

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

DIRECTIONS

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

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

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

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THE DEPARTMENT'S APPROVAL

For Department use only.

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			\$

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

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Smith-Hale Jr. High			X					X
Ervin Jr. High			X				X	

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

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

B. DESCRIPTIVE INFORMATION: Smith-Hale Jr. High, Ervin Jr. High

LEA/District Response—Attach narrative and documentation requested for each item below.

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

- 1. Provide information that explains how your LEA/district has analyzed the needs of each Tier I, Tier II, and Tier III school you intend to serve**
 - a. discuss the most significant results of the needs analysis with supporting data**

PREP-KC, an outside-approved vendor, conducted the needs assessment over a three-week period beginning on May 10, 2010. Once the needs assessment report was completed it was shared with and analyzed by the Smith-Hale Transformational Team to identify the Key Findings. Following is a list of the most *Significant Results of the Needs Assessment (The Basis for the Goals Identified by the Transformational Team)* (See Attached Appendix A-for the Completed Needs Analysis)

Student Performance

- Percentage of students scoring at a proficient level on the MAP test in Communication Arts and Mathematics are trending in a positive direction. Results over the past three years, 2007 to 2009, for grades 6-8 combined: **(DESE Website)**

Communication Arts

Smith-Hale	19.7% to 26.5% +6.8%
Ervin	21.1% to 27.9% +6.8%

Mathematics

Smith-Hale	20.1% to 29.4% +9.3%
Ervin	20.6% to 24.3% +3.7%

- Significant increase in the percentage of sixth grade students reading to 'at or above grade level' from first quarter to fourth quarter during the 2008-2009 school year. Smith-Hale saw an increase from 29% (1st qtr) to 45%(4th qtr). Ervin saw an increase from 35% (1st qtr) to 40% (3rd qtr). **(District Formative Assessment Data-SRI)**
- While the MAP results for both Math and Reading are trending in a positive direction, the rate of gain is not fast enough. The annual average increase in proficiency over the past three years for Communication Arts and Mathematics is approximately 3%. **(State MAP Data—Reading and Math)**

- The gap between the expected level of performance set by **State on MAP Math (for AYP)** and the results generated by the students in grades 6-8 in Hickman Mills has increased:

	<u>2007</u> (Gap)	<u>2008</u>	<u>2009</u>	<u>2010</u>
State AYP Target	42.9%	51.0%	59.2%	67.4%
Smith-Hale	19.7%(-23.2)	24.4%(-26.6)	26.5%(-32.7)	
Ervin	21.1%(-21.8)	24.9%(-26.1)	27.9%(-31.3)	

- Star Math data shows that over 70% of all students tested are below the expected proficiency level. (**District Formative Assessment Data**)
- Reading level as reported on the State Scorecard Indicators show approximately 50% of the students are performing below grade level. %. (**State MAP Data—Reading and Math**)
- Student attendance is trending in a negative direction over the past five years at both Ervin and Smith-Hale. (**State Reported-District Data**)

Smith-Hale	93.4% (2005)	91.6%(2009)
Ervin	94.6%(2005)	92.5%(2009)
- While the number of graduates taking the ACT has increased over the past five years, the percentage of students scoring at or above the national average on the ACT has decreased from 13.9% (n=53) to 6.7% (n=28) (**District ACT Data**)
- There are limited discussions and little engagement with the students regarding a vision for their future. Students stated that adults at the school did not talk to them about their future. In fact, when asked, “Who do you talk about your future with? Only one student mentioned a school staff member. (**Student Interviews**)
- There is not a culture of collective responsibility for the academic success of the students. Staff members were hopeful that students would be successful, but did not indicate that they felt responsible if students were not successful academically. (**Staff, administrator interviews**)

Curriculum Development and Learning Management

- Students stated that many teachers do not expect the students to learn anything. The teachers are seen as ‘just wanting to get through the class’. This feeling was shared by adults in various interview groups and is summed up by the statement, ‘Oh well, if they don’t learn what is being taught, not sure what we can do about it’. (**Student, staff, school and district administrator interviews**)

- There is a perception among many of the students that the teachers don't care about their success as a student at the middle school or about their success in the future as they prepare for college and career. As an adult noted, 'The kids don't expect much from themselves, they don't expect much from the teachers, and teachers don't expect much from the kids'. **(Student Interviews)**
- Classrooms were described by adults as low in rigor, with lecture and worksheets as the norm for instructional delivery. **(Staff, district and school administrators)**

Professional Development

- Most common planning time is not spent on instructional improvement practices. The department meetings are focused on administrative tasks and the team planning time is spent discussing student issues. **(Staff, district and school administrators)**
- There is a lack of clarity around who is responsible for planning staff development time and for what purpose. Different focus groups gave varying answers to the question, "Who is responsible for planning staff development?" (Wednesday Early Release, Department Time, PLC Time, Team Time). Regardless of who was responsible for the planning of staff development, it was noted that the time is not protected. District or school level activities are seen as routinely interrupting professional development plans. (Ex. Assemblies, IEPs, School 'emergencies', district 'emergencies'). In addition, it is not clear what the outcomes are for professional development activities and who is accountable for the results. There is not a clear focus that drives the professional development at the buildings and no clear timelines as to when activities are planned. Where there is a calendar, it is subject to being overtaken by other competing activities generated by the district or school leadership. **(Staff, district and school administrators, district calendar for PD)**

Safe Secure Learning Environment

- Perception that the middle schools are not safe places. Staff and students shared concerns about their personal safety. **(Parents, staff, students BOE members and district and school administrators. District Administrated-- Parent Survey)**
- Fighting at the schools has become a normalized behavior. Students estimated that 50-75% of all students have gotten into fights over the past year. Across the interview groups, there was a sense that much of the student behavior was not appropriate and that this led to an unstable environment. The instability of the school environment has led to regular outbreaks of student fights. The students have a sense that fighting at school is inevitable and that there is nothing that the adults can do to stop it. **(Student and Staff Interviews)**

- Students reported that the usual teacher's response to unruly students is to yell. This, students said, led to confrontations and created an atmosphere in which students believe that a fight could break out at any minute. Many students do not feel safe at the school. **(Student Interviews)**
- Expectations for positive student behavior and adult responses to negative student behavior are not clear. Students, parents, and teachers were unsure what happened to students when they engaged in negative behaviors. This results in second-guessing by all parties around the administrative actions taken. This has contributed to a 'we' vs. 'them' culture. **(Student, parent and staff interviews)**
- The administrators are seen primarily as being in charge of the maintaining a safe learning environment and they have taken this role seriously. Much of their day is spent dealing with discipline referrals and the parent complaints. **(School administrator interviews)**
- The discipline **incidents reported on the DESE website** show a significant decrease in the numbers of incidents from 2005 to 2009. Coinciding with this decrease is also a decrease in the number of out-of-school and in-school suspensions. This apparent decrease in discipline incidents does not correlate with what was described by the interviewees. **(Parent, Student and staff interviews)**
- According to **Cycle 4 Advance Questionnaire survey**, only 45% of the students feel safe at school.
- Adult teams are in place, but there is an absence of collective responsibility among the adults for the safety and security of the learning environment. Instead, there is ample blame cast toward the school administration, the teachers, the students, the parents, the community, and the district administration. **(Parents, staff, students BOE members and district and school administrators. District Administrated-- Parent Survey)**
- Creating a vision for the future...college going is not talked about among staff and students. **(Parent, Staff an student interviews)**
- Both student and parents noted punitive response to all negative behavior. Both groups felt that there was no positive reinforcement to help reduce the negative behaviors, especially fighting, ISS/OSS were the only responses noted. Students acknowledged that there was a plan to have a reward if they went a month without fighting, but since they believed that fighting went on every day, they saw that as an unreachable goal. **(Student and Parent Interviews)**

Parent and Community Involvement

- During the 2008-2009 school year parent participation, as indicated by parent-teacher conference attendance, was 17% (Ervin) and 36% (Smith-Hale). These rates were the two lowest at all of the attendance centers in the district. ***(District reported PTC attendance data.)***
- Over 1/3 of the parents surveyed indicated they believe the schools in the community have gotten worse in the past five years. ***(Cycle 4 Advance Questionnaire Parent Survey)***
- Parents indicated that they did not think the adults at the school felt responsible for the success of their children. ***(Cycle 4 Advance Questionnaire Parent Survey)***
- Parents do not feel that there are adults at the school that they can talk openly with about their child. They do not feel encouraged to reach out to teachers or administrators. ***(Cycle 4 Advance Questionnaire Parent Survey and Parent Interviews)***
- According to surveys, almost half of all parents would send their child to a different school, if they could. (51% - Smith-Hale/48% - Ervin) ***(Cycle 4 Advance Questionnaire Parent Survey)***

Information Technology and Data Management

- There is so much data provided to staff that it is difficult for them to focus on the types of data that will support change in instructional practice and provide an increase in student achievement as measured by the unit tests/benchmark assessments. ***(Staff and school administrator interviews)***
- There is not ongoing structured time, or clear protocols utilized, for the level of data analysis needed to impact instructional change as a matter of routine at the schools. ***(Staff interviews)***

Human Resources

- School site administration does not feel they are recognized (either 'pats on the back' or compensation) for additional efforts and extra duties they take on. ***(School Administrator interviews)***

Leadership and Governance

- The leadership at the school level can best be described as managing student and parent crises along with responding to district mandates. This has led to the school staff

wondering about the direction of the school and expecting a lack of continuity around professional development, decision-making, and student discipline. ***(School Administrator and staff Interviews)***

- There is an atmosphere of top down district management and this translates into top down school level management. Leaders at the building feel that they are constantly responding to district level directives. One consequence of this management is that professional development time for school teams gets interrupted in order to address district level initiatives. ***(School administrators, staff, and central office support personnel interviews)***
- A perceived focus on compliance has led to a lack of visionary leadership and ownership of the work. Staff has indicated a tendency to make sure things were done, especially when someone from downtown was looking. ***(Staff interviews)***
- All of the adult groups interviewed either inferred or directly mentioned a ‘we vs. them’ atmosphere in the schools/district. ***(District vs. School, School Administrators vs. Teachers, Teachers vs. Students, Parents vs. School, etc.)***

Fiscal and Budget:

- The funding at Smith-Hale has been the highest per pupil funding the district at \$7101/pupil, however this has not resulted in higher levels of student performance. This higher per pupil expenditure is due primarily to higher staffing costs because of a more experienced teaching staff. ***(District budget report)***

As a part of the SIG planning process, the Transformation Team, consisting of district administrators, school administrators, staff and post-secondary partners, utilized a protocol for reviewing the Needs Assessment Results. Through that process, they identified what they believed to be the most relevant pieces of information to inform the Transformation Plan. Those findings are outlined below:

Key Findings From the Needs Assessment -The Basis for the Goals Identified by the Transformational Team

- 50% of Jr. High Students at both schools are reading below grade level based on SRI scores
- 70% of Jr. High Students are not proficient on the Math portion of the MAP.
- A trend of only 3% growth each year currently in reading.
- Us vs. them culture is everywhere.
- None of the comments (parent/teacher/student) focused on the areas of strength of the schools.
- Parents angry that their students must attend these two schools.
- Teachers not looking at data even though there is an abundance of it

- Incidents of discipline decreased over a 5-year period.
 - Perception in the community does not match the data.
- Student attendance is declining.
- There are no “future discussions (college readiness)” being held with students.
- Culture of violence.
- Culture of compliance.
- Perception in the community and student body that teachers don’t care.
- Feeling of parents → Negative.
- Parents participation in school night activities is low: Ervin – 17%, SH – 36%
- 50% parents don’t want their students to attend school here
- 45% students feel safe
- More experienced staff at Smith-Hale than Ervin
- Low academic rigor – worksheets etc. (low expectations).
- There are questions regarding who is responsible for staff professional development – Lots of interruption – Lack of clarity?? Lack of perceived quality?? Concern about time available.
- Absence of collective responsibility of adults.
- Atmosphere of “top down” leadership.
- No positive reinforcement for students or staff
- Suspension (ISS/OSS) is only response to negative behaviors
- Parents feel they don’t have an adult at school to talk to about their children

b. the methods used to gather the data.

The needs analysis consisted of a review of the MSIP data, local school data, and extensive interviews with various stakeholder groups (parents, teachers, students, BOE members, school leadership, district leadership, union leaders) at both the school and district level. The needs analysis was conducted during the month of May 2010.

c. list the selected intervention for each school

As the district looked at the four models available to them, the option of a Restart model was eliminated based on the district’s experience with a CMO during the summer of 2009. The district contracted with the Edison Group for their summer school program which resulted in no increase in student achievement as a result.

The turnaround model and the transformation model include the same required and permissible activities with the exception of the requirement in the Turnaround Model that no more than 50% of the teachers be retained. **Based on recommendation #1 in the needs assessment and the**

desire to retain the most effective 6th and 7th grade teachers from both schools, the district chose the Closure Model for Ervin Jr. High and the Transformation model for Smith-Hale Jr. High. The name of Smith-Hale Jr. High will be changed to Smith-Hale College Prep Middle School.

The implementation of these two interventions will create an opportunity all 6th and 7th grade students to have the opportunity for a coherent and aligned education. To combat the 6th grade dip- this new model lends itself to planning a program specific to the needs of students at each grade level allowing them specifically to have the same resources related to personnel, curriculum, professional development and technical assistance.

- 2. Provide the following information as it applies to LEA/district-level activities and individual school plans and activities:**
 - a. A description of recent school improvement initiatives the LEA/district has implemented in its low-achieving schools and progress of and results from those initiatives**
 - i. The school improvement efforts include activities that are required or permissible activities listed in the SIG required interventions for Tier I and Tier II schools**

Included in the needs assessment are the strategies that have already been implemented. Though the district has only seen marginal success in improving student achievement through implementation of these strategies, it is expected that with full implementation of the benchmark system (currently in its first year of implementation at the middle school) as well as intense outside technical support for the leadership and staff to implement the strategies with fidelity there will be significant gains in the future. Data from implementation of these strategies at the high school, as well as, other districts in the region has shown remarkable progress. By utilizing support from the Grant, as well as, Title I resources and an aligned Professional Development system, It is expected that the results from Smith-Hale College Prep Middle School will be more significant than the other schools in the region. The strategies that will be continued include the following:

- The math department has implemented a benchmark system (See Appendix G for a description of the key components that is aligned with the state standards. This system supports a standards based approach to teaching math. As the math benchmarks are taught, an aligned assessment is given to assess whether or not the student has learned the benchmark. Interventions are applied if the student has not yet mastered the benchmark concept. Grading in math utilizes a standards based approach and is based on the percentage of benchmarks demonstrated. Implementation of this strategy has shown annual double-digit gains in secondary schools across the region when implemented with fidelity.
- Read 180, a technology-based reading program, has been implemented to support readers who are at least 2 years below grade level on the SRI. Data shows that while the gains in reading have not kept pace with the state expectations the intervention is providing an increase in student reading proficiency. (*See Needs Assessment results from SRI data*)
- The district has implemented Project Lead the Way (PLTW) at both middle schools. Approximately 125 students are enrolled at each site along with a full time teacher. PLTW is an example of a program that raised the expectations for students and supports a

belief in student success that high school graduation is only a stepping-stone to the next piece of paper. Data provided by the district from the high school shows that the students enrolled in PLTW courses at high school score higher on the Math EOC than the students who are not enrolled in PLTW)

- Accelerated Math, a technology-based program, is currently being used at the high school, where the gains in math have been more significant, to support the benchmarking process as a way of providing additional practice and individualized support for students to master the benchmarks.
- On-going job-embedded professional development currently takes place during the school day through the following format:
 - The district has provided time for Professional Development through the weekly Early Release Wednesday.
 - Common planning time for teaching staff is built into the master schedule each week. Team time, which consists of core grade level teachers, happens three times each week and grade level departments meet once each week.
 - Professional Learning Community (PLC) time is provided once a month during early release. During these meetings, all grade levels across both middle schools convene to discuss alignment of the curriculum and best instructional practices.
 - There are part-time instructional coaches that are deployed to work with teachers in core areas. (Math, Communication Arts, Science)

This structure also supports the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. While this practice is fairly new, the outside technical assistance support will focus on an aligned system of ongoing rigorous Professional Development that will lead to high levels of student achievement.

In addition to continuing to implement with fidelity the required and permissible activities listed above, the district has the following plans in place to meet the additional requirements of the transformation model. Below is a list of the required and permissible activities with the Goal, objective, strategy and action step supporting that Activity identified:

Transformation model: A transformation model is one in which an LEA implements each of the following strategies: (*Please note:* There are four categories, (1)-(4), of required and permissible activities in the Transformation model.)

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

The principal of Smith Hale has been replaced effective for the 2010-2011 school year.

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

- Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
- Are designed and developed with teacher and principal involvement;

The following goal from the plan fulfills the requirement for this activity. A complete new evaluation system should be in place by the end of the first year that will take into account student achievement and performance base based pay as a part of the evaluation process.

Goal #5.1.2.1-3- Build Capacity at all Levels of the System to Increase Student Achievement and Create a College Going Culture that engages Staff, Students, their Parents and other Community Partners

Objective #1- 100% of the Performance Outcomes-- identified in Goals #1-4 have been met

Strategy 2: Create a staff and administrator evaluation system reflecting implementation of the key strategies of this plan. Utilize the system as a basis to recruit and retain highly qualified and effective teachers for the school. (Required)) (State Department Planning Goal 2-Highly Qualified Staff)

Action Steps

1. **Begin study of effective evaluation systems and set up regular planning meetings that engage stakeholders including NEA representatives. (*Transformation Team and District Administration w/outside technical assistance*)**
2. **Begin work to design a new evaluation system once all accountability systems for Goals 1-4 have been designed and implemented. This work will be connected to the work that is happening simultaneously at the state level. (*District Administration, Transformational Team w/outside technical assistance*)**
3. **Implement a new evaluations system that includes an additional \$4000 for teams of teachers whose students perform above the state AYP target as a way to retain highly qualified and effective staff and release staff whose students show no growth throughout the year. (*Building and District Administration*)**

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and

remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

See Action Step 3 of the above stated goal. The process for identifying and rewarding school leaders will be built into the evaluation system that is designed during the first year through a collaborative effort between district and building leadership, including NEA representation.

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

Every goal in the plan involves the implementation of high quality, job-embedded professional development. Many of the action steps identify "outside technical assistance" as the responsible party for accomplishing the action step. For each of these action steps there exists a high quality, job-embedded professional development process.

For example, the Goals related to increasing math and communication arts proficiency on the state assessment include on-site professional development for both staff and building administrators around the implementation of a standards-based curriculum and assessment model of instruction. The outside technical assistance provider will work directly with teachers and administrators as they work with students to implement this process.

In addition the following goal, strategies and action steps, identify Professional Development for differentiated instruction that includes on site meaningful feedback for teachers and administrators to increase the level of implementation.

--Goal 2.2.2.1-4 Every student will read ABOVE grade level—for information and deep meaning

Outcome #2- Increase Percent of students Proficient from 18% to 38% to 58% to 78% (grade 6), 25% to 45% to 65% to 85% (grade 7) over three years.

-- Goal 3.1.2.1-4 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #1- 100% of the students will complete at least 80% of the Benchmarks.

Strategy #2 -Implement Differentiated Instructional Strategies in all classrooms to support deep implementation of the Benchmarking system in the classroom to be reflected in the teacher evaluation. (Required) (State Department Planning Goal 2-Highly Qualified Staff)

Action Steps

1. Provide differentiated instruction training to a small group of teachers to become familiar with the new strategies. (District Administration)
2. Provide whole staff training three additional times throughout the year with three days of follow-up to visit classrooms at the school. (District Administration)
3. Create an accountability plan, as well as, a plan for teachers who need additional support to implement the instructional strategies. (Transformational Team w/outside technical assistance)
4. Examine student work and other data, to determine how to deepen implementation of the strategies during Team meeting time and Wednesday early release. (Instructional Coach/w outside technical assistance)

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

See Action Step 3 of the above stated goal #5.1.2.1-4 The process for establishing financial incentives and providing opportunities for promotion and career growth will be embedded into the newly designed evaluation process. An opportunity for flexible work conditions already exists and is referenced in the following goals that provide intervention support for students who are falling behind.

--Goal 2.2.1.9-10 Every student will read ABOVE grade level—for information and deep meaning

Outcome #2- Increase Percent of students Proficient from 18% to 38% to 58% to 78% (grade 6), 25% to 45% to 65% to 85% (grade 7) over three years.

Strategy 1- Write and implement Communication benchmarks, which will include weekly benchmark checks for students and teachers. (Required) (State Department Planning Goal 3- Facilities, Support, Instructional Resources)

Action Steps

9. Hire two CA intervention teachers to support students in the completion of their benchmarks. (Building Administration w/District Administration Support)
10. Provide Lesson Study Professional Development for teachers as they begin a deeper implementation of the benchmark process. (Instructional Coach)\|

-- Goal 3.1.1.1 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #1- Increase proficiency on the MAP index from 713 to 733 to 753 to 773 (Grade 6) 709 to 729 to 749 to 769 (Grade 7), or Increase Percent of students Proficient from 29.4% to 49.4% to 69.4% to 89.4% (6), 23.6% to 46.6% to 66.6% to 86.6% (7) over three years.

Strategy 1- FULLY Implement Math Benchmarking as a Standards-Based Method of instruction. (Required) (State Department Planning Goal 1-Student Performance)

1. Hire a full time instructional coach and two Math Intervention Coaches to support teachers and students in full implementation of Math Benchmarking. (Building Administration w/District Administration Support)

(ii) **Permissible activities.** An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

The following goal meets the requirements of this Permissible Activity by implementing a process created by administrators and staff that allows the school more flexibility in rewarding teachers who are effective in demonstration increased student achievement:

--Goal #5.1.2.1.3-4 Build Capacity at all Levels of the System to Increase Student Achievement and Create a College Going Culture that engages Staff, Students, their Parents and other Community Partners

Objective #1- 100% of the Performance Outcomes-- identified in Goals #1-4 have been met

Strategy #1-Create a staff and administrator evaluation system reflecting implementation of the key strategies of this plan. Utilize the system as a basis to recruit and retain highly qualified and effective teachers for the school. (Required)) (State Department Planning Goal 2-Highly Qualified Staff)

Action Steps

- 4. Implement a new evaluations system that includes an additional \$4000 for teams of teachers whose students perform above the state AYP target as a way to retain highly qualified and effective staff and release staff whose students show no growth throughout the year. (Building and District Administration)**
- 5. Create a process to recruit, hire and retain highly qualified and effective teachers. Within that process, determine which incentives should be offered those teachers. (Building and District administration)**

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

The district has agreed that all teachers assigned to Smith-Hale from this point will be chosen by the principal and/or the leadership team.

(2) **Comprehensive instructional reform strategies.**

(i) **Required activities.** The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic.

Recommendation #9 and 10 of the Needs Assessment, listed below, support the implementation of a research-based model for instruction that utilizes a process for working with teachers to create a standards-based curriculum, supports teachers to use on-going daily assessments to document students' demonstration of the curriculum. This frequent assessment process allows for intervention early and often so that students can get the individualized support that then need to move through their coursework at their own pace. Grading in math utilizes a standards based approach and is based on the percentage of benchmarks demonstrated Data from implementation of these strategies at the high school, as well as, other districts in the region has shown remarkable progress. By utilizing support from the Grant, as well as, Title I resources and an aligned Professional Development system, It is expected that the results from Smith-Hale College Prep Middle School will be more significant than the other schools in the region.

Needs Assessment Recommendations #9---Refine the existing math benchmarks and insure that they are at a level of rigor that aligns with being on track for college and career readiness upon graduation. (Goal 2 and 3)

-- Goal 3.1.1.1-6 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #1- Increase proficiency on the MAP index from 713 to 733 to 753 to 773 (Grade 6) 709 to 729 to 749 to 769 (Grade 7), or Increase Percent of students Proficient from 29.4% to 49.4% to 69.4% to 89.4% (6), 23.6% to 46.6% to 66.6% to 86.6% (7) over three years.

Strategy 1- FULLY Implement Math Benchmarking as a Standards-Based Method of instruction. (Required) (State Department Planning Goal 1-Student Performance)

Action Steps

- 1. Hire a full time instructional coach and two Math Intervention Coaches to support teachers and students in full implementation of Math Benchmarking. (Building Administration w/District Administration Support)**
- 2. Bring together all staff and facilitate the study of the “Benchmark System Learning Paper”. (Transformational Team w/outside technical assistance)**
- 3. Determine “what are the critical attributes of a benchmarked classroom, and how will they hold teachers accountable?” to be used as part of the evaluation process later. (Transformation Team w/outside technical assistance)**
- 4. Identify teachers who have early success and begin to set up opportunities for teachers to observe each other. (Instructional coach w/outside technical assistance)**
- 5. Use common content time to work with teachers around student work as it relates to improved instruction leading to improved student achievement. (Instructional coach w/outside technical assistance)**
- 6. Purchase curriculum resources for math and calculators to be use to support the benchmarking process. (District Administration w/teacher input)**

Needs Assessment Recommendation #10-- Expand the benchmarking process to all core classes. (Communications Arts, Science, and Social Studies). This is a strategy to ensure that standards-based instruction and standards- based grading is consistently

taking place. Work to connect the unit assessments and the benchmark assessments so that they are both measuring the standards that have been identified by the state as critical for student success on the MAP. (*Goal 2 and 3*)

Goal #1.1.3.1-3 Every student is college ready -- prepared to enter college upon exiting high school and have a choice about their future

Outcome #1 Students exiting Smith-Hale have a portfolio that includes the following:

- a. a six-year plan w/an identified college
- b. a college visit
- c. college readiness indicators including indicators that measure preparation in the four core areas

Strategy 3 Implement a Benchmark system of instruction for Science and Social Studies (Required) (State Department Planning Goal 1-Student Performance)

Action Steps

1. Identify a team of teachers who will begin creating the Science and Social Studies Benchmarks aligned with the Missouri State Standards and begin outlining the “I Can...” statements. (*Building Administrator and Instructional Coach*)
2. Develop and implement the benchmark system with teachers. (*Instructional Coach w/outside technical assistance*)
3. Purchase materials to support instruction of Science and Social Studies Benchmarks. (*Building Administrator and Instructional Coach*)

In addition to the implementation of a standards-based curriculum model of instruction, training and support for implementation will be provided in differentiated instruction to all staff on an ongoing basis

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Based on the findings of the Needs Assessments, there is ample access to student data (formative, interim, and summative) The need that was identified requires focusing on a small portion of the data and using it to make instructional decisions, including whole class, small group and individualized decisions related to student learning. The following goal provides for on-going embedded professional development for teachers and administrators around specific ways to understand and utilize the data to make instructional decisions.

-- **Goal 3.2.1.1-5** Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #2- 100% of the students will complete at least 80% of the Benchmarks.

Strategy 1- Create a system of supports that are individualized for students that include all levels of intervention including both remediation and acceleration opportunities for students related to demonstrating the benchmarks. *(Required) (State Department Planning Goal 1-Student Performance)*

Action Steps

1. Use the STAR Math Data to determine the Tiers of Support for all students related to math and articulate it in writing so all advocates understand what the math scores mean. *. (Instructional coach w/outside technical assistance)*
2. Provide ongoing professional development for Math teachers during the common content time that supports the understanding of how to use the two math intervention teachers in the building. *. (Instructional coach w/outside technical assistance)*
3. Create an individualized intervention plan for each student that identifies the type of interventions they should be receive including, but not limited to the following: in-school support from the math intervention teachers, time at the Benchmark Café, after-school tutoring, Saturday Academy, computer-based tutorial software and for as many students as possible, Math Achievers. *(Instructional coach w/outside technical assistance)*
4. Work with teachers to provide flexible groups of students Tier 1 and Tier 2 instruction. *(Instructional coach w/outside technical assistance)*
5. Provide incentives for teachers and teams who meet their improvement goals in math. *(Transformation Team w/outside technical assistance)*

In addition the following goal, strategies and action steps, identify Professional Development for differentiated instruction that includes on site meaningful feedback for teachers and administrators to increase the level of implementation.

--Goal 2.2.2.1-4 Every student will read ABOVE grade level—for information and deep meaning

Outcome #2- Increase Percent of students Proficient from 18% to 38% to 58% to 78% (grade 6), 25% to 45% to 65% to 85% (grade 7) over three years.

-- Goal 3.1.2.1-4 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #1- 100% of the students will complete at least 80% of the Benchmarks.

Strategy #2 -Implement Differentiated Instructional Strategies in all classrooms to support deep implementation of the Benchmarking system in the classroom to be reflected in the teacher evaluation. *(Required) (State Department Planning Goal 2-Highly Qualified Staff)*

Action Steps

1. Provide differentiated instruction training to a small group of teachers to become familiar with the new strategies. *(District Administration)*
2. Provide whole staff training three additional times throughout the year with three days of follow-up to visit classrooms at the school. *(District Administration)*
3. Create an accountability plan, as well as, a plan for teachers who need additional support to implement the instructional strategies. *(Transformational Team w/outside technical assistance)*

4. Examine student work and other data, to determine how to deepen implementation of the strategies during Team meeting time and Wednesday early release. (Instructional Coach/w outside technical assistance)

(ii) **Permissible activities.** An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

As part of the benchmarking process, on-going reviews take place with curriculum and assessment revisions taking place on an annual basis. These revisions are part of a continuous evaluation process that insures that all students are taught and have learned the state aligned curriculum.

-- Goal 3.1.1.7 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #1- Increase proficiency on the MAP index from 713 to 733 to 753 to 773 (Grade 6) 709 to 729 to 749 to 769 (Grade 7), or Increase Percent of students Proficient from 29.4% to 49.4% to 69.4% to 89.4% (6), 23.6% to 46.6% to 66.6% to 86.6% (7) over three years.

Strategy 1- FULLY Implement Math Benchmarking as a Standards-Based Method of instruction. (Required) (State Department Planning Goal 1-Student Performance)

Action Steps

7. Continue to review and revise curriculum and assessment procedures on an on-going basis with revisions officially documented during the summer prior to the new school year. (Math Instructional Coach with outside technical assistance)

(B) Implementing a school-wide “response-to-intervention” model;

Both Math and Reading have a school-wide response to intervention plan that will be supported by the math and reading teachers, as well as, the student’s advocate. All three teachers will know how students are performing and monitor that progress on a regular basis.

-- Goal 2.1.1.4-5 Every student will read ABOVE grade level—for information and deep meaning

1. Outcome #1- All students will attain an above grade level SRI of at least 840 (grade 6) and 900 (grade 7)

Strategy 1- Create a system of supports for students by utilizing quarterly SRI data and other measures to evaluate student progress and continuously monitor student growth towards meeting the reading goal as part of a Response to Intervention Plan. (Required) (State Department Planning Goal 1-Student Performance)

Action Steps

4. Create an individualized intervention plan for each student that identifies the type of reading support needed (including students who are already reading on grade level. These interventions will include additional options: in-school support from CA intervention teachers, time at the Benchmark Café, after-school tutoring, Saturday Academy, and for as many students as possible, Reading Achievers. *(Instructional Coach w/outside technical assistance)*
5. Continue implementing Read 180 for students who are two grade levels behind in reading as part of a RTI plan for students. *(Instructional Coach)*

-- Goal 3.2.1.1-5 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #2- 100% of the students will complete at least 80% of the Benchmarks.

Strategy 1- Create a system of supports that are individualized for students that include all levels of intervention including both remediation and acceleration opportunities for students related to demonstrating the benchmarks. *(Required) (State Department Planning Goal 1-Student Performance)*

Action Steps

1. Use the STAR Math Data to determine the Tiers of Support for all students related to math and articulate it in writing so all advocates understand what the math scores mean. . *(Instructional coach w/outside technical assistance)*
2. Provide ongoing professional development for Math teachers during the common content time that supports the understanding of how to use the two math intervention teachers in the building. . *(Instructional coach w/outside technical assistance)*
3. Create an individualized intervention plan for each student that identifies the type of interventions they should be receive including, but not limited to the following: in-school support from the math intervention teachers, time at the Benchmark Café, after-school tutoring, Saturday Academy, computer-based tutorial software and for as many students as possible, Math Achievers. *(Instructional coach w/outside technical assistance)*
4. Work with teachers to provide flexible groups of students Tier 1 and Tier 2 instruction. *(Instructional coach w/outside technical assistance)*
5. Provide incentives for teachers and teams who meet their improvement goals in math. *(Transformation Team w/outside technical assistance)*

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

-- Goal 3.2.1.1-5 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #2- 100% of the students will complete at least 80% of the Benchmarks.

Strategy 1- Create a system of supports that are individualized for students that include all levels of intervention including both remediation and acceleration opportunities for

students related to demonstrating the benchmarks. *(Required) (State Department Planning Goal 1-Student Performance)*

Action Steps

6. Use the STAR Math Data System, a technology based intervention system, used to determine the Tiers of Support for all students related to math and articulate it in writing so all advocates understand what the math scores mean. *(Instructional coach w/outside technical assistance)*

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

There is increased learning time built into the school year as well as additional support time available for those students who need additional learning time in Math and Reading-See above Goals.

-- Goal 2.2.3.1-4 Every student will read ABOVE grade level—for information and deep meaning

Outcome #2- Increase Percent of students Proficient from 18% to 38% to 58% to 78% (grade 6), 25% to 45% to 65% to 85% (grade 7) over three years.

Strategy 3- Provide an extended school year for all students so they have additional learning time in which to complete the benchmarks at each level. *(Required) (State Department Planning Goal 1-Student Performance)*

Action Steps

1. Share information about the extended school year with parents, students and other community members in order to prepare for the change in the school calendar. *(Transformational Team w/outside technical assistance)*
2. Create a plan for how to best structure the additional 120 hours of learning time will be created. *(Transformational Team w/outside technical assistance)*
3. Secure Teacher commitments to work additional time. *(Building Administration w/District Administration Support)*
4. Arrange additional resources and transportation for students. *(Building Administration and District Administration)*

Goal 3.2.4.1-4-- Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #2- 100% of the students will complete at least 80% of the Benchmarks.

Strategy 4- Provide an extended school year for all students so they have additional learning time in which to complete the benchmarks at each level. *(Required) (State Department Planning Goal 1-Student Performance)*

Action Steps

1. Share information about the extended school year with parents, students and other community members in order to prepare for the change in the school calendar. *(Transformational Team w/outside technical assistance)*
2. Create a plan for how to best structure the additional 120 hours of learning time will be created. *(Transformational Team w/outside technical assistance)*
3. Secure Teacher commitments to work additional time. *(Building Administration w/District Administration Support)*
4. Arrange additional resources and transportation for students. *(Building Administration and District Administration)*

(B) Provide ongoing mechanisms for family and community engagement.

As are result of the following challenges identified in the Needs Assessment, a number of the goals involve continuing to find ways to engage family and community members in the schools.

1. During the 2008-2009 school year parent participation, as indicated by parent-teacher conference attendance, was 17% (Ervin) and 36% (Smith-Hale). These rates were the two lowest at all of the attendance centers in the district.
2. Over 1/3 of the parents surveyed indicated they believe the schools in the community have gotten worse in the past five years.
3. Parents indicated that they did not think the adults at the school felt responsible for the success of their children.
4. Parents do not feel that there are adults at the school that they can talk openly with about their child. They do not feel encouraged to reach out to teachers or administrators.
5. According to surveys, almost half of all parents would send their child to a different school, if they could. (51% - Smith-Hale/48% - Ervin)

Goal 4.2.1.1-3-- Every student will believe in themselves and their future; every student will be able to Self -Regulate—control behavior, resolve conflict, make good choices and set limits for themselves

Outcome #2- Increase Parent Attendance in conferences by 20% each semester (1st semester-56%, 2nd semester-76%, Year 2- 96%)

Strategy 1- Implement a Family Advocacy System that provides an opportunity for students to build strong relationships with at least one caring adult in the building. Family Advocacy will serve as the opportunity for teachers (advocates) to engage more deeply with the parents of their students. (Required) (State Department Planning Goal 4-Parent and Community Involvement)

Action Steps

1. Introduce family advocacy to the staff at the summer retreat in August. *(Transformational Team w/outside technical assistance)*
2. Engage in study around the implementation of a Family Advocacy System and indicators of success implementation. *(Transformational Team w/outside technical assistance)*

3. **Assign Advocates to each student. (*Transformational Team w/outside technical assistance*)**

Goal 1.2.1.1-3--Every student is college ready -- prepared to enter college upon exiting high school and have a choice about their future

Outcome #2- Parents have strategies for supporting their child in becoming college ready as defined when exiting 7th grade as identified by a parent survey.

Strategy 1- Design a set of College Readiness experiences that students should have before exiting grade 7. (*Permissible*) (*State Department Planning Goal 1-Student Performance*)

Action Steps

1. **Purchase student planners and materials for the school hallways and classrooms that create a college-going atmosphere for the building (*Building Administration*)**
2. **Teachers will display college banners/pennants and degrees in their classroom. (*Building administrators*)**
3. **Bring teachers together to study and learn more about the supports needed to create a college going environment. (*Building Leadership w/outside technical assistance*)**

(ii) **Permissible activities.** An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

In response to the following items in the needs analysis, a community partnership is developing between the school and the community organization LINC, which will coordinate after school extra-curricular activities for students to further develop their talents and to support them in strengthening their academic performance. These activities will include Social-Emotional—Character-building and enrichment activities, as well as, academic intervention when needed.

12. **Expand extra curricular activities for both 6th and 7th grade. Consider developing a second staff to work with students from 3pm to 6pm. This time should assist student who need remediation, challenge students who need acceleration, and help students identify and develop talents that will provide support for their future.**
13. **Create a parent/community advisory board to advise, support, and monitor the implementation of the transformational plan. Plan and implement monthly parent activities that will help parents feel more connected to the school and will increase their pride and ownership of the school.**

Goal 4.4.2.1-6 --Every student will believe in themselves and their future; every student will be able to Self -Regulate—control behavior, resolve conflict, make good choices and set limits for themselves

Outcome #4 All students will be able to set specific academic goals and articulate a talent that they have w/strategies to further develop those talents. They will monitor progress in both areas by documenting it in their portfolio.

Strategy 2- Implement an after-school program for students. These programs, will be carried out in partnership with an outside community organization with a proven track record for developing engaging activities for students The activities will involve both academic, as well, as extra-curricular and club activities for students. *(Required) (State Department Planning Goal 4-Parent and Community Involvement)*

Action Steps

- 1. Contact the Director of LINC to set up meeting identifying next steps for implementing activities beginning in the fall. *(Building Administration)***
- 2. Work with the LINC team to hire an on-sight LINC Coordinator who will be in charge of planning and organizing the program on the school's end. *(Building Administration w/District Office Support)***
- 3. Recruit teachers who are interested in working with the students in the academic programs that are designed. *(LINC Coordinator w/Building Administration w/District Office Support)***
- 4. Contact parents and students about this new opportunity available to them. *(Building Administration w/District Office Support)***
- 5. Utilize Family Advocacy to continue to recruit students to participate in the after-school programs and identify something they are good at and incorporate the after-school activities as a way to get better at it. *(Building Administration)***
- 6. Hire a Social Worker to support students who have more serious issues than can be addressed by the Family Advocate and the Positive Behavior Support System. *(Building Administration w/District Office Support)***

Also, as part of the Family Advocacy Model, monthly conversations between parents and the child's advocates will take place with regular quarterly visits by family members to the school to learn something about engaging in the college going vision.

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

Goal 4.1.1.1-7-- Every student will believe in themselves and their future; every student will be able to Self -Regulate—control behavior, resolve conflict, make good choices and set limits for themselves

Outcome #1- Reduce Referrals by 60% by the end of the school year.

Reduce Tardies by 80% by the end of the year.

Increase student attendance rates from 91.6% to 96%

Strategy 1- Implement a Family Advocacy System to provide an opportunity for students to build strong relationships with at least one caring adult in the building. Family Advocacy will serve as the opportunity for teachers (advocates) to engage more deeply with the

parents of their students. *(Required) (State Department Planning Goal 4-Parent and Community Involvement)*

Action Steps

1. Introduce family advocacy to the staff at the summer retreat in August. *(Transformational Team w/outside technical assistance)*
2. Engage in study around the implementation of a Family Advocacy System and indicators of success implementation. *(Transformational Team w/outside technical assistance)*
3. Assign Advocates to each student. *(Transformational Team w/outside technical assistance)*
4. Contact the advocacy students and invite them to the first Family Advocacy night to be held some time in the first two weeks of school. *(Building Administration)*
5. Work with the teachers to create an accountability plan, as well as, a plan for teachers who need additional support to participate effectively in family advocacy. *(Transformational Team w/outside technical assistance)*
6. Implement a plan for advocates to meet with their administrators on a monthly basis to review the progress of each of their students to provide ongoing support and accountability. *(Building Administration w/outside Technical Assistance)*
7. Provide incentives for advocates and teams who meet their family advocacy goals *(Transformation Team w/outside technical assistance)*

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

As part of the plan the transformational team has determined that a positive behavior support plan must be in place in order to change student behavior and expectations school-wide. A group of teachers have already begun working on creating the expectations for the student and adult behavior in the building and a significant amount of time during the retreat will be spent insuring that all teachers are on the same page with regard to creating college-going expectations.

Goal 4.1.2.1-7-- Every student will believe in themselves and their future; every student will be able to Self -Regulate—control behavior, resolve conflict, make good choices and set limits for themselves

Outcome #1 Reduce Referrals by 60% by the end of the school year. Reduce Tardies by 80% by the end of the year. Increase student attendance rates from 91.6% to 96%.

Strategy 2- Develop a set of common expectations for students to be implemented across the school with positive behavioral supports identified to reinforce students to meet these expectations. *(Permissible) (State Department Planning Goal 1-Student Performance)*

Action Steps

1. Study research-based Positive Behavior Support plans with a small group of staff, some of whom are part of the transformational team. *(Principal, Transformational Team w/outside technical assistance)*
2. Determine no more than five positive common expectations for students that will be emphasized during the coming year, as well as, the positive reinforcement that will be used to support the expectations. *(Transformational Team w/outside technical assistance)*
3. Provide PD for staff at the retreat to support the implementation of the behavioral expectations. *(Transformational Team w/outside technical assistance)*
4. Share expectations with students using reinforcing articles during College Mentorship 101/201 and secure a commitment from the students to be an active participant. *(Advocates w/Building Leadership)*
5. Develop charts for each classroom to remind students of the positive behavioral expectations. *(Transformational Team)*
6. Purchase and utilize a Tardy Tracker System to support the implementation of the Positive Behavior Support Plan *(Building Administration w/Support from District Administration.)*
7. Utilize common team time to discuss effective strategies for use with students who are struggling, as well as, effective strategies overall. *(Building Administration)*

(4) Providing operational flexibility and sustained support.

(i) **Required activities.** The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Part of the role of the Transformation Officer, who reports directly to the Superintendent, is to review all procedures and policies to determine which ones may interfere or directly contradict the work required in the Transformation Plan. She will make recommendations to the Board of Education regarding any changes in policy and pave the way for changes in procedures that must occur at the central office in order for the school to be successful in increasing student achievement.

Goal 5.1.4.1-3-- Build Capacity at all Levels of the System to Increase Student Achievement and Create a College Going Culture that engages Staff, Students, their Parents and other Community Partners

Outcome #1- 100% of the Performance Outcomes-- identified in Goals #1-4 have been met

Strategy 4-- Review all policies and procedures at the district level that may interfere with the progress being made at the middle school, and make changes. *(Required) (State Department Planning Goal 5 –Governance and Leadership)*

Action Steps

1. Identify a group of teachers and administrators and determine which of the policies and procedures that have not already been identified are interfering with the schools progress. *(Transformation Officer)*

2. **Develop a draft of alternative policies and procedures that would support the work of the school. (*Transformation Officer*)**
3. **Present those to the District Leadership and BOE for review and revision. (*Transformation Officer*)**

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

The school is receiving on-going technical assistance from PREP-KC in the developing and implementing the plan. In addition, PREP-KC's team of individual consultants is providing much of the professional development provided to the teachers and principals. The following goal identifies the role PREP-KC will play in supporting the school. The attached document in Appendix F is an example of the Mutual Accountability Plan that is being designed between PREP-KC and the district to support the monthly check-ins regarding progress toward full implementation of the plan.

Goal 5.1.3.1-3-- Build Capacity at all Levels of the System to Increase Student Achievement and Create a College Going Culture that engages Staff, Students, their Parents and other Community Partners

Outcome #1- 100% of the Performance Outcomes-- identified in Goals #1-4 have been met

Strategy #3- Provide a system of external supports and influence through the use of data-driven dialogue and leading indicators of student progress towards meeting the performance outcomes. (*Required*) (*State Department Planning Goal 5 –Governance and Leadership*)

Action Steps

1. **Review collected data on a monthly basis with the external provider and the Team. (*Transformational Team w/outside technical assistance*)**
2. **Convene monthly check-in meetings between PREP-KC and the Transformation team to evaluate progress and make adjustments to the plan. (*Transformational Team and Approved State Vendor*)**
3. **Determine adjustments in technical assistance that will need to be made. (*Transformation Officer and Approved State Vendor*)**

ii. There is evidence of LEA/district-level support

The Assistant Superintendent who oversees instruction is part of the Transformational team. As such, she has committed to removing any district level barriers that the school may experience. For the 10-11 school year and Transformation Coordinator, who reports directly the Superintendent, will oversee the high school principal and work to insure that the plan is implemented. This position is funded by district funds.

Two full time instructional coaches for math and literacy have been provide to support the Standards Based approach to instruction. There salaries are being paid using Title I dollars and they will work exclusively for Smith-Hale. These positions that were part-time in the past have not provided enough support to achieve the high levels of implementation that is required to impact student achievement.

The level of funding provided by the district is equivalent to the funding provided in the previous year; however, during the 2010-11 school year, all of the monies will support the implementation of the transformation plan.

iii. There is evaluation data available

Math and Reading MAP assessment data, as well as SRI data and STAR math data is available to evaluate student performance. The findings from the data are listed below:

Percentage of students scoring at a proficient level on the MAP test in Communication Arts and Mathematics are trending in a positive direction. Results over the past three years, 2007 to 2009, for grades 6-8 combined:

	<u>Communication Arts</u>	<u>Mathematics</u>
Smith-Hale	19.7% to 26.5% +6.8%	20.1% to 29.4% +9.3%
Ervin	21.1% to 27.9% +6.8%	20.6% to 24.3% +3.7%

Significant increase in the percentage of sixth grade students reading to ‘at or above grade level’ based on the SRI has risen from first quarter to fourth quarter during the 2008-2009 school year. Smith-Hale saw an increase from 29% (1st qtr) to 45%(4th qtr). Ervin saw an increase from 35% (1st qtr) to 40% (3rd qtr).

However, Star Math data shows that over 70% of all students tested are below the expected proficiency level. And the reading level as reported on the scorecard indicators shows approximately 50% of the students are performing below grade level. (See Appendix A for all results)

iv. The activities have or have not been successful

Even with an increase in the percentage of students who are proficient, the gap between these two schools and the state targets continues to widen. This leads to the conclusion that the research-based strategies are creating positive growth, but that they are not being implemented at a deep enough or comprehensive enough level to raise student achievement quickly enough.

Strategies such as Standards-Based Instruction have proven successful in supporting growth at the high school where they are in their second year of implementation. At the 8th and 9th grade, where teachers are in their second year of using the benchmark system, as well as in other districts around the region, significant gains have been made. Because the Jr. High Schools are in the first year of implementation, the expectation is that with continued support for full implementation, as well as, more support to provide higher quality differentiated instruction; there will be significant growth next year.

Additional strategies, such as job-embedded professional development and continuous use of student data have been introduced. The implementation of those strategies seems to be at a superficial level, but with intense professional development and supports in place to monitor and evaluate progress greater gains are expected.

Programs such as Read180 have contributed to an increase in reading achievement and will continue to be used as part of Tiered Intervention Plan. Programs such as Accelerated Math have proven to be difficult to integrate into the Standards based approach to instruction and serve as a low level “worksheet-type” intervention that does not engage students. The use of this intervention will be discontinued.

b. Plan details that explain how the LEA/district will implement the required and selected permissible activities of the selected intervention (s)

i. There is a detailed improvement plan for each school to implement the interventions and improvement activities

Once the needs assessment was completed, PREP-KC convened the Transformational team to begin creating the plan for each school. The team reviewed the Needs Assessment, identified a clear vision for the students who will be attending Smith Hale Jr. High next year, and created clear Goals, Objectives, Strategies, and Action Steps with a very specific timeline for implementation of each Plan. (See Appendix B for the Completed Smith-Hale Jr. High Transformation Plan and Appendix C for Closure Plan for Ervin Jr. High)

ii. The plan is written in a format consistent with the requirements of Missouri’s planning, budget, and reporting system. (See Appendix C for additional information.)

The plan is written to meet one or more of the five overarching goals (Student Performance; Highly Qualified Staff; Facilities, Support and Instructional Resources; Parent and Community Involvement; Governance and Leadership) that have indentified by the state. Those goals are documented in the plan, as well as, in the Budget Template in Part C.

iii. The plan is based on improvement activities focused on the significant findings of the needs analysis

All of the improvement activities are based on the findings in the needs assessment. The four Goals in the Transformational Plan (**Goal 1: Every student has a college readiness goal, and every student can communicate effectively to be college ready**--prepared to enter college upon exiting high school and have a choice about their future; **Goal 2: Every student will read ABOVE grade level**-- for information and deep meaning; **Goal 3: Every student will be proficient at Pre-Algebra**-- is ready to take and pass Algebra I at the 8th grade; **Goal 4: Every student will believe in themselves and their future; every student will be able to Self - Regulate**--control behavior, resolve conflict, make good choices and set limits for themselves) address the recommendations from the Needs Assessment. The aspect of the plan that meets the recommendation is written in *italics* at the end of each of the following recommendation: (See Appendix A for a Copy of the Entire Needs Assessment)

1. Clarify a district support structure that allows and supports the school in effectively implementing the school improvement plan. It should be clearly stated in the School

Improvement Grant (SIG) what the school has autonomy and accountability to do and what the district will control. The intent and actions of the district leadership should be to do whatever it takes to support the implementation of the SIG (*Role of the Transformational Team*)

2. Develop a plan to build buy-in for the entire Smith-Hale staff, administrators, parents, students, and district leaders. For the transformational process to take root, all stakeholders will need to be continually engaged in the process. While all may not initially 'buy-in', it is important that plans are in place to continually provide opportunities for engagement. (*Role of the Transformational Team*)
3. Transforming a school is very difficult work. The SIG should include plans for continuous development, support, and coaching of the building administrative team as effective transformational and instructional leaders. In addition, strategies should be developed to support the growth of teacher leadership. For the transformational model to be successful, leadership will have to emerge from all stakeholders. (*All Goals*)
4. Increase teacher instructional capacity. The plan should include attention to framing what is expected across each classroom everyday and providing ongoing professional development to support the implementation. Define what good instruction looks like as it relates to student achievement in Smith-Hale classrooms and work to implement it. (*All Goals*)
5. Adopt and consistently implement a student management/behavior management program. Given the normalization of fighting in the current schools, clarifying the expectations for students and adults, along with consistent follow-through is needed to stabilize the learning environment. This student management/behavior management system should promote positive behaviors that will put students on track to college & career readiness. (*Goal 1 and 4*)
6. Adopt and implement a research based advisory/advocacy program. This program should ensure that every child has a trusted advisor/advocate in the school. This advisor/advocate must know the 'story' of the student along with their future dreams and aspirations. In addition, this advisor/advocate should have a strong relationship with the parents of each child so that the parent has one person within the school that they can contact easily who knows their child well. (*Goal 4*)
7. Adopt a program like AVID that will help the staff focus on preparing students for college and careers. Develop a system to track progress toward college and career readiness upon graduation. (*Goal 1*)
8. Craft a system of professional development that is aligned with the expectation of 'on – track' for college and career readiness. Clearly define which groups are responsible for developing the PD activities. Make the professional development time 'sacred time'. No interruptions/cancellations/changes unless a '9-1-1'. (*Goal 1*)
9. Refine the existing math benchmarks and ensure that they are at a level of rigor that aligns with being on track for college and career readiness upon graduation. (*Goal 2 and 3*)

10. Expand the benchmarking process to all core classes. (Communications Arts, Science, and Social Studies). This is a strategy to ensure that standards-based instruction and standards-based grading is consistently taking place. Work to connect the unit assessments and the benchmark assessments so that they are both measuring the standards that have been identified by the state as critical for student success on the MAP. *(Goal 2 and 3)*
11. Create extended day and extended year for students. This time should be used for both remediation of critical content/skills not yet mastered and for acceleration opportunities for students to go further faster. *(All Goals)*
12. Expand extra curricular activities for both 6th and 7th grade. Consider developing a second staff to work with students from 3pm to 6pm. This time should assist student who need remediation, challenge students who need acceleration, and help students identify and develop talents that will provide support for their future. *(Goal 4)*
13. Create a parent/community advisory board to advise, support, and monitor the implementation of the transformational plan. Plan and implement regular parent activities that will help parents feel more connected to the school and will increase their pride and ownership of the school. *(All Goals)*
14. Consider having teams of teachers and students loop from grade 6 to grade 7. This structure will support the development of collective responsibility by the adults for the results of the students in the team over the two years the students are at Smith-Hale. *(All Goals)*

iv. Procedures are in place to evaluate the implementation of the strategies

One of the roles of PREP-KC, one of the state's approved vendors, will be to identify ways to evaluate the success of each of the strategies. PREP-KC has a proven track record of identifying leading indicators that will help determine if each of the strategies is having an impact on student achievement.

PREP-KC has expertise in the following areas which will contribute to the development of a comprehensive plan for evaluating the strategies:

- Developing implementation plans (work plans) in partnership with district leaders that take a systems-approach to full implementation of research-based improvement strategies. PREP-KC uses tools including Mutual Accountability Agreements, the Data Dashboard, and formative assessments to support implementation of an agreed-upon work plan.
- Supporting, monitoring, and evaluating customized implementation of research-based improvement strategies.

In addition, PREP-KC provides extensive and on-going technical assistance and leadership coaching with strategies including data-driven decision-making. PREP-KC has a strong track record in using rigorous evaluation data (formative and summative) to select, invest in, support and monitor implementation of research-based strategies. One tool created by PREP-KC to support ongoing data-based decision-making is a web-based Data Dashboard. The PREP-KC Data Dashboard measures improvements in student outcomes including academic proficiency,

high school graduation rates, and post-secondary going. Using the Data Dashboard, PREP-KC works with Districts to analyze leading indicators (data from upstream measures) to intervene early and improve student results.

v. The plans indicate that the required activities of the selected interventions for Tier I and Tier II schools will be implemented

The Transformation Plan incorporates the required activities related to developing and increasing teacher and school leader effectiveness at the highest level possible. The following required elements of the plan are noted in *italics* behind each action step that addresses it. With regard to Activity # 1-Replace the principal who led the school..., the principal has been replaced and the new principal is currently serving as part of the transformational team. Activities #2, 3, and 5 are being incorporated at the highest level possible and planning is beginning at the state level to support the development of an evaluation system.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

The principal of Smith Hale has been replaced effective for the 2010-2011 school year.

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

- Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
- Are designed and developed with teacher and principal involvement;

The following goal from the plan fulfills the requirement for this activity. A complete new evaluation system should be in place by the end of the first year that will take into account student achievement and performance base based pay as a part of the evaluation process.

Goal #5.1.2.1-3- Build Capacity at all Levels of the System to Increase Student Achievement and Create a College Going Culture that engages Staff, Students, their Parents and other Community Partners

Objective #1- 100% of the Performance Outcomes-- identified in Goals #1-4 have been met

Strategy 2: Create a staff and administrator evaluation system reflecting implementation of the key strategies of this plan. Utilize the system as a basis to recruit and retain highly qualified and effective teachers for the school. (Required)) (State Department Planning Goal 2-Highly Qualified Staff)

Action Steps

6. **Begin study of effective evaluation systems and set up regular planning meetings that engage stakeholders including NEA representatives. (*Transformation Team and District Administration w/outside technical assistance*)**
7. **Begin work to design a new evaluation system once all accountability systems for Goals 1-4 have been designed and implemented. This work will be connected to the work that is happening simultaneously at the state level. (*District Administration, Transformational Team w/outside technical assistance*)**
8. **Implement a new evaluations system that includes an additional \$4000 for teams of teachers whose students perform above the state AYP target as a way to retain highly qualified and effective staff and release staff whose students show no growth throughout the year. (*Building and District Administration*)**

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

See Action Step 3 of the above stated goal. The process for identifying and rewarding school leaders will be built into the evaluation system that is designed during the first year through a collaborative effort between district and building leadership, including NEA representation.

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

Every goal in the plan involves the implementation of high quality, job-embedded professional development. Many of the action steps identify “outside technical assistance” as the responsible party for accomplishing the action step. For each of these action steps there exists a high quality, job-embedded professional development process.

For example, the Goals related to increasing math and communication arts proficiency on the state assessment include on-site professional development for both staff and building administrators around the implementation of a standards-based curriculum and assessment

model of instruction. The outside technical assistance provider will work directly with teachers and administrators as they work with students to implement this process.

In addition the following goal, strategies and action steps, identify Professional Development for differentiated instruction that includes on site meaningful feedback for teachers and administrators to increase the level of implementation.

--Goal 2.2.2.1-4 Every student will read ABOVE grade level—for information and deep meaning

Outcome #2- Increase Percent of students Proficient from 18% to 38% to 58% to 78% (grade 6), 25% to 45% to 65% to 85% (grade 7) over three years.

-- Goal 3.1.2.1-4 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #1- 100% of the students will complete at least 80% of the Benchmarks.

Strategy #2 -Implement Differentiated Instructional Strategies in all classrooms to support deep implementation of the Benchmarking system in the classroom to be reflected in the teacher evaluation. (Required) (*State Department Planning Goal 2-Highly Qualified Staff*)

Action Steps

- 1. Provide differentiated instruction training to a small group of teachers to become familiar with the new strategies. (District Administration)**
- 2. Provide whole staff training three additional times throughout the year with three days of follow-up to visit classrooms at the school. (District Administration)**
- 3. Create an accountability plan, as well as, a plan for teachers who need additional support to implement the instructional strategies. (Transformational Team w/outside technical assistance)**
- 4. Examine student work and other data, to determine how to deepen implementation of the strategies during Team meeting time and Wednesday early release. (Instructional Coach/w outside technical assistance)**

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

See Action Step 3 of the above stated goal #5.1.2.1-4 The process for establishing financial incentives and providing opportunities for promotion and career growth will be embedded into the newly designed evaluation process. An opportunity for flexible work conditions already exists and is referenced in the following goals that provide intervention support for students who are falling behind.

--Goal 2.2.1.9-10 Every student will read ABOVE grade level—for information and deep meaning

Outcome #2- Increase Percent of students Proficient from 18% to 38% to 58% to 78% (grade 6), 25% to 45% to 65% to 85% (grade 7) over three years.

Strategy 1- Write and implement Communication benchmarks, which will include weekly benchmark checks for students and teachers. *(Required) (State Department Planning Goal 3-Facilities, Support, Instructional Resources)*

Action Steps

11. Hire two CA intervention teachers to support students in the completion of their benchmarks. *(Building Administration w/District Administration Support)*
12. Provide Lesson Study Professional Development for teachers as they begin a deeper implementation of the benchmark process. *(Instructional Coach)*

-- Goal 3.1.1.1 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #1- Increase proficiency on the MAP index from 713 to 733 to 753 to 773 (Grade 6) 709 to 729 to 749 to 769 (Grade 7), or Increase Percent of students Proficient from 29.4% to 49.4% to 69.4% to 89.4% (6), 23.6% to 46.6% to 66.6% to 86.6% (7) over three years.

Strategy 1- FULLY Implement Math Benchmarking as a Standards-Based Method of instruction. *(Required) (State Department Planning Goal 1-Student Performance)*

8. Hire a full time instructional coach and two Math Intervention Coaches to support teachers and students in full implementation of Math Benchmarking. *(Building Administration w/District Administration Support)*

The Transformation Plan incorporates the required activities related to comprehensive instructional reform strategies. The following required elements in the plan are noted in *italics* behind each strategy that addresses it. (See Appendix B&C for Complete Plan)

(i) **Required activities.** The LEA must--

(A) Use data to identify and implement an instructional program that is research-based

and vertically aligned from one grade to the next as well as aligned with State academic.

Recommendation #9 and 10 of the Needs Assessment, listed below, support the implementation of a research-based model for instruction that utilizes a process for working with teachers to create a standards-based curriculum, supports teachers to use on-going daily assessments to document students' demonstration of the curriculum. This frequent assessment process allows for intervention early and often so that students can get the individualized support that then need to move through their coursework at their own pace. Grading in math utilizes a standards based approach and is based on the percentage of benchmarks demonstrated Data from implementation of these strategies at the high school, as well as, other districts in the region has shown remarkable progress. By utilizing support from the Grant, as well as, Title I resources and an aligned Professional

Development system, It is expected that the results from Smith-Hale College Prep Middle School will be more significant than the other schools in the region.

Needs Assessment Recommendations #9--Refine the existing math benchmarks and insure that they are at a level of rigor that aligns with being on track for college and career readiness upon graduation. (*Goal 2 and 3*)

-- Goal 3.1.1.1-6 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #1- Increase proficiency on the MAP index from 713 to 733 to 753 to 773 (Grade 6) 709 to 729 to 749 to 769 (Grade 7), or Increase Percent of students Proficient from 29.4% to 49.4% to 69.4% to 89.4% (6), 23.6% to 46.6% to 66.6% to 86.6% (7) over three years.

Strategy 1- FULLY Implement Math Benchmarking as a Standards-Based Method of instruction. (*Required*) (*State Department Planning Goal 1-Student Performance*)

Action Steps

2. Hire a full time instructional coach and two Math Intervention Coaches to support teachers and students in full implementation of Math Benchmarking. (*Building Administration w/District Administration Support*)
9. Bring together all staff and facilitate the study of the “Benchmark System Learning Paper”. (*Transformational Team w/outside technical assistance*)
10. Determine “what are the critical attributes of a benchmarked classroom, and how will they hold teachers accountable?” to be used as part of the evaluation process later. (*Transformation Team w/outside technical assistance*)
11. Identify teachers who have early success and begin to set up opportunities for teachers to observe each other. (*Instructional coach w/outside technical assistance*)
12. Use common content time to work with teachers around student work as it relates to improved instruction leading to improved student achievement. (*Instructional coach w/outside technical assistance*)
13. Purchase curriculum resources for math and calculators to be use to support the benchmarking process. (*District Administration w/teacher input*)

Needs Assessment Recommendation #10-- Expand the benchmarking process to all core classes. (Communications Arts, Science, and Social Studies). This is a strategy to ensure that standards-based instruction and standards- based grading is consistently taking place. Work to connect the unit assessments and the benchmark assessments so that they are both measuring the standards that have been identified by the state as critical for student success on the MAP. (*Goal 2 and 3*)

Goal #1.1.3.1-3 Every student is college ready -- prepared to enter college upon exiting high school and have a choice about their future

Outcome #1 Students exiting Smith-Hale have a portfolio that includes the following:

- d. a six-year plan w/an identified college
- e. a college visit
- f. college readiness indicators including indicators that measure preparation in the four core areas

Strategy 3 Implement a Benchmark system of instruction for Science and Social Studies (Required) (State Department Planning Goal 1-Student Performance)

Action Steps

6. Identify a team of teachers who will begin creating the Science and Social Studies Benchmarks aligned with the Missouri State Standards and begin outlining the “I Can...” statements. *(Building Administrator and Instructional Coach)*
7. Develop and implement the benchmark system with teachers. *(Instructional Coach w/outside technical assistance)*
8. Purchase materials to support instruction of Science and Social Studies Benchmarks. *(Building Administrator and Instructional Coach)*

In addition to the implementation of a standards-based curriculum model of instruction, training and support for implementation will be provided in differentiated instruction to all staff on an ongoing basis

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Based on the findings of the Needs Assessments, there is ample access to student data (formative, interim, and summative) The need that was identified requires focusing on a small portion of the data and using it to make instructional decisions, including whole class, small group and individualized decisions related to student learning. The following goal provides for on-going embedded professional development for teachers and administrators around specific ways to understand and utilize the data to make instructional decisions.

-- Goal 3.2.1.1-5 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #2- 100% of the students will complete at least 80% of the Benchmarks.

Strategy 1- Create a system of supports that are individualized for students that include all levels of intervention including both remediation and acceleration opportunities for students related to demonstrating the benchmarks. *(Required) (State Department Planning Goal 1-Student Performance)*

Action Steps

6. Use the STAR Math Data to determine the Tiers of Support for all students related to math and articulate it in writing so all advocates understand what the math scores mean. . *(Instructional coach w/outside technical assistance)*
7. Provide ongoing professional development for Math teachers during the common content time that supports the understanding of how to use the two math intervention teachers in the building. . *(Instructional coach w/outside technical assistance)*
8. Create an individualized intervention plan for each student that identifies the type of interventions they should be receive including, but not limited to the following: in-

school support from the math intervention teachers, time at the Benchmark Café, after-school tutoring, Saturday Academy, computer-based tutorial software and for as many students as possible, Math Achievers. (*Instructional coach w/outside technical assistance*)

9. Work with teachers to provide flexible groups of students Tier 1 and Tier 2 instruction. (*Instructional coach w/outside technical assistance*)
10. Provide incentives for teachers and teams who meet their improvement goals in math. (*Transformation Team w/outside technical assistance*)

In addition the following goal, strategies and action steps, identify Professional Development for differentiated instruction that includes on site meaningful feedback for teachers and administrators to increase the level of implementation.

--Goal 2.2.2.1-4 Every student will read ABOVE grade level—for information and deep meaning

Outcome #2- Increase Percent of students Proficient from 18% to 38% to 58% to 78% (grade 6), 25% to 45% to 65% to 85% (grade 7) over three years.

-- Goal 3.1.2.1-4 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #1- 100% of the students will complete at least 80% of the Benchmarks.

Strategy #2 -Implement Differentiated Instructional Strategies in all classrooms to support deep implementation of the Benchmarking system in the classroom to be reflected in the teacher evaluation. (Required) (*State Department Planning Goal 2-Highly Qualified Staff*)

Action Steps

1. Provide differentiated instruction training to a small group of teachers to become familiar with the new strategies. (District Administration)
2. Provide whole staff training three additional times throughout the year with three days of follow-up to visit classrooms at the school. (District Administration)
3. Create an accountability plan, as well as, a plan for teachers who need additional support to implement the instructional strategies. (Transformational Team w/outside technical assistance)
4. Examine student work and other data, to determine how to deepen implementation of the strategies during Team meeting time and Wednesday early release. (Instructional Coach/w outside technical assistance)

The Transformation Plan incorporates the required activities related to increasing learning time and creating community-oriented schools. The following required elements in the plan are noted in *italics* behind each strategy that addresses it. (See Appendix B&C for Complete Plan)

(i) **Required activities.** The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

There is increased learning time built into the school year as well as additional support time available for those students who need additional learning time in Math and Reading-See above Goals.

-- Goal 2.2.3.1-4 Every student will read ABOVE grade level—for information and deep meaning

Outcome #2- Increase Percent of students Proficient from 18% to 38% to 58% to 78% (grade 6), 25% to 45% to 65% to 85% (grade 7) over three years.

Strategy 3- Provide an extended school year for all students so they have additional learning time in which to complete the benchmarks at each level. *(Required) (State Department Planning Goal 1-Student Performance)*

Action Steps

1. Share information about the extended school year with parents, students and other community members in order to prepare for the change in the school calendar. *(Transformational Team w/outside technical assistance)*
2. Create a plan for how to best structure the additional 120 hours of learning time will be created. *(Transformational Team w/outside technical assistance)*
3. Secure Teacher commitments to work additional time. *(Building Administration w/District Administration Support)*
4. Arrange additional resources and transportation for students. *(Building Administration and District Administration)*

Goal 3.2.4.1-4-- Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #2- 100% of the students will complete at least 80% of the Benchmarks.

Strategy 4- Provide an extended school year for all students so they have additional learning time in which to complete the benchmarks at each level. *(Required) (State Department Planning Goal 1-Student Performance)*

Action Steps

1. Share information about the extended school year with parents, students and other community members in order to prepare for the change in the school calendar. *(Transformational Team w/outside technical assistance)*
2. Create a plan for how to best structure the additional 120 hours of learning time will be created. *(Transformational Team w/outside technical assistance)*
3. Secure Teacher commitments to work additional time. *(Building Administration w/District Administration Support)*
4. Arrange additional resources and transportation for students. *(Building Administration and District Administration)*

(B) Provide ongoing mechanisms for family and community engagement.

As are result of the following challenges identified in the Needs Assessment, a number of the goals involve continuing to find ways to engage family and community members in the schools.

1. During the 2008-2009 school year parent participation, as indicated by parent-teacher conference attendance, was 17% (Ervin) and 36% (Smith-Hale). These rates were the two lowest at all of the attendance centers in the district.
2. Over 1/3 of the parents surveyed indicated they believe the schools in the community have gotten worse in the past five years.
3. Parents indicated that they did not think the adults at the school felt responsible for the success of their children.
4. Parents do not feel that there are adults at the school that they can talk openly with about their child. They do not feel encouraged to reach out to teachers or administrators.
5. According to surveys, almost half of all parents would send their child to a different school, if they could. (51% - Smith-Hale/48% - Ervin)

Goal 4.2.1.1-3-- Every student will believe in themselves and their future; every student will be able to Self -Regulate—control behavior, resolve conflict, make good choices and set limits for themselves

Outcome #2- Increase Parent Attendance in conferences by 20% each semester (1st semester-56%, 2nd semester-76%, Year 2- 96%)

Strategy 1- Implement a Family Advocacy System that provides an opportunity for students to build strong relationships with at least one caring adult in the building. Family Advocacy will serve as the opportunity for teachers (advocates) to engage more deeply with the parents of their students. (Required) (State Department Planning Goal 4-Parent and Community Involvement)

Action Steps

1. Introduce family advocacy to the staff at the summer retreat in August. (*Transformational Team w/outside technical assistance*)
2. Engage in study around the implementation of a Family Advocacy System and indicators of success implementation. (*Transformational Team w/outside technical assistance*)
3. Assign Advocates to each student. (*Transformational Team w/outside technical assistance*)

Goal 1.2.1.1-3--Every student is college ready -- prepared to enter college upon exiting high school and have a choice about their future

Outcome #2- Parents have strategies for supporting their child in becoming college ready as defined when exiting 7th grade as identified by a parent survey.

Strategy 1- Design a set of College Readiness experiences that students should have before exiting grade 7. (Permissible) (State Department Planning Goal 1-Student Performance)

Action Steps

1. Purchase student planners and materials for the school hallways and classrooms that create a college-going atmosphere for the building (*Building Administration*)

2. **Teachers will display college banners/pennants and degrees in their classroom.**
(Building administrators)
3. **Bring teachers together to study and learn more about the supports needed to create a college going environment.** *(Building Leadership w/outside technical assistance)*

The Transformation Plan incorporates the required activities related to providing operational flexibility and sustained support. The following required elements in the plan are noted in *italics* behind each strategy that addresses it. (See Appendix B&C for Complete Plan)

(i) **Required activities. The LEA must--**

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Part of the role of the Transformation Officer, who reports directly to the Superintendent, is to review all procedures and policies to determine which ones may interfere or directly contradict the work required in the Transformation Plan. She will make recommendations to the Board of Education regarding any changes in policy and pave the way for changes in procedures that must occur at the central office in order for the school to be successful in increasing student achievement.

Goal 5.1.4.1-3-- Build Capacity at all Levels of the System to Increase Student Achievement and Create a College Going Culture that engages Staff, Students, their Parents and other Community Partners

Outcome #1- 100% of the Performance Outcomes-- identified in Goals #1-4 have been met

Strategy 4-- Review all policies and procedures at the district level that may interfere with the progress being made at the middle school, and make changes. *(Required) (State Department Planning Goal 5 –Governance and Leadership)*

Action Steps

3. **Identify a group of teachers and administrators and determine which of the policies and procedures that have not already been identified are interfering with the schools progress.** *(Transformation Officer)*
4. **Develop a draft of alternative policies and procedures that would support the work of the school.** *(Transformation Officer)*
3. **Present those to the District Leadership and BOE for review and revision.**
(Transformation Officer)

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

The school is receiving on-going technical assistance from PREP-KC in the developing and implementing the plan. In addition, PREP-KC's team of individual consultants is providing much of the professional development provided to the teachers and principals. The following goal identifies the role PREP-KC will play in supporting the school. The attached document in Appendix F is an example of the Mutual Accountability Plan that is being designed between PREP-KC and the district to support the monthly check-ins regarding progress toward full implementation of the plan.

Goal 5.1.3.1-3-- Build Capacity at all Levels of the System to Increase Student Achievement and Create a College Going Culture that engages Staff, Students, their Parents and other Community Partners

Outcome #1- 100% of the Performance Outcomes-- identified in Goals #1-4 have been met

Strategy #3- Provide a system of external supports and influence through the use of data-driven dialogue and leading indicators of student progress towards meeting the performance outcomes. *(Required) (State Department Planning Goal 5 –Governance and Leadership)*

Action Steps

1. **Review collected data on a monthly basis with the external provider and the Team.**
(Transformational Team w/outside technical assistance)
2. **Convene monthly check-in meetings between PREP-KC and the Transformation team to evaluate progress and make adjustments to the plan.** *(Transformational Team and Approved State Vendor)*
3. **Determine adjustments in technical assistance that will need to be made.**
(Transformation Officer and Approved State Vendor)

vi. The plans indicate that appropriate permissible activities of the selected interventions will be implemented

The Transformation Plan incorporates some of the optional activities related to comprehensive instructional reform strategies. The following permissible elements in the plan are noted in *italics* behind each strategy that it addresses it when applicable. (See Appendix B & C for Complete Plan)

(1) Developing and increasing teacher and school leader effectiveness.

(ii) **Permissible activities.** An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

The following goal meets the requirements of this Permissible Activity by implementing a process created by administrators and staff that allows the school more flexibility in rewarding teachers who are effective in demonstration increased student achievement:

--Goal #5.1.2.1.3-4 Build Capacity at all Levels of the System to Increase Student Achievement and Create a College Going Culture that engages Staff, Students, their Parents and other Community Partners

Objective #1- 100% of the Performance Outcomes-- identified in Goals #1-4 have been met

Strategy #1- Create a staff and administrator evaluation system reflecting implementation of the key strategies of this plan. Utilize the system as a basis to recruit and retain highly qualified and effective teachers for the school. *(Required)) (State Department Planning Goal 2-Highly Qualified Staff)*

Action Steps

9. **Implement a new evaluations system that includes an additional \$4000 for teams of teachers whose students perform above the state AYP target as a way to retain highly qualified and effective staff and release staff whose students show no growth throughout the year. *(Building and District Administration)***
10. **Create a process to recruit, hire and retain highly qualified and effective teachers. Within that process, determine which incentives should be offered those teachers. *(Building and District administration)***

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

The district has agreed that all teachers assigned to Smith-Hale from this point will be chosen by the principal and/or the leadership team.

(2) Comprehensive instructional reform strategies.

(ii) **Permissible activities.** An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

As part of the benchmarking process, on-going reviews take place with curriculum and assessment revisions taking place on an annual basis. These revisions are part of a continuous evaluation process that insures that all students are taught and have learned the state aligned curriculum.

-- Goal 3.1.1.7 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #1- Increase proficiency on the MAP index from 713 to 733 to 753 to 773 (Grade 6) 709 to 729 to 749 to 769 (Grade 7), or Increase Percent of students Proficient from 29.4% to 49.4% to 69.4% to 89.4% (6), 23.6% to 46.6% to 66.6% to 86.6% (7) over three years.

Strategy 1- FULLY Implement Math Benchmarking as a Standards-Based Method of instruction. (Required) (State Department Planning Goal 1-Student Performance)

Action Steps

14. Continue to review and revise curriculum and assessment procedures on an on-going basis with revisions officially documented during the summer prior to the new school year. (Math Instructional Coach with outside technical assistance)

(B) Implementing a school-wide “response-to-intervention” model;

Both Math and Reading have a school-wide response to intervention plan that will be supported by the math and reading teachers, as well as, the student’s advocate. All three teachers will know how students are performing and monitor that progress on a regular basis.

-- Goal 2.1.1.4-5 Every student will read ABOVE grade level—for information and deep meaning

2. Outcome #1- All students will attain an above grade level SRI of at least 840 (grade 6) and 900 (grade 7)

Strategy 1- Create a system of supports for students by utilizing quarterly SRI data and other measures to evaluate student progress and continuously monitor student growth towards meeting the reading goal as part of a Response to Intervention Plan. (Required) (State Department Planning Goal 1-Student Performance)

Action Steps

9. Create an individualized intervention plan for each student that identifies the type of reading support needed (including students who are already reading on grade level. These interventions will include additional options: in-school support from CA intervention teachers, time at the Benchmark Café, after-school tutoring, Saturday Academy, and for as many students as possible, Reading Achievers. (Instructional Coach w/outside technical assistance)

10. Continue implementing Read 180 for students who are two grade levels behind in reading as part of a RTI plan for students. (Instructional Coach)

-- Goal 3.2.1.1-5 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #2- 100% of the students will complete at least 80% of the Benchmarks.

Strategy 1- Create a system of supports that are individualized for students that include all levels of intervention including both remediation and acceleration opportunities for students related to demonstrating the benchmarks. (Required) (State Department Planning Goal 1-Student Performance)

Action Steps

7. Use the STAR Math Data to determine the Tiers of Support for all students related to math and articulate it in writing so all advocates understand what the math scores mean. . *(Instructional coach w/outside technical assistance)*
8. Provide ongoing professional development for Math teachers during the common content time that supports the understanding of how to use the two math intervention teachers in the building. . *(Instructional coach w/outside technical assistance)*
9. Create an individualized intervention plan for each student that identifies the type of interventions they should be receive including, but not limited to the following: in-school support from the math intervention teachers, time at the Benchmark Café, after-school tutoring, Saturday Academy, computer-based tutorial software and for as many students as possible, Math Achievers. *(Instructional coach w/outside technical assistance)*
10. Work with teachers to provide flexible groups of students Tier 1 and Tier 2 instruction. *(Instructional coach w/outside technical assistance)*
11. Provide incentives for teachers and teams who meet their improvement goals in math. *(Transformation Team w/outside technical assistance)*

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

-- Goal 3.2.1.1-5 Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #2- 100% of the students will complete at least 80% of the Benchmarks.

Strategy 1- Create a system of supports that are individualized for students that include all levels of intervention including both remediation and acceleration opportunities for students related to demonstrating the benchmarks. *(Required) (State Department Planning Goal 1-Student Performance)*

Action Steps

12. Use the STAR Math Data System, a technology based intervention system, used to determine the Tiers of Support for all students related to math and articulate it in writing so all advocates understand what the math scores mean. . *(Instructional coach w/outside technical assistance)*

(3) Increasing learning time and creating community-oriented schools.

(i) **Required activities.** The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

There is increased learning time built into the school year as well as additional support time available for those students who need additional learning time in Math and Reading-See above Goals.

-- Goal 2.2.3.1-4 Every student will read ABOVE grade level—for information and deep meaning

Outcome #2- Increase Percent of students Proficient from 18% to 38% to 58% to 78% (grade 6), 25% to 45% to 65% to 85% (grade 7) over three years.

Strategy 3- Provide an extended school year for all students so they have additional learning time in which to complete the benchmarks at each level. *(Required) (State Department Planning Goal 1-Student Performance)*

Action Steps

5. Share information about the extended school year with parents, students and other community members in order to prepare for the change in the school calendar. *(Transformational Team w/outside technical assistance)*
6. Create a plan for how to best structure the additional 120 hours of learning time will be created. *(Transformational Team w/outside technical assistance)*
7. Secure Teacher commitments to work additional time. *(Building Administration w/District Administration Support)*
8. Arrange additional resources and transportation for students. *(Building Administration and District Administration)*

Goal 3.2.4.1-4-- Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Outcome #2- 100% of the students will complete at least 80% of the Benchmarks.

Strategy 4- Provide an extended school year for all students so they have additional learning time in which to complete the benchmarks at each level. *(Required) (State Department Planning Goal 1-Student Performance)*

Action Steps

5. Share information about the extended school year with parents, students and other community members in order to prepare for the change in the school calendar. *(Transformational Team w/outside technical assistance)*
6. Create a plan for how to best structure the additional 120 hours of learning time will be created. *(Transformational Team w/outside technical assistance)*
7. Secure Teacher commitments to work additional time. *(Building Administration w/District Administration Support)*
8. Arrange additional resources and transportation for students. *(Building Administration and District Administration)*

(B) Provide ongoing mechanisms for family and community engagement.

(ii) **Permissible activities.** An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

In response to the following items in the needs analysis, a community partnership is developing between the school and the community organization LINC, which will coordinate after school extra-curricular activities for students to further develop their talents and to support them in strengthening their academic performance. These activities will include Social-Emotional—Character-building and enrichment activities, as well as, academic intervention when needed.

14. Expand extra curricular activities for both 6th and 7th grade. Consider developing a second staff to work with students from 3pm to 6pm. This time should assist student who need remediation, challenge students who need acceleration, and help students identify and develop talents that will provide support for their future.
15. Create a parent/community advisory board to advise, support, and monitor the implementation of the transformational plan. Plan and implement monthly parent activities that will help parents feel more connected to the school and will increase their pride and ownership of the school.

Goal 4.4.2.1-6 --Every student will believe in themselves and their future; every student will be able to Self -Regulate—control behavior, resolve conflict, make good choices and set limits for themselves

Outcome #4 All students will be able to set specific academic goals and articulate a talent that they have w/strategies to further develop those talents. They will monitor progress in both areas by documenting it in their portfolio.

Strategy 2- Implement an after-school program for students. These programs, will be carried out in partnership with an outside community organization with a proven track record for developing engaging activities for students The activities will involve both academic, as well, as extra-curricular and club activities for students. *(Required) (State Department Planning Goal 4-Parent and Community Involvement)*

Action Steps

7. Contact the Director of LINC to set up meeting identifying next steps for implementing activities beginning in the fall. *(Building Administration)*
8. Work with the LINC team to hire an on-sight LINC Coordinator who will be in charge of planning and organizing the program on the school's end. *(Building Administration w/District Office Support)*
9. Recruit teachers who are interested in working with the students in the academic programs that are designed. *(LINC Coordinator w/Building Administration w/District Office Support)*
10. Contact parents and students about this new opportunity available to them. *(Building Administration w/District Office Support)*
11. Utilize Family Advocacy to continue to recruit students to participate in the after-school programs and identify something they are good at and incorporate the after-school activities as a way to get better at it. *(Building Administration)*
12. Hire a Social Worker to support students who have more serious issues than can be addressed by the Family Advocate and the Positive Behavior Support System. *(Building Administration w/District Office Support)*

Also, as part of the Family Advocacy Model, monthly conversations between parents and the child's advocates will take place with regular quarterly visits by family members to the school to learn something about engaging in the college going vision.

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

Goal 4.1.1.1-7-- Every student will believe in themselves and their future; every student will be able to Self -Regulate—control behavior, resolve conflict, make good choices and set limits for themselves

Outcome #1- Reduce Referrals by 60% by the end of the school year.

Reduce Tardies by 80% by the end of the year.

Increase student attendance rates from 91.6% to 96%

Strategy 1- Implement a Family Advocacy System to provide an opportunity for students to build strong relationships with at least one caring adult in the building. Family Advocacy will serve as the opportunity for teachers (advocates) to engage more deeply with the parents of their students. (Required) (State Department Planning Goal 4-Parent and Community Involvement)

Action Steps

- 8. Introduce family advocacy to the staff at the summer retreat in August. (Transformational Team w/outside technical assistance)**
- 9. Engage in study around the implementation of a Family Advocacy System and indicators of success implementation. (Transformational Team w/outside technical assistance)**
- 10. Assign Advocates to each student. (Transformational Team w/outside technical assistance)**
- 11. Contact the advocacy students and invite them to the first Family Advocacy night to be held some time in the first two weeks of school. (Building Administration)**
- 12. Work with the teachers to create an accountability plan, as well as, a plan for teachers who need additional support to participate effectively in family advocacy. (Transformational Team w/outside technical assistance)**
- 13. Implement a plan for advocates to meet with their administrators on a monthly basis to review the progress of each of their students to provide ongoing support and accountability. (Building Administration w/outside Technical Assistance)**
- 14. Provide incentives for advocates and teams who meet their family advocacy goals (Transformation Team w/outside technical assistance)**

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

As part of the plan the transformational team has determined that a positive behavior support plan must be in place in order to change student behavior and expectations school-wide. A group of teachers have already begun working on creating the expectations for the student and adult behavior in the building and a significant amount of time during the

retreat will be spent insuring that all teachers are on the same page with regard to creating college-going expectations.

Goal 4.1.2.1-7-- Every student will believe in themselves and their future; every student will be able to Self -Regulate—control behavior, resolve conflict, make good choices and set limits for themselves

Outcome #1 Reduce Referrals by 60% by the end of the school year. Reduce Tardies by 80% by the end of the year. Increase student attendance rates from 91.6% to 96%.

Strategy 2- Develop a set of common expectations for students to be implemented across the school with positive behavioral supports identified to reinforce students to meet these expectations. *(Permissible) (State Department Planning Goal 1-Student Performance)*

Action Steps

- 8. Study research-based Positive Behavior Support plans with a small group of staff, some of whom are part of the transformational team. *(Principal, Transformational Team w/outside technical assistance)***
- 9. Determine no more than five positive common expectations for students that will be emphasized during the coming year, as well as, the positive reinforcement that will be used to support the expectations. *(Transformational Team w/outside technical assistance)***
- 10. Provide PD for staff at the retreat to support the implementation of the behavioral expectations. *(Transformational Team w/outside technical assistance)***
- 11. Share expectations with students using reinforcing articles during College Mentorship 101/201 and secure a commitment from the students to be an active participant. *(Advocates w/Building Leadership)***
- 12. Develop charts for each classroom to remind students of the positive behavioral expectations. *(Transformational Team)***
- 13. Purchase and utilize a Tardy Tracker System to support the implementation of the Positive Behavior Support Plan *(Building Administration w/Support from District Administration.)***
- 14. Utilize common team time to discuss effective strategies for use with students who are struggling, as well as, effective strategies overall. *(Building Administration)***

- c. How the LEA/district will support the interventions and improvement activities at the central office level**
 - i. Planned LEA/district-level activities are listed**
 - ii. Responsible staff are identified**
 - iii. Staff responsibilities and expectations are listed**

The Transformation plan includes documentation next to each action step whether or not it is a district level strategy or a school level strategy, identifying the responsible staff member and what the actions steps for the staff are related to each of the action steps. (See Appendix B for the Completed Smith-Hale Jr. High Transformation Plan and Appendix C for Closure Plan for Ervin Jr. High)

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

The LEA does not have any Tier I schools, but they have chosen an intervention for each of their Tier II schools.

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

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

a. There is a detailed LEA/district-level plan to implement the intervention(s) including:

i. Responsible staff members for each strategy

The person responsible for each Strategy is listed in the Transition Plan. It is formatted in italics after each Action Step (see Appendix B for a complete copy of the Transition Plan). There are multiple parties responsible for implementing the plan including both District and Building Administration.

ii. Timelines for each strategy and action step

The timeline for each action step in the strategy is identified in the last column of the plan. Each date represents when the action step will be started and when it will be considered fully implemented unless it is a one-time event or activity then the date will be the same for both the start and full implementation. It is assumed that while all action steps will be fully implemented by the end of the grant many of the steps represent best practice and will need to continue beyond the end date of the grant in order for the school to see lasting change.

The majority of the action steps refer to actions that will build leadership and teaching and learning capacity in the teachers and administrators in the school, and create a shift in the culture and expectations for the students.

iii. Funding identified for each strategy

Funding is identified for each action step when funding is required. Refer to Appendix D to see the itemized budget. The budget for each year includes a reference to the action step where the funding applies. Action steps are identified in the first column of the budget document. Some budget allocations support more than one action step as indicated.

iv. Implementation progress measures for each strategy

Each strategy is connected to an expected student outcome that will be evaluated each quarter. PREP-KC will work closely with the district to develop a Mutual Accountability Plan with interim measures, that not only sets regular check-points for progress toward each of the outcomes, but identifies what is acceptable evidence that the team is progressing towards meeting

those targets. It is important the evaluation tool as well as the leading indicators of success be designed and approved by all parties involved in the change process. In addition, part of the technical assistance provided will support the district and school leadership team to conduct regular monthly check-ins around the Mutual Accountability Plan so that the evaluation tool becomes a dynamic document.

PREP-KC works with districts to develop annual Mutual Accountability Agreements with partner Districts/Schools. These agreements specify the intended work-plan, roles and responsibilities, and outcomes that can be expected as a result of implementing the strategy with fidelity.

Part of PREP-KC's expertise lays in providing accurate and actionable data (on-line dashboard) to educational leaders, funders, and policy makers, which support districts' commitment to the new strategies. This expertise will support the district's work to develop a culture of data-driven decision-making throughout the system.

v. LEA/district oversight and support

The district has created a position for a Transformation Officer that reports directly to the Superintendent and has been charged with making sure that nothing will interfere with the districts implementation of the transformation plan. This position is being supported by district dollars, not by grant funding. The primary responsibilities for this position will include:

1. Leading in the creation of the principal and teacher evaluation system that will take into account data on student growth and other measures. This evaluation system will be created collaboratively with teachers, administrators and NEA members.
2. Insure that all staff members that are hired in this school are highly qualified and have a track record of showing student growth, as well as insuring that the principal has approved all teachers who are hired.
3. Lead the district work to implement a process for rewarding teachers who are having an impact on student achievement while releasing ineffective probationary teachers and moving tenured teachers to other schools with a support plan in place.
4. Insure that there is extended learning time built into the school year for the students at Smith-Hale.

The role of the Transformation Officer will be to clear the way inside the district for Smith-Hale to have as much autonomy as possible related to the implementation of the Transformation Plan. The Building Administration will be involved in all personnel decisions, program design, evaluation and incentive compensation planning and will share the budget authority with other members of the Transformational Team.

The district will provide all formative and summative data to both the school and to PREP-KC in order to continuously evaluate the progress that is being made.

All other resources that the district provides will be aligned to support the implementation of the plan.

2. **Recruit, screen, and select external providers, if applicable, to ensure their quality;**
 - a. **LEA/district application process for external providers**
 - i. **Request for proposals**
 - ii. **Memorandum of understanding**
 - iii. **Provider contract**
 - iv. **Evaluation procedures**
 - b. **SEA has been part of the planning process for selecting external providers**
 - i. **Guidance on related laws and regulations has been provided**
 - ii. **If applicable, the SEA has cooperated in the planning for the selection process**

The district, in partnership with PREP-KC, will create a plan to recruit and screen external providers. PREP-KC will assist the district in setting up criteria and designing a rubric to determine which vendors are aligned with the goals and strategies in the plan. Members of the Transformational team will be engaged in the process as well.

3. **Align other resources with the interventions;**
 - a. **The LEA/district has listed other resources that will support the interventions**

- i. **Local, State and other Federal funding sources**

All Title 1 Dollars

All State Funding Allocated to the School

- ii. **Higher Education partnerships**

UMKC will provide support to the leadership of the district and create opportunities for students to have access to college campus experiences. Additional college partnerships will be created to provide a variety of opportunities so that every student has an on-campus experience.

- iii. **Other educational resources**
 - iv. **Other community resources**

PREP-KC, as a regional educational intermediary gathers private resources from all of the major business organizations in the community. They provide monetary resources to districts, including Hickman Mills to develop strategies that lead to higher rates of college going for students in urban districts across the region.

- v. **The resources are selected to align with the findings of the needs analysis**

The district will align all available funding sources available outside of the grant to the strategies in the grant. All State and Local resources, Professional Development, Title 1 resources, as well as, any additional resources that the district may seek from community organizations outside of the district will be aligned to support the school in achieving full implementation of the plan.

- 4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively**
 - a. LEA/district policies and practices that have been or will be modified**
 - b. Projected impact of those changes**

The majority of the change that is required by the LEA/district involves a change in practice and not a change in policy; however it is the role of the Transformation Coordinator to identify both district level policies and practices that are interfering with accomplishing the implementation of the Transformation Plan. Listed below are some of the strategies in the grant that may require a change in the board policy and will definitely require a change in LEA/district practice. The Transformation officer will have to lead the work with the Superintendent and school board in making those things happen.

As a result of the plan, the Transformation officer will lead the work with principals and teachers to collaboratively create an evaluation system that uses multiple measures to evaluate the effectiveness of teachers including the use of student achievement data as a significant factor. This will be completed by spring of 2011.

Beginning in 2011, the teacher evaluation will be in place and non-tenured teachers who are determined to be ineffective will be released from their contract while tenured teachers will be moved to another school in the system and provided with a plan of support for the following school year. Teachers who are found to be effective based upon the evaluation will receive an additional \$4000 for their contribution to increased student achievement.

All teachers who teach at Smith-Hale will be on an extended year contract, which will add approximately 6 weeks and \$6000 to their salary each year. This combined with the additional \$4000 will create an annual incentive of up to \$10,000 to attract the most effective teachers to Smith-Hale College Preparatory Middle School.

- 5. Sustain the reforms after the funding period ends.**
 - a. Thorough explanation of how the reforms will be sustained**
 - i. LEA/district support**
 - ii. Community Support**
 - iii. SEA Support**
 - b. Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts**

The reform is based on a Theory of Action that believes the most effective way to change the outcomes of a school is to invest in human resources and build capacity through on-going embedded professional development. All resources in the grant are targeted at building capacity in administrative leadership, teacher leaders, and students in order to create a shift in the culture of the school. Significant resources are being allocated to support the development of teachers to become more effective at instructing, assessing learning and providing just in time intervention as needed. In addition, strategies targeted at raising the expectations for students to expect more

from themselves and their teachers will also impact a change in the culture leading to increased student achievement and higher levels of success beyond math and reading proficiency.

Throughout the process, PREP-KC will support the district's evaluation of each of the grant-supported positions and help determine if the positions continue to be necessary at the conclusion of the funding cycle. As the students, teachers, administrators, parents and community recognize and celebrate higher levels of achievement some of the positions aimed at "catching students up" will no longer be necessary. Some of the interventions may require the district to reallocate resources in order to continue the work that has been started.

However it is prudent to expect that some interventions will continue beyond the grant period. PREP-KC will provide technical assistance to identify both interventions that need to continue beyond the grant period and the possible reallocation of district funds to support the continued interventions.

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

- a. The LEA/district timeline includes specific dates for implementation of all components of the selected intervention.**
- b. The timeline is reasonable, achievable, and reflects urgency.**
- c. Implementation and evaluation dates are included in the school improvement plans or attached documents**

The timeline for each action step in the strategy is identified in the last column of the plan. Each date represents when the action step will be started and when it will be considered fully implemented unless it is a one-time event or activity then the date will be the same for both the start and full implementation. It is assumed that while all action steps will be fully implemented by the end of the grant many of the steps represent best practice and will need to continue beyond the end date of the grant in order for the school to see lasting change.

The majority of the action steps refer to actions the will build leadership and teaching and learning capacity in the teachers and administrators in the school, and create a shift in the culture and expectations for the students. It is imperative that the school looks significantly different when the doors open in the fall.

Monthly evaluation of progress in implementation of the plan scheduled with PREP-KC has been built into the grant to make sure adequate amount of support and pressure are in place as well as frequent data checks to provide information regarding student progress toward meeting the targets. The periodic formative checkpoints for data, as well as, the evidence that the plan is being implemented is a key component of the Mutual Accountability Plan (MAP) that is being created between the district and PREP-KC. Part of the work that Transformation Team must do is to set the short-term targets or leading indicators that the plan is being successful, as well as create the Mutual Accountability Plan. This is an on going process that will continue throughout the month of July. To see Page 1 of the (MAP) See Appendix F.

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

- a. The LEA/district has set specific annual targets for student achievement on the State’s assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate.**

The district has set a target of increasing the percent of students that are proficient in math and reading by 20% per year, moving the school closer to the state targets for 2013. Below are the unofficial base-line data and the targets for math and reading over the next 3 years:

Math	2010	2011	2012	2013
Grade 6	29.4%	49.4%	69.9%	89.9%
Grade 7	23.6%	43.6%	63.6%	83.6%
Communication Arts				
	2010	2011	2012	2013
Grade 6	18%	38%	58%	78%
Grade 7	25%	45%	65%	85%

- b. Accurate and meaningful baseline data are provided**
- c. Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time**
- d. Targets have been set in consultation with the Department**

Baseline data will be determined by combining the data from the two schools and report the % Proficient for Grades 6 and 7. This will be completed as soon as the official 2009-10 MAP data is released. Once the baseline has been established, the school has a target of improving by 20% per year at each grade level in both Math and Reading. This will result in moving the school closer to the state AYP target by 2013.

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

- a. Students**
- b. Staff**
 - i. School Building**

As the Transformational Team began the improvement planning process, all staff received weekly updates on a computer Blog. The Blog includes articles for the staff to read, a survey to get their input in the plan and notifications about future meetings. Each of the Leadership team member has identified a list of teachers that they are taking responsibility for helping to share information and get input in the rest of the process throughout the summer. A retreat is being

planned for August 3 and 4 for the entire staff to understand the plan and their role in the successful implementation of that plan.

ii. LEA/district

The transformation officer is responsible for making sure the LEA/District understand and support the plan. More importantly she will make sure that the support from the district compliments the work expected in the SIG Plan and does not interfere. Because of the small size of the district there is very little district staff that have not been involved in the planning process.

c. Parents

Throughout next year the school will be hosting quarterly Family Advocacy Nights to better get to know the parents and support the students from Smith-Hale Jr. High.

The Transformation Officer has shared the plan with various parent and groups as it is being designed and has asked for feedback to share with the Transformation Team. Parent nights are being planned to share more information as the plan continues to develop.

d. Teacher organizations and/or unions

As the Transformational Team began the improvement planning process, all staff received weekly updates on a computer Blog. The Blog includes articles for the staff to read, a survey to get their input in the plan and notifications about future meetings. Later in the summer, a community forum will be held to share the plan and ask for feedback from community stakeholders, parents and other local organizations. Members of the various teacher organizations are part of the leadership committee.

e. Colleges and universities

One member of the Transformation team who has participated in creating the plan is a member of the UMKC Educational Leadership department. He is supporting the work, and will continue to be a key player when it comes to identifying the types of experiences 6th and 7th grade students can have on a college campus.

As part of the plan it is expected that the counselor will begin to develop other relationships with colleges. This is an area where PREP-KC can provide significant support. As a local educational intermediary, they have existing relationships with area colleges and universities.

f. Community representatives

- i. Local government and other public sector representatives**
- ii. Business community**
- iii. Other organizations**

The Transformation Officer has shared the plan for the Smith-Hale College Prep Middles School with various community groups as it is being designed and received feedback that she has shared

with the Transformation Team. Community forums are being planned to share more information as the plan continues to develop.

In addition PREP-KC, as a regional educational intermediary, gathers private resources from the major business organizations in the community. They provide monetary resources to districts around the Metro region, including Hickman Mills ,to develop strategies that lead to higher rates of college going for students in Kansas City's urban districts. They represent the business community and keep them informed of the progress of all of the school districts they work with.

g. Other relevant stakeholders

Students, staff, parents, administrators and Board members were interviewed as part of the Needs Assessment process. During the final staff meeting held in May, teachers were asked to commit to being a part of the improvement process during the next school year. All teachers who were not interested in participating were given the opportunity to request a transfer. To date 100% of the staff members have committed to engaging in the Transformation Plan. Following the retreat teachers will be asked again to be 100% committed to the work or to be transferred to another school in the system,

One of the most important stakeholders in this process is the student. As the new year begins, the school must look dramatically different in order for students to believe that something has changed. Teacher advocates will need to work extremely hard to help students understand that there are high expectations for Smith-Hale to become a College Prep Middle School and that they play a significant role in making that happen.

LEA/District and School Budget Templates

LEA/District: Hickman Mills C-1

School: Smith- Hale

County/District Code: 048472

School Code: 2075

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

See Appendix C for a Detailed description of Strategies and Activities for each Budget Code.

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction 1003 (g) SIG	2.2.4.3, 2.1.1.7, 2.2.1.7, 1.1.3.3, 2.1.1.8, 3.2.1.5, 4.1.1.7, 2.2.4.2, 2.2.1.6, 3.1.1.6
1251 Culturally Different Instruction(Title I)	
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	1.1.1.8, 4.1.3.1, 1.3.2.1-3
2100 Support Services - Pupils	
2100 Support Services – Pupils 1003 (g) SIG	3.2.1.3, 4.3.1.3, 3.1.1.1, 4.2.1.6, 4.3.1.2, 2.1.1.1, 3.1.1.6, 2.1.1.6, 1.1.1.1, 4.2.1.5, 1.1.1.5, 1.1.1.7, 4.3.1.1, 1.1.2.1-3
2210 Improvement of Instruction Services (Professional Development)	
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	2.2.2.1-4, 1.1.3.1, 2.2.1.2, 3.1.1.1, 2.1.1.1, 1.1.3.2, 2.2.1.2-4 3.2.1.3-4, 5.1.1.1, 5.1.3.1-3, 5.1.1.4
2620 Planning, Research, Development, and Evaluation Services	
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG	1.1.1.9, 1.2.1.3, 4.1.1.2, 1.1.1.9, 1.3.1.1-3, 4.1.1.5, 5.1.1.1, 5.1.1.4, 5.1.3.1-3
3000 Parent Involvement	
3000 Parent Involvement 1003 (g) SIG	1.1.1.4, 1.1.1.7, 1.2.1.2, 4.1.1.6, 1.1.1.1 1.1.1.7, 4.1.1.1, 4.1.1.6
Other (Use Missouri Accounting manual codes)	
Administrative Costs	
Administrative Costs 1003 (g) SIG	

BUDGET								
Budget Year—2010-11 DISTRICT	6100 Certificated Salaries	Article I. 6150 <u>Noncertificated</u> Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction <i>1003 (g) SIG</i>					\$197,050	\$158,500		\$355,550
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) <i>1003 (g) SIG</i>								
2100 Support Services – Pupils								
2100 Support Services – Pupils <i>1003 (g) SIG</i>	\$622,243.74		\$170,388.26	\$158,800	\$27,000			\$978,432
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) <i>1003 (g) SIG</i>	\$52,366.12		\$8,245.88	\$32,230				\$92,842
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services <i>1003 (g) SIG</i>				\$289,800				\$289,800
3000 Parent Involvement								
3000 Parent Involvement <i>1003 (g) SIG</i>				\$21,000	\$8,500			\$29,500
Administrative Costs								
Administrative Costs <i>1003 (g) SIG</i>								
Program Costs Subtotal (Not including <i>1003 (g) SIG</i>)								
<i>1003 (g) SIG</i> Subtotal	\$674,609.86		\$178,634.14	\$501,830	\$232,550	\$158,500		\$1,746,124

BUDGET								
Budget Year—2010-11 Smith Hale	6100 Certificated Salaries	Article II. 6150 <u>Noncertificated Salaries</u>	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG					\$197,050	\$158,500		\$355,550
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services – Pupils								
2100 Support Services – Pupils 1003 (g) SIG	\$622,243.74		\$170,388.26	\$158,800	\$27,000			\$978,432
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	\$37,319.12		\$5,920.88	\$32,230				\$75,470
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG				\$289,800				\$289,800
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG								
Administrative Costs								
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG)								
1003 (g) SIG Subtotal	\$659,562.86		\$176,309.14	\$480,830	\$224,050	\$158,500		\$1,699,252

BUDGET								
Budget Year—2011-12 Smith-Hale	6100 Certificated Salaries	Article III. 6150 Noncertificat ed Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	\$6,828,092				\$155,840			
1100 Instruction 1003 (g) SIG	\$645,300			\$30,000	\$101,200	\$6000		
1251 Culturally Different Instruction (Title I)					\$14,000			
1251 Culturally Different Instruction(Title I) 1003 (g) SIG				\$46,000	\$15,000			
2100 Support Services – Pupils								
2100 Support Services – Pupils 1003 (g) SIG	\$599,000			\$60,000	\$22,000			
2210 Improvement of Instruction Services (Professional Development)	\$215,975			\$15,400				
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	\$128,900			\$126,000				
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG	\$14,000			\$186,000				
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG				\$15,000	\$5000			
Administrative Costs								
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG)								
1003 (g) SIG Subtotal	\$1,387,200			\$463,000	\$143,200	\$6000		

BUDGET								
Budget Year—2012-13 Smith Hale	6100 Certificated Salaries	Article IV. 6150 <u>Noncertificated</u> <u>Salaries</u>	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction	\$7,032,935				\$155,840			
1100 Instruction <i>1003 (g) SIG</i>	\$661,059			\$65,000	\$101,500			
1251 Culturally Different Instruction(Title I)					\$14,000			
1251 Culturally Different Instruction(Title I) <i>1003 (g) SIG</i>	\$8000			\$35,000	\$5000			
2100 Support Services – Pupils								
2100 Support Services – Pupils <i>1003 (g) SIG</i>	\$553,895			\$60,000	\$34,500			
2210 Improvement of Instruction Services (Professional Development)	\$215,975			\$15,400				
2210 Improvement of Instruction Services (Professional Development) <i>1003 (g) SIG</i>	\$131,063			\$128,000				
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services <i>1003 (g) SIG</i>	\$7000			\$184,800				
3000 Parent Involvement								
3000 Parent Involvement <i>1003 (g) SIG</i>				\$15,000	\$10,000			
Administrative Costs								
Administrative Costs <i>1003 (g) SIG</i>								
Program Costs Subtotal (Not including <i>1003 (g) SIG</i>)								
<i>1003 (g) SIG</i> Subtotal	\$1,361,017			\$487,400	\$151,000			\$1,999,817

LEA/District and School Budget Templates

LEA/District: Hickman Mills C-1
 County/District Code: 048472

School: Ervin Jr. High
 School Code: 2070

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

See Appendix E for a detailed description of Strategies and Activities for each Budget Code.

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction <i>1003 (g) SIG</i>	
1251 Culturally Different Instruction (Title I)	
1251 Culturally Different Instruction (Title I) <i>1003 (g) SIG</i>	
2100 Support Services - Pupils	
2100 Support Services – Pupils <i>1003 (g) SIG</i>	
2210 Improvement of Instruction Services (Professional Development)	
2210 Improvement of Instruction Services (Professional Development) <i>1003 (g) SIG</i>	
2620 Planning, Research, Development, and Evaluation Services	
2620 Planning, Research, Development, and Evaluation Services <i>1003 (g) SIG</i>	
3000 Parent Involvement	
3000 Parent Involvement <i>1003 (g) SIG</i>	1.1.2.1, 1.1.2.2, 1.1.1.5, 1.1.1.3, 1.1.1.1-2
Other (Use Missouri Accounting manual codes)	
Administrative Costs	
Administrative Costs <i>1003 (g) SIG</i>	

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

BUDGET								
Budget Year—2010-11 Ervin	6100 Certificated Salares	Article V. <u>6150</u> <u>Noncertificated</u> <u>Salaries</u>	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction <i>1003 (g) SIG</i>								
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) <i>1003 (g) SIG</i>								
2100 Support Services – Pupils								
2100 Support Services – Pupils <i>1003 (g) SIG</i>								
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) <i>1003 (g) SIG</i>	\$15,047		\$2,325					\$17,372
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services <i>1003 (g) SIG</i>								
3000 Parent Involvement								
3000 Parent Involvement <i>1003 (g) SIG</i>				\$21,000	\$8,500			\$29,500
Administrative Costs								
Administrative Costs <i>1003 (g) SIG</i>								
Program Costs Subtotal (Not including <i>1003 (g) SIG</i>)								
<i>1003 (g) SIG</i> Subtotal	\$15,047		\$2,325	\$21,000	\$8,500			\$46,872

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

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

- ✓ Extending the period of availability of school improvement funds.

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

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

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

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

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

Appendix A—Completed Needs Analysis

Smith Hale and Ervin Middle Schools – Hickman Mills School District Needs Analysis – June 10, 2010

Hickman Mills School District was notified in April that two of their secondary schools, Smith-Hale and Ervin Middle Schools were identified as schools performing in the bottom 5% of all secondary schools in Missouri. The schools were designated as Tier II Schools and became eligible for School Improvement Grant funding. The School Improvement Grant application process requires that a thorough 'Needs Analysis' be conducted as part of the grant development process. PREP-KC, an approved school improvement grant vendor, was contacted and asked to conduct the needs analysis for Ervin Middle School and Smith Hale Middle School. The needs analysis consisted of a review of the MSIP data, local school data, and extensive interviews with various stakeholder groups (parents, teachers, students, BOE members, school leadership, district leadership, union leaders) at both the school and district level. The needs analysis was conducted during the month of May 2010.

Student Performance

Strengths:

*Percentage of students scoring at a proficient level on the MAP test in Communication Arts and Mathematics are trending in a positive direction. Results over the past three years, 2007 to 2009, for grades 6-8 combined:

Communication Arts

Smith-Hale	19.7% to 26.5% +6.8%
Ervin	21.1% to 27.9% +6.8%

Mathematics

Smith-Hale	20.1% to 29.4% +9.3%
Ervin	20.6% to 24.3% +3.7%

*Significant increase in the percentage of sixth grade students reading to 'at or above grade level' from first quarter to fourth quarter during the 2008-2009 school year. Smith-Hale saw an increase from 29% (1st qtr) to 45%(4th qtr). Ervin saw an increase from 35% (1st qtr) to 40% (3rd qtr).

*Percent of Hickman Mills graduates taking the ACT has increased from 55.5% in 2005 to 61.5% in 2009.

Challenges:

*While the MAP results are trending in a positive direction, the rate of gain is not fast enough. The annual average increase in proficiency over the past three years for Communication Arts and Mathematics is approximately 3%. *The gap between the expected level of performance set by State on MAP (for AYP) and the results generated by the students in grades 6-8 in Hickman Mills has increased:

	<u>2007</u> (Gap)	<u>2008</u>	<u>2009</u>	<u>2010</u>
State AYP Target	42.9%	51.0%	59.2%	67.4%
Smith-Hale	19.7%(-23.2)	24.4%(-26.6)	26.5%(-32.7)	
Ervin	21.1%(-21.8)	24.9%(-26.1)	27.9%(-31.3)	

*Star Math data shows that over 70% of all students tested are below the expected proficiency level.

*Reading level as reported on the scorecard indicators show approximately 50% of the students are performing below grade level.

*Student attendance is trending in a negative direction over the past five years at both Ervin and Smith-Hale.

Smith-Hale	93.4% (2005)	91.6%(2009)
Ervin	94.6%(2005)	92.5%(2009)

*While the number of graduates taking the ACT has increased over the past five years, the percentage of students scoring at or above the national average on the ACT has decreased from 13.9% (n=53) to 6.7% (n=28)

*There are limited discussions and little engagement with the students regarding a vision for their future. Students stated that adults at the school did not talk to them about their future. In fact, when asked, "Who do you talk about your future with? Only one student mentioned a school staff member.

*There is not a culture of collective responsibility for the academic success of the students. Staff members were hopeful that students would be successful, but did not indicate that they felt responsible if students were not successful academically.

Curriculum Development and Learning Management

Strengths:

*The district has worked to produce and implement an aligned standards based curriculum and assessment system in math and science. Communication Arts and Social Studies curriculum and assessment work is underway.

*The math department has implemented a benchmark system that is aligned with the state standards. This system supports a standards based approach to teaching math. As the math benchmarks are taught, an aligned assessment is given to assess whether or not the student has learned the benchmark. Interventions are applied if the student has not yet mastered the benchmark concept. In support of the math benchmark system is the Accelerated Math program and the 'I Can' math labs. Grading in math utilizes a standards based approach and is based on the percentage of benchmarks mastered.

*The schools have block periods that support additional instructional time.

*The district has implemented Project Lead the Way (PLTW) at both middle schools. Approximately 125 students are enrolled at each site along with a full time teacher. PLTW is an example of a program that raised the expectations for students and supports a belief in student success that high school graduation is only a stepping stone to the next piece of paper.

Challenges:

*Students stated that many teachers do not expect the students to learn anything. The teachers are seen as 'just wanting to get through the class'. This feeling was shared by adults in various interview groups and is summed up by the statement, ' Oh well, if they don't learn what is being taught, not sure what we can do about it'.

*There is a perception among many of the students that the teachers don't care about their success as a student at the middle school or about their success in the future as they prepare for college and career. As an adult noted, 'The kids don't expect much from themselves, they don't expect much from the teachers, and teachers don't expect much from the kids'.

*Classrooms were described by adults as low in rigor, with lecture and worksheets as the norm for instructional delivery.

Professional Development

Strengths:

*The district has provided time for Professional Development through the weekly Early Release Wednesday.

*Common planning time for teaching staff is built into the master schedule each week. Team time, which consists of core grade level teachers, happens three times each week and grade level departments meet once each week.

*PLC time is provided once a month during early release. During these meetings, all grade levels across both middle schools met to discuss alignment of the curriculum and best instructional practices.

*There are instructional coaches that are deployed to work with teachers in core areas. (Math, Communication Arts, Science)

Challenges:

*Most common planning time is not spent on instructional improvement practices. The department meetings are focused on administrative tasks and the team planning time is spent discussing student issues.

*There is a lack of clarity around who is responsible for planning staff development time and for what purpose. Different focus groups gave varying answers to the question, "Who is responsible for planning staff development?" (Wednesday Early Release, Department Time, PLC Time, Team Time). Regardless of who was responsible for the planning of staff development, it was noted that the time is not protected. District or school level activities are seen as routinely interrupting professional development plans. (Ex. Assemblies, IEPs, School 'emergencies', district 'emergencies'). In addition, it is not clear what the accountable outcomes are for professional development activities. There is not a clear focus that drives the professional development at the buildings and no clear timelines as to when activities are planned. Where there is a calendar, it is subject to being overtaken by other competing activities generated by the district or school leadership.

Safe Secure Learning Environment

Strengths:

*The schools currently have an abundance of after school programs that include sports and various clubs. Students and parents specifically noted national Junior Honor Society as a positive and supportive activity.

*Staff, parents, and students want a safe and secure learning environment.

Challenges:

*Perception from multiple interview groups is that the middle schools are not safe places. Staff and students shared concerns about their personal safety.

*Fighting at the schools has become a normalized behavior. Students estimated that 50-75% of all students have gotten into fights over the past year. Across the interview groups, there was a sense that much of the student behavior was not appropriate and that this led to an unstable environment. The instability of the school environment has led to regular outbreaks of student fights. The students have a sense that fighting at school is inevitable and that there is nothing that the adults can do to stop it.

*Students reported that the usual teacher's response to unruly students is to yell. This, students said, led to confrontations and created an atmosphere in which students believe that a fight could break out at any minute. Many students do not feel safe at the school.

*There is not an organized effort to proactively address the culture of violence at the school.

*Expectations for positive student behavior and adult responses to negative student behavior are not clear. Students, parents, and teachers were unsure what happened to students when they engaged in negative behaviors. This results in second-guessing, by all parties, around the administrative actions taken. This has contributed to a 'we' vs 'them' culture.

*The administrators are seen primarily as being in charge of the maintaining a safe learning environment and they have taken this role seriously. Much of their day is spent dealing with discipline referrals and the parent complaints.

*The discipline incidents reported on the DESE website show a significant decrease in the numbers of incidents from 2005 to 2009. Coinciding with this decrease is also a decrease in the number of out-of-school and in-school suspensions. This apparent decrease in discipline incidents does not correlate with what was described by the interviewees.

*According to Cycle 4 Advance Questionnaire survey, only 45% of the students feel safe at school.

*Adult teams are in place, but there is an absence of collective responsibility among the adults for the safety and security of the learning environment. Instead, there is ample blame cast toward the school administration, the teachers, the students, the parents, the community, and the district administration.

*Creating a vision for the future...college going is not talked about among staff and students.

*Both student and parents noted punitive response to all negative behavior. Both groups felt that there was no positive reinforcement to help reduce the negative behaviors, especially fighting, ISS/OSS were the only responses noted. Students acknowledged that there was a plan to have a reward if they went a month without fighting, but since they believed that fighting went on every day, they saw that as an unreachable goal.

Parent and Community Involvement

Strengths:

*Over 95% of the parents expect their child to do well in school and over 80% of the parents believe that their involvement in their child's education will improve his/her achievement, according to the Cycle 4 Advance Questionnaire. Clearly the parents of the two schools want their children to do well and believe their involvement makes a positive difference.

Challenges:

*During the 2008-2009 school year parent participation, as indicated by parent-teacher conference attendance, was 17% (Ervin) and 36% (Smith-Hale). These rates were the two lowest at all of the attendance centers in the district.

*Over 1/3 of the parents surveyed indicated they believe the schools in the community have gotten worse in the past five years.

*Parents indicated that they did not think the adults at the school felt responsible for the success of their children.

*Parents do not feel that there are adults at the school that they can talk openly with about their child. They do not feel encouraged to reach out to teachers or administrators.

*According to surveys, almost half of all parents would send their child to a different school, if they could. (51% - Smith-Hale/48% - Ervin)

Information Technology and Data Management

Strengths:

*The district has developed an extensive student assessment database. This tool supports school staff in accessing real time data on each student. The database includes the newly implemented interim common assessments given at the end of each unit of study.

*Using the district quarterly writing assessment data was seen as an effective way to drive instructional practice. The analysis led to selecting instructional strategies and differentiating the supports for students based on the data analysis.

Challenges:

* There is so much data provided to staff that it is difficult for them to focus on the types of data that will support change in instructional practice and provide an increase in student achievement as measured by the unit tests/benchmark assessments.

*There is not ongoing structured time, or clear protocols utilized, for the level of data analysis needed to impact instructional change as a matter of routine at the schools.

Human Resources

Strengths:

*The student to classroom teacher staffing ratio steadily decreased from 2005 to 2009. The ratios in 2005 were 20:1 at Ervin and 19:1 at Smith-Hale. These ratios decreased steadily over the past five years and in 2009 were 13:1 at Ervin and 12:1 at Smith-Hale.

*Salaries of teachers exceed the state average of \$40,676. At Ervin the average is \$42,978 and at Smith-Hale the average is \$46,959. The difference between Ervin and Smith-Hale is due to Smith-Hale having a more experience teaching staff.

Challenges:

*School site administration does not feel they are recognized (either 'pats on the back' or compensation) for additional efforts and extra duties they take on.

Leadership and Governance

Strengths:

*District Superintendent and Assistant Superintendent are committed to supporting Smith-Hale in developing and implementing a Transformational Model for school improvement. The Assistant Superintendent will serve as the point person to support the implementation of the Transformational Plan.

*The district leadership team recognizes that they have tended to try to do too many initiatives and have not focused on effective implementation. The District leadership team has committed to staying focused on supporting the implementation of the Transformational Plan.

*The principals currently in place at each Middle School are passionate about their schools and the students they serve. They are unquestionably committed to doing whatever they need to do to improve the outcomes of the students they serve.

*Teachers pointed out that the most successful initiatives, which included teacher 'buy-in', were driven by teacher leaders (ex. Block schedule). If given a chance, teacher leadership is seen as ready to take the lead in the transformational efforts.

Challenges:

*The leadership at the school level can best be described as managing student and parent crises along with responding to district mandates. This has led to the school staff wondering about the direction of the school and expecting a lack of continuity around professional development, decision-making, and student discipline.

*There is an atmosphere of top down district management and this translates into top down school level management. Leaders at the building feel that they are constantly responding to district level directives. One consequence of this management is that professional development time for school teams gets interrupted in order to address district level initiatives.

*A perceived focus on compliance has led to a lack of visionary leadership and ownership of the work. Staff has indicated a tendency to make sure things were done, especially when someone from downtown was looking.

*Focus groups shared that there is a 'tension' on the Board of Education and that this impacts the schools negatively.

*All of the adult groups either inferred or directly mentioned a 'we vs. them' atmosphere in the schools/district. District vs. School, School Administrators vs. Teachers, Teachers vs. Students, Parents vs. School, etc.

Fiscal and Budget:

Strengths:

*The district has equitably distributed funding for curriculum across all district school sites. Smith-Hale and Ervin Middle Schools received an equitable distribution of these funds based on student enrollment. Each school in the district, including Smith-Hale and Ervin received \$65.27/pupil for curriculum materials. Professional development funds (PDC) are not equally distributed. In fact, the district has invested more PDC funds in the two low performing middle schools than any other site in the district (\$70/pupil and a total of \$113,962). Smith-Hale has the highest total per pupil expenditure of all the school sites in the district at \$7101/pupil.

*The district has addressed head-on the decreased funding due to the economic downturn. They have moved to reduce the number of staff from 318 to 260. This reduction, along with the cost savings from closing a building site, will result in a significant savings for the district and allow it to more effectively focus the remaining resources.

Challenges:

*The funding at Smith-Hale has been the highest per pupil funding the district at \$7101/pupil, however this has not resulted in higher levels of student performance. This higher per pupil expenditure is due primarily to higher staffing costs because of a more experienced teaching staff.

*The significant reduction in staffing will create a challenge for the district since the student population is not declining at the same rate. Providing the same level of support to students will be a challenge with significantly fewer staff members.

Recommendations:

1. Consider closing one of the 6-8 schools and adopting the transformational model for the remaining school site.
2. Clarify a district support structure that allows and supports the school in effectively implementing the transformational model. It should be clearly stated in the School Improvement Grant (SIG) what the school has autonomy and accountability to do and what

the district will control. The intent and actions of the district leadership should be to do whatever it takes to support the implementation of the transformational model.

2. Develop a plan to build buy-in for the entire Smith-Hale staff, administrators, parents, students, and district leaders. For the transformational process to take root, all stakeholders will need to be continually engaged in the process. While all may not initially 'buy-in', it is important that plans are in place to continually provide opportunities for engagement.
3. Transforming a school is very difficult work. The SIG should include plans for continuous development, support, and coaching of the building administrative team as effective transformational and instructional leaders. In addition, strategies should be developed to support the growth of teacher leadership. For the transformational model to be successful, leadership will have to emerge from all stakeholders.
4. Increase teacher instructional capacity. The plan should include attention to framing what is expected across each classroom everyday and providing ongoing professional development to support the implementation. Define what good instruction looks like as it relates to student achievement in Smith-Hale classrooms and work to implement it.
5. Adopt and consistently implement a student management/behavior management program. Given the normalization of fighting in the current schools, clarifying the expectations for students and adults, along with consistent follow-through is needed to stabilize the learning environment. This student management/behavior management system should promote positive behaviors that will put students on track to college & career readiness.
6. Adopt and implement a research based advisory/advocacy program. This program should ensure that every child has a trusted advisor/advocate in the school. And, this advisor/advocate must know the 'story' of the student along with their future dreams and aspirations. This advisor/advocate should also have a strong relationship with the parents of each child so that the parent has one person within the school that they can contact easily who knows their child well.
7. Adopt a program like AVID that will help the staff focus on preparing students for college and careers. Develop a system to track progress toward college and career readiness upon graduation.
8. Craft a system of professional development that is aligned with the expectation of 'on – track' for college and career readiness. Clearly define which groups are responsible for developing the PD activities. Make the professional development time 'sacred time'. No interruptions/cancellations/changes unless a '911'.
9. Refine the existing math benchmarks and ensure that they are at a level of rigor that aligns with being on track for college and career readiness upon graduation.

10. Expand the benchmarking process to all core classes. (Communications Arts, Science, and Social Studies). This is a strategy to ensure that standards based instruction and standards based grading is consistently taking place. Work to connect the unit assessments and the benchmark assessments so that they are both measuring the standards that have been identified by the state as critical for student success on the MAP
11. Create extended day and extended year for students. This time should be used for both remediation of critical content/skills not yet mastered and for acceleration opportunities for students to go further faster.
12. Expand extra curricular activities for both 6th and 7th grade. Consider developing a second staff to work with students from 3pm to 6pm. This time should assist student who need remediation, challenge students who need acceleration, and help students identify and develop talents that will provide support for their future.
13. Create a parent/community advisory board to advise, support, and monitor the implementation of the transformational plan. Plan and implement monthly parent activities that will help parents feel more connected to the school and will increase their pride and ownership of the school.
14. Consider having teams of teachers and students loop from grade 6 to grade 7. This structure will support the development of collective responsibility by the adults for the results of the students in the team over the two years the students are at Smith-Hale.

Insert Appendix B—The School Improvement Plan

(HERE)

Appendix C: Planned Budget Expenditures --YEAR 1

Related Strategy	Description	Goal 1 College Ready	Goal 2 Reading	Goal 3 Math	Goal 4 Student Belief and Self Regulation	Goal 5 Implementation Leadership and Evaluation	State Categories
Salaries							
3.2.1.3	Stipends to Support Saturday Academy		\$14,040	\$14,040			2100
4.3.1.3	Stipends for LINC teachers and other After School Programs				\$104,000		2100
2.2.2.1-4	Substitutes for Diff Instruction Training		\$6,600				2210
2.2.2.1-4	Stipends for Diff Instruction Training		\$5,000				2210
1.1.1.4 1.1.1.7 1.2.1.2 4.1.1.1 4.1.1.6	Stipends for FAS PD and College Ready experiences		\$5,000				3000
1.1.3.1 2.2.1.2	Stipends for BM Dev and Implementation		\$20,000	\$5,000			2210
3.2.1.3	Tutoring Salaries		\$10,000	\$10,000			2100
1.1.3.1 2.2.1.2	Subs for PD to Fully Implement BM		\$5,000	\$5,000			2210
1.1.1.9 1.2.1.3 1.3.1.1-3 4.1.1.2 4.1.1.5	Stipends for LT to Continue Meeting					\$16,640	2620

3.1.1.1	1/2 Math Instructional Coach			\$35,000			2210
3.1.1.1	2 Math Intervention Teachers (1 per grade)			\$100,000			2100
2.1.1.1	1/2 Com Arts Instructional Coach		\$35,000				2210
2.1.1.1	Reading Specialist		\$70,000				2100
4.2.1.6	Social Worker				\$70,000		2100
4.3.1.2	LINC Site Coordinator	\$25,000			\$25,000		2100
2.1.1.1	System 44 Teacher for Beginning Readers		\$70,000				2100
2.2.4.3	Salaries to Support Extended Year					\$510,000	1100
Supplies							
3.1.1.6	Alt Software-Accelerated Math			\$15,000			2100
2.1.1.6	System 44 Site License		\$15,000				2100
2.1.1.7	Leveled Readers Sci and SS		\$40,000				1100
2.2.1.7	Software for Writing Support	\$15,000					1100
1.1.3.3	Curriculum Materials to Support BM		\$50,000	\$50,000			1100
1.1.1.1	Materials for FAS Training and FAS Supplies				\$15,000		3000
1.1.1.1	Supplies to Create College Going Environment	\$8,000					2100
1.1.1.8	Development of Curriculum for FAS				\$6,000		1251
2.1.1.8 3.2.1.5 4.1.1.7	Incentive Resources for All teachers/teams		\$13,000	\$13,000			1100
4.2.1.5	Tardy Tracker System				\$12,500		2100

2.2.4.2	Supplies to Support Extender Year					\$5,000	1100
2.2.4.2	Transportation for Extended Year					\$4,000	1100
1.1.1.5	Career Cruising Software	\$3,000					2100
1.1.1.7	Transportation for College Visits	\$1,000					2100
Tech Support							
4.3.1.1	LINC Svc-Extra Curricular				\$15,000		2100
1.1.2.1-3	AVID	\$50,000					2100
1.1.1.9 1.2.1.3 1.3.1.1-3 4.1.1.2 4.1.1.5 5.1.1.1	Support and develop of LT					\$40,000	2620
5.1.1.4	Support for Master Schedule Building					\$4,800	2620
2.2.2.1-4	Differentiated Instruction Training and Support		\$30,000				2210
1.1.1.4 1.1.1.7 1.2.1.2 4.1.1.1 4.1.1.6	FAS Training and Follow-up Support				\$15,000		3000
1.1.3.2 2.2.1.2-4 3.2.1.3-4	BM Development, Imp., and Follow-up support		\$45,000	\$25,000			2210
4.1.3.1 1.3.2.1-3	Socratic Seminar Planning and Study				\$10,000		1251
5.1.1.1 5.1.3.1-3	Support for Teams to use Data to Drive Instruction				\$10,000		2210

5.1.1.4	Consultant Support for Principal Leader					\$40,000	2210
5.1.3.1-3	Supporting, Monitoring, and Evaluating the Implementation of the School Improvement Grant					\$100,000	2620
Capital Outlay							
2.2.1.7	10 Classroom Sets- Netbooks	\$152,500					1100
2.2.1.6	Wireless update	\$30,000					1100
3.1.1.6	5 Classroom Sets of Graphing Calculators			\$6,000			1100
TOTALS		\$284,500	\$433,640	\$278,040	\$282,500	\$720,440	
						\$1,999,120	

Appendix C: Planned Budget Expenditures --YEAR 2

Related Strategy	Description	Goal 1 College Ready	Goal 2 Reading	Goal 3 Math	Goal 4 Student Belief and Self Regulation	Goal 5 Implementation Leadership and Evaluation	State Categories
Salaries							
3.2.1.3	Stipends to Support Saturday Academy		\$14,040	\$14,040			2100
4.3.1.3	Stipends for LINC teachers and other After School Programs				\$104,000		2100
2.2.2.1-4	Substitutes for Diff Instruction PD		\$3,300				2210
2.2.2.1-4	Stipends for Diff Instruction PD		\$2,500				2210
1.1.1.4 1.1.1.7 1.2.1.2 4.1.1.1 4.1.1.6	Stipends for FAS PD -Socratic Seminar PD and support		\$5,000				3000
1.3.3.1-4	Stipends for Critical Friends Training		\$5,000				2210
1.1.3.1 2.2.1.2	Stipends for BM ReGoal and Deeper Implementation		\$15,000	\$5,000			2210
1.1.1.6	Stipends for PD to Implement Student Portfolios		\$5,000				2210
3.2.1.3	Tutoring Salaries		\$16,000	\$16,000			2100
1.1.3.1 2.2.1.2	Subs for PD to Fully Implement BM		\$8,000	\$8,000			2210
2.2.1.10	Subs for Lesson Study Implementation		\$5,000				2210

1.1.1.9 1.2.1.3 1.3.1.1-3 4.1.1.2 4.1.1.5	Stipends for LT to Continue Meeting					\$14,000	2620
3.1.1.1	1/2 Math Instructional Coach 1/2 Math Instructional Coach			\$36,050 \$36,050			2210
3.1.1.1	2 Math Intervention Teachers (1 per grade)			\$103,000			2100
2.1.1.1	1/2 Com Arts Instructional Coach		\$36,050				2210
2.2.1.9	2 Com Arts Intervention Teachers (1 per grade)		\$60,000				2100
2.1.1.1	Reading Specialist		\$72,100				2100
4.2.1.6	Social Worker				\$72,100		2100
4.3.1.2	LINC Site Coordinator	\$27,810			\$27,810		2100
2.1.1.1	System 44 Teacher for Beginning Readers		\$72,100				2100
2.2.4.3	Salaries to Support Extended Year					\$525,300	1100
Supplies							
1.1.1.3	Curriculum Materials to Support BM-in Science and SS		\$30,000	\$30,000			1100
1.1.1.1	Materials for FAS Training and FAS Supplies				\$10,000		2100
1.1.1.1	Supplies/ Field Trips to Create College Going Environment	\$10,000					1251
4.1.3.1 1.3.2.1-3	Refinement of Socratic Seminar Curriculum				\$5,000		1251

2.1.1.8 3.2.1.5 4.1.1.7	Incentive Resources for All teachers/teams		\$15,000	\$15,000			1100
4.2.1.5	Tardy Tracker System				\$8,000		2100
2.2.4.2	Supplies to Support Extender Year					\$6,000	1100
2.2.4.2	Transportation for Extended Year					\$5,200	1100
1.1.1.5	Career Cruising Software (yearly subscription)	\$1,500					2100
5.2.1.3	Incentive Pay to Attract and Retain High Quality Staff					\$120,000	1100
1.1.1.7	Transportation for College Visits	\$2,500					2100
Tech Support							
4.3.1.1	LINC Svc-Extra Curricular				\$15,000		2100
1.1.2.1-3 1.1.1.9 1.2.1.3	AVID	\$45,000					2100
1.3.1.1-3 4.1.1.2 4.1.1.5 5.1.1.1	Support and development of LT					\$40,000	2620
5.1.1.4	Support for Master Schedule Building					\$6,000	2620
2.2.2.1-4	Differentiated Instruction Training and Support		\$20,000				2210

1.1.1.4 1.1.1.7 1.2.1.2 4.1.1.1 4.1.1.6	FAS Training and Follow-up Support				\$15,000		3000
1.1.3.2 2.2.1.2-4 3.2.1.3-4	BM Creation, Review and Follow-up support (Sci and SS)		\$50,000	\$30,000			2210
4.1.3.1 1.3.2.1-3	Socratic Seminar Implementation and Evaluation				\$10,000		1251
2.2.1.10	Support for Teams to engage in Lesson Study				\$10,000		2210
1.1.1.6	Support for Advocates to Implement Student Portfolios	\$16,000					2210
5.1.1.4	Consultant Support for Principal Leader					\$40,000	2620
5.1.2.1-2	PD to Develop and/or Implement a Teacher Evaluation System					\$30,000	1100
5.1.3.1-3	Supporting, Monitoring, and Evaluating the Implementation of the School Improvement Grant					\$100,000	2620
1.3.3.1-4	Critical Friends Training and Ongoing Support for the Staff					\$36,000	1251
Capital Outlay							
3.1.1.6	5 Additional Sets Graphing Calculators			\$6,000			1100
TOTALS		\$102,810	\$434,090	\$263,090	\$276,910	\$922,500	
						\$1,999,400	

Appendix C: Planned Budget Expenditures --YEAR 3

		Goal 1 College Ready	Goal 2 Reading	Goal 3 Math	Goal 4 Student Belief and Self Regulation	Implementation Leadership and Evaluation	State Categories
Salaries							
3.2.1.3	Stipends to Support Saturday Academy		\$14,040	\$14,040			2100
4.3.1.3	Stipends for LINC teachers and other After School Programs				\$104,000		2100
2.2.2.1-4	Substitutes for Diff Instruction PD		\$3,300				2210
2.2.2.1-4	Stipends for Diff Instruction PD		\$2,500				2210
1.1.1.4 1.1.1.7 1.2.1.2 4.1.1.1 4.1.1.6	Stipends for FAS PD -Socratic Seminar PD and support		\$5,000				2210
1.3.3.1-4	Stipends for Critical Friends Training		\$8,000				1251
1.1.1.3 2.2.1.2	Stipends for BM Revision and Deeper Implementation		\$20,000	\$5,000			2210
1.1.1.6	Stipends for PD to Implement Student Portfolios		\$5,000				2210
3.2.1.3	Tutoring Salaries (includes student tutors from High School)		\$8,000	\$8,000			2100
1.1.3.1 2.2.1.2	Subs for PD to Fully Implement BM		\$5,000	\$5,000			2210
2.2.1.10	Subs for Lesson Study Implementation		\$6,000				2210

1.1.1.9 1.2.1.3 1.3.1.1-3 4.1.1.2 4.1.1.5	Stipends for LT to Continue Meeting					\$7,000	2620
3.1.1.1	1/2 Math Instructional Coach			\$37,132			2210
3.1.1.1	2 Math Intervention Teachers (1 per grade)			\$100,000			2100
2.1.1.1	1/2 Com Arts Instructional Coach		\$37,132				2210
2.2.1.9	2 Com Arts Intervention Teachers (1 per grade)		\$100,000				2100
2.1.1.1	Reading Specialist		\$74,263				2100
4.2.1.6	Social Worker				\$74,263		2100
4.3.1.2	LINC Site Coordinator	\$28,644			\$28,644		2100
2.2.4.3	Salaries to Support Extended Year					\$541,059	1100
Supplies							
1.1.1.3	Curriculum Materials to Support BM		\$30,000	\$30,000			1100
1.1.1.1	Materials for FAS Training and FAS Supplies				\$10,000		3000
1.1.1.1	Supplies/Field Trips to Create College Going Environment	\$20,000					2100
4.1.3.1 1.3.2.1-3	Refinement of Socratic Seminar Curriculum				\$5,000		1251
2.1.1.8 3.2.1.5 4.1.1.7	Incentive Resources for All teachers/teams		\$15,000	\$15,000			1100

4.2.1.5	Tardy Tracker System				\$8,000		2100
2.2.4.2	Supplies to Support Extender Year					\$6,000	1100
2.2.4.2	Transportation for Extended Year					\$5,500	1100
1.1.1.5	Career Cruising Software (yearly subscription)	\$1,500					2100
5.2.1.3 5.2.1.4	Incentive Pay to Attract and Retain High Quality Staff and to offer additional compensation for teachers who are successful in the classroom					\$120,000	1100
1.1.1.7	Transportation for College Visits	\$5,000					2100
Tech Support							
4.3.1.1	LINC Svc-Extra Curricular				\$15,000		2100
1.1.2.1-3 1.1.1.9 1.2.1.3	AVID	\$45,000					2100
1.3.1.1-3 4.1.1.2 4.1.1.5 5.1.1.1	Support and development of LT					\$40,000	2620
5.1.1.4	Support for Master Schedule Building					\$4,800	2620
2.2.2.1-4	Differentiated Instruction Training and Support		\$20,000				2210

1.1.1.4 1.1.1.7 1.2.1.2 4.1.1.1 4.1.1.6	FAS Training and Follow-up Support					\$15,000		3000
1.1.3.2 2.2.1.2-4 3.2.1.3-4	BM ReGoal and Follow-up support		\$50,000	\$30,000				2210
4.1.3.1 1.3.2.1-3	Socratic Seminar Implementation and Eval					\$10,000		1251
2.1.1.10	Support for Teams to engage in Lesson Study					\$12,000		2210
1.1.1.6	Support for Advocates to Implement Student Portfolios	\$16,000						2210
5.1.1.4	Consultant Support for Principal Leader						\$40,000	2620
5.1.2.1-2	PD to Develop and/or Implement a Teacher Eval System						\$65,000	1100
5.1.3.1-3	Supporting, Monitoring, and Evaluating the Implementation of the School Improvement Grant						\$100,000	2620
1.3.3.1-4	Critical Friends Training and Ongoing Support for the Staff						\$25,000	1251
TOTALS		\$116,144	\$403,235	\$244,172	\$281,907	\$954,359		
						\$1,999,817		

Appendix E: Closure Plan for Ervin Jr. High School

Goal #1—To communicate effectively with the various stakeholders and prepare the students and their families for the transition to a new school

Objectives/Outcomes	Strategies	Action Steps	Timeline for Implementation
<p>1. To reduce the number of calls received with questions about the school closure by 85%</p>	<p>1. Provide clear communication to all stakeholders in the community related to the closure of Ervin Jr. High <i>(Permissible)</i> (State Department Planning Goal 2-Parent and Community Involvement)</p> <p>2. Provide an event for students and parents to orient them to the new school <i>(Permissible)</i> (State Department Planning Goal 2-Parent and Community Involvement)</p>	<p>1. Meet w/consultant to create a plan for engaging the community. <i>(District Administration)</i></p> <p>2. Create a timeline for implementation <i>(District Administration)</i></p> <p>3. Work with a Communications organization to create a set of materials that are clear and concise <i>(District Administration)</i></p> <p>4. Plan a community forum in July where stakeholders can convene to learn more about the plans for next year and ask questions. <i>(District Administration)</i></p> <p>5. Provide a hotline where parents can call to ask questions about their child’s change next year for up to two weeks prior to the open house <i>(District Administration)</i></p> <p>1. Plan an Open House for Parents and Students to be held the week before school starts. <i>(District Administration and New Building Leadership Team)</i></p> <p>2. Secure new teachers to be at the event <i>(District Administration and New Building Leadership Team)</i></p> <p>3. Provide for Custodial Staff following the event <i>(District Administration)</i></p>	<p>July 2010</p> <p>July 2010</p> <p>July 2010</p> <p>Early July 2010</p> <p>2 weeks Prior to school starting</p> <p>July 2010</p> <p>July 2010</p> <p>August 2010</p>

Appendix F:

1st Page of Draft !!!! Smith-Hale---First Quarter Mutual Accountability Plan

Action Step to Complete	Evidence of Completion	Person Responsible	Actions Taken
Goal #1--Every student is college ready -- prepared to enter college upon exiting high school and have a choice about their future			
1.1.1.1--Purchase student planners and materials for the school hallways and classrooms that create a college-going atmosphere for the building	Planners distributed through Advocacy 1 st day of school	Angie McConico-Principal	Planners Ordered July 10
1.1.1.11--Provide model lessons and reading materials to be used during FAS time and Socratic seminar	Lessons shared at the retreat-begin implementation 1 st College Prep 101 day	Family Advocacy Committee	Committee met June 29 to begin planning Divided topics to begin lessons-next check-in July 20.
1.1.2.1--Contact the AVID vendor to find out what planning needs to take place prior to implementation.	Documentation of AVID timeline	Counselor	Requested information July 2
1.2.1.1--Schedule quarterly Family Advocacy Nights to meet with parents and provide support to them around preparing their 6-7 grade child to be college prep ready	Survey data from parents from each parent night	Angie McConico-Principal	Place dates on the calendar-June 29
1.1.1.9--“Host” a college spirit day 1x per quarter to include college representatives, former students who are attending college and other adults. Teachers wear college shirts.	Completed events	Counselor	Place dates on calendar-June 29

Appendix G: Key Components of the Benchmarking Strategy

- Clear Benchmarks

- Student Friendly – Need to be written in consistent ‘I Can’ language at all levels of the system and across all content areas. The purpose is for the benchmarks to be understandable to students so that they can track their own learning and take ownership of their success. Students should have the ‘I Can’ benchmarks in their possession and should track their own progress.
- Parent Friendly – Parents should be able to clearly understand the benchmarks. This understanding, from a parent’s perspective, should be applicable across the disciplines.
- Community Friendly – As the school district has improved, the community has raised their expectations for the school district. Benchmarks that are understood by the community will support the hard work expected from the students. Benchmarks are a ‘guarantee’ by the school district that our students are able to academically perform at levels that meet or exceed the benchmarks.
- Teacher Developed and aligned with the state standards– A key to the Benchmark system is the collaborative efforts of the teaching staff in developing and implementing benchmarks. This is not something that is developed by experts and handed to the staff for implementation. In previous years there has been much work done to identify the standards, benchmarks, and indicators across the content areas. The Benchmarking process builds on this work, more explicitly clarifies the expectation for learning, and crafts common assessments that will be used to determine whether or not a student has met the benchmark.

- Public Benchmarks

- Progress on Benchmarks accomplished should be public for students and for staff members. This is not posting grades, but instead represents progress toward reaching a standard. This puts the focus of the class on learning. It also provides public accountability for students and for teachers.
- Benchmarks should be scaffolded for ‘early wins’. Success builds success.

- Aligned Assessments

- Assessments provide Multiple Opportunities for students to show what they know.
- Assessments are aligned with the benchmark being taught.
- Assessments are built to support student success. Initial Assessments should be success builders for students. Not all Assessments need to be of equal rigor, but they should be scaffolded for students. Students are then able to see progress, have early success, and build on that success.
- Assessments should be seen and implemented as part of the instructional process. Not ‘special events’.
- Almost all of our Special Education students and all of our ELL students will be assessed on the ‘general education’ form of the MAP. The

benchmarks are developed with the MAP standards as one of the drivers. It will take **all of us** talking, thinking, and learning about how we support our special needs students and our second language learners in reaching the benchmarks. There is no easy answer to this issue.

- **Aligned Materials**

Text Materials and Supplies will be aligned with the Benchmarks. As new texts and instructional materials are reviewed for purchase, they will be examined with the understanding that the purpose of the text and materials will be to support attainment of the benchmarks. New text and materials will only be purchased following development of the benchmarks.

- **Effective Teaching Strategies (It's about the learning, but you gotta teach)**

Benchmarking puts the focus on what the student learns, not what the student is taught or how the student is taught. Of course, in order for students to have their best shot at reaching the benchmarks the level of teaching effectiveness must be high. Our Tier I instruction (our first shot), focused on the benchmarks, must be engaging and rigorous for all students. The district must provide ongoing support for teachers to work together to refine their instructional skills that will increase the level of student engagement and increase the level of rigor for all students in order to meet the benchmarks.

- **System for additional learning time and opportunity to make-up missed benchmarks**

- Students should have opportunities to learn and make-up benchmarks during the school day both in class and outside of class (ex. Benchmark Café)
- Students should have opportunities to learn and make-up benchmarks outside of the school day. After school, before school, Saturdays
- The District will commit to working with schools to identify strategies and resources for outside of classroom opportunities. For example the district has identified funding for after school tutoring at all the HS, MS, and ES sites. This tutoring should be focused on helping student reach the benchmarks.

- **Grading System**

- Clear, Simple, and Consistent across disciplines. A hallmark of the Benchmarking is the expectation that students demonstrate proficiency on the benchmarks to attain a grade. Grades are based on the number of benchmarks attained. An A, B, C, I system of grading is used to ensure that students are expected attain a minimal level of proficiency. No D's or F's are used. It is expected that students achieve a minimal level of proficiency to attain a grade based on demonstrating proficiency on the benchmarks.
 - For Students
 - For Teachers
 - For Parents