional coaches to provide one-on-one technical assistance for targeted improvement goals for instructional staff rated at the lower two levels (Nearing Proficient and Needs Significant Improvement) (Implementation Assessment)
- Quarterly: use operational data, including classroom observations and student performance and engagement data to identify instructional staff rated Nearing Proficient and Needs Significant Improvement
- Quarterly: follow policy and procedure to remove ineffective staff (rated at Needs Significant Improvement) (Implementation Assessment)

Action Step 2 **Implement a performance-based compensation system.**

(Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 2)

Person responsible: Board of Education, Principal

Funding source: SIG Year 1 Incentive \$ \$87,750 Year 2-\$45,000 Year 3-\$20,000

Implementation & Progress Monitoring Timeline:

- August 2010: direct administration to identify priority areas for incentives (e.g., non-negotiable instructional practices in regard to classroom management, school policies and procedures, instructional strategies, curriculum development, and assessment strategies as well as student performance goals); determine expected outcomes and success indicators; determine appropriate incentive amounts and how these will be awarded; write policy for board approval (Implementation Assessment)
- August 2010: contract with external service provider to develop a method for determining the effectiveness of the performance-based compensation system, conduct an effectiveness study, present results
- September 2010: approve the proposed performance-based compensation system

- September 2010: direct the administration to implement performance-based compensation system for staff
- Quarterly: review records of compensation/awards for attainment of targeted goals (Implementation Assessment)
- March 2011: examine external provider’s effectiveness report; determine the need for revisions to the compensation system (Implementation Assessment)

Objective 3 The percentage of instructional staff serving in leadership positions will increase to 100% by 2013.

Measure	Baseline		Target Goals			
	2009	2010	2011	2012	2013	2014
Percent of instructional staff serving in leadership positions	—	59	80	90	100	100

Strategy 1 Create a culture of distributed leadership.  
Alignment to Needs Analysis: *Leadership & Governance*  
Implementation Assessment:

Date/When	Method/How
August 2010	Document team membership rosters and team meeting calendar
Monthly	Document team meeting agendas, attendance, and work accomplished
June 2011	Examine results of staff satisfaction survey; document the percent of instructional staff serving in leadership positions during the 2010—2011 school year

Action Step 1 Establish team structures to serve specific functions (e.g., analyzing student performance indicators, and student engagement indicators; developing curriculum; increasing parent and community involvement) and provide staff opportunities for leadership.

Person Responsible: Principal, Vice Principal Curriculum & Instruction, Vice Principal Student Services

Funding Source: SIG Year 1-\$13,000 Year 2-\$6,000 Year 3-\$6,000

Implementation and Progress Monitoring Timeline:

- August 2010: determine teams (e.g., data analysis team, discipline team, parent involvement team, curriculum/assessment team; identify team

members; establish a calendar for regular meetings (Implementation Assessment)

- Monthly: attend team meetings; document meeting agenda, staff attendance, and work accomplished (Implementation Assessment)
- Quarterly: teams share results of work in staff meetings
- June 2011: collect and compile staff satisfaction survey data (Implementation Assessment)

### *LEA Support for the Interventions and Improvement Activities*

The Board of Education and Superintendent of the Construction Careers Center Charter High School approves the efforts outlined in this plan, and supports the implementation of the Transformation Model required strategies as well as the appropriate permissible activities within the plan.

The Superintendent has committed to appointing a Turnaround Officer to oversee the effective implementation of the transformation strategies; this individual will report directly to the Superintendent. As well, the Superintendent and Board will review quarterly evaluations of the implementation effort.

The Board of Education and Superintendent will align LEA resources with the transformation model interventions. These include local, state, and other federal funds; partnerships with higher education; other educational resources; other community resources. As necessary, the LEA will modify policies and practices to enable implementation of the planned transformation model interventions. The implementation plan presented in this application supersedes all other plans and becomes the adopted School Improvement Plan.

Through the three-year implementation process, the Board and Superintendent believe that the investment in development of human capital and focus on transformation strategies will significantly change the culture of the school so that the efforts can be sustained. Documentation and evaluation of the processes and procedures will allow portability of these efforts to other schools.

### *Evaluation of Implementation*

“If you can measure it, you can manage it.”  
—folk wisdom

Implementation of the Construction Careers Center school improvement efforts will be frequent and ongoing, as previously described. Results of the progress monitoring will be shared with appropriate stakeholders to increase the level of community involvement and motivation. In

addition, this will increase the focus on communication, accountability, and consistency—which are important for this school improvement process to succeed.

**B (2) LEA/District Lack of Capacity to Serve Tier I or Tier II Schools**

The LEA/District does not claim lack of capacity to serve the identified Tier II school. The LEA/District consists of the one charter high school for which this application is written and submitted.

**B (3) LEA/District Implementation Plan**

Readers: Please note that the LEA/District consists of one charter high school. Therefore, the activities at the district level support the successful implementation of the school-level plan described in Section B.1.2.

Implementation Plan

*Implementing the Intervention at the LEA/District Level*

The CCC Board of Education and Superintendent support the implementation of this school improvement plan. The following LEA Implementation Plan outlines the activities that will facilitate the process.

1. LEA Action Step: Identify and hire an external service provider to assist in developing and writing the SIG application. See page 26. Utilize a collaborative process that involves the Board, Superintendent, and school administration. Identify elements in the SIG application that require advance planning for immediate implementation. Develop RFPs for additional service providers required the facilitate implementation of identified strategies, as needed. April 2010—July 2010
2. LEA Action Step: Hire a Turnaround Officer (who reports directly to the Superintendent) to oversee Transformation Model implementation. See page 24.
3. LEA Action Step: Develop and implement a rigorous administrator evaluation system with metrics connected to implementation of the Transformation Model strategies and activities, and the summative results/success indicators. Design and implement a performance-based compensation system for administrators. Evaluate and provide specific feedback for corrective action. Provide professional development opportunities as appropriate. Replace ineffective administrators. July 2010 thru June 30<sup>th</sup>, 2011.
4. LEA Action Step: Allocate funds, as needed, to support strategies and activities not funded through the SIG.
5. LEA Action Step: Recruit and hire highly-qualified personnel as identified in the school implementation plan: one guidance counselor, two instructional coaches and a construction integration specialist.
6. LEA Action Step: Review monthly and quarterly observation and evaluation reports and discuss implementation progress with Turnaround Officer and administrators. Determine the need for immediate corrective actions to keep the implementation process on-course as planned.

7. LEA Action Step: Support school administrators’ recommendations to remove ineffective teachers during the school year, when supported by appropriate evidence and legal counsel.
8. LEA Action Step: Participate in development and implementation of a performance-based compensation system for staff.
9. LEA Action Step: Participate in development and adoption of schedules and strategies that provide increased learning time. Determine fiscal impact. Facilitate meetings with students and parent and community stakeholders.

*Recruiting, Screening, and Selecting External Providers*

The CCC process for recruiting, screening and selecting external providers is based on information provided in the NCREL 2004 publication, *Guide to Working With External Providers*. The process includes the following action steps:

1. Develop and issue a Request for Proposal that describes the specific services to be delivered and the expected outcomes.
2. Research potential service providers that specialize in specific areas of expertise (e.g., career education, parent/community involvement, curriculum development, positive behavior systems, and instructional methods).
3. Apply adopted criteria to screen and select applicants. Contact references. Interview service providers. Select the service provider with the strongest evidence and the “best fit” people skills for the specific need and the school environment.

Criteria	No evidence	Evidence	Strong evidence
Aligned to the specific services requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aligned to long-term school improvement goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customized plans to meet the specific needs of the school and the school environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crafted to obtain appropriate stakeholder support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Based on current and best-available research regarding content and process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation includes evaluation of outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designed to increase the capacity of staff to sustain the work beyond the duration of the service contract.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasonable costs for the service provided contract fees and the projected costs of on-site implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainable timeline that meets expectations stated in the RFP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service provider information, including references and example work product; frequent, fluent communication with clients; and evidence of financial solvency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Contract with the selected service provider. Develop terms that establish a timeline for deliverables, including evaluation of outcomes, and a clear fee structure with an itemized budget for direct project costs. Obtain official signatures from CCC and the service provider.

### *Aligning Other Resources with Selected Interventions*

The Board of Education and Superintendent will align LEA resources with the transformation model interventions. These include local, state, and other federal funds; partnerships with higher education; other educational resources; other community resources.

The use of the following resources supports the selected interventions and strategies:

- **Associated General Contractors.** This organization is committed to the success of CCC. The organization's members will be tapped to become volunteer mentors for instructional staff to assist with the efforts to integrate the construction-industry focus throughout the curriculum. *Aligns to: Goal 1, Objective 1, Strategy 1, Action Step 2. Goal1, Objective 2, Strategy 1, Action Step 1. Goal 2, Objective 1, Strategy 1, Action Step 2. Goal 2, Objective 1, Strategy 1, Action Step 3.*
- **Southern Region Education Board: High Schools that Work, Teachers As Advisors.** This print resource will be used as an additional guide for teachers as they plan and make home visits. *Aligns to: Goal 1, Objective 1, Strategy 1, Action Step 2. Goal 3, Objective 3, Strategy 1, Action Step 1.*
- **State's Career Clusters Initiative.** This organization supports development of a Personal Plan of Study for each student, to set college-ready, career-ready achievement goals. The planning is based on the individual student's career aspirations and the foundational and essential knowledge and skills needed to attain those goals. SCCI materials support this activity. *Aligns to: Goal 1, Objective 1, Strategy 1, Action Step 2. Goal 3, Objective 3, Strategy 1, Action Step 1.*
- **Missouri Tech Prep Coordinators.** The Tech Prep Coordinator serving the St. Louis region will offer support and technical assistance for integrating the construction career theme into CCC curriculum, for developing student PPOS, and for connecting students and construction industry mentors. *Aligns to: Goal 1, Objective 1, Strategy 1, Action Step 2. Goal 3, Objective 3, Strategy 1, Action Step 1.*
- **Project Lead the Way.** Training and curriculum materials for this program of advanced coursework are obtained through association with this organization. *Aligns to: Goal 1, Objective 1, Strategy 1, Action Step 2.*
- **Northwest Educational Assessment.** Diagnostic and formative assessments are obtained through a contract with this vendor. Students take the assessments online and staff utilize reports to assure targeted instruction that meets student needs. *Aligns to: Goal 1, Objective 1, Strategy 1, Action Step 3. Goal1, Objective 2, Strategy 1, Action Step 1. Goal 3, Objective 3, Strategy 1, Action Step 4.*
- **At Your Fingertips.** This resource provides training and technical assistance to staff and supports the process necessary for data-informed instruction. *Aligns to Goal 1, Objective 1, Strategy 1, Action Step 3. Goal 3, Objective 3, Strategy 1, Action Step 4.*
- **Scholastic Reading Inventory (SRI) & READ 180.** SRI is a diagnostic tool used to assess students' reading achievement and determine the need for READ 180 placement to support at-grade level reading skills. *Aligns to: Goal 1, Objective 1, Strategy 1, Action Step 3. Goal1, Objective 2, Strategy 1, Action Step 1. Goal 3, Objective 3, Strategy 1, Action Step 4.*

- Big Brothers/Big Sisters. This community-based organization has previously partnered with CCC to provide after-school mentors to students. This practice will continue. *Aligns to: Goal 1, Objective 2, Strategy 1, Action Step 1. Goal 3, Objective 3, Strategy 1, Action Step 4. Goal 4, Objective 1, Strategy 1, Action Step 5.*
- Supplemental Educational Services funding. These funds will be used to support after-school and Saturday tutoring programs targeted at improving student academic performance and raising achievement scores. *Aligns to: Goal 1, Objective 2, Strategy 1, Action Step 1. Goal 3, Objective 3, Strategy 1, Action Step 4.*
- eMINTS. This organization will provide training to support the One-to-One Computers in Schools initiative and development of online course materials. *Aligns to: Goal 1, Objective 2, Strategy 3, Action Step 1.*
- Teach for America. St. Louis TFA will be tapped to provide instructional staff to fill two classroom vacancies and two instructional coaches to provide support and technical assistance to all instructional staff throughout the school year. *Aligns to: Goal 2, Objective 1, Strategy 1. Goal 2, Objective 1, Strategy 1, Action Step 4. Goal 5, Objective 1, Strategy 1, Action Step 3.*
- ASCD. Resources from this organization will be used to support professional development. Every staff member will receive membership benefits, including the journal subscription and books. *Aligns to: Goal 2, Objective 1, Strategy 1, Action Step 4.*
- St. Louis Teacher Home Visit Program. This organization provides training and technical assistance support for implementation of a home visit program to develop and sustain home—school partnerships. *Aligns to: Goal 4, Objective 1, Strategy 1, Action Step 1.*
- Missouri Center for Career Education. This organization will provide technical assistance for implementation as well as for external review to determine the effectiveness of various strategies. *Aligns to Goal 1, Goal 2, Goal 2, and Goal 4.*
- Missouri Department of Elementary and Secondary Education. SEA services will be used to support both implementation of the school improvement plan and evaluation of the plan's implementation.

Local funds, as well as the state and federal funds identified in the budget provided in the subsequent section, will be used to further support the school improvement efforts identified in this application.

### *Modifying Practices and Policies*

Currently none of the objectives, strategies or anticipated outcomes is incongruent or at odds with current CCC Board policies and or practices.

The Board of Education and Superintendent of the Construction Careers Center Charter High School approves the efforts outlined in this plan, and supports the implementation of the Transformation Model required strategies as well as the appropriate permissible activities within the plan.

As necessary, the LEA will modify policies and practices to enable implementation of the planned transformation model interventions. The implementation plan presented in this application supersedes all other plans and becomes the adopted School Improvement Plan.

### *Sustaining the Reforms*

The Superintendent has committed to appointing a Turnaround Officer to oversee the effective implementation of the transformation strategies; this individual will report directly to the Superintendent. As well, the Superintendent and Board will review quarterly evaluations of the implementation effort.

Through the three-year implementation process, the Board and Superintendent believe that the investment in development of human capital and focus on transformation strategies will significantly change the culture of the school so that the efforts can be sustained. Documentation and evaluation of the processes and procedures will allow portability of these efforts to other schools.

When discussing sustaining educational reform, the majority of educators immediately begin to search for financial resources to sustain the reform effort. Funding is important. However, financial capital is arguably less important than human capital. Ultimately, it is the people, and not the funding, that create and sustain the success of any effort.

According to the Education Alliance at Brown University, ten capacities must exist in order to sustain educational reform. These ten capacities are:

1. Enhancing energy flow among staff.
2. Creating collective purpose.
3. Strengthening the evolving culture.
4. Teaming.
5. Creating structures for decentralized decision making.
6. Making structural changes.
7. Piloting.
8. Creating and maintaining a learning ethic.
9. Bringing in information and skills.
10. Orchestrating resources and managing distractions.

Every strategy and action in this application links to one or more of these sustainability factors. The CCC Board has reviewed and approved these guiding principles in the development and implementation of these actions. The point of the SIG implementation plan is to boldly alter current practices and effect significant improvement in student performance. Three years of dramatic increases in student achievement scores, attendance, and persistence to graduation should provide both a solid foundation and school community motivation to “stay the course.”

The research is clear: the sustainability of improvement efforts is closely linked to the level of commitment that school leaders, students, parents and community invest.

If the Construction Careers Center can increase student attendance, reduce student attrition/stabilize enrollment, and increase student academic and technical skills performance by partnering with parents, the investment of financial capital will have paid huge dividends. Human capital investment will sustain the efforts.

*Portability of the Reform: Sharing Success Beyond the School Community*

As a charter school, CCC is part of a charter school network. In Missouri, some of these charter schools share Tier II status. The improvement efforts of all of these charter schools will be shared in communications and become the topic of conference sessions. CCC hopes to learn from, and share with these fellow charter school network members.

Much of the portability of school improvement efforts depends on intentional implementation that includes frequent examination of results. The SIG process involves deeply purposeful action and deeply thoughtful examination. Charting progress requires data collection and review. The conclusions drawn from the evidence can be shared with others in print and online publications, and in presentations. This commitment to communicate results extends beyond the charter school community to the community of schools statewide and at a national level.

In order to increase the portability of these school reforms, Construction Careers Center can and will share information about the implementation efforts described in this application.

**B (4) Tier II School Implementation LEA Timeline**

Reader: Please note that the LEA/District consists of one charter high school. Therefore, the activities at the district level support the successful implementation of the school-level plan described in Section B.1.2.

LEA/District Timeline for Implementation of the Transformation Model Activities

Transformation Model Required and Permissible Strategies & Activities				
<b>1. Teacher &amp; School Leader Effectiveness</b>				
Replace the principal. (Required Transformation Model Strategy)	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
<b>THIS STRATEGY DOES NOT APPLY TO THE CONSTRUCTION CAREERS CENTER. THE PRINCIPAL, WHO ASSUMED THE POSITION BEGINNING IN THE 2007—2008 SCHOOL YEAR, WILL BE RETAINED, AS ALLOWED IN THE SIG REGULATIONS.</b>				
Use rigorous, transparent, and equitable evaluation systems. (Required Transformation Model Strategy)	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010-Urgent	Weekly/2010	1/2011
	2012	Standard Operating Procedure with refinements.		
Identify and reward effective staff and remove ineffective staff. (Required Transformation Model Strategy)	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010	At selected reward intervals (TBD)	3/2011
	2012	Standard Operating Procedure with refinements.		
Provide ongoing, high-quality, job-embedded professional development. (Required Transformation Model Strategy)	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010	Quarterly	Phase 1-6/30
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
Implement strategies for recruiting, hiring, and retaining high-quality staff. (Required Transformation Model Strategy)	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010-Urgent	Quarterly	3/2011
	2012	Standard Operating Procedure with refinements.		
	2013			

Institute a system for measuring the impact of professional development in effecting changes in instructional practice.	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010	1/2011	6/30/2011
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2011	1/2012	6/30/2012
	2013	Standard Operating Procedure with refinements.		
<b>2. Comprehensive Instructional Reform</b>				
Implement a research-based, data-informed instructional program aligned to standards. (Required Transformation Model Strategy)	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010	Quarterly	Not yet
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		In progress	Quarterly	Not yet
	2013	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
In progress		Quarterly	6/30/2013	
Promote the continuous use of student data. (Required Transformation Model Strategy)	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010	Quarterly	Not yet
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		In progress	Quarterly	Not yet
	2013	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
In progress		Quarterly	6/30/2013	
Conduct periodic review to ensure curriculum is implemented with fidelity.	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		August 2010	Quarterly	Not yet
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		In progress	Quarterly	Not yet
	2013	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
In progress		Quarterly	Not Yet	
Implement Response to Intervention programming.	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010-Urgent	Weekly	6/30/2011
	2012	Standard Operating Procedure with refinements.		
2013				
Integrate technology-based instructional supports.	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010	Quarterly	6/30 phase 1
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2011	Quarterly	6/30 phase 2
	2013	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
8/2012		Quarterly	6/30/2013	

Offer opportunities for completing advanced coursework.	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010	Semester	Not yet
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2011	Semester	Not yet
	2013	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2012	Semester	6/30/2013
Improve student transitions from middle school to high school.	2011	8/2010 to June 2011 planning and preparation for summer transition program		
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		June 2011	Weekly 6/2011-7/2011	7/2011
	2013	Standard Operating Procedure, continue to use after action review process for improvements.		
Increase graduation rates through a variety of instructional supports.	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		August 2010	Weekly and monthly	6/30/2011
	2012	Continue Plan-Do-Check-Act Cycle & Modify as required		
	2013			
Establish an “early-warning system” to identify at-risk students.	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/201-Urgent	Weekly and Monthly	6/30/2011
	2012	Standard Operating Procedure with refinements.		
	2013			
<b>3. Increased Learning Time &amp; Community-Oriented Schools</b>				
Establish schedules and strategies that provide increased learning time. (Required Transformation Model Strategy)	2011	Year one planning		
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2011	Quarterly	6/30/2012
	2013	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
In progress		Quarterly	6/30/2013	
Provide ongoing mechanisms for family and community engagement. (Required Transformation Model)	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010-Urgent	Monthly	6/30/2011
	2012	Standard Operating Procedures with refinements.		

Strategy)	2013	with refinements		
Partner with community-based organizations.	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010	Quarterly	Not Yet
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		In progress	Quarterly	Not yet
	2013	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		In progress	Quarterly	Seek out new CBO's
Extend and restructure the school day to add time for advisory periods.	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010-Urgent	Weekly	Not yet
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		In progress	Weekly	6/30/2012
	2013	Standard Operating Procedure with refinements		
Improve school climate and discipline.	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010	Monthly	Not yet
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		In progress	Monthly	Not yet
	2013	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		In progress	Monthly	6/30/2013
<b>4. Operational Flexibility &amp; Sustained Support</b>				
Provide operational flexibility. (Required Transformation Model Strategy)	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		August 2010	Monthly	Not yet
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		In progress	Monthly	Not yet
	2013	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		In progress	Monthly	6/30/2013
Provide ongoing, intensive technical assistance. (Required Transformation Model Strategy)	2011	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		8/2010	Bi-weekly	Not yet
	2012	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		In progress	Bi-weekly	No yet
	2013	<b>Implementation</b>	<b>Progress Measuring</b>	<b>Fully Implemented</b>
		In progress	Bi-weekly	6/30/2013



**B (5) LEA/Tier II Annual Goals for Student Achievement**

Reader: Please note that the LEA/District consists of one charter high school. Therefore, the activities at the district level support the successful implementation of the school-level plan described in Section B.1.2.

Annual Goals for Student Achievement

*Student Achievement Metrics*

The following goals for student achievement have been identified in collaboration with the Missouri Department of Elementary and Secondary Education:

Metric	Baseline		Goals				
	2008	2009	2010	2011	2012	2013	2014
Algebra I EOC % Proficient & Advanced	—	13.8	20	30	40	50	60
English II EOC % Proficient & Advanced	—	35.4	40	50	60	70	80
Student Attendance Rate	85.3	83.4	85	88	91	94	97
Graduation Rate	100	97.1	85	88	91	94	97

*Additional Metrics/Leading Indicators of School Improvement Efforts*

These additional measures of student engagement and student performance may also be used to assess progress:

Metric	Baseline		Goals				
	2008	2009	2010	2011	2012	2013	2014
Number of minutes within the school year	62,640	62,640	62,640	62,640	62,680	62,680	62,680
Student participation rate in the Missouri Assessment Program	100	100	100	100	100	100	100
Dropout rate	—	10.5	10	8	6	4	2
Student attendance rate	85.3	83.4	85	88	91	94	97
11 <sup>th</sup> /12 <sup>th</sup> grade students completing advanced coursework: number/rate	—	—	1%	2%	4%	6%	8%
Discipline incidents: number/rate	60/13.8	86/21.8	x/18	x/14	x/10	x/6	x/2
Truants (number/rate)	—	—	x/5	x/1	x/1	x/1	x/1
Distribution of teachers by performance level (number/rate)	—	—	x/75	x/85	x/92	x/98	x/98
Teacher attendance: number/rate	324/ x	302/ x	x/ 85	x/ 95	x/ 95	x/ 95	x/ 95
Work Keys Applied Math @ 6 or 7	6%	7%	10%	15%	20%	25%	30%
Work Keys Reading for Information @ 6 or 7	5%	6%	10%	15%	20%	25%	30%

**B (6) Services to Tier III Schools**

Reader: Please note that the LEA/District consists of one charter high school identified as a Tier II school. Therefore, there are no Tier III schools to be served.

**B (7) Goals for Tier III Schools**

Reader: Please note that the LEA/District consists of one charter high school identified as a Tier II school. Therefore, there are no Tier III schools to be served and no goals to be identified.

**B (8) LEA/Stakeholder Involvement**

Reader: Please note that the LEA/District consists of one charter high school identified as a Tier II school. This section describes the stakeholder involvement for one school.

### Stakeholder Involvement in Planning and Implementation

*Students.* Students were involved in the planning of the SIG application as a result of their participation in a needs analysis survey. Additionally students were involved in the school's strategic planning process. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Students will continue to be surveyed both in writing and in focus groups to assist in gauging the effectiveness of the proposed interventions.

*Staff.* Staff were involved in the planning of the SIG application as a result of their participation in a needs analysis survey. Additionally staff were involved in the school's strategic planning process. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Staff will continue to be surveyed both in writing and in focus groups to assist in gauging the effectiveness of the proposed interventions. Additionally staff will complete the CBAM inventory which will assist in determining the level of concerns felt by staff in making significant dramatic change to school practices. In late June and early July staff members will participate in a series of meetings to discuss the SIG application and its implementation so that there is a high level of awareness and buy-in to the suggested strategies

*Parents.* Parents were involved in the planning of the SIG application as a result of their participation in a needs analysis survey. Additionally parents were involved in the school's strategic planning process. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Parents will continue to be surveyed both in writing and in focus groups to assist in gauging the effectiveness of the proposed interventions.

*Teacher Organizations.* Teacher organizations were not involved in the SIG application process. The CCC is currently in negotiations with the LOCAL AFT affiliate to determine collective bargaining representation for staff.

*Postsecondary Institutions.* Due to the short timeline in writing the SIG application, Post-secondary institutions were not able to be involved in the writing. However, during the last week of June and early July, both Ranken Technical College and St. Louis Community College will be engaged in a series of meetings to ascertain the role they will play in assisting with effective transition strategies that will be included as part of each student's personal plan of study.

*St. Louis Community.* Community-based organizations, such as Big Brothers/Big Sisters, St. Louis Teacher Home Visit Program, and St. Louis Teach for America were consulted during development of this plan. Representatives from these organizations will be invited to participate on committees to plan for implementation of specific strategies (e.g., student and parent support services; mentoring; teacher home visits; student performance skills tracking).

*Charter Sponsor: Associated General Contractors of St. Louis and St. Louis Public Schools.* The membership of the AGC participated in the needs analysis survey conducted as part of the SIG application. The AGC and SLPS will be regularly informed and consulted about the improvement process, especially in the areas of construction integration. As possible, AGC and SLPS representatives will participate on committees to plan for implementation of specific strategies (e.g., performance-based compensation plan; technology integration; partnerships with community-based organizations).

**C. BUDGET: An LEA/district must include a budget that indicates the amount of school improvement funds the LEA/district will use each year in each Tier I, Tier II, and Tier III school it commits to serve.**

The LEA/district must provide a budget that indicates the amount of school improvement funds the LEA/district will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA/district-level activities designed to support implementation of the selected school intervention models in the LEA's/district's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA/district level, for each Tier III school identified in the LEA's/district's application.

Note: An LEA's/district's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA/district commits to serve.

An LEA's/district's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

**C. Budget for the Construction Career Center Implementation Plan**

**Construction Careers Center 2009-2010 School Year**

**LEA District and School Budget Templates**

BUDGET								
Budget Year—2009-2010	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	1,168,134	12,737	343,190	77,800	107,000	25,500		1,734,361
1100 Instruction 1003 (g) SIG								
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils	73,037	42,137	39,525	205,145				359,844
2100 Support Services – Pupils 1003 (g) SIG								
2210 Improvement of Instruction Services (Professional Development)		5250		6000	85000			92,250
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG								
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		274,857	78,301	500				358,658
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG )	1,241,171	60,124	382,715	288,945	192,000	25,500		2,190,455
1003 (g) SIG Subtotal								
<b>Grand Total</b>	<b>1,241,171</b>	<b>334,981</b>	<b>461,016</b>	<b>289,445</b>	<b>192,000</b>	<b>25,500</b>		<b>2,554,113</b>

**LEA/District: Construction Careers Center School: Construction Careers Center**  
**County/District Code: 1115-901 School Code: 1910**

**2010-2011 School Year Budget**

<b>1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)</b>	
BUILDING NAME <p style="text-align: center;">CONSTRUCTION CAREERS CENTER</p>	BUILDING CODE 115-901
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
<b>6100: Certificated Salaries</b> Staff training on data, 25 staff@\$25 per hour @ 24 hours, page 22 At Risk Counselor, page 21 Staff performance incentives, page 27 and 40 1-3/4 Instructional Coaches @ \$50,000 @, page 27 Staff stipend for writing advisory curriculum, page 32 Staff stipends for summer transitions program, page 33 Staff stipends for teacher home visit training, page 35, 375 students @ 2visits x \$90 per visit Staff stipends for establishing team structures, page 41	<b>\$15,000</b> <b>\$50,000</b> <b>\$51,636</b> <b>\$91,100</b> <b>\$2500</b> <b>\$15,000</b> <b>\$67,500</b> <b>\$10,000</b>
<b>6100 Subtotal</b>	<b>\$302,736</b>
<b>6200: Employee Benefits (optional categories)</b> Staff stipends for Data training At Risk Counselor, page 23 Staff stipends for incentives, page 27 and 40 1-3/4 Instructional coaches, page 27 Staff stipend benefits for writing advisory curriculum, page 32 Staff stipends benefits for summer transition program, page 33 Staff stipend benefits for teacher home visit program, page 35 Staff stipends benefits for establishing team structures, page 41	<b>\$5000</b> <b>\$15,000</b> <b>\$15,736</b> <b>\$36,900</b> <b>\$1000</b> <b>\$4500</b> <b>\$20,250</b> <b>\$3000</b>
<b>6200 Subtotal</b>	<b>\$101,386</b>
<b>6300: Purchased Services</b> Refine and implement staff evaluation system, page 26 Training, Teach Like A Champion, page 28 Implementation check, CBAM, page 28 Advisory training SREB/HSTW/Atlanta page 32 School site visits for scheduling, airfare, hotel, etc. page 29 Teacher home visit program training page 35 Teacher home visit school family night events (2) @ \$3000 @, page 35 Turnaround Officer, page 37 Implementation of staff evaluation system, page 39	<b>\$10,000</b> <b>\$10,000</b> <b>\$500</b> <b>\$4000</b> <b>\$11,000</b> <b>\$2000</b> <b>\$6000</b> <b>\$50,446</b> <b>\$10,000</b>
<b>6300 Subtotal</b>	<b>\$103,946</b>
<b>6400: Materials/Supplies</b> Book, At Your Fingertips for data training, page 22 Books for Teach Like A Champion, page 28 Materials and resources for advisory curriculum, page 32 Materials for summer transitions program, page 33	<b>\$1200</b> <b>\$900</b> <b>\$12,000</b> <b>\$11,000</b>
<b>6400 Subtotal</b>	<b>\$25,100</b>

	<b>6100-6400 Subtotal</b>	<b>\$533,168</b>
<b>Indirect Cost Optional</b> (Restricted Rate: ____% X Subtotal)		<b>\$0</b>
<b>6500: Capital Outlay</b>		<b>\$0</b>
	<b>6500 Subtotal</b>	<b>\$0</b>
	<b>TOTAL</b>	<b>\$533,168</b>

<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	1,168,134	12,737	343,190	77,800	107,000	25,500		1,734,361
1100 Instruction 1003 (g) SIG								
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	141,100		51,900					193,000
2100 Support Services - Pupils	73,037	42,137	39,525	205,145				359,844
2100 Support Services – Pupils 1003 (g) SIG	15,000		4500		11,000			30,500
2210 Improvement of Instruction Services (Professional Development)		5250		6000	85000			96,250
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	69,136		21736	34000	14,100			\$138,972
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG	10,000		3000	61946				78,946
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG	67,500		20,250	8000				95,750
Administrative Costs		274,857	78,301	500				358,658
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG )	1,241,171	334,981	461,016	283,445	192,000	25,500		2,538,113
1003 (g) SIG Subtotal	302,736		101,386	103,946	25,100	0		533,168
<b>Grand Total</b>	<b>1,543,907</b>	<b>334,981</b>	<b>562,402</b>	<b>387,391</b>	<b>217,100</b>	<b>25,500</b>	<b>0</b>	<b>3,071,281</b>

LEA/District: Construction Careers Center School: Construction Careers Center

County/District Code: 1115-901 School Code: 1910

**For the year 2011-2012**

Budget Codes	Related Strategies and Activities
<b>1100 Instruction</b>	
<b>1100 Instruction 1003 (g) SIG</b>	Goal 1, objective 1, strategy 1, action step 2,- \$135,000 Goal 1, objective 2, strategy 3, action step 1,-\$58000 Goal 2, objective 1, strategy 1, action step 2 - \$55,146 Goal 2, objective 1, strategy 1, action step 4 -\$12,000 <span style="float: right;"><b>Total-\$260,146</b></span>
<b>1251 Culturally Different Instruction(Title I)</b>	
<b>1251 Culturally Different Instruction(Title I) 1003 (g) SIG</b>	
<b>2100 Support Services - Pupils</b>	
<b>2100 Support Services – Pupils 1003 (g) SIG</b>	Goal 3, objective 1, strategy 1, action step 3 - \$17000 <span style="float: right;"><b>Total-\$17,000</b></span>
<b>2210 Improvement of Instruction Services (Professional Development)</b>	
<b>2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG</b>	Goal 1, objective 1, strategy 1, action step 1, – 5,000 Goal 1, objective 1, strategy 1,action step 3, - \$8,000 Goal 1, objective 2, strategy 3, action step 2, - \$10,000 Goal 2, objective 1, strategy 1, action step 3, - \$236000 <span style="float: right;"><b>Total-\$259,000</b></span>
<b>2620 Planning, Research, Development, and Evaluation Services</b>	
<b>2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG</b>	Goal 2, objective 1, strategy 1, action step 5-\$500 Goal 3, objective 1, strategy 1, action step 1-\$2000 Goal 5, objective 1, strategy 1, action step 1-\$50,446 Goal 5, objective 1, strategy 1, action step 3 ,-\$12,000 Goal 5, objective 3, strategy 1, action step 1, - \$6000 <span style="float: right;"><b>Total-\$74,946</b></span>
<b>3000 Parent Involvement</b>	
<b>3000 Parent Involvement 1003 (g) SIG</b>	Goal 3, objective 3, strategy 2-\$27,720 Goal 4, objective 1, strategy 1-\$44,000 <span style="float: right;"><b>Total-\$71,720</b></span>
<b>Other (Use Missouri Accounting manual codes)</b>	
<b>Administrative Costs</b>	
<b>Administrative Costs 1003 (g) SIG</b>	

<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	1,168,134	12,737	343,190	77,800	107,000	25,500		1,734,361
1100 Instruction 1003 (g) SIG	265,000		75,000	84,000		58,000		482,000
1251 Culturally Different Instruction(Title I)	0							
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	0							
2100 Support Services - Pupils	73,037	42,137	39,525	205,145				359,844
2100 Support Services – Pupils 1003 (g) SIG	0	17,000						17,000
2210 Improvement of Instruction Services (Professional Development)	0	5250		6000	85000			96,250
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	0			33,000				33,000
2620 Planning, Research, Development, and Evaluation Services	0							
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG	6000			56,800				62,800
3000 Parent Involvement	0							
3000 Parent Involvement 1003 (g) SIG	44,000					27,720		71,720
Administrative Costs	0	274,857	78,301	500				353,658
Administrative Costs 1003 (g) SIG	0							
Program Costs Subtotal (Not including 1003 (g) SIG )	1,241,171	60,124	382,715	288,945	192,000	25,500		2,190,455
1003 (g) SIG Subtotal								
<b>Grand Total</b>	<b>2,797,342</b>	<b>412,105</b>	<b>918,731</b>	<b>752,190</b>	<b>384,000</b>	<b>136,720</b>		<b>5,401,088</b>

## LEA/District and School Budget Templates

LEA/District: Construction Careers Center School: Construction Careers Center

County/District Code: 1115-901 School Code: 1910

For the year 2012-2013

Budget Codes	Related Strategies and Activities
<b>1100 Instruction</b>	
<b>1100 Instruction 1003 (g) SIG</b>	Goal 1, objective 1, strategy 1, action step 2,- \$140,000 Goal 1, objective 2, strategy 3, action step 1,-\$108000 Goal 2, objective 1, strategy 1, action step 2 - \$26446 Goal 2, objective 1, strategy 1, action step 4 -\$4,000 <b>Total-\$278,446</b>
<b>1251 Culturally Different Instruction(Title I)</b>	
<b>1251 Culturally Different Instruction(Title I) 1003 (g) SIG</b>	
<b>2100 Support Services - Pupils</b>	
<b>2100 Support Services – Pupils 1003 (g) SIG</b>	Goal 3, objective 1, strategy 1, action step 3 - \$14000 <b>Total-\$14,000</b>
<b>2210 Improvement of Instruction Services (Professional Development)</b>	
<b>2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG</b>	Goal 1, objective 1, strategy 1, action step 1, – 3,000 Goal 2, objective 1, strategy 1, action step 3, - \$238000 <b>Total-\$241,000</b>
<b>2620 Planning, Research, Development, and Evaluation Services</b>	
<b>2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG</b>	Goal 2, objective 1, strategy 1, action step 5-\$500 Goal 5, objective 1, strategy 1, action step 1-\$55,000 Goal 5, objective 3, strategy 1, action step 1, - \$6000 <b>Total-\$61,500</b>
<b>3000 Parent Involvement</b>	
<b>3000 Parent Involvement 1003 (g) SIG</b>	Goal 3, objective 3, strategy 2-\$27,720 Goal 4, objective 1, strategy 1-\$44,000 <b>Total-\$71,720</b>
<b>Other (Use Missouri Accounting manual codes)</b>	
<b>Administrative Costs</b>	
<b>Administrative Costs 1003 (g) SIG</b>	

<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	1,168,134	12,737	343,190	77,800	107,000	25,500		1,734,361
1100 Instruction 1003 (g) SIG	270,000		75,000	53,000		108,000		506,000
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils	73,037	42,137	39,525	205,145				359,844
2100 Support Services – Pupils 1003 (g) SIG		14,000						14,000
2210 Improvement of Instruction Services (Professional Development)		5250		6000	85000			96,250
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG				13,000				13,000
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG				61,650				61,650
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG	44,000					27,720		71,720
Administrative Costs		274,857	78,301	500				353,658
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG )	1,241,171	60,124	382,715	288,945	192,000	25,500		2,190,455
1003 (g) SIG Subtotal								
<b>Grand Total</b>	<b>2,796,342</b>	<b>409,105</b>	<b>918,731</b>	<b>706,040</b>	<b>384,000</b>	<b>186,720</b>		<b>5,400,938</b>

**D. Assurances**

**D. 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.**

**E. Waivers**

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

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

- Extending the period of availability of school improvement funds.

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

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

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

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

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