LEA/District School Improvement Grant application

Title I, Section 1003(g) of ESEA

[redacted]

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY.STATE, ZIP
Dr. Kelvin Adams	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Kelvin.Adams@Slps.org	**(314) 345-2296**	**(314) 345-2261**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Michael Haggen	**801 N. 11th Street**	**St. Louis, MO 63101**
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Michael.Haggen@slps.org	**(314) 345-2233**	**(314) 345-2261**

[redacted]

The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

Abstract

With additional funds from the School Improvement Grant, the goal of The Saint Louis Public School District is to build and strengthen partnerships that develop and model successful strategies to improve student and school performance. The Superintendent created the Office of Innovation and has assigned an Associate Superintendent to support schools in the Turnaround and Transformation Models.

The office of Innovation will be staffed with 4 part-time Accountability Monitors, a Performance Management Coordinator and a Turnaround Specialist.

Accountability Monitors

Under the supervision of the Associate Superintendent of Innovative Services and the Deputy Superintendent of Accountability, the Accountability Monitors will be responsible for examining the District's lowest performing schools efforts for academic improvement and sustained growth through a system of assessing, evaluating and monitoring. The Accountability Monitors will assist with connecting data to school improvement; ensuring schools utilize data in decision making and capitalize on the use of technology to communicate common goals and information.

Performance Management Coordinator

Under the direction of the Associate Superintendent of Innovative Services and the Chief Human Resources Officer, the Coordinator of Performance Management is responsible for supporting, evaluating, and monitoring the evaluation process for teachers and school building leaders. The Coordinator of Performance Management will work in collaboration with various departments to ensure that the teacher evaluation process is fully outlined and implemented. The responsibility includes reviewing the existing evaluation tool; designing professional development sessions for teachers and/or building leaders; and assisting District leadership with aligning the evaluation process to student outcomes. This position will be instrumental as the District connects teacher evaluation to professional development as well as overall student achievement.

Turnaround Specialist

The Turnaround Specialist will support the Associate Superintendent of Innovative Services to improve student achievement, and provide coordination and evaluation of the District's School Improvement Grant recipient schools. The Turnaround Specialist will support all initiatives that directly impact the instructional process at the identified schools. The Turnaround Specialist will also support the work of elementary, middle, and high school principals and the implementation of all components of the District's Innovative Services model, including strategic planning, data-driven decision making and instruction, curriculum and assessment, and labor management.

New School Initiatives

1. Add support staff to provide appropriate social, emotional, family and community oriented services for students (SIG Mandated)
    - Social Workers
    - Counselors
    - Behavior Interventionist

2. Integrate a developmentally appropriate three-tiered reading program
    - System 44 for students 3 or more years below reading level
    - Read 180 for students 1 or two years below reading level
    - Expert 21 for students at or above grade level

3. Maximize the value of increased learning time through the use of student performance data (SIG Mandated)
    - Extended Day and Saturday Academy
    - Extended Year (Summer Academy)

4. Increase staff effectiveness in order to improve student performance-*AFT ER&D* (SIG Mandated)
    - Effective Teaching Strategies
    - Beginning Reading Instruction
    - Reading Comprehensive
    - Thinking Mathematics
    - Data Analysis to Adjust Instruction
    - Managing Antisocial Behavior Maximize the value of increased learning time through the use of student performance data (SIG Mandated)

5. Create an Innovation Advisory Committee consisting of the Associate Superintendent of the Office of Innovation, AFT Local 420, Principals (Elementary, Middle, High), Teachers, Family, Community and Business Partners

St. Louis Public Schools – District Vision and Mission Statements:

VISION STATEMENT

St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

MISSION STATEMENT

We will provide a quality education for all students and enable them to realize their full intellectual potential.

A. SCHOOLS TO BE SERVED

SCHOOL NAME	NCES ID#	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					Turnaround	Restart	Closure	Transformation
Columbia Elementary	292928002693	X			X			
Hamilton Elementary	292928001937	X			X			
Mann Elementary	292928001968	X			X			
Sigel Elementary	292928002000	X			X			
Walbridge Elementary	292928002015	X			X			
Ashland Elementary	292928001877	X			X			
Sumner High School	292928002009		X		X			
Vashon High School	292928002011	X			X			
Central High School	292928002013		X					X
Dunbar Elementary	292928001916	X						X
Carr Lane Middle	292928000792		X					X
Fanning Middle	292928001922	X						X
Gateway Middle	292928001585		X					X
Langston Middle	292928001957	X						X
L'Ouverture Middle	292928001954	X						X
Yeatman Middle	292928002878		X					X
Bunche Middle	292928000287		X				X	

SLPS District Summary - Funded Year 1

Budget Year - 2010-11	6100	6150	6200	6300	6400	6500	Other
	Certificated Salaries	**Non-Certificated Salaries**	**Benefits**	**Purchased Services**	**Materials/ Supplies**	**Capital Outlay**	
	Yr-1, 10/11	Yr-1, 10/11	Yr-1, 10/11	Yr-1, 10/11	Yr-1, 10/11	Yr-1, 10/11	Yr-1, 10/11
1100 Instruction *1003 (g) SIG*	282,856	103,502	49,663	17,000	246,303		
2100 Support Services - Pupils *1003 (g) SIG*	714,000	25,000	291,542	-	765,971		
2210 Improvement of Instruction Svcs (Prof. Devp.) *1003 (g) SIG*	421,459	60,264	50,419	140,000	91,987		
2620 Planning, Research, Devp, & Eval. Svcs *1003 (g) SIG*	-	-	-	-	-		
3000 Parent Involvement *1003 (g) SIG*	224,000	125,000	142,690	-	16,000		
Administrative Costs *1003 (g) SIG*	320,001	29,997	143,494	16,500	-		
Program Costs Subtotal 1003 (g) SIG Subtotal	1,962,316	343,763	677,808	173,500	1,120,261	-	-
Total	1,962,316	343,763	677,808	173,500	1,120,261	-	-

	Yr-1, 10/11
SIG Totals	4,277,648
GRAND TOTAL	**4,277,648**

SLPS District Summary - Total Three Year Request

Budget Year - 2010-11	6100 Certificated Salaries			6150 Non-Certificated Salaries			6200 Benefits			6300 Purchased Services			6400 Materials/ Supplies			6500 Capital Outlay			Other		
	Yr-1, 10/11	Yr-2, 11/12	Yr-3, 12/13	Yr-1, 10/11	Yr-2, 11/12	Yr-3, 12/13	Yr-1, 10/11	Yr-2, 11/12	Yr-3, 12/13	Yr-1, 10/11	Yr-2, 11/12	Yr-3, 12/13	Yr-1, 10/11	Yr-2, 11/12	Yr-3, 12/13	Yr-1, 10/11	Yr-2, 11/12	Yr-3, 12/13	Yr-1, 10/11	Yr-2, 11/12	Yr-3, 12/13
1100 Instruction *1003 (g) SIG*	659,856	683,462	700,218	113,502	116,607	119,805	167,713	184,881	178,897	938,936	881,666	881,666	448,330	254,037	166,757						
2100 Support Services - Pupils *1003 (g) SIG*	990,735	1,012,155	1,034,218	25,000	25,750	26,523	405,003	425,541	434,903	40,000	40,000	40,000	1,786,843	658,999	602,672						
2210 Improvement of Instruction Svcs (Prof. Devp.) *1003 (g) SIG*	641,084	653,728	666,751	110,639	112,447	114,309	80,119	84,279	85,917	190,000	122,500	86,000	131,050	120,504	108,703						
2620 Planning, Research, Devp, & Eval. Svcs *1003 (g) SIG*	-	-	-	-	-	-	-	-	-	-	100,000	-	-	-	-						
3000 Parent Involvement *1003 (g) SIG*	314,000	320,720	327,642	200,000	203,750	207,613	210,340	215,033	239,187	-	-	-	46,000	44,000	44,000						
Administrative Costs *1003 (g) SIG*	392,189	401,789	411,677	56,560	57,459	53,386	183,982	188,292	192,726	252,313	-	-	-	-	-						
Program Costs Subtotal 1003 (g) SIG Subtotal	2,997,864	3,071,853	3,140,505	505,701	516,013	521,636	1,047,157	1,098,026	1,131,630	1,421,249	1,144,166	1,007,666	2,412,222	1,077,540	922,132	-	-	-	-	-	-
Total	2,997,864	3,071,853	3,140,505	505,701	516,013	521,636	1,047,157	1,098,026	1,131,630	1,421,249	1,144,166	1,007,666	2,412,222	1,077,540	922,132	-	-	-	-	-	-

	Yr-1, 10/11	Yr-2, 11/12	Yr-3, 12/13
SIG Totals	8,384,192	6,907,598	6,723,568
GRAND TOTAL	**8,384,192**	**6,907,598**	**6,723,568**

A. 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.

X Extending the period of availability of school improvement funds.

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

☒ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☒ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA/district approval for The Department to provide direct services

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
[signature]	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	**DATE**
[signature]	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

ST. LOUIS PUBLIC SCHOOLS

School Improvement Grant

Ashland Elementary School

Dr. Bobby E. Gines

8/28/2010

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

[redacted]

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St. Louis Public Schools—Ashland Elementary School		
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The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

St. Louis Public Schools & Ashland Elementary School Improvement Grant Application— Turnaround

Our school's mission is to provide an effective instructional program that emphasizes high academic expectations and achievement in a climate conductive to learning. By implementing the New York Turnaround model for school reform we will develop responsible, competent, self-directed, computer-literate citizens who are fully prepared to compete in the 21st century. Our plan requires the retention of the best teachers and leaders, the implementation of intensive academic programs for reading and mathematics, and the resources to provide innovative solutions necessary to increase student achievement. With the implementation of a rigorous instructional program, we intend to surround our students with the necessary support system needed to sustain lasting change. These supports include, but are not limited to, a safe and orderly environment, positive home-school relations, strong and consistent instructional leadership, and an opportunity to learn with increased student time on task. With these supports in place, our students are guaranteed an opportunity to experience academic success.

1. Statement of Assurances

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

2. Documentation of Federal Compliance

A. 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.

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☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

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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
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

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B (1) 1 Needs Analysis

The LEA/District has analyzed the needs of each school and selected an intervention for each. Ashland Elementary School will implement the New York Turnaround Model for school reform. This needs analysis examines the indicators related to Ashland Elementary School's Tier I status.

Background. Ashland Elementary School serves students in preschool through 6th grade. The school currently enrolls 329 students- 99.4% of students are African American, while .6% are White. Of these students, 14% are classified for special education, 8.5% of which have been identified with learning disabilities and none are identified as having a behavior disability. 90% of all students are eligible for free or reduced-price lunch. English language learners (ELL) account for none of the population. Ashland's average daily attendance rate is 91% and the mobility rate is 57.2%. Student enrollment has steadily decreased over the past four years.

Ashland Elementary School has experienced inconsistent instructional leadership over the past few years. The building has housed four different instructional leaders over the past three years. In 2009, the leadership was stabilized and will remain for the 2010-2011 school year. Ashland's current principal is in his first year. However, Ashland houses a veteran staff where 91% of the staff has been at Ashland for 7 years or more. 50% of these staff members possess advanced degrees and 72% are highly qualified. The current principal represents the 5th change in administration since 2006.

Ashland received the level three corrective action designation by the Missouri Department of Elementary and Secondary Education (DESE) because in each of the past three years, this school ranked among the lowest achieving five percent of Missouri's elementary, middle and high schools with regard to the percentage of students who met AYP.

Student Performance. A review of the past three years MAP data demonstrates a significant decline in student achievement gains. Ashland Elementary School has concerns about the academic progress of each student. Table 1 below provides performance data on the MAP Communication Arts and Mathematics assessments after 2005, the last time Ashland met AYP. On the 2005 spring administration of the MAP, 44.8% of students tested proficient in Communication Arts and 32.8% of students tested proficient in Mathematics. Over the years, MAP test scores reflect inconsistent progress in both core areas.

Table 1	**2006**	**2007**	**2008**	**2009**
Communication Arts	12.7%	9.2%	7.9%	8.8% - Not Met
Mathematics	14.5%	10.5%	4.2%	11.9%*
Overall AYP Status	Not Met	Not Met	Not Met	*Met- CI Safe Harbor

Students at Ashland Elementary School were assessed three times during the school year using the district benchmark test (Acuity). Most instances indicate less than 50% (Table 2) of the multiple choice points were obtained per tested grade level in Communication Arts and Mathematics. Diagnostic Reading Assessment (DRA) data further demonstrates low student performance on standardized assessments where in most cases 40% of students at all grade levels are reading below level (Table 3).

Table 2. Average Multiple Choice Point Obtained on Acuity Benchmark Tests

	Acuity Predictive A		Acuity Predictive B		Acuity Predictive C	
Grade Level	**CA**	**MA**	**CA**	**MA**	**CA**	**MA**
3rd	44%	48%	43%	46%	41%	42%
4th	48%	51%	44%	44%	40%	46%
5th	45%	45%	44%	46%	42%	41%
6th	45%	49%	47%	47%	50%	49%

Table 3. DRA Grade Level Percentages

Grade Level	Below Level	On Level	Above Level
Kindergarten	75%	21.2%	3.8%
1st Grade	87.4%	9.7%	2.4%
2nd Grade	73%	5.4%	21.6%
3rd Grade	71.4%	11.9%	16.7%
4th Grade	14.2%	42.9%	42.9%
5th Grade	14.2%	42.9%	42.9%
6th Grade	44.4%	33.3%	22.2%

Past years have revealed a lack of data and its use has been of the most significant causes of the lack of student achievement. The recent Phi Delta Kappa curriculum audit and quarterly academic team meetings have also been instrumental in identifying root causes for the lack of student achievement at Ashland Elementary School.

Teachers have access to a data wall with updated information, yet, they report a lack of professional development opportunities to help them effectively utilize data. Teachers believe they offer rigorous instruction and that students must improve their attendance and receive more support from their home environment in order to be successful.

Professional Development. Providing access to quality resources, offering differentiated and job-embedded professional development opportunities are significant needs at Ashland Elementary school.

Teachers receive district provided professional development at the beginning of the school year prior to the first class day. This professional development often serves as a booster session for district adopted initiatives and curriculum. There are also publisher offered curriculum booster sessions to support newly adopted curriculum. These booster sessions are not mandatory and often attended by less than 20% of the staff.

SLPS teachers receive a minimum of 250 minutes of planning time weekly. Biweekly, grade level meetings allow teachers to receive differentiated professional development in a smaller setting, review lesson plans, data, and examine curriculum in greater depth.

Parent and Community Involvement. 9% of parents completed the survey given at the end of the school year. There is a need for increased parent and community involvement. The percentage that completed the survey mirrors the percentage rate of PTO meetings, Title I meetings and other events where parent participation is sought.

Teachers have identified the need for stronger parent-school partnerships. Teachers communicate with parents through phone calls, letters, and the occasional home visit. However, parents are often adversarial and lack the skills necessary to appropriately advocate for their child which contributes to the gap that exists between the school and the home.

Partnerships with the St. Louis Dream Center, Clayton Rotary Club, Junior Achievement, and Washington University provide Ashland Elementary School with needed volunteers for tutoring, clerical tasks, and school beautification projects. Teachers and students have benefited from book donations and supplementary curriculum lessons provided by Junior Achievement. The use of community partnerships often prove beneficial to our school and students. However, these partnerships have not been maximized in the past, thus Ashland Elementary School is still resource deficient. That is why it is necessary to have a full time Parent School Community Specialist on staff to ensure all stakeholders are consistently involved in the success of Ashland Elementary School through strong partnerships that are maximized to the fullest potential.

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

Reader: Please note the LEA/District consists of Tier I and Tier II schools. The LEA has no Tier III schools. This section of application includes the school improvement plan for Ashland Elementary School, a Tier I school.

Tier I School Plans and Activities

Selected Intervention

Ashland Elementary School will implement the Turnaround Model to achieve rapid improvement in three important domains: *academic performance; school learning environment; and school leadership/governance.*

Requirements of the Turnaround Model include implementation of strategies to achieve dramatic change, rapid and lasting improvement and significant results.

1. ACADEMIC DOMAIN

- ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all district adopted curricular programs in Communication Arts, Mathematics, Science, Social Studies, and the SLPS Benchmark Assessment tools, required by the state for SIG schools. The curriculum and assessments consist of

many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. Further, several levels of professional support will be offered to classroom teachers to increase their capacity to provide more rigorous, and data influenced instruction that meets the individual needs of students.

Under the direction of the SLPS Innovation Office, administrators, teaching learning facilitators and teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skills mastery. Standards-based classrooms will become the school-wide norm where teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons. This too, will be facilitated by layers of additional, mandatory, job embedded professional development that will be required by all SIG eligible schools.

The school will continue to implement:

- Communication Arts
  - Reading Street by Pearson Learning is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and reliable teaching tools. The reading program supports differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students.
- Mathematics
  - The core instructional program for Mathematics is enVisonMath. Envision allows each teacher to bring more individualized attention to the child. It also includes textbooks, workbooks, manipulatives, software and interactive whiteboard activities. enVision provides monthly after school professional development for teachers as well as administrators and teacher learning facilitators.
- Science
  - The core instructional program for Science is Pearson Scott Foresman Science. This science program has inquiry-based science books & other resources with scaffolded activities that are correlated to standards and presented in interactive media. There are detailed science kits that accompany the Science series that allow students to experience hands-on experiments and the scientific method.
- Social Studies
  - The core instructional program for social studies was newly adopted for the 2010-2011 school year and it is Pearson Scott Foresman Social Studies. This program contains pertinent content, direct reading and writing instruction and skills instruction that encourages all students to succeed on independent levels.

During each year of the grant, teachers will participate in mandatory training on the Curriculum and establish pacing guides and vertical alignment in a particular content domain (Year 1-English language arts; Year 2- mathematics; and Year 3 – science and social studies). SIG schools will re-evaluate their assessment program on an annual basis

to ensure the benchmarks are aligned to instruction. The development of classroom, informal 'mini assessments' will be used to provide unit by unit quizzes and more consistent data to help shape instructional priorities and ensure the precise learning needs of each student.

-IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPS Innovation administrators, will conduct walk through protocols to collect information/data on the instructional strategies used to implement the curriculum. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed with the Innovation Office, principals, and teachers to ensure fidelity of curriculum implementation. In Years 1 through 3, the principal (and other school leaders) will continue to observe the classroom instruction of each core curriculum teachers three times a year, and provide feedback to strengthen each teacher's practice.

In Year 1, Ashland will establish and use model classrooms as a key job-embedded professional development activity to raise implementation fidelity levels. Starting in Year 1, the Ashland principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms; similar to a mentor program. In Years 2 and 3, these teachers will implement model classrooms that will serve as an essential delivery method for job-embedded professional development, and increase the internal capacity of the school at the same time.

-USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

Teachers will be trained to make instructional decisions based on relevant data. Ashland's teaching and learning facilitator will attend district data facilitator training in summer 2010. In turn, the facilitator will conduct training for Ashland Staff. The teaching learning facilitator will lead design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis and integration into instruction, differentiated instruction, infusion of technology, and time and classroom management strategies. Quarterly sessions will be conducted during the school year. Teachers will employ demonstrated student learning best practices, Response to Intervention (RtI), one-on-one instruction, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content. Once again, teachers will also take advantage of informal, 'mini assessments' to make sure of student mastery on an individual basis.

Teachers will be able to differentiate instruction based on formative assessment data, as learned from the SLPS Innovation Office and teaching learning facilitators in Year 1. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies. Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each

grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks.

Starting in Year 1 and continuing in Years 2 and 3, teachers and administrators will continuously use data to inform and differentiate instruction through the implementation of the SLPS data and the Instructional Management System facilitated by teaching learning facilitators. All teachers will use tools to analyze formative and summative data to inform classroom instruction.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program.

2. SCHOOL LEARNING ENVIRONMENT DOMAIN

-Training and Professional Development

Providing staff with ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. Ashland will use the Curriculum and Benchmark Assessments and informal, 'mini assessments' to collect formative assessment data and equip teachers and school leaders with the skills to analyze assessment data, customize instructional interventions based on these data, and continuously monitor student progress towards proficiency.

The SLPS Innovation Office, teaching learning facilitators and various external professional development providers will offer mandatory job-embedded professional development throughout the school year in formats such as biweekly grade-level meetings, monthly cross-grade common planning periods, and quarterly small group sessions. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. The following is a breakdown of the professional development, which will be coordinated by the Innovation Office, that Ashland faculty and staff will be provided:

- AFT Professional Development
    - The AFT affiliate in St Louis will be partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
        - SIG Professional Development Liaison – This individual will proved guidance and assistance to ensure that all AFT work is coordinated both within the program and with

other professional development. He/She will work to ensure program fidelity and high levels of implementation

- Teacher Center - A teacher center will be developed and open to bring support to the teachers in all the impacted schools. A director , two city wide coordinators, a site coordinator and two administrative assistants will provide this ongoing support which will concentrate on help with school Improvement Grant priorities, support for new teachers, relevant professional development, innovative assistance, grant finding and writing and certification issues.

- Instructional and Content Area training by SLPS instructional coaching staff
  - SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for these identified schools. They will also assist DESE with monthly Saturday Institutes for teachers on relevant topics to be determined as the need arises, but highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas
- NY Turnaround Professional Development
  - NY Turnaround will assist the school in the development of school leadership teams. They will also bring in the services of a Turnaround Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management and environment issues that often impact successful instruction
- National Consultant Services Professional Development
  - National Consultant Services is in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. A National Consultant will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process the National Consultant will develop a master PD schedule, and fill in as a provider of professional development, as necessary.
  - Also, National Consultant staff will act as the professional development liaison with the rest of SLPS, so that the development provided at SIG schools is consistent, in both spirit and goals, as all other systemic professional development. National Consultants will meet consistently with the Superintendent, Chief Academic Officer, and the Accountability office to ensure consistency across the district.

During Year 1, the district will identify and coordinate specified program providers that Ashland can select to conduct training to increase pedagogical knowledge of all teachers in each content area. Starting in Year 1 and continuing in Years 2 and 3, job-embedded professional development will be facilitated in different formats such as

weekly common planning time, observations of exemplary instructional practice in onsite demonstration classrooms, and professional learning community study groups.

The selected professional development providers will consult with the SLPS Office of Innovation, as well as Ashland staff to analyze SLPS benchmark data, classroom performance data, and any other performance evaluation data to refine content of professional development. In Years 2 and 3, teachers will be trained in how to use student portfolios to track and assess student progress toward proficiency and to advance proficiency over time.

-STUDENT AND PARENT SCHOOL ENGAGEMENT

Ashland will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students. Ashland will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, PTO and parent advisory board meetings. Starting in Year 1, and continuing in Years 2 and 3, External partners will be identified to develop and conduct school-wide campaigns to promote healthy choices and positive behavior.

3. SCHOOL LEADERSHIP

-School Leadership

During Year 1, the Ashland principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school turnaround process by attending the local, state and national conferences during the school year. The Ashland principal will demonstrate management skills and effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Innovation Office and other central office administrators.

During Years 2 and 3, if warranted, the contract with the Ashland Principal will be renewed, and training and ongoing support will continue to be offered by the Innovation Office, and other appropriate central office personnel.

Throughout the grant period, the Ashland principal will report directly to the district's Director Haggen and work under the close guidance of the Innovation Office. The Innovation Office will assist the Superintendent, the Chief Academic Officer, and the Mr. Haggen in supporting the implementation of the turnaround activities named in this grant. The Innovation Office will work with the Ashland principal and staff to monitor fidelity and progress of the turnaround school plan, help to build leadership capacity and problem-solving skills, and coordinate communications and activities across SIG-funded schools.

Additionally, time will be allotted for school staff to work with the new school leadership on vision building and implementing the model.

-HUMAN RESOURCES: USING DATA TO RECRUIT, SELECT AND RETAIN HIGHLY QUALIFIED STAFF
In order to attract and retain the appropriate staff to implement school turnaround efforts, The Innovation Office and the Ashland principal will ensure that each new teacher (both new to the profession and experienced teachers new to Ashland) is paired with a seasoned teacher who has been trained to provide mentoring services during a teacher's first year.

During Year 1, the Innovation Office will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or demonstration classrooms. They will provide mentor training to teachers who are identified to serve in this mentoring or demonstration capacity. New teachers will participate in new teacher orientation on mentoring component and be paired with mentors. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, Ashland will continue to use the Innovation Office to implement a performance evaluation process to screen and hire teacher candidates, ensure there are no vacancies, and replace teachers who do not improve performance.

-Monitoring for Continuous Improvement and Long-Range Strategic and Sustainability.

Starting in Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year)

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

1. **Objective:** Beginning in 2009 and beyond, all students and identified subgroups will make adequate yearly progress in Mathematics as defined by the DESE growth model.

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2007 - 2008	4.2	11.9	14.2	No
2008 - 2009	11.9		21.9	N/A

1. **Strategy:** Students will participate in after school tutoring. Students who scored in the two lowest levels of the MAP test, below basic and basic, will participate in after school tutoring.

Date to Implement Strategy: 08/16/2010

Date of Completion: 03/31/2011

1.**Action Step:** 100% of students participating in after school programs will be provided transportation home from school if desired as indicated by enrollment forms.

Date To Implement Action Step: 08/16/2010

Date of Completion: 03/31/2011

2. **Strategy:** 100% of students will receive differentiated instruction in Mathematics as identified by the data analysis from MAP and TerraNova testing data.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

3. **Strategy:** A ninety minute Mathematics block will be observed for grades Kg - 6 for math and related problem solving instructional activities.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

4. **Strategy:** Teaching-Learning facilitator will work with classroom teachers weekly to observe instruction and model lessons.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

5. **Strategy:** Students in grades 3-6 will complete MAP like performance events and constructed response questions from the in house question bank created by teachers and TLF.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

6. **Strategy:** Based upon prescribed individualized educational plans, students will receive push in instruction when appropriate for mathematics in problem solving and numbers and operations.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

7. **Strategy:** Instructional support coordinator will work with identified students in mathematics and related problem solving activities.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

2. **Objective:** Beginning in 2009 and beyond, all students and identified subgroups will make adequate yearly progress in Communication Arts as defined by the DESE growth model.

MSIP Standard:

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2007 - 2008	7.9	8.8	17.9	No
2008 - 2009	8.8		18.8	N/A

1. **Strategy:** A ninety-minute Communication Arts Block for grades PreK - 6 will be observed daily for reading and related subjects.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

2. **Strategy:** 100% of students will receive daily differentiated instruction in Communication Arts through flexible grouping, pull-out instruction, technology, and supplemental materials.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

1.**Action Step:** Using district adopted reading curriculum and supplementary materials, students will participate in guided reading instruction during the one hundred fifty minute communication arts block.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

2.**Action Step:** High-interest level appropriate literature will be used to differentiate instruction using literature circles for grade levels 1 - 6.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

3. **Strategy:** Students will participate in after school tutoring. Students who scored in the two lowest levels of the MAP test, below basic and basic, will participate in after school tutoring.

Date to Implement Strategy: 08/16/2010

Date of Completion: 03/31/2011

1.**Action Step:** 100% of students participating in after school programs will be provided transportation home from school if desired as indicated by enrollment forms.

Date To Implement Action Step: 08/16/2010

Date of Completion: 03/31/2011

4. **Strategy:** 100% of students will experience an additional fifteen minutes daily of writing and conference with teacher using district adopted curriculum scoring guides and MAP scoring guides.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

1.**Action Step:** Implement a quarterly writing prompt to be scored every 11 weeks.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

2.**Action Step:** Provide journals and daily journal writing topics for teacher and student use.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

5. **Strategy:** Teacher-made assessments using MAP format and released items will be used at all grade levels for Communication Arts, i.e., writing prompts, performance events, constructed response questions. These assessments will be designed to access DOK levels 3 and 4.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

6. **Strategy:** 100% of students will receive high quality instruction on how to apply graphic organizers, note-taking skills, and summarizing techniques to enhance comprehension and writing skills.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

7. **Strategy:** Teaching-Learning Facilitator will work with all classroom teachers to observe instruction and model lessons for classroom teachers.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

8. **Strategy:** Title I Supplemental Reading teacher will use pull-out instruction to work with students who tested at the Basic level on the MAP on the Spring 2010 administration for grades 4-6. Title I reading teacher will use pull-out instruction to work with students who tested above level on the Fall 2010 administration of DRA2 for grades K-3.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

1.**Action Step:** Title I Supplemental Reading teacher conducts ongoing assessment of students to ensure correct placement in flexible groups.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

2.**Action Step:** Title I Supplemental Reading Teacher collaborates regularly with homeroom teacher to share successful strategies and ensure student needs are met the remainder of the school day.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

3.**Action Step:** Title I Supplemental Reading Teacher will provide daily differentiated instruction in small group setting.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

9. **Strategy:** Students in grades 3-6 will complete MAP like performance events and constructed response questions from the in house question bank created by teachers and TLF.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

10. **Strategy:** Based on the prescribed individualized educational plan, students will receive push-in instruction during the communication arts block when appropriate in a regular education classroom.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

11. **Strategy:** Instructional Support Coordinator will work with identified students on reading and writing grade level expectations.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

3. **Objective:** 100% of all preschool students will participate in transitional activities as measured by logs and attendance records by the beginning of the preschooler's kindergarten year.

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2008 - 2009	100%		100%	Yes
2009 - 2010		100%	100%	Yes
2010 - 2011			100%	N/A

1. **Strategy:** Prior to the closing of school, all parents with students in preschool will receive a flyer inviting them to a PreK to Kindergarten Transition Seminar.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

2. **Strategy:** During the first week of the following school year, all kindergarten parents will receive an overview of the Kindergarten Program.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

1.**Action Step:** Parents will also receive an invitation to attend a Kindergarten Parent Orientation, presented by the kindergarten teachers.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

3. **Strategy:** Prior to the closing of school, parents and their children, in conjunction with the

preschool and kindergarten teachers, will participate in a kindergarten transition day where they will have an opportunity to visit a kindergarten class for a predetermined amount of time.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

4. **Objective:** By the end of 2010-2011 school year, Ashland will increase student attendance by 5% as evidenced by Pulse data in May/June.

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2007 - 2008	89.1		93.0	No
2008 - 2009		89.3	93.0	No
2009 - 2010		89.38	94.0	No
2010 - 2011			94.0	N/A

1. **Strategy:** Students will participate in quarterly awards celebrations to recognize attendance and academic achievements.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

2. **Strategy:** Counselor will schedule outside agencies to present character education programs to students, parents, and staff.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

1.**Action Step:** Counselor will schedule outside agencies to present character education programs to students, parents, and staff.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

2.**Action Step:** Counselor will push in to classrooms and present lessons on character education to all students.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

3. **Strategy:** In school suspension will be used as an alternative to out of school suspension when appropriate.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

4. **Strategy:** Monthly student council meetings will be held to actively involve students in improving attendance rates, safety and school climate.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

5. **Strategy:** A Social Worker will ensure student and familial support in the identification of needed school and community resources as indicated by Social Worker log and Support Team minutes

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

1.**Action Step:** Social Worker will visit homes of chronically absent students.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

2.**Action Step:** Social Worker will become familiar with North Newstead neighborhood and community resources available to parents and families.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

3.**Action Step:** Social Worker will regularly contribute to school newsletter with information regarding community resources and events to support families.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

4.**Action Step:** Social Worker will partner with PSC to implement call system for students after first two tardies or absences of school year.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

6. **Strategy:** A qualified school nurse will ensure physical needs of students and families are met resulting in improved attendance rates and student achievement.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

1.**Action Step:** Nurse will regularly contribute to school newsletter with information regarding community resources and events to support families.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

2.**Action Step:** Nurse will work with food service to promote healthy eating and facilitate awareness of identified students with food allergies.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

3.**Action Step:** Nurse will actively participate in Student Support Team activities.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

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

I. **Objective: To ensure that 100% of the teachers and administrators are highly qualified in each of the Turnaround schools.**

a. **Strategy: The District will develop and implement a comprehensive teacher recruitment and training program**

i. Train all administrators on interviewing/selecting of quality candidates; how to leverage university and college partnerships for candidates for staffing

- Date of Implementation: October 2010
- Date of Completion: Ongoing

Administrators are, in theory, hiring managers. In order to select and obtain highly qualified teachers for the District, administrators must be able to effectively interview and select those candidates. Currently the District recruitment team participates in job fairs held at local colleges/universities and obtains certificated and soon to be certificated candidates.

ii. Use a structured screening process in conjunction with the District's web-based application system-Habermann Star Teacher Questionnaire

- Date of Implementation: May 2009
- Date of Completion: Ongoing

The Habermann Star Administrator Questionnaire has been utilized in the hiring process for Administrators. The Habermann Questionnaire predicts which candidates will succeed as school administrators serving diverse children and youth in urban school districts. It analyzes respondents' answers to thirteen dimensions of urban school administration. These dimensions were identified in studies of star urban principals who led effective schools in major urban districts or who turned failing schools into effective ones.

iii. Develop and implement a 2-year Beginning Teacher Assistance and Mentoring program that includes a structured and effective New Teacher Induction Model

- Date of Implementation: August 2009
- Date of Completion: Ongoing

This has begun through our Peer Assistance Review Program. There are veteran teachers that have been chosen to mentor, support and evaluate teachers that are new to SLPS. The veteran teachers' job is to mentor, support, and evaluate only, they do not manage a classroom or office simultaneously. This ensures that the focus is on the mentees

and that the consultant teachers are available to the new teachers when they are needed. The consultant teachers and mentee teachers meet and/or communicate regularly. This should improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District.

iv. The District will develop and implement a week-long SLPS induction model for all staff new to the SLPS
- Date of Implementation: July 2011
- Date of Completion: Ongoing

The Human Resources Department and the Professional Development Department will collaborate to ensure that all new staff are orientated and given the opportunity to participate in Professional Development. This will ensure that new hires feel welcomed and prepared in their new positions, in turn giving them the confidence and resources to make an impact within the District, and ultimately become positive assets to the District as a whole.

b. Strategy: The District will strengthen and expand partnerships with local universities such as the University of Missouri and outside organizations such as Teach For America

i. To attract the top college graduates, recruiting team will attend college sponsored job fairs to speak with graduates about SLPS opportunities. Recruiting team will also follow up with each student by email, phone, written correspondence
- Date of Implementation: March 2010
- Date of Completion: Ongoing

The District recruitment team has been participating in job fairs held at local colleges/universities and has obtained certificated and soon to be certificated candidates. The recruitment team is able to follow up with candidates via its School Recruiter on-line application system.

ii. Recruiting team will meet with all University Career Placement offices and Deans of Education to establish relationships with the colleges and universities and to attract graduating students to SLPS
- Date of Implementation: February 2009
- Date of Completion: Ongoing

The District hosted its first meeting with the Deans of Education of 7 local colleges/universities. This meeting was a roundtable discussion to share ideas concerning effective recruitment processes for their graduates. The result of this partnership is to facilitate an influx of local students of Education into the District.

iii. Recruiting team will post all teaching vacancies on college universities' job boards and will also e-blast teaching vacancies to university careers services and Deans of Education to increase school partnerships and teacher placement
- Date of Implementation: October 2010
- Date of Completion: Ongoing

The District recruiting team currently e-blasts open positions to various colleges. The District has also created a Facebook page and a Linkedin account in order to utilize the trend of social networking. Moving forward the recruiting team will post to local colleges/universities as well as neighboring state colleges/universities.

iv. Recruiting team will meet with Teach For America (TFA) leadership team to indentify teaching candidates for the upcoming school year. Recruiting team will also set up interviews and orientation for all TFA candidates

- Date of Implementation: 2002
- Date of Completion: Ongoing

The District has had an ongoing relationship with Teach For America since 2002. This relationship will continue throughout the future. The recruiting team of SLPS works with the TFA recruiting team to coordinate interviews and obtain teaching placements for the TFA members.

v. Increase student teaching program candidates in SLPS by partnering with local colleges and universities to establish processes and guidelines to ensure program effectiveness.
   - Date of Implementation: July 2009
   - Date of Completion: Ongoing

   Human Resources has become more involved in student placements within the District. In becoming more involved, this creates a conduit to become more strategic in connecting student teachers to teaching positions in the following year(s).

c. Strategy: The principal and at least 50% of the staff at each Turnaround School will be replaced to ensure that a highly capable staff is in place to raise achievement

i. New principals will be selected and assigned by the superintendent with input from a team representing a variety of key stakeholders at each school. Key characteristics indicative of turnaround leadership will be determining criteria
   - Date of Implementation: June 2010
   - Date of Completion: July 2010

ii. Returning teachers are determined using record of raising student achievement and commitment to improvement
   - Date of Implementation: June 2010
   - Date of Completion: July 2010

   Human Resources partnered with the administrators of the Turnaround Schools to interview and select

iii. Establish and implement a comprehensive, collaborative, uniform interview and selection process for incoming (and returning teachers) to each school
   - Date of Implementation: May 2010
   - Date of Completion: July 2010

d. Strategy: Institute a rigorous evaluation system for all pedagogical personnel that is tied to student growth data

i. Teachers will set measurable targets for each class/section at the beginning of the year and determine a plan for his/her individual professional development needs and end-of-year evaluations will be based on hitting these targets
   - Date of Implementation: October 2010
   - Date of Completion: Ongoing

ii. School leaders will meet with teachers after each benchmark to assess progress toward annual goals for student achievement (and course correct as necessary)
   - Date of Implementation: October 2010
   - Date of Completion: Ongoing

iii. Each teacher will receive informal written feedback from an administrator or coach every day
   - Date of Implementation: October 2010
   - Date of Completion: Ongoing

iv. New teachers will receive additional support from a highly qualified mentor teacher

- Date of Implementation: August 2009
- Date of Completion: Ongoing

This has begun through our consultant teacher program. There are veteran teachers that have been chosen to mentor teachers that are new to SLPS. The veteran teachers' job is to mentor only, they do not manage a classroom or office simultaneously. This ensures that the focus is on the mentees and that the consultant teachers are available to the new teachers when they are needed. The consultant teachers and mentee teachers meet and/or communicate regularly. This should improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District.

v. The district commits to expediting the process for removing or reassigning ineffective teachers as determined by the new evaluation system
   - Date of Implementation: October 2010
   - Date of Completion: June 2011

   Administrators will be trained on how to document behaviors and activities that support the decision to remove or reassign an ineffective teacher in their building. This training will include how to document specifically and objectively.

e. Strategy: To provide internal and external leadership development of principals and other administrators focused on student engagement, rigor, accountability, school and school district reform model, PLC and Data Team

i. Establish a cohort to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous improvement model, accountability during the 2010-11 school year and beyond
ii. Utilization of retired administrators who have demonstrated evidence of success, particularly in the area of student achievement; in collaboration with the Professional Development Office, the administrators are charged with supporting the evaluation and coaching processes necessary for improved teaching quality
iii. Deliver intensive training regarding the state mandated 18-week improvement process to principals as well as teaching staff; the primary driver is improved teacher performance; however, expected outcomes will be clearly defined and employees held accountable for attaining these outcomes
   - Date of Implementation: October 2010
   - Date of Completion: Ongoing

f. Strategy: Design and implement a comprehensive incentive/merit pay plan for school administrators

i. Develop an active, viable compensation incentive structure that includes well defined goals, objectives, a clear delineation of job accountabilities and potential compensation for addressing areas of importance to the District
ii. Key outcomes will include improvement in the following areas:
   1. Student Achievement
   2. Evidence of Leadership
   3. Active Parental Engagement
   4. Attendance
   - Date of Implementation: October 2010
   - Date of Completion: Ongoing

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

1. **Objective:** To increase by 20% the number of parents and community members attending open house, parent-teacher conferences and PTO meetings for the 2010-2011 school year as evidenced by sign-in sheets.

School Year	Baseline	Progress	Target	arget Met
2009 - 2010	3.7%			N/A

1. **Strategy:** A full-time Parent/School/Community Specialist will be retained to promote and improve parent and community involvement by 20% for the 2010-2011 school year.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

1.**Action Step:** PSC Specialist will create a column for the monthly school newsletter with information regarding parent involvement opportunities and community events.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

2.**Action Step:** PSC Specialist will develop and implement a variety of community involvement activities which allow staff, parents and community stakeholders to partner.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

3.**Action Step:** PSC Specialist will develop and implement a variety of parent involvement activities in all PIRC areas.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

2. **Strategy:** Parent/School/Community Specialist will recruit and retain parents to assist in developing and updating the 2010-2011 school improvement plan.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

1.**Action Step:** Monthly Title 1 Parent Unity meetings will be facilitated to involve parents in the development and revisions of the school improvement plan and keep them informed about Title 1 programs.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

2.**Action Step:** Monthly meetings with parent advisory committee for suggestions, concerns and ideas on safety, school climate, and attendance to be used in the development and revision of the school improvement plan.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

3. **Strategy:** Parent/School/Community Specialist will work with instructional leadership team, and social worker to implement call system for students with attendance issues.

Date to Implement Strategy: 08/16/2010

Date of Completion: 05/26/2011

1.**Action Step:** Parent/School/Community Specialist will recruit and organize parent volunteers to make daily calls to students being reported absent daily.

Date To Implement Action Step: 08/16/2010

Date of Completion: 05/26/2011

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

The LEA/District does not claim lack of capacity to serve the identified Tier I school.

B (3) District Implementation Plan

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school
    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application

a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application
   Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
   a. Hire Associate Superintendent for the Office of Innovation
   b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
      i. Develop process to manage and monitor each schools through:
         1. Project management dashboard with benchmarks and timelines for accountability
         2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
         3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions
            Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders
   Date: June 2010 – On going through out funding period, at least quarterly

Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
  - Teachers are expected to infuse common process standards into every classroom, everyday
  - At any time, staff should be able to query students regarding the process standards
- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.
- Teachers will….
  - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
  - Develop lessons using the identified strategy for the first quarter

- Practice the strategy within the PLC/Grade level meeting
- Teach the strategy
- Observe other colleagues using the strategy and provide feedback
- Analyze student work on the strategy
- Reflect and revise the implementation of the strategy
- Provide opportunities for extra support for students who have not mastered the strategy
- Add the next strategy
- Continue the cycle

Analyzing Student Work

- Staff will analyze student work to strengthen the instructional quality and delivery
- Staff will utilize the Tuning Protocol from David Allen and Joe McDonald at the Coalition of Essential Schools
- Staff and Curriculum Supervisors will create MAP-like constructed responses quarterly to assess as a staff
- An analysis of the teaching issues will be conducted and shared with staff to adjust teaching strategies

B (4) Tier I School Implementation LEA Timeline

Strategy and/or Activity	Time Frame	Action
Replace the principal	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Grant new principal operational flexibility in order to substantially improve student achievement outcomes and increase high school graduation rates	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Screen all existing staff and rehire no more than 50 percent	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Select new staff	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Implement strategies to recruit, place, and retain staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Provide staff ongoing, high-quality job-embedded professional development that is aligned with school's instructional program	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Adopt a new governance structure	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly evaluation

	2013	Ongoing with quarterly evaluation
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Establish schedules and implement strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide appropriate social-emotional and community-oriented services and supports for students	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs

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

Reader: Please note the LEA/District consists of Tier I and Tier II schools. Ashland Elementary School is a Tier I school.

Annual Goals for Student Achievement

The following goals for student achievement have been developed in conjunction with the New York Turnaround Model of School Reform, the Missouri Department of Elementary and Secondary Education, St. Louis Public Schools and Ashland Elementary School

	2008-2009	2009-2010	2009-2010	2010-2011
Comm. Arts	**Actual**	**Target**	**Actual**	**Target**
3rd	**4.8%**	**14.3%**	**8%**	**_____**
4th	**6.9%**	**16.2%**	**14%**	**18%**
5th	**7.10%**	**16.4%**	**9%**	**20%**
6th	**15.4%**	**24.0%**	**20%**	**25%**
Overall	**8.8%**	**24.0%**	**12.6%**	**_____**
Mathematics				
3rd	**9.5%**	**18.6%**	**4%**	**_____**
4th	**3.4%**	**13.1%**	**2%**	**10%**
5th	**10.7%**	**19.6%**	**9%**	**15%**
6th	**23.1%**	**31.0%**	**24%**	**18%**
Overall	**11.9%**	**31.0%**	**11.5%**	**_____**
Student Attendance	**89.3%**	**94.3%**	**90%**	**95%**

B (6) Services to Tier III Schools

Reader: Please note the LEA/District consists of Tier I and Tier II schools only. There are no Tier III Schools to be served. Therefore, no services are listed.

B (7) Goals for Tier III Schools

Reader: Please note the LEA/District consists of Tier I and Tier II schools only and there are no Tier III schools to be served. Therefore, no goals will be identified.

B (8) LEA/Stakeholder Involvement

This section describes the stakeholder involvement for Ashland Elementary School which has been identified as a Tier I school.

Stakeholder Involvement in Planning and Implementation

Students. Students participated in the school improvement planning process through the completion of the student survey. The information collected was used to create specific goals and objectives specifically related to student achievement and professional development. Students will continue to be surveyed as a progress measure to ensure the implementation and effectiveness of the proposed interventions.

Staff. Staff members participated in the school improvement planning process through the completion of the staff survey. The information collected was used to create specific goals and objectives and professional development opportunities to be used for the teachers at Ashland. Staff will continue to be surveyed as a progress measure to ensure the implementation and effectiveness of the proposed interventions. Staff will also complete a school climate survey which will provide insight on staff feelings and concerns about the Turnaround Model process and how the change has impacted Ashland. The school improvement grant application will be discussed during staff meeting after funds have been awarded to ensure full implementation by all staff members involved in the SIG process.

Parents. Parents participated in the school improvement planning process through the completion of the staff survey. The information collected was used to create specific goals and objectives related to student achievement and professional development. Parents will continue to be surveyed to assist the in monitoring the implementation and effectiveness of the proposed interventions.

Community Partners. Due to the short timeline in writing the SIG application, community partners were unable to be involved in the writing. However, partners will be made aware of the SIG application components during meetings in October where they will also become familiar with how they can provide effective resources to support the increase of student achievement.

Teacher Organizations. Due to the short timeline in writing the SIG application, teacher organizations were unable to be involved in the writing.

PROFICIENCY	2009	2008	2007
At/Above ELA (SCHOOL)	8.8%	7.9%	9.2%
At/Above ELA (DISTRICT)	27.5%	21.6%	19.5%
At/Above ELA (STATE)	51.2%	45.7%	44.4%
At/Above MATH (SCHOOL)	11.9%	4.3%	10.6%
At/Above MATH (DISTRICT)	19.6%	17.6%	17.2%
At/Above MATH (STATE)	47.6%	46.7%	44.9%
At/Above ASIAN (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above ASIAN (DISTRICT) (ELA)	36.3%	33.8%	32.2%
At/Above ASIAN (STATE) (ELA)	61.7%	57.3%	55.5%
At/Above BLACK (SCHOOL) (ELA)	8.5%	8.0%	9.3%
At/Above BLACK (DISTRICT) (ELA)	24.2%	18.2%	16.2%
At/Above BLACK (STATE) (ELA)	29.7%	24.0%	22.8%
At/Above HISPANIC (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above HISPANIC (DISTRICT) (ELA)	32.2%	22.7%	24.1%
At/Above HISPANIC (STATE) (ELA)	37.7%	32.5%	31.4%
At/Above AMER IND (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (ELA)	37.5%	25.0%	23.5%
At/Above AMER IND (STATE) (ELA)	51.1%	42.3%	40.7%
At/Above WHITE (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above WHITE (DISTRICT) (ELA)	43.0%	37.5%	36.0%
At/Above WHITE (STATE) (ELA)	56.6%	51.1%	49.8%
At/Above FREE LUNCH (SCHOOL) (ELA)	9.6%	7.8%	9.4%
At/Above FREE LUNCH (DISTRICT) (ELA)	23.9%	18.8%	17.2%
At/Above FREE LUNCH (STATE) (ELA)	36.9%	31.6%	29.9%
At/Above IEP (SCHOOL) (ELA)	2.5%	0.0%	0.0%
At/Above IEP (DISTRICT) (ELA)	12.2%	7.4%	5.7%
At/Above IEP (STATE) (ELA)	23.6%	19.1%	17.2%
At/Above LEP (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above LEP (DISTRICT) (ELA)	24.3%	22.2%	18.1%
At/Above LEP (STATE) (ELA)	24.7%	22.9%	20.8%

At/Above ASIAN (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above ASIAN (DISTRICT) (MATH)	43.7%	41.4%	39.8%
At/Above ASIAN (STATE) (MATH)	64.8%	64.8%	62.3%
At/Above BLACK (SCHOOL) (MATH)	11.1%	4.3%	10.6%
At/Above BLACK (DISTRICT) (MATH)	15.4%	13.5%	13.7%
At/Above BLACK (STATE) (MATH)	23.0%	21.2%	20.1%
At/Above HISPANIC (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above HISPANIC (DISTRICT) (MATH)	23.9%	21.8%	19.4%
At/Above HISPANIC (STATE) (MATH)	35.8%	34.4%	32.3%
At/Above AMER IND (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (MATH)	42.4%	26.5%	27.3%
At/Above AMER IND (STATE) (MATH)	44.0%	41.8%	39.3%
At/Above WHITE (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above WHITE (DISTRICT) (MATH)	38.1%	35.6%	33.8%
At/Above WHITE (STATE) (MATH)	53.6%	52.8%	51.0%
At/Above FREE LUNCH (SCHOOL) (MATH)	13.3%	5.2%	11.8%
At/Above FREE LUNCH (DISTRICT) (MATH)	16.9%	15.3%	14.8%
At/Above FREE LUNCH (STATE) (MATH)	34.1%	31.8%	30.2%
At/Above IEP (SCHOOL) (MATH)	2.5%	0.0%	0.0%
At/Above IEP (DISTRICT) (MATH)	10.1%	7.9%	7.1%
At/Above IEP (STATE) (MATH)	25.9%	22.7%	20.7%
At/Above LEP (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above LEP (DISTRICT) (MATH)	27.3%	22.7%	17.0%
At/Above LEP (STATE) (MATH)	28.6%	28.4%	23.2%
PARTICIPATION	2009	2008	2007
TEST PARTICIPATION ELA (SCHOOL)	100.0%	100.0%	100.0%
TEST PARTICIPATION ELA (DISTRICT)	99.6%	99.8%	99.7%
TEST PARTICIPATION ELA (STATE)	99.8%	99.8%	99.8%
TEST PARTICIPATION MATH (SCHOOL)	100.0%	100.0%	100.0%
TEST PARTICIPATION MATH (DISTRICT)	99.7%	99.8%	99.7%
TEST PARTICIPATION MATH (STATE)	99.8%	99.8%	99.8%

TEST PARTICIPATION ASIAN (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION ASIAN (DISTRICT) (ELA)	100.0%	99.3%	100.0%
TEST PARTICIPATION ASIAN (STATE) (ELA)	99.5%	99.9%	99.9%
TEST PARTICIPATION BLACK (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION BLACK (DISTRICT) (ELA)	99.6%	99.8%	99.7%
TEST PARTICIPATION BLACK (STATE) (ELA)	99.7%	99.7%	99.7%
TEST PARTICIPATION HISPANIC (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (DISTRICT) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (STATE) (ELA)	99.6%	99.9%	99.8%
TEST PARTICIPATION AMER IND (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (DISTRICT) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (STATE) (ELA)	100.0%	99.7%	99.8%
TEST PARTICIPATION WHITE (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION WHITE (DISTRICT) (ELA)	99.8%	99.8%	100.0%
TEST PARTICIPATION WHITE (STATE) (ELA)	99.9%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (ELA)	99.7%	99.8%	99.9%
TEST PARTICIPATION FREE LUNCH (STATE) (ELA)	99.7%	99.8%	99.8%
TEST PARTICIPATION IEP (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (ELA)	99.0%	99.4%	99.4%
TEST PARTICIPATION IEP (STATE) (ELA)	99.7%	99.6%	99.7%
TEST PARTICIPATION LEP (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (ELA)	100.0%	99.6%	100.0%
TEST PARTICIPATION LEP (STATE) (ELA)	99.2%	99.9%	99.9%
TEST PARTICIPATION ASIAN (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION ASIAN (DISTRICT) (MATH)	99.3%	100.0%	100.0%
TEST PARTICIPATION ASIAN (STATE) (MATH)	99.9%	99.9%	99.9%
TEST PARTICIPATION BLACK (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION BLACK (DISTRICT) (MATH)	99.7%	99.8%	99.6%
TEST PARTICIPATION BLACK (STATE) (MATH)	99.7%	99.7%	99.6%

TEST PARTICIPATION HISPANIC (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (DISTRICT) (MATH)	99.7%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (STATE) (MATH)	99.8%	99.8%	99.9%
TEST PARTICIPATION AMER IND (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (DISTRICT) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (STATE) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION WHITE (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION WHITE (DISTRICT) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION WHITE (STATE) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (MATH)	99.8%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (STATE) (MATH)	99.7%	99.7%	99.7%
TEST PARTICIPATION IEP (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (MATH)	99.2%	99.4%	99.3%
TEST PARTICIPATION IEP (STATE) (MATH)	99.6%	99.6%	99.6%
TEST PARTICIPATION LEP (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (MATH)	99.8%	99.8%	100.0%
TEST PARTICIPATION LEP (STATE) (MATH)	99.9%	99.9%	99.8%

C

Budget

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME ASHLAND (406)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Worker	**30,000.00**
1 – FTE Instructional Support Coordinator	**55,000.00**
Teacher Extra Service Pay for Extended Day Instruction	**24,648.00**
Teacher Extra Service Pay for Professional Development	**38,896.00**
Curriculum- 20 hours @ $26 per hour = $520	
Staff Development- 32 hours @ $26 per hour = $832	
Vendor- 16 hours @ $26 per hour = $416	
TOTAL- 68 hours @ $26 per hour = $1,768	**11,364.00**
.091 – 1 FTE Asst Supt of Innovation	**17,727.00**
.091 – 4 FTE Turnaround/Accountability Specialist	
6100 Subtotal	**$177,635.00**
6150: Non-Certificated Salaries	
1 – FTE Family Educator	**25,000.00**
Non-cert Staff Extra Service Pay for Extended Day Instruction	
Non-cert Extra Service Pay for Professional Development	**5,936.00**
Curriculum- 20 hours @ $14 per hour = $280	**3,808.00**
Staff Development- 32 hours @ $14 per hour = $448	
Vendor- 16 hours @ $14 per hour = $224	
TOTAL- 68 hours @ $14 per hour = $952	**2,727.00**
.091 – 1 FTE Executive Assistant	
6150 Subtotal	**$37,471.00**

6200: Employee Benefits *(optional categories)* FTE Blended Benefits Rate (41%) Hourly Blended Benefits Rate (11%)	**66,207.00**
6200 Subtotal	**$66,207.00**
6300: Purchased Services Instructional Consultants .091 Development and Implementation contract with Synesi	**20,000.00** **1,500.00**
6300 Subtotal	**$21,500.00**
6400: Materials/Supplies Instructional materials and supplies (leveled library, student assessment portfolio materials) Professional development materials and supplies (Inquiry-based Learning text, Marzano strategies, Unpacking the Standards)	**40,242.00** **10,682.00**
6400 Subtotal	**$50,924.00**
6100-6400 Subtotal	**$353,737.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0.00**
TOTAL	**$353,737.00**

2009-2010

Columbia Elementary

LEA/District School Improvement Grant application

Title I, Section 1003(g) of ESEA

[redacted]

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools—Columbia Elementary School		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE **Dr. Kelvin Adams**	ADDRESS **801 N. 11th Street**	CITY.STATE, ZIP **St. Louis, MO 63101**
EMAIL ADDRESS **Kelvin.Adams@Slps.org**	TELEPHONE NUMBER **(314) 345-2296**	FAX NUMBER **(314) 345-2261**
NAME OF GRANT CONTACT **Michael Haggen**	ADDRESS **801 N. 11th Street**	CITY, STATE, ZIP **St. Louis, MO 63101**
EMAIL ADDRESS **Michael.Haggen@slps.org**	TELEPHONE NUMBER **(314) 345-2233**	FAX NUMBER **(314) 345-2261**

[redacted]

The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

St. Louis Public Schools & Columbia Elementary School Improvement Grant Application— Turnaround

The St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Vrhonnee Irving Brown and Columbia Elementary School Community are pleased to present this School Improvement Grant proposal for your review and consideration. We look forward to a partnership between the central office, Columbia Elementary School, and the greater Columbia Elementary School educational community to provide a comprehensive Turnaround Strategy for our principal, faculty, families, and students, to improve the quality of leadership, instruction, student performance, and community involvement. We hope that this letter and the accompanying SIG Application demonstrate the SLPS policies, processes, and procedures supporting the implementation of the building's turn-around plan, while at the same time sets aggressive targets for improvement for not only the student body, but for teachers, principals, support staff, and non certified staff. Further, we strongly feel that our plan calls for the design and implementation of an aggressive model for recruiting, evaluating, and retaining the best teachers and leaders, while providing the infrastructure and data/technology systems to replace those not demonstrating the appropriate gains in their classrooms. Finally, it is our hope to develop and implement the training, bold instructional models, and rigorous coursework so that every student in the school is given the best possible chance to succeed. With all these pieces in place, our teachers have demonstrated the commitment to our plan, and will work tireless towards its success.

Background

Columbia Elementary School is a PreSchool-6th grade Elementary school. The school currently enrolls 200 students- 100% of students are African American. Of these students, 13% are classified for special education, 7% of which have been identified with learning disabilities and none are identified as having a behavior disability. 98% of all students are eligible for free or reduced-price lunch. English language learners (ELL) account for none of the population. Columbia's average daily attendance rate is 91.8% and mobility rate is 54%. From 2006 to 2007, Columbia lost approximately 4% of its student population. However, in 2008, the population drastically declined by approximately one-third. The decline in student population reverted back the prior pattern of 4% yearly. Columbia is located in a lower socio-economic area of St. Louis City. Additionally, Columbia's school community suffers from a lot of social issues. There are a high percentage of students who have suffered from abuse, students who are medicated, and students who are in constant transition, moving from house to house.

Columbia's three subgroups have not made any gains towards proficiency on the state standardize MAP assessment. Over the past five years, the gains towards proficiency have drastically decreased. In the 2008-09 school year, only 8.1% of the students were proficient in Communication Arts and only 1.2% of the students were proficient in mathematics. Analysis of Terra Nova and Benchmark Assessment confirm the achievement scores of the students of Columbia as not moving toward the proficient rate, compared to state targeted data.

In regard to staffing, Columbia's current principal is in her third year and a veteran staff possesses an average of 14 years of experience. Of the current staff members, 41% possess advanced degrees and 98% are highly qualified. The current principal represents the 3rd change in administration since 2003. The inconsistency in leadership has lead to multiple changes in school dynamic and policies. Columbia received designation by the MDOE because, in each of the past three years, this school ranked among the lowest achieving five percent of MO ES/MS/HS schools with regard to the percentage of students who met AYP.

1. **Statement of Assurances**

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

2. Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

3. **Reporting Metrics**
    a. SIG PROGRAM TYPE
        i. Turnaround
    b. AYP Targets Missed/Made
        i. ELA: Not Met, Math: Not Met, Additional Indicators: Met
    c. School Improvement Status
        i. School Improvement Level 3, Corrective Action
    d. Instructional Minutes Per Year
        i. 67,338
    e. Average Student : Teacher Ratio
        i. 17:1
    f. Discipline Incidents
        i. None
4. **Columbia Elementary School Professional Staff**
    a. A new principal was appointed during the 2010-2011 school year. The previous principal was in the position for the prior three years.
    b. Instructional Staff
        a. During the 2009-2010 school years there were 10 general education classroom teachers K-6, including 2 preschool teachers, 1 Kindergarten teacher, 1 special education teacher, 3 related art teachers, 2 continuing substitute teachers in place of certificated teachers, and 1 Title I Reading teacher.
    c. Support Staff
        a. During the 2009-2010 school years there was 1 full time social worker, 1 full time parent support specialist, 1 full time secretary, 2 full time early childhood assistants, and 1 In school suspension monitor.

B (1) 1 Needs Analysis

Needs Analysis

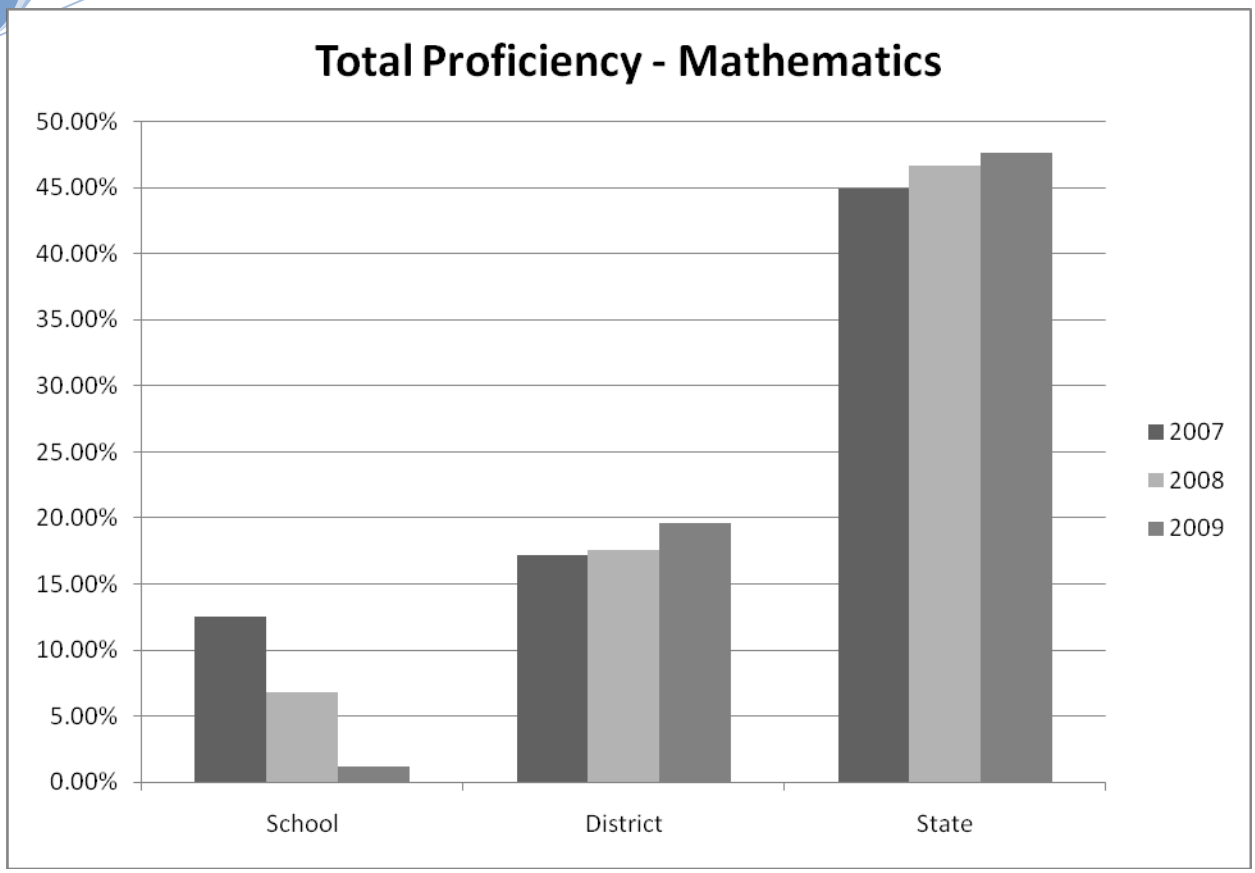
Methodology and Critical Findings

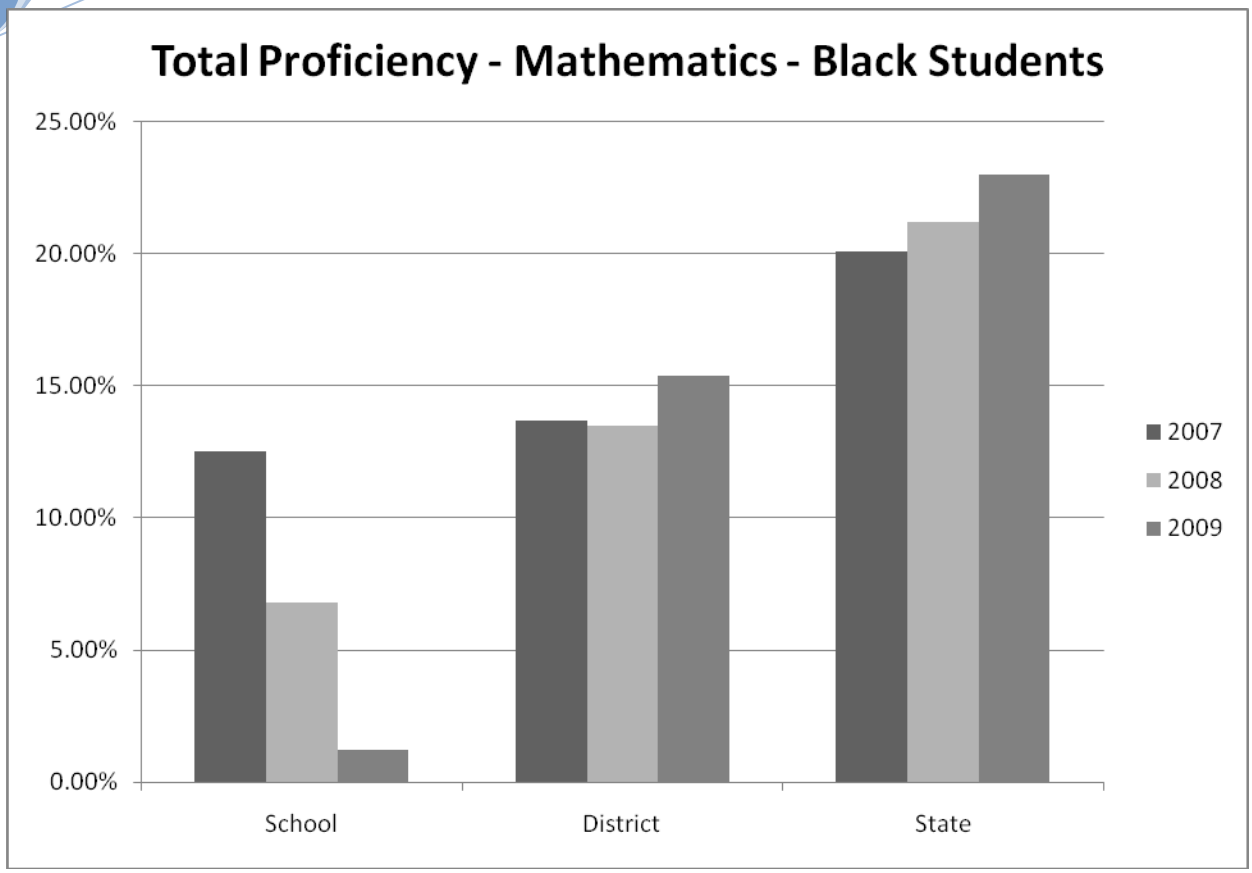
Data was collected from various sources and stakeholders in order to formulate an accurate assessment of need for Columbia Elementary. Data collected confirmed Columbia's primary concern is student achievement. Charts on the following pages indicate the low level of proficiency attained by Columbia students, which happens to be among the lowest in SLPS and 25% below the state. While district and state levels show gradual increases, Columbia's results have taken a steady decline. SRI data examined in the 2009-2010 school year showed more than 80% of students reading below grade level.

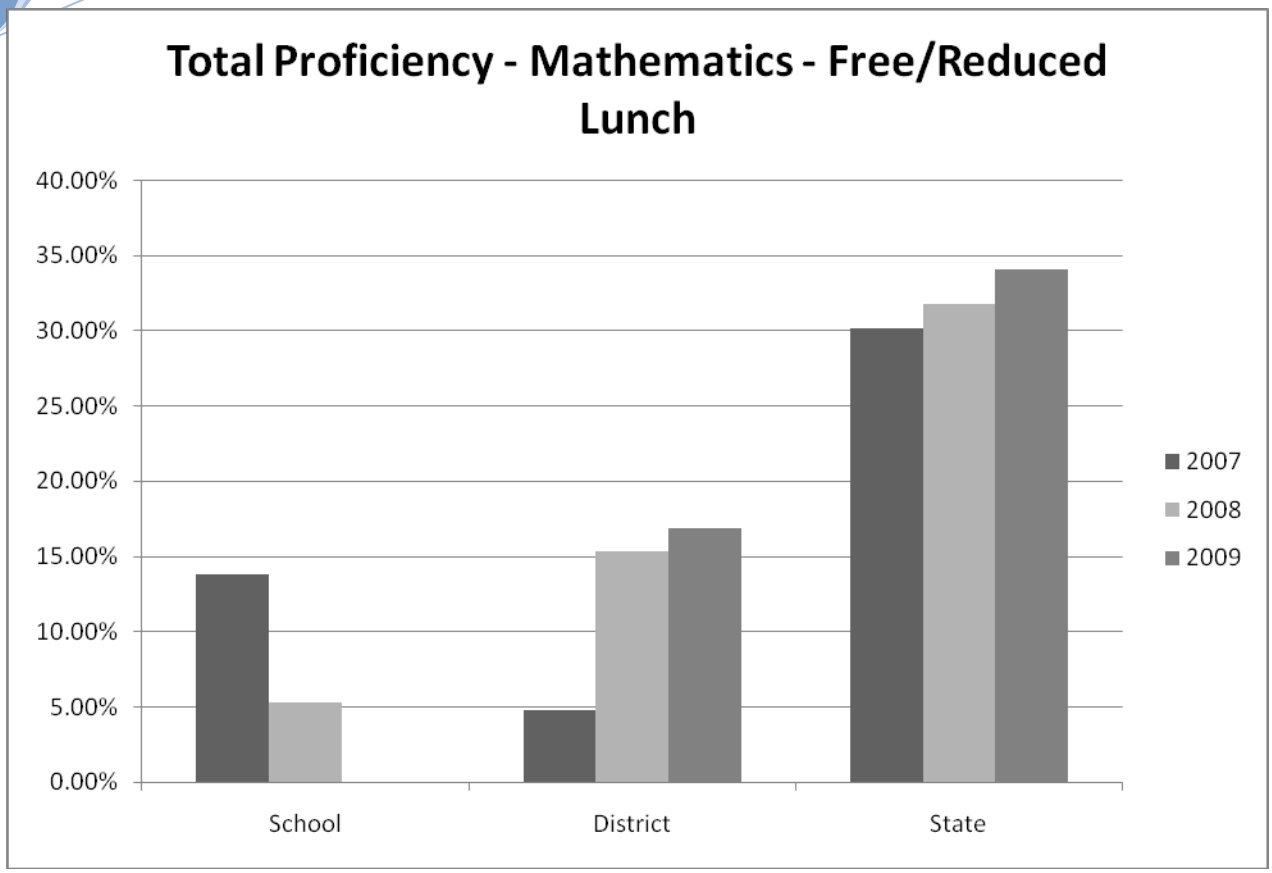
COLUMBIA ELEMENTARY

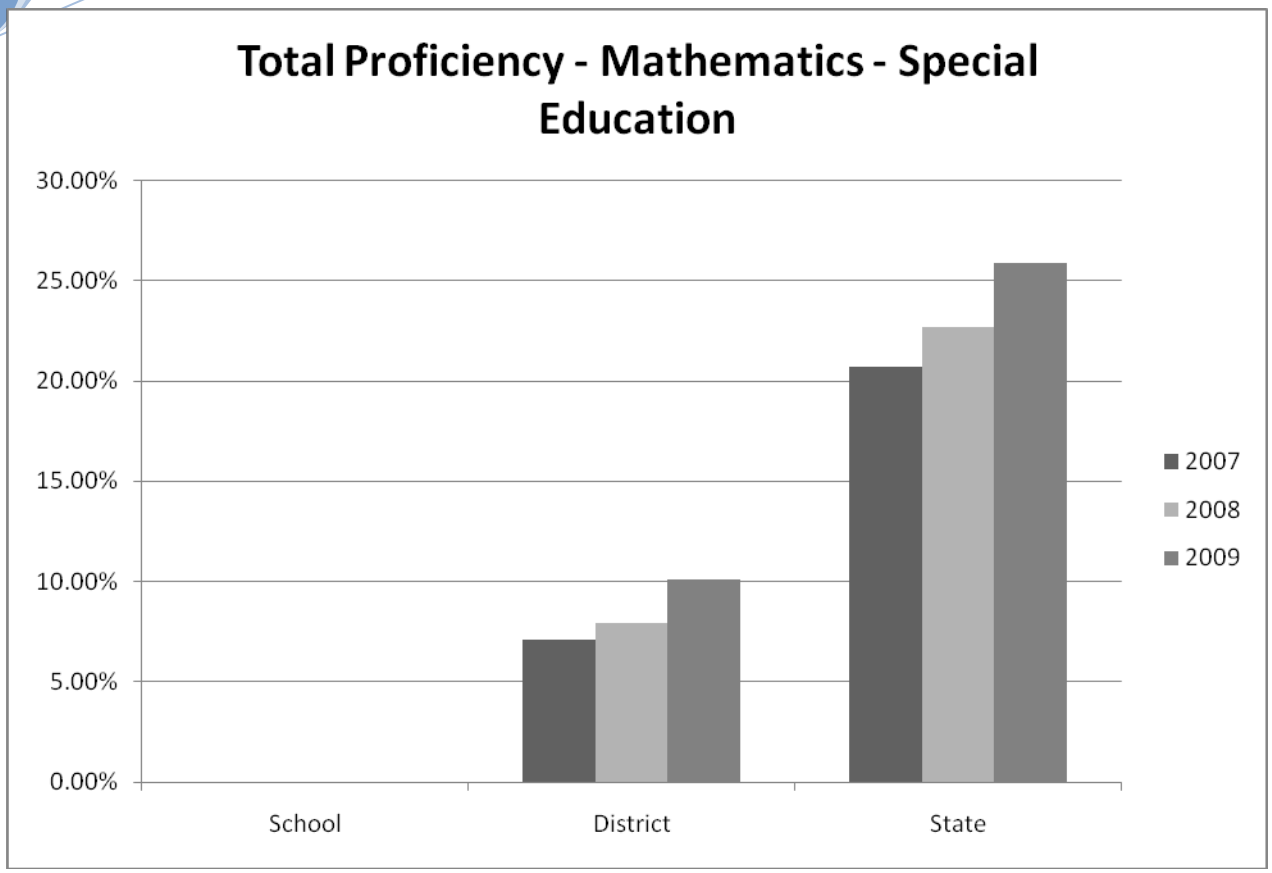
SCHOOL RELEVANT SCHOOL DATA

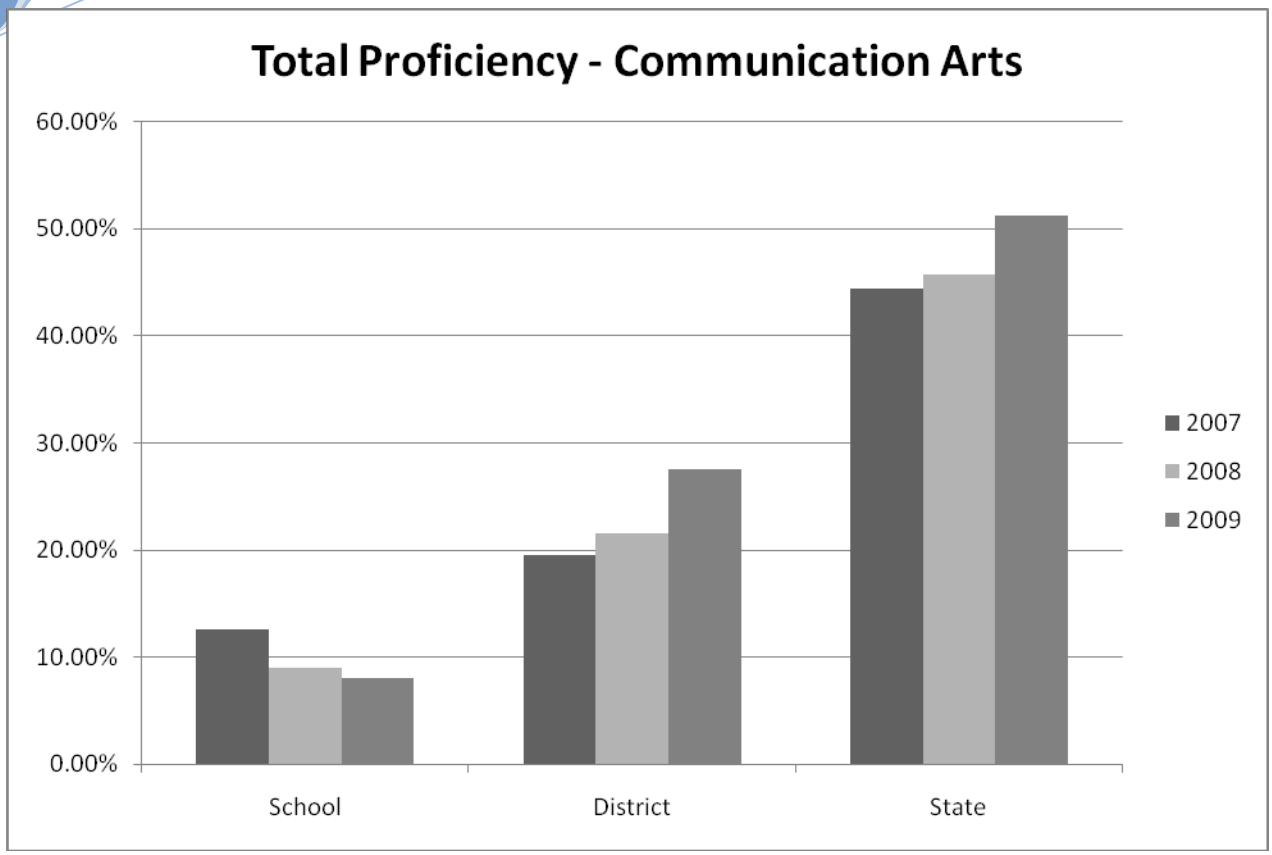
	2009	2010	2011	2012	2013	2014
Missouri: MAP Communication Arts	59.2	67.4	75.5	83.7	91.8	100
Columbia Elementary: MAP Communication Arts	8.1	9	19	29	39	49
Missouri: MAP Mathematics	54.1	63.3	72.5	81.7	90.8	100
Columbia Elementary: MAP Mathematics	1.2	2.6	12.1	22.1	32.1	42.1

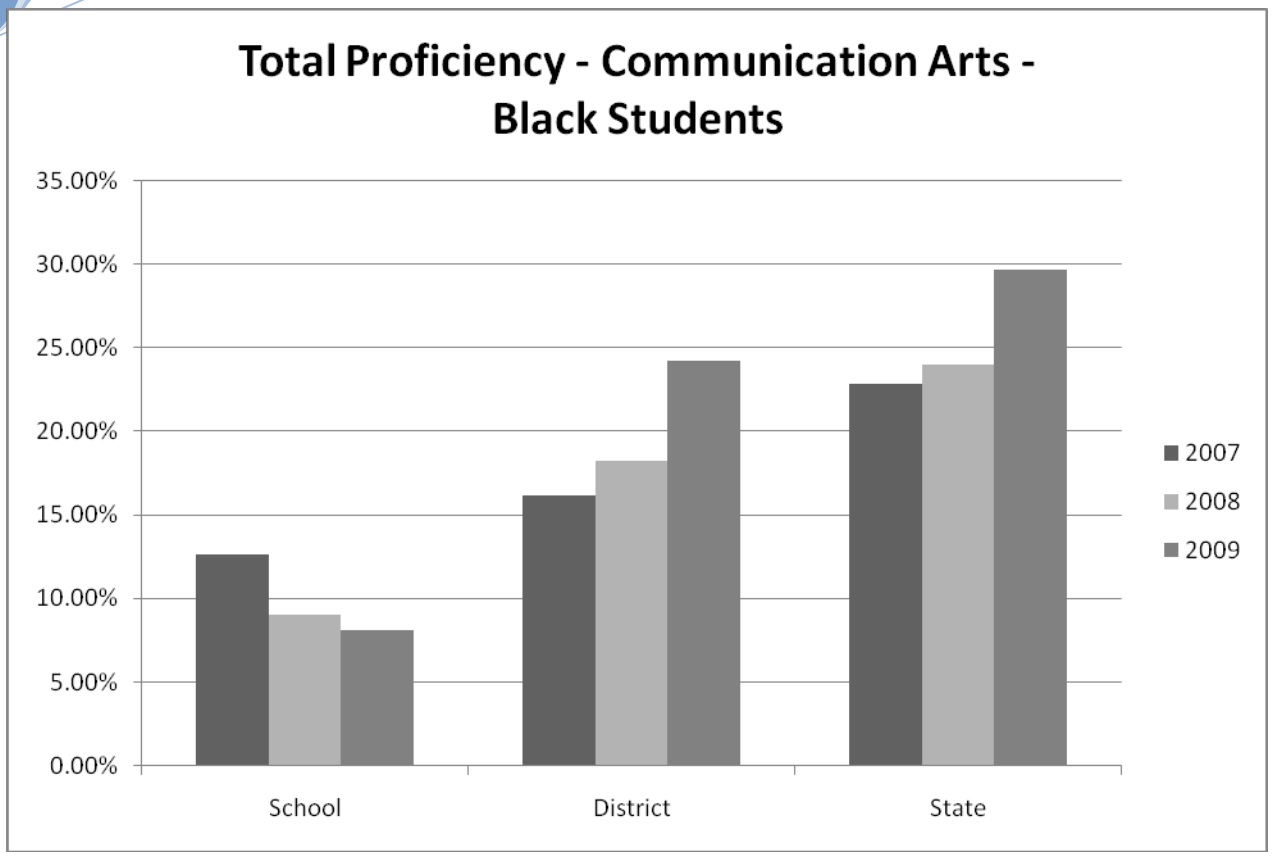

Total Proficiency - Mathematics
50.00%
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
School
District
State
2007
2008
2009

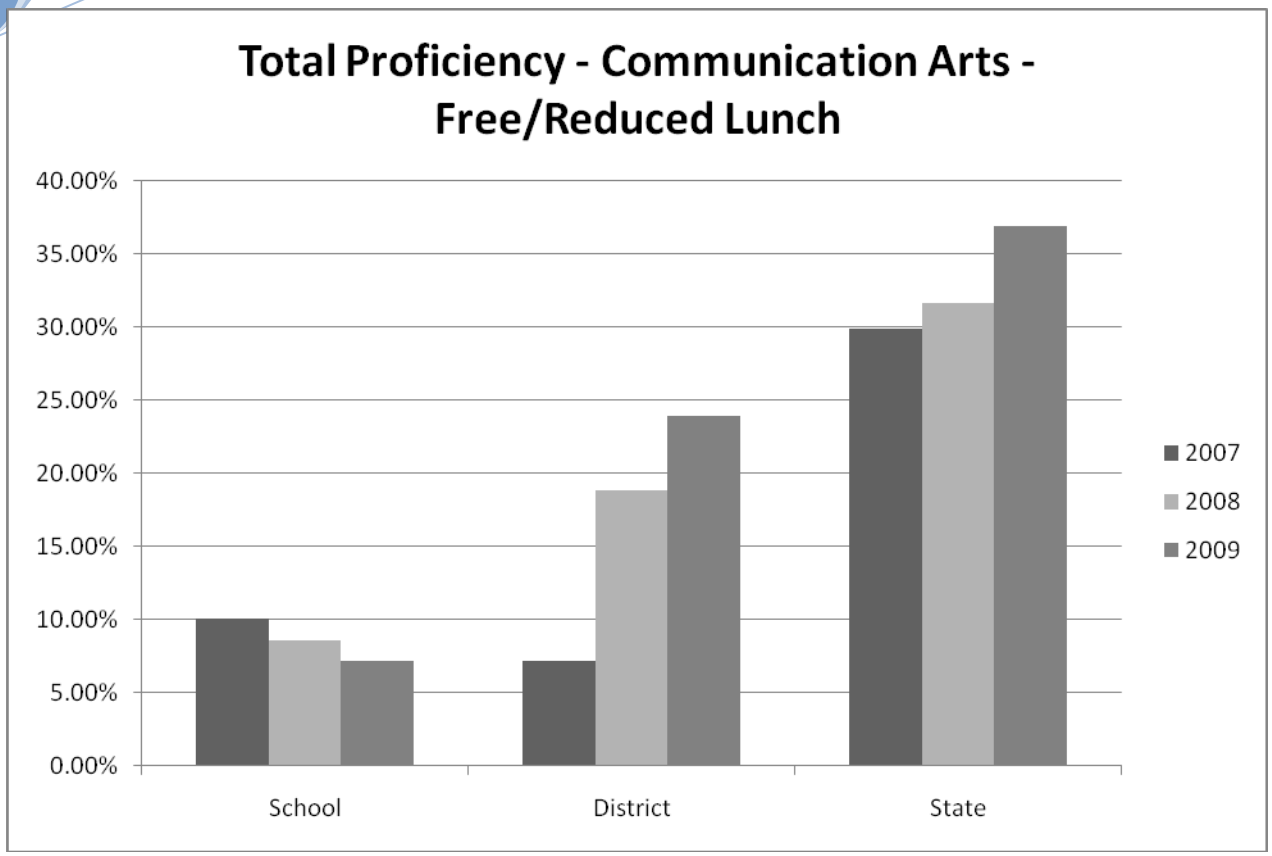

Total Proficiency - Mathematics - Black Students
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
School
District
State
2007
2008
2009

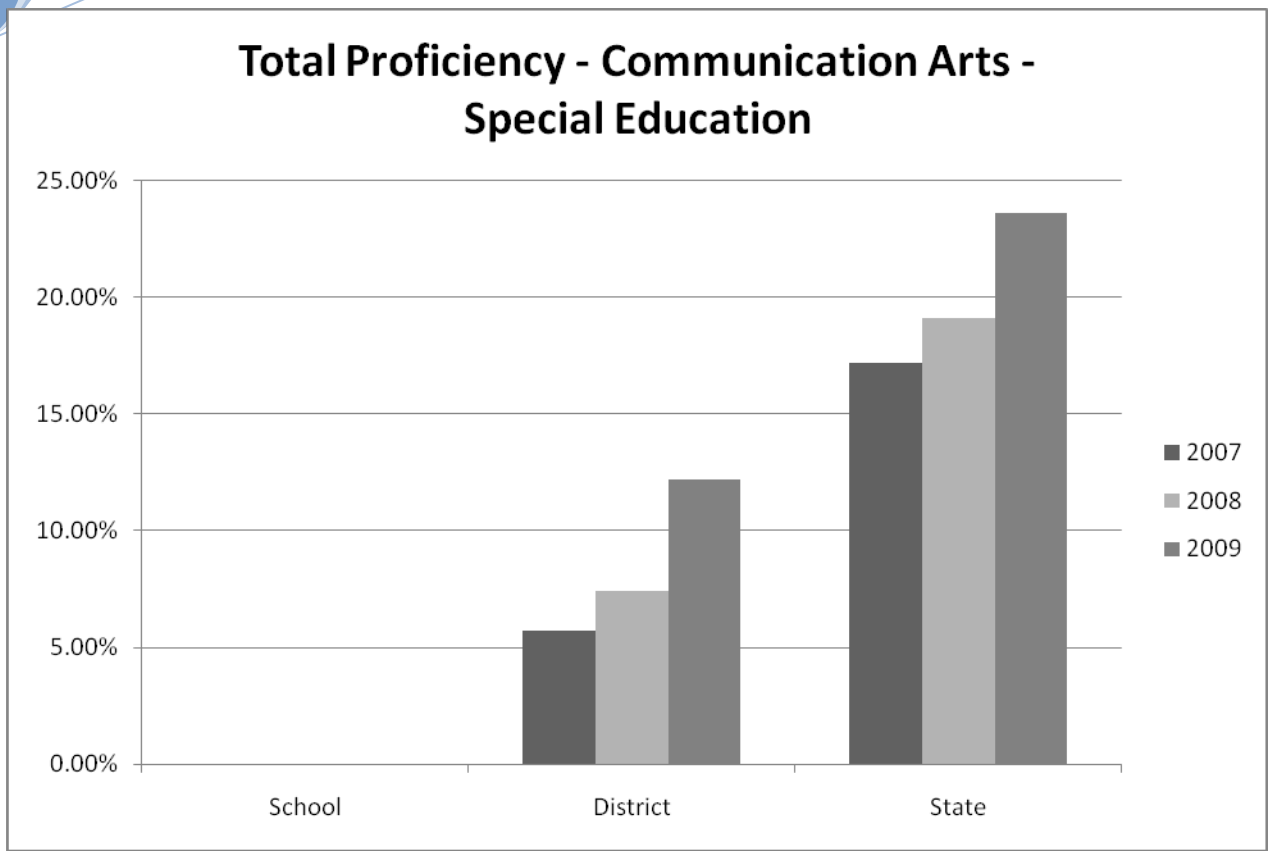

Total Proficiency - Mathematics - Free/Reduced Lunch
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
School
District
State
2007
2008
2009

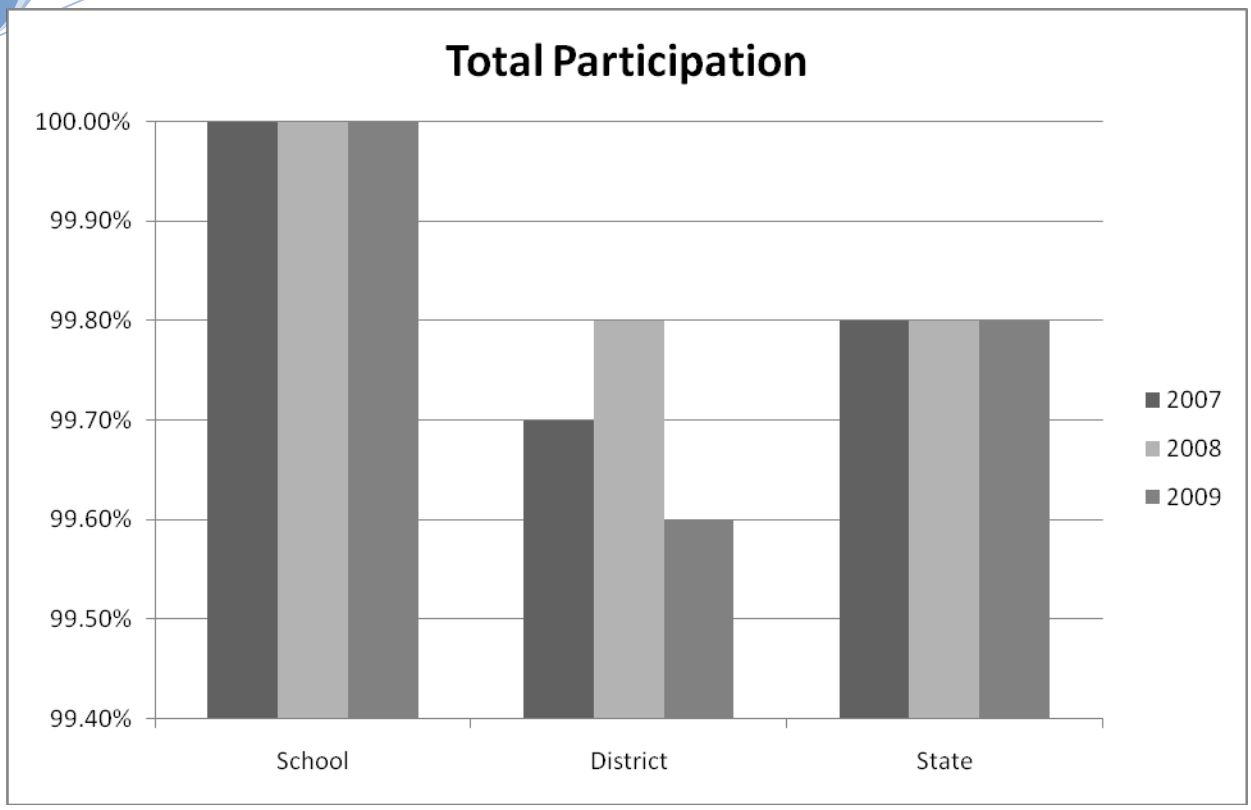

Total Proficiency - Mathematics - Special Education
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
School
District
State
2007
2008
2009

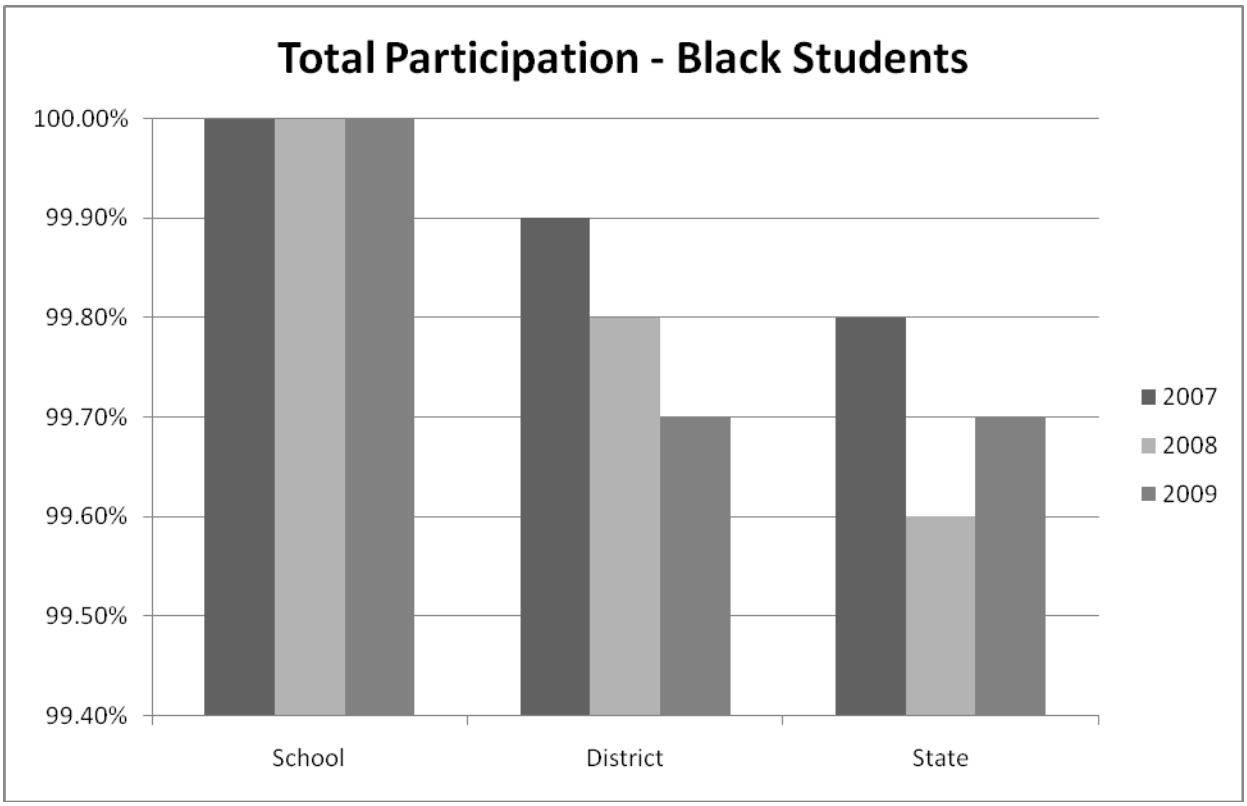

Total Proficiency - Communication Arts
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
School
District
State
2007
2008
2009

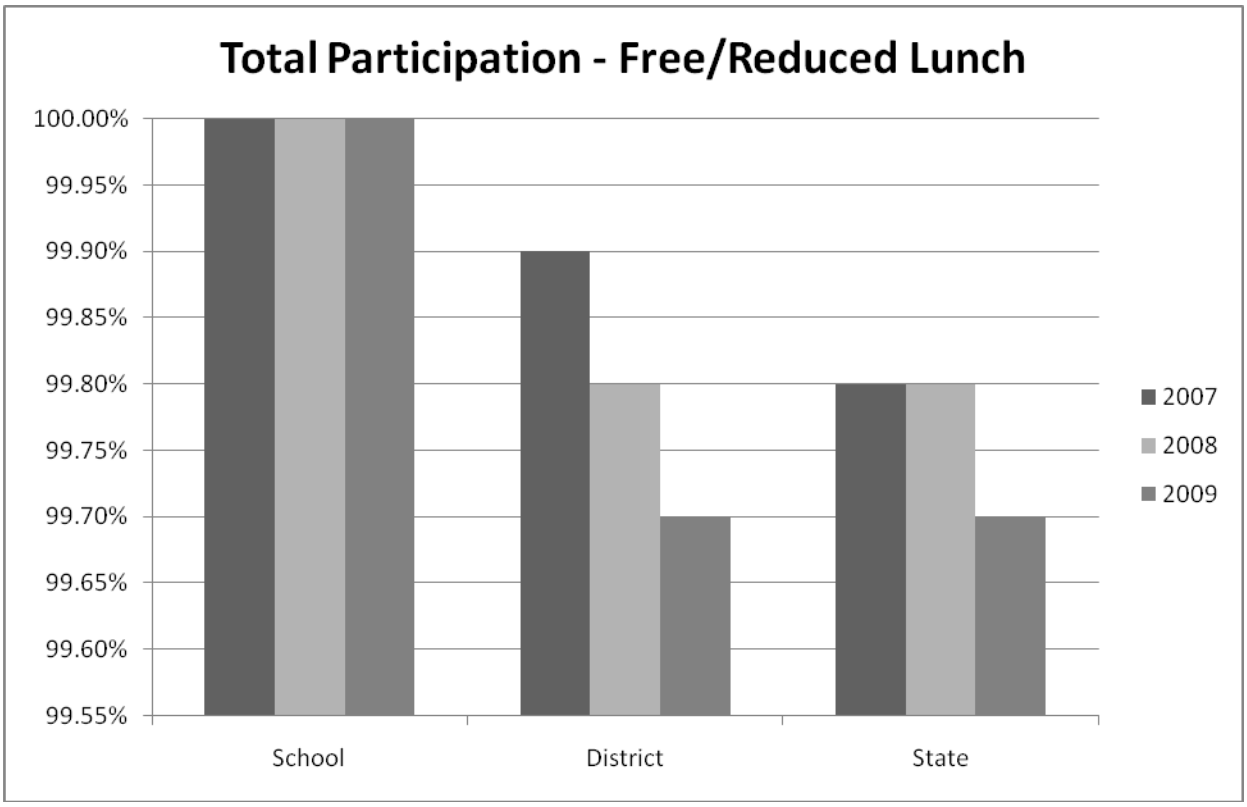

Total Proficiency - Communication Arts - Black Students
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
School
District
State
2007
2008
2009

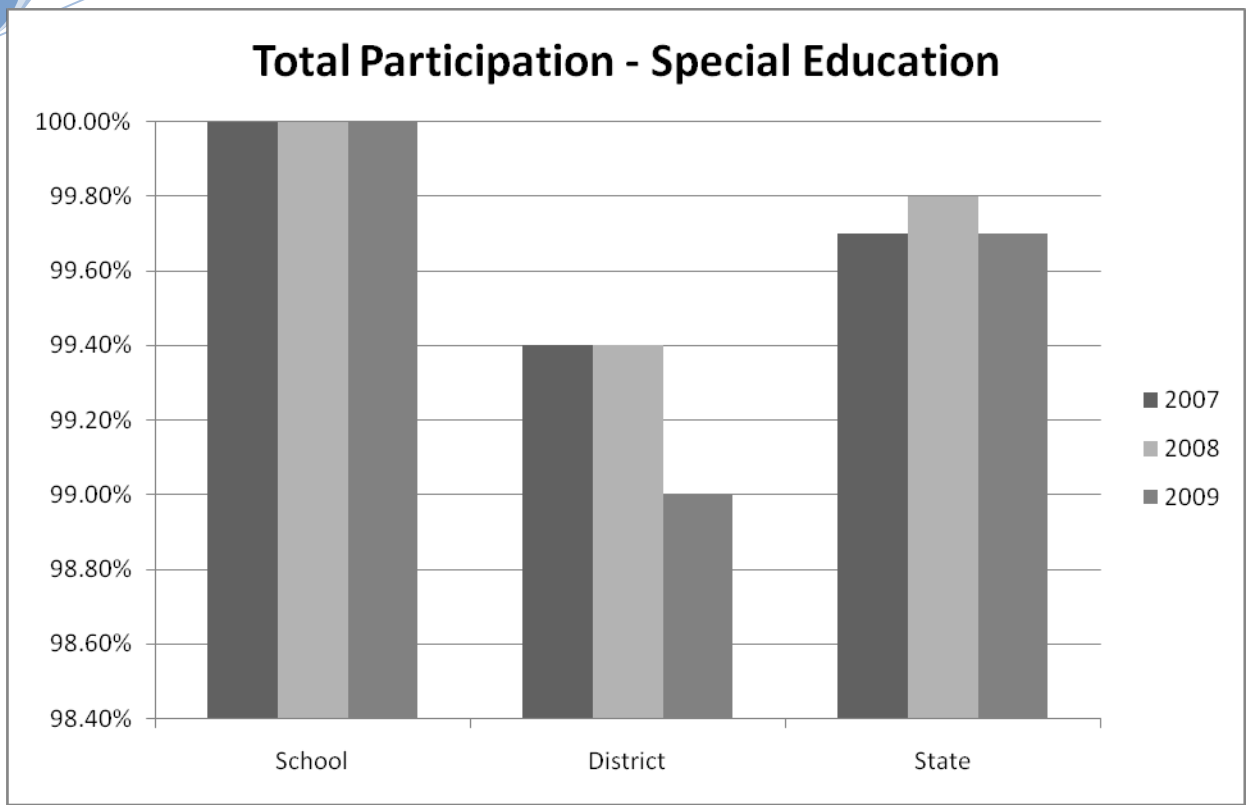

Total Proficiency - Communication Arts - Free/Reduced Lunch
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
School
District
State
2007
2008
2009


Total Proficiency - Communication Arts - Special Education
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
School
District
State
2007
2008
2009


Total Participation
100.00%
99.90%
99.80%
99.70%
99.60%
99.50%
99.40%
School
District
State
2007
2008
2009


Total Participation - Black Students
100.00%
99.90%
99.80%
99.70%
99.60%
99.50%
99.40%
School
District
State
2007
2008
2009


Total Participation - Free/Reduced Lunch
100.00%
99.95%
99.90%
99.85%
99.80%
99.75%
99.70%
99.65%
99.60%
99.55%
School
District
State
2007
2008
2009


Total Participation - Special Education
100.00%
99.80%
99.60%
99.40%
99.20%
99.00%
98.80%
98.60%
98.40%
School
District
State
2007
2008
2009

PROFICIENCY	2009	2008	2007
At/Above ELA (SCHOOL)	8.1%	9.0%	12.6%
At/Above ELA (DISTRICT)	27.5%	21.6%	19.5%
At/Above ELA (STATE)	51.2%	45.7%	44.4%
At/Above MATH (SCHOOL)	1.2%	6.8%	12.5%
At/Above MATH (DISTRICT)	19.6%	17.6%	17.2%
At/Above MATH (STATE)	47.6%	46.7%	44.9%
At/Above BLACK (SCHOOL) (ELA)	8.1%	9.0%	12.6%
At/Above BLACK (DISTRICT) (ELA)	24.2%	18.2%	16.2%
At/Above BLACK (STATE) (ELA)	29.7%	24.0%	22.8%
At/Above FREE LUNCH (SCHOOL) (ELA)	7.2%	8.6%	10.1%
At/Above FREE LUNCH (DISTRICT) (ELA)	23.9%	18.8%	17.2%
At/Above FREE LUNCH (STATE) (ELA)	36.9%	31.6%	29.9%
At/Above IEP (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above IEP (DISTRICT) (ELA)	12.2%	7.4%	5.7%
At/Above IEP (STATE) (ELA)	23.6%	19.1%	17.2%
At/Above LEP (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above LEP (DISTRICT) (ELA)	24.3%	22.2%	18.1%
At/Above LEP (STATE) (ELA)	24.7%	22.9%	20.8%
At/Above BLACK (SCHOOL) (MATH)	1.2%	6.8%	12.5%
At/Above BLACK (DISTRICT) (MATH)	15.4%	13.5%	13.7%
At/Above BLACK (STATE) (MATH)	23.0%	21.2%	20.1%
At/Above FREE LUNCH (SCHOOL) (MATH)	0.0%	5.3%	13.8%
At/Above FREE LUNCH (DISTRICT) (MATH)	16.9%	15.3%	14.8%
At/Above FREE LUNCH (STATE) (MATH)	34.1%	31.8%	30.2%
At/Above IEP (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above IEP (DISTRICT) (MATH)	10.1%	7.9%	7.1%
At/Above IEP (STATE) (MATH)	25.9%	22.7%	20.7%
At/Above LEP (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above LEP (DISTRICT) (MATH)	27.3%	22.7%	17.0%

At/Above LEP (STATE) (MATH)	28.6%	28.4%	23.2%
PARTICIPATION	2009	2008	2007
TEST PARTICIPATION ELA (SCHOOL)	100.0%	100.0%	100.0%
TEST PARTICIPATION ELA (DISTRICT)	99.6%	99.8%	99.7%
TEST PARTICIPATION ELA (STATE)	99.8%	99.8%	99.8%
TEST PARTICIPATION MATH (SCHOOL)	100.0%	100.0%	100.0%
TEST PARTICIPATION MATH (DISTRICT)	99.7%	99.8%	99.7%
TEST PARTICIPATION MATH (STATE)	99.8%	99.8%	99.8%
TEST PARTICIPATION BLACK (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION BLACK (DISTRICT) (ELA)	99.6%	99.8%	99.7%
TEST PARTICIPATION BLACK (STATE) (ELA)	99.7%	99.7%	99.7%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (ELA)	99.7%	99.8%	99.9%
TEST PARTICIPATION FREE LUNCH (STATE) (ELA)	99.7%	99.8%	99.8%
TEST PARTICIPATION IEP (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (ELA)	99.0%	99.4%	99.4%
TEST PARTICIPATION IEP (STATE) (ELA)	99.7%	99.6%	99.7%
TEST PARTICIPATION LEP (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (ELA)	100.0%	99.6%	100.0%
TEST PARTICIPATION LEP (STATE) (ELA)	99.2%	99.9%	99.9%
TEST PARTICIPATION BLACK (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION BLACK (DISTRICT) (MATH)	99.7%	99.8%	99.6%
TEST PARTICIPATION BLACK (STATE) (MATH)	99.7%	99.7%	99.6%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (MATH)	99.8%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (STATE) (MATH)	99.7%	99.7%	99.7%
TEST PARTICIPATION IEP (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (MATH)	99.2%	99.4%	99.3%
TEST PARTICIPATION IEP (STATE) (MATH)	99.6%	99.6%	99.6%
TEST PARTICIPATION LEP (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (MATH)	99.8%	99.8%	100.0%
TEST PARTICIPATION LEP (STATE) (MATH)	99.9%	99.9%	99.8%

Data collection is representative of both the site-level and district level, and is comprised of the following components:

- School Quality Review/Performance Audit
- PDK Audit
- School Assessments
- SLPS Surveys
- Staff Surveys
- Student Surveys
- Community Surveys

School Quality Review/ Performance Audit

From 2006-2008 school year, all schools were reviewed be the Accountability office and given the task to create School Performance Teams. The teams were charged with meeting monthly, review student data, make staffing or instructional adjustments based on the review of data. The SPT's were assigned a central office facilitator. Each school at the beginning of the year was given a needs assessment.

Quarterly Academic team meetings were held during the 2009-2010 school year, in the Columbia academic team met with the Associate Superintendent. The principal and TLF, in addition to teachers in tested grades, shared specific data points and took questions from their colleagues. Data collection and discussions were centered on MSIP Cycle 4 walk through data, individual teacher assessment data, failure and retention rates, instructional methods and practices, and target setting.

Columbia completed the template for the PDK audit for SLPS which described the different types of programmatic offerings that were unique our school, in addition to the ones that were district mandated. Instructional programs included Reading Street, EnVISION Math, and Pearson Science. Academic support programs included Buckle Down, Test Ready and Options.

Collaborative Assessment for Planning and Achievement

Columbia teachers and instructional staff members participated in common planning time, in which they analyzed student data with the principal and TLF. Teachers used sample released items to create classroom activities that modeled the state exam, tracked student performance and used individual assessment data to target specific skills in preparation for the state exam. Teachers also used the Critical Friends model to further discuss assessment and instructional data from their individual classrooms.

School Climate Assessment

Over the past several years, the principal has enlisted the support of numerous resources, both internally and externally. Under the direction of SLPS, the principal reviewed the school climate survey data, compiled Education for the Future during the summer of 2009. Before that, the administration used to work of Victoria Bernhardt to administer surveys to the staff. As a part of a district initiative, Columbia distributed a Character Plus School Climate Survey to identify areas of strengths and weaknesses in the school climate and culture.

Student Assessment

The principal and staff have engaged in root cause analysis in drafting school improvement plans. Assessment data has been drilled down to individual students by using the living data wall and individual academic plans. Team of teachers have reviewed Crystal reports from the DESE website to identify the grade level expectations that students performed poorly on and target instruction to help students demonstrate master on those specific grade level expectations.

Columbia uses the SLPS PULSE system to track student attendance and performance on the state assessment. The data platform also aggregates the data by teacher.

Community Assessment

Big Brothers Big Sisters of St. Louis is contributing partnering organization with Columbia Elementary. With the help of this organization, we are able to compile data sets on students, ranging from attendance to discipline and analyze the correlation between those factors and attendance. Though analysis of this data set, we know the families that are highly mobile and homeless. Additionally, we are able to request additional services to meet the unique needs of these students. As a result, we found that 54% of our families are mobile. Additionally, we found that 40% of our students live with people who are not their biological parents. 80% of our students are being medicated. Even though special needs students only make up 13% of the Columbia population, we were able to determine that almost 25% of our students are receiving mental health services provided to them from outside of SLPS. Henceforth, our need for a FT Counselor and Social Worker are apparent.

Title One Assessment

An evaluation of Title I programs was completed in 2009 to include recommendations specific to Columbia in the areas of professional development, academic achievement, parental involvement and highly qualified staff. It was found through observation, parent surveys and interviews, and teacher feedback that many of the root causes directly related to the persistent academic failure were perceived to be caused by the numerous changes in administration over the past two years; with a lack of parental involvement/support being named as the next main issue.

Assessment Programs

- Presently, students are assessed using the Acuity, Terra Nova, and Map. The TLF will work with teachers on using the data collected from assessments to help formulate to most effective instruction for students. The SRI will be administered at the beginning, middle and end of the school year for each student to monitor reading progress. Additionally, fourth through sixth grade teachers will administer the Renaissance Math diagnostic.

SUMMARY OF STAFF SURVEY RESULTS

A 2009-2010 survey of the teaching and support staff led to the following findings, which further reiterate need for support and improvement in critical areas, such as teacher training, discipline support, and instructional support and resources. The findings are below:

- Poor administration of the curriculum
- Low level of data use on the part of the school based teams and leadership
- Low expectations for students
- Poor levels of parental involvement
- Poor leadership
- Poor administration of professional development targeted to school needs
- Low levels of teacher collaboration
- Low levels of community support and involvement
- Lack of differentiated instruction and student centered learning

DEMOGRAPHICS AND STUDENT PERFORMANCE

Columbia services a population of approximately 200 students, ranging from Pre-Kindergarten to Sixth grade, many of whom are on Free/Reduced lunch. Columbia is located in a lower socio-economic area of St. Louis City. Our students are representative of families of lover socio-economic status. Additionally, Columbia's school community suffers from a lot of social issues. There are a high percentage of students who have suffered from abuse, students who are medicated, and students who are in constant transition, moving from house to house.

Columbia's 3 subgroups have not made any gain towards proficiency on the state standardize MAP assessment. Over the pass 5 years the gain towards proficiency have drastically decreased. In the 2008-09 school year, only 8.1% of the students were proficient in Communication Arts and only 1.2% of the students were proficient in mathematics. Analysis of Terra Nova and Benchmark Assessment confirm the achievement scores of the students of Columbia as not moving toward the proficient rate as compared to state target data.

Based on an in depth analysis of the IBD reports, it is noted that students are struggling with Communication Arts standards that incorporate:

- Using correct structures in grammar
- Writing different genres of paragraphs and staying focused in writing
- Writing personal narratives
- Applying post reading skills to comprehend text (nonfiction and fiction)
- Using details from the text to complete various tasks (non fiction and fiction)
- Developing vocabulary through text and fiction (non fiction and fiction)
- Applying information from illustrations (non fiction and fiction)
- Locating information from text (nonfiction and fiction)

Based on an in depth analysis of the IBD reports, students are struggling with Mathematics in the areas of:

- Number and operations
- Algebraic relationships
- Geometric and spatial
- Measurements
- Data and probability

CURRICULUM DEVELOPMENT AND LEARNING

While teachers were given an adequate curriculum to follow, the resources with which they were to use to implement the curriculum were not satisfactory. Additionally, teachers complained about not receiving enough training to use the new resources. Teachers indicated that they had time allocated in their daily schedules to plan with other collogues and the building instructional leadership team. Unfortunately, they also indicated that their collaborative efforts stopped there. While teachers had the time to plan, they did not use that time to target their instruction or build common assessments.

TECHNOLOGY

- Columbia teachers did not have the technological capacity of other schools to be able to best utilize all of the curricular resources. The present Waterford reading lab has been out of use for the last two years, due to the condition of the equipment and the human personnel to work in this capacity within the building. Because the students read at such low levels, the implementation of the Read 180 program is critical, but not without upgraded technological equipment.

PROFESSIONAL DEVELOPMENT

- Professional development has been offered to support teachers with implementing new curriculum, improving instructional strategies and practices, developing and maintaining positive relationships, and managing student behaviors. However, teachers indicated that the time spent on PD was inadequate. Much of

this has to do with the structure of the PD calendar from the district level. Teachers were expected to implement new strategies with fidelity, but were not given ample time to ensure and solidify their own understandings.

- Many staff members were unfamiliar with how the data could be disaggregated and used. Teachers were expected to use the data in their classroom; however, were provided very little training, both at the site and district level. Additionally, with the little training sessions that they were exposed to, teachers were not comfortable taking time. Some teachers stated that they used data in regard to planning for instruction; however, satisfactory evidence of that was not found in student assessment outcomes.

LEADERSHIP

- Teachers surveyed indicated that the building leadership was not as supportive as they needed. The principal of the past three years was replaced.

PARENTAL INVOLVEMENT

On average, less than 10% of parents participated in school events and meetings. Due to the transient nature of the school population, maintaining contact with parents was nearly impossible since contact information was always changing. Columbia's homeless population is among the highest in SLPS. In order to meet the unique needs of our parents, resources are needed to create a Parent Resource Room and conduct mothly parent sessions that will provide them with both the academic supports to be able to assist students, and social assistance.

HUMAN RESOURCES

SPED Programs and Other Necessary Support Resources

- One self-contained Cross Categorical classroom, in conjunction with one additional SpEd teacher to assist students will classroom instruction, will provide Special Needs students with the resource support needed, as dedicated by the Individualized Education Plan (IEP).
- Columbia would like to maintain a full time Speech and Language Implementer for the remediation of articulation and language disorders.
- Changing to a full time Librarian will support our literacy initiative. A full time Librarian can lead and manage our future partnership with The Julia Davis Branch of the St. Louis Public Library by organizing field experiences to the libraries, conducting monthly read-alouds , facilitating our partnership with an SLPS high school, in which they will come to conduct Read/Write/Think activities with our students. A FT Librarian will also be responsible for our after school book club.
- A full time Social Worker, Counselor and Nurse are vital at Columbia, considering that numerous students' families are transient and students suffer from various forms of abuse; therefore, they need the emotional supports that these professionals provide. Columbia's school community suffers from a lot of social issues.

Because many of our students suffer from various forms of social, emotional, and sexual abuse, we need to have in place counseling supports so that students receive the types of assistance that will best address their needs. There are a high percentage of students who are asthmatic and others who take medication for various reasons. Since there are so many students using medication during the day, a nurse is needed at the school to render services. Columbia has a high percentage of students that receive free and reduced lunch; these students, along with the students in transition, need the services of the Social Worker. The Nurse is needed to conduct screenings, coordinate dental exams, organize the health fair, and ensure that physical well-being of students. Counselors and Social Workers will assist in ensuring that the basic needs of all Columbia students are being met. Additional responsibilities from these professionals will include the management of our partnerships with outside agencies, such as The Family Resource Center and Children's Advocacy Services, which address familial issues.

FISCAL BUDGET

- No need in this area.

B (1) 2 Capacity to Serve Tier 1 School

Selected Plan for Intervention

Columbia Elementary School will implement the Turnaround Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance.

Turnaround Model

A turnaround model is one in which an LEA must do the following:

(1) Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

  (A) Screen all existing staff and rehire no more than 50 percent; and
  (B) Select new staff;

(3) 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 the turnaround school;

(4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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

(7) 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;

(8) Establish schedules and implement strategies that provide increased learning time; and

(9) Provide appropriate social-emotional and community-oriented services and supports for students.

Academic Supports

ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all aforementioned curricular programs in English/Language Arts, Mathematics, Science and Social Studies, the SLPS Benchmark Assessment tools, required by the state for SIG schools. The Curriculum and Assessments consist of many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. Further, several levels of professional support will be offered to classroom teachers to increase their capacity to provide more rigorous, and data driven instruction that tends to the individual needs of students.

Modeling these materials, the SLPS Innovation Office, curriculum coaches and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skills mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons. This too, will be facilitated by layers of additional, mandatory; job embedded professional development that will be required by all SIG eligible schools.

Columbia follows the SLPS Elementary School Curriculum, which is comprised of the following:

Columbia Elementary School Core Instructional Programs

Communication Arts

- Reading Street by Pearson Learning is an instructional support program for Communication Arts Pre-K-5. This core instructional program supports Depth of Knowledge integration, cross-curricular instruction and Tier II Response to Intervention instruction.

Mathematics

- The core instructional program for Mathematics is enVisionMath (Scott Foresman /Pearson Learning), a daily problem-based interactive Math program that is followed by visual learning strategies. These strategies deepen conceptual understanding by making meaningful connections for students and delivering sequential/visual and verbal connections through the Visual Learning Bridge in each lesson. There is an on-going diagnosis and intervention and daily data-driven differentiation.

Science

- The core instructional program for Science is Pearson Scott Foresman Science. This science program has inquiry-based science books & other resources with scaffold activities that are correlated to standards and presented in interactive media. There are detailed science kits that accompany the Science series to allow students to experience hands-on experiments and the scientific method.

Social Studies

- The core instructional program for social studies was newly adopted for the 2010-2011 school year and it is Pearson Scott Foresman Social Studies. This program contains pertinent content, direct reading and writing instruction and skills instruction that encourages all students to succeed on independent levels.

IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPS Office of Innovation, will conduct walk through protocols to collect information/data on the instructional strategies used to implement the curriculum. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed with the Innovation Office, principals, and teachers to ensure fidelity of curriculum implementation. In Years 1 through 3, the principal (and other school leaders) will continue to observe the classroom instruction of each core curriculum teachers three times a year, and provide feedback to strengthen each teacher's practice.

In Year 1, Columbia will establish and use model classrooms as a key job-embedded professional development activity to raise implementation fidelity levels. Starting in Year 1, the Columbia principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms. In Years 2 and 3, these teachers will implement model classrooms that will serve an essential delivery method for job-embedded professional development, and increase the internal capacity of the school at the same time. Teachers will have peer critical friends to observe, review and suggest strategies to help them identify skills necessary for teaching best practices.

USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

Teachers will be trained to make instructional decisions based on relevant data including district benchmark tests and teacher anecdotal and informal assessments. Columbia's Teaching-Learning Facilitators for literacy and mathematics will attend district data coach training in summer 2010. In turn, these coaches will conduct training for Columbia staff. Teaching-Learning Facilitators and identified lead teachers will lead the design and implementation of an annual Teacher Summer Professional Development Institute (in July/August, 2011) to continued professional development relative to data analysis and integration into instruction, differentiated instruction, infusion of technology, and time and classroom management strategies. In Year 1 teachers will be expected to differentiate in the area of Communication Arts and to work toward creating a community of learners with the building developed character education program. Monthly professional development sessions will be conducted and all professional development days in the district calendar during the 2010-11 school year will have as the primary foci character education processes & strategies, implementation of adopted curricular materials with fidelity, data collection and analysis in communication arts student assessment and differentiated instruction in communication arts. Teachers will also take advantage of informal, 'mini assessments' to make sure of student mastery on an individual basis and adjust instruction accordingly.

In Year 2 teachers will be expected to differentiate in the area of Math and to continue work toward creating a community of learners with the building developed character education program. Monthly professional development sessions will be conducted and all professional development days in the district calendar during the 2011-12 school year will have as the primary foci continued character education processes & strategies, implementation of adopted curricular materials with fidelity, data collection and analysis in math student assessment and differentiated instruction in math.

InYear 3 teachers will be expected to continue to refine skills in differentiating in the areas of Communication Arts and math and to work toward creating a community of learners with the building developed character education program. Additionally, staff will become more effective in developing and teaching more rigorous lessons in Social Studies and Science using inquiry based instructional methods. Monthly professional development sessions will be conducted and all professional development days in the district calendar during the 2012-13 school year will have as the primary foci continued work in differentiated instruction in communication arts s and math as well as inquiry based learning and the effective transfer of reading skills across content areas.

Throughout all years, monthly data review from classroom observations, analysis of PLC minutes, review of class assignments and student work will be used by the Building Leadership Team to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes and adjust the Individual Academic Plans at least every four weeks. Quarterly review of student achievement data by district level teams will also occur.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program. Technology instruction will be integrated using Read 180, Renaissance Math, Waterford, and Brainchild.

SCHOOL LEARNING ENVIRONMENT DOMAIN

Training and Professional Development

The bulk of professional development will occur in a job embedded fashion through the Teaching-Learning Facilitator(s) and peer coaching activities with identified master lead teachers. Monthly professional development sessions will also occur specific to Columbia staff needs in the areas indicated in the section above. All district professional development days will be dedicated to areas indicated in the timeline above. Variance in scheduling or topics may vary based on staff needs. All staff will receive differentiated professional development based on observational data to ensure adequate support is being provided.

The SLPS Innovation Office, the Teaching-Learning Facilitator and various external professional development providers will offer mandatory job-embedded professional development throughout the school year in formats such as weekly grade-level common planning time, monthly cross-grade common planning periods, and quarterly small group sessions. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction during Professional Learning Community meetings; cross-curricular activities/thematic unit planning; discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. The following is a breakdown of the professional development, which will be coordinated by the Innovation Office, that Columbia faculty and staff will be provided:

- Instructional and Content Area training by SLPS instructional coaching staff
    - SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs. They will also assist DESE with monthly Saturday Institutes for teachers on relevant topics to be determined as the need arises, but highlighting the use of technology, a leveled bookroom to provide materials for differentiated instruction and classroom libraries as tools for differentiated teaching and learning. The assistance will be content specific and will include professional development in the four core areas over the life of the grant and beyond.
- NY Turnaround Professional Development
    - NY Turnaround will assist the school in the development of school leadership teams. They will also bring in the services of a Turnaround Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management and environment issues that often impact successful instruction

- National Consulting Services Professional Development
    - National Consulting Services is in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. National Consulting Services will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process National Consulting Services will develop a master PD schedule, and fill in as a provider of professional development, as necessary.
    - Also, National Consulting Services staff will act as the professional development liaison with the rest of SLPS, so that the development provided at SIG schools is consistent, in both spirit and goals, as all other systemic professional development. As such, National Consulting Services will meet consistently with the Superintendent, Chief Academic Officer, and the Accountability office to ensure consistency across the district.

During Year 1, the district will identify and coordinate specified program providers that Columbia can select to conduct training to increase pedagogical knowledge of all teachers in each content area. Starting in Year 1 and continuing in Years 2 and 3, job-embedded professional development will be facilitated in different formats such as weekly common planning time, observations of exemplary instructional practice in onsite demonstration classrooms, and professional learning community study groups. The sequence of topics and formats are indicated in the preceding section. Parents will be offered "Make It and Take It" Workshops to develop learning games and activities to increase student achievement and parent-student engagement.

The selected professional development providers will consult with the SLPS Office of Innovation, as well as Columbia staff to analyze SLPS benchmark data, classroom performance data, and any other performance evaluation data to refine content of professional development. In Years 2 and 3, teachers will be trained in how to use student portfolios to track and assess student progress toward proficiency and to advance proficiency over time.

STUDENT AND PARENT SCHOOL ENGAGEMENT

Columbia will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students.

A Parent-School-Community Specialist (PSCS) will be an integral part of the Leadership team and work closely with the counselor and social worker to provide support to families in connecting with needed community resources. In Year 1 the PSCS will work with the counselor and social worker to identify a variety of community resources needed by Columbia families, facilitate monthly parent meetings with the Columbia parent group and quarterly

meetings focusing on activities to help parents become instructional partners in their child's/children's education. In Year 2 the PSCS will work with the counselor in offering parenting and parent education classes and to identify additional community resources as well as community partners in providing for Columbia student and parent needs. In Year 3 the PSCS will work with community resources to bring them onsite to aid in parents' utilization of various community resources. In all years Columbia will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, adult education classes.

School Leadership

SCHOOL LEADERSHIP

During Year 1, the Columbia principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school turnaround process by attending the local, state and national conferences during the school year. The Columbia principal will demonstrate management skills and effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Innovation Office and other central office administrators. Additionally, a model for distributive leadership will be designed with a vertical building leadership team serving as the decision making body for the school. Team membership shall include representation from all constituencies including staff, parent and community members as well as administration. A weekend retreat to assist the team in understanding the parameters and responsibilities will be held within the first quarter of the school year.

During Years 2 & 3 a week long summer retreat will be held to further refine leadership team member skills in the designated responsibilities of the team. Topics to be addressed during this retreat will be determined in part by the team based on perceived need. Additionally during the retreat the annual calendar to review formative data and intervention processes and activities to accelerate student achievement will be developed and/or reviewed.

Additionally, time will be allotted for school staff to work with the new school leadership on vision building and implementing the model. Distributive leadership and collaboration is key to ensuring improved student performance. It is only through shared ownership that true change can occur and be sustained.

Throughout the grant period, the Columbia principal will report directly to the district's Associate Sup't Innovative Services, Mr. Haggen, and work under the close guidance of the Office of Innovation. The Office of Innovation will assist the Superintendent, the Chief Academic Officer, and the Dr. Haggen in supporting the implementation of the turnaround activities named in this grant. The Innovation Office will work with the Columbia principal and staff to monitor fidelity and progress of the turnaround school plan, help to build leadership capacity and problem-solving skills, and coordinate communications and activities.

HUMAN RESOURCES; USING DATA TO SELECT, RETAIN, AND INCENTIVIZE HIGHLY QUALIFIED STAFF

In order to attract and retain the appropriate staff to implement school turnaround efforts, The Innovation Office and the Columbia principal will ensure that current staff serve on the interview team to select new staff. Each new teacher (both new to the profession and experienced teachers new to Columbia) is paired with a seasoned teacher who has been trained to provide mentoring services during a teacher's first year in the building. Teachers will be orientated on expectations of teacher performance, classroom management, instruction, and professionalism.

During Year 1, the Innovation Office will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or demonstration classrooms. Training in effective mentoring practices will be provided to teachers who are identified to serve in this mentoring or demonstration capacity. New teachers will participate in new teacher orientation on mentoring component and be paired with mentors.. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of the school. Working with highly qualified staff willing to work with and improve academic excellence with an at-risk population continues to be Columbia's goal.

During Years 2 and 3, Columbia will continue to use the Innovation Office to implement a performance evaluation process to screen and hire teacher candidates, ensure there are no vacancies, and replace teachers who do not improve performance.

Monitoring for Continuous Improvement and Long-Range Strategic and Planning for Implementation of Reform Efforts at Columbia Elementary

In order to ensure continuous improvement and sustainability the SLPS Performance Based Teacher Evaluation instrument and process will be used for all staff. In this process non-tenured staff are observed a minimum of four times per year and tenured staff as needed but no less often than every other year and two observations. Results of observations drive the development of a Performance Improvement Plan (PIP). In this process all PIPs must have measurable objectives dictated by observation or student achievement data and a timeline with activities and outcomes delineated. Failure to improve or meet deadlines/targets may result in termination. A minimum o f monthly meetings aid in adjusting needed support for teachers to be successful.

Goals and Implementation Plan for Turnaround Model

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.				
Goals and Elements	**Tasks/Action Steps**	**Lead Person/Position**	**Time Period/Cost**	**Progress Monitoring/Evidence**
The percentage of students scoring proficient on the Communication Arts MAP test will increase by 10% annually through though the use of tiered academic interventions and supports.	1. Recruit and retain a Reading Specialist to provide individualized reading instruction to targeted students in grades two through six.	Principal, TLF, Teachers, Specialist	Year 1 -Sept 2010, Years 2 and 3/ SIG 25K	Monthly SRI Diagnostic and MAP Practice Tests, and Teacher-made standards-based assessments. Track progress using MAP Progress Tracking Sheet.
	2. Use Read 180 with targeted (at-risk and nearing proficient) students in grades 1-6 during both individual instruction and in extracurricular programs. Mobile computer lab will be used to house the reading programs and mobility will allow for use inside of the classroom.	Same	Year 1 -Sept 2010, Years 2 and 3/ SIG 75K/years 2 and 3 no cost	Same
	3. Learning centers and supplementary materials will be used to support differentiated instruction.	Principal, TLF, Teachers, NY Turnaround Specialist	Year 1 -Sept 2010, Years 2 and 3/SIG 10K years 2 and 3 no cost	Same
	4. Guided Reading Groups/ Literature circles will be used with all students incorporating narrative and expository texts a minimum of 3 times per week.	Same	Same	Same
	5. Increase use of CLEAR curriculum with fidelity as measured by review of teacher lesson plans, classroom walkthrough data and benchmark results	Same	Year 1 -Sept 2010, Years 2 and 3/ no cost	Lesson Plans, Walk-through data, Assessment data
The percentage of students scoring proficient on the Math MAP test will increase by 10% annually through though the use of	1. Create hands-on integrated math and science lab and schedule each class to attend weekly to hone skills previously learned in the classroom. Each teacher will use the curriculum and curricular materials, including Envision Math manipulatives to	Principal, TLF, Teachers, Specialist	Year 1 -Sept 2010, Years 2 and 3/ SIG 10K	MAP Practice Tests, Teacher-made standards-based assessments. Track progress using MAP Progress Tracking Sheet

tiered academic interventions and supports.	provide instruction and Math retention. T 2. Math Literacy program will be implemented to familiarize students with reading mathematics in the content. Math Library materials will need to be purchased. Science skills will correlate with math skills to provide practical application. 3. The Renaissance Math program will be implemented at grades four through six to provide computerized individual math instruction and assessment for each student. 4. Recruit and retain Math Specialist to provide individualized math instruction to targeted students in grades two through six. 5. Increase use of CLEAR curriculum as measured by review of teacher lesson plans, classroom walkthrough data and benchmark results	same same Same Same	Year 1 -Sept 2010, Years 2 and 3/ SIG 5K/years 2 and 3 no cost Year 1 -Sept 2010, Years 2 and 3/ no cost Year 1 -Sept 2010, Years 2 and 3/SIG 25K Year 1 -Sept 2010, Years 2 and 3/ no cost	Monthly SRI Diagnostic and Teacher-made standards-based assessments Biweekly Renaissance Math Leveled Assessments, MAP Practice Tests, Teacher-made standards-based assessments Monthly SRI Diagnostic and MAP Practice Tests, and Teacher-made standards-based assessments. Track progress using MAP Progress Tracking Sheet. Lesson Plans, Walk-through data, Assessment data
All Staff will use student achievement data- diagnostic, formative, and summative- to inform classroom instruction as indicated by meeting minutes and lesson plan review.	1. Use diagnostic information from Acuity, SRI, DRA, and MAP Practice to target skills that needs to be refined 2. Conduct weekly grade-level meetings to assist with instructional planning centered on targeted skills. 3. Assessment measures and data to be used to group students for effective instructional programming include running records and fluency checks with more formal diagnostic assessments such as DRA as well 4. Use biweekly staff meetings to analyze MAP IBD Analysis to track student prior year performance, as well as DESE Crystal Reports to	Teachers, TLF, Principal, NY Turnaround Specialist	Year 1 -Sept 2010, Years 2 and 3/ SIG 5K/years 2 and 3 no cost same same same	Lesson Plans, Diagnostic Results, Acuity Test Data Track progress using MAP Progress Tracking Sheet Class Rosters GLE Mastery Charts, MAP Practice Tests, Student Power GLE Sheets, Teacher-Created classroom assessments

	determine Growth for individual students and create individual Power Standards for all targeted students. 5. Individual Academic Plans will be maintained on all students beginning in November, 2010			
20% of Columbia students scoring below grade level as evidenced by MAP & DRA/running record scores will participate in After school and Saturday extended learning programs will be provided-as evidenced by student enrollment rosters and teacher reports.	1. After School Instruction – The principal will work with community partners to design an academic after school program and a Saturday Success Academy that focus on targeted instruction that is aligned to the Grade-Level Expectations, but is differentiated due to the fact that the program will encompass students of different ages. This will not be tutoring. Transportation and meals will be provided. 2. Remedial and Enrichment Summer School will be provided – voluntary for all students/mandatory for at- risk students. Transportation and meals will be provided.	Teachers, TLF, Principal, NY Turnaround Specialist, Associate Sup't same	Year 1 -Sept 2010, Years 2 and 3/ SIG 100K for all three years Year 1 -Sept 2010, Years 2 and 3/ SIG 50K/years 2 and 3 no cost	GLE Mastery Charts, MAP Practice Tests, Student Power GLE Sheets, Teacher-Created classroom assessments Teacher-made standards-based assessments
Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities				
80% of Columba students in the 2010-2011 school year with a 10% increase each year for the next three years will participate in community service oriented activities as evidenced by club rosters.	1. Further develop Columbia's community garden, through collaboration with community and consulting agencies. Students will participate in integrated curricular experiences outside of the classroom. Each grade will be assigned a garden plot to harvest. In the 2010 -2011 school year. Not only will this initiative support our academic focus, it will also fuel the need for our students to participate in service-learning. 2. A student council will be established who will identify further community service project opportunities for each	Principal, TLF, Teachers, Consultants, Community Agencies	Year 1 -Sept 2010, Years 2 and 3/ SIG 12K per year for three years	Curricular assessments designed from the integrated curriculum

	grade level.			
Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.				
Elements and Goals	**Tasks/Action Steps**	**Lead Person/Position**	**Time Period/Cost**	**Progress Monitoring/Evidence**
100% of Columbia staff will participate in high quality, job-embedded professional development with a central research-based instructional focus and apply learning as evidenced by attendance rosters, review of lesson plans and analysis of walk-through data	1. Implement a monthly site-based professional development model that encompasses research-based strategies that are tailored to the instructional needs of the teachers and students. 2. Use the resources from Consulting Services. The professional development focus would be on providing staff with foundational instructional strategies on cooperative learning, and building on their knowledge of that concept by incorporating differentiated instruction, critical thinking, literacy instructional and math instruction. Sessions will take place on a monthly basis, starting in September 2010 through May 2011. 3. Biweekly MAP Preparation– The TLF will conduct sessions with teachers during grade level meetings to train them on creating MAP like assessments, scoring constructed response items, incorporating the Grade-Level Expectations into daily instruction, and utilizing the appropriate level of rigor. 4. Principal will designate time during staff meetings once a month for teachers to use the computer lab to participate in Marzano Web-Based Instructional Seminars that focus on the successful use of Marzano	Building Principal, TLF, Teachers and Staff, National Consultants, SLPS PD Office same same Principal and TLF	Year 1 -Sept 2010, Years 2 and 3/ SIG 12K per year for three years Year 1 -Sept 2010, Years 2 and 3/ SIG 20K/years 2 and 3 no cost Years 1-3 Biweekly: August 2010-may 2011 No Funding Years 1-3 Monthly: Sept 2010 – May 2011/SIG 5K	Daily walk-throughs using MSIP forms will be used to monitor use of effective strategies Weekly Instructional Strategy Checklist will be used to connect strategies with mastery level of concepts in order to track success. Biweekly reflections in staff meetings about practices. GLE Mastery charts for students posted in classrooms with dates to connect to the specific strategy that was used. Biweekly student assessment data Teacher-created MAP-like assessments and data collection from those assessments MSIP Walk-through data collection Lesson Plans

	instructional strategies in the classroom and participate in a staff discussion of readings.			
[redacted]				
Goal 4: Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.				
Elements and Goals	**Tasks/Action Steps**	**Lead Person/Position**	**Time Period/Cost**	**Progress Monitoring/Evidence**
Parental involvement and community partnerships will increase the 2009-2010 baseline by 30% annually through 2010-2014 as evidenced by meeting attendance and community partnership rosters.	1. The Parent-School-Community Specialist, Counselor and Social Worker will assist parents through the creation ~~on~~ of a Parent Resource Center and the offering of parent education classes. 2. The Parent-School-Community Specialist will provide educational literature for parents and the community. Educational literature will consist of tips and strategies to support students academically while at home. 3. The Principal and Leadership Team will provide opportunities for parents to be actively involved and engaged in the decision making process of the school. Parent representatives will have a place on school committees which will allow parents input in decisions of school procedures and processes. 4. The Parent School Community Specialist, Counselor and Social Worker will provide quarterly workshops for parents on academic skills, such as Interactive MAP Practices, to support students instructionally and emotionally. 5. The Parent School Community	Building Principal, Parent School Community Specialist, Counselor, Social Worker and Staff Same Same Same Same, along with	Years 1-3 Monthly: Sept 2010 – May 2011 /5k per year for three years Years 1-3 Monthly: Sept 2010 – May 2011 /none Years 1-3 Monthly: Sept 2010 – May 2011 /SIG 20K per year for 3 years for staffing. Same as above	Evidenced by sign-in logs and parents and community partners attendance at school meetings. Same Same Same

	Specialist, Counselor and Social worker will work with teachers to design, implement, and monitor Columbia's RtI Model for both academic and behavioral interventions 6. A Parent Advisory Group will be established to provide broad input for consideration by the Leadership Team. 7. The Parent School Community Specialist will work with parents to establish a PTO/PTA group.	teachers, Principal and TLF	Same as above	Same

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

The LEA/District does not claim lack of capacity to serve the identified Tier I school.

B (3) District Implementation Plan

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school
    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
    a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application
    Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
    a. Hire Associate Superintendent for the Office of Innovation
    b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
        i. Develop process to manage and monitor each schools through:
            1. Project management dashboard with benchmarks and timelines for accountability
            2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
            3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions
            Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders
   Date: June 2010 – On going through out funding period, at least quarterly

Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
  - Teachers are expected to infuse common process standards into every classroom, everyday
  - At any time, staff should be able to query students regarding the process standards
- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.
- Teachers will….
  - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
  - Develop lessons using the identified strategy for the first quarter
  - Practice the strategy within the PLC/Grade level meeting
  - Teach the strategy
  - Observe other colleagues using the strategy and provide feedback
  - Analyze student work on the strategy
  - Reflect and revise the implementation of the strategy
  - Provide opportunities for extra support for students who have not mastered the strategy
  - Add the next strategy
  - Continue the cycle

Analyzing Student Work

- Staff will analyze student work to strengthen the instructional quality and delivery
- Staff will utilize the Tuning Protocol from David Allen and Joe McDonald at the Coalition of Essential Schools
- Staff and Curriculum Supervisors will create MAP-like constructed responses quarterly to assess as a staff
- An analysis of the teaching issues will be conducted and shared with staff to adjust teaching strategies

B (4) Tier I School Implementation LEA Timeline

Strategy and/or Activity	Time Frame	Action
Replace the principal	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Grant new principal operational flexibility in order to substantially improve student achievement outcomes and increase high school graduation rates	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Screen all existing staff and rehire no more than 50 percent	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Select new staff	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Implement strategies to recruit, place, and retain staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Provide staff ongoing, high-quality job-embedded professional development that is aligned with school's instructional program	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.

	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Adopt a new governance structure	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Establish schedules and implement strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide appropriate social-emotional and community-oriented services and supports for students	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs

B (5) LEA/Tier I Annual Goals for Student Success

Annual Goals for Student Success

Student Achievement

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

	2009	2010	2011	2012	2013	2014
Missouri: MAP Communication Arts	59.2	67.4	75.5	83.7	91.8	100
Columbia Elementary: MAP Communication Arts	8.1	9	19	29	39	49
Missouri: MAP Mathematics	54.1	63.3	72.5	81.7	90.8	100
Columbia Elementary: MAP Mathematics	1.2	2.6	12.1	22.1	32.1	42.1
Attendance Goal: Annual increase of 1.5% starting in 2011	90.3%	91.8%	93.3%	94.8 %	96.3%	97.8%
Enrollment Goal: Annual increase of 14% starting in 2011	200	203	233	267	307	353
Grade- Level Failure/Retention Goal: Decrease by 1% annually, while increase percentage on grade-level	5%	4%	3%	2%	1%	0
Parental Involvement 5% increases in the student population represented starting in 2011	2% of population represented	2% of population represented	10% of population represented	15% of population represented	20% of population represented	20% of population represented

B(6) Services to Tier III Schools

There are no Tier II schools to be serviced.

B(7) Services to Tier III Schools

There are no Tier II schools to be serviced and no goals to be identified.

B(8) LEA Stakeholder Involvement

Students

Students were involved in the planning of the SIG application through individual grade-level meetings in which they discussed improvements that they felt were necessary for Columbia, as well as created lists of critical needs. Additionally students were involved in the school's strategic planning process. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Students will continue to be surveyed both in writing and in focus groups to assist in gauging the effectiveness of the proposed interventions.

Staff

Staff was involved in the planning of the SIG application as a result of their participation in a needs analysis survey. Additionally, staff was involved in the school's strategic planning process. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Staff will continue to be surveyed both in writing and in focus groups to assist in gauging the effectiveness of the proposed interventions. In May and June of 2010, staff members attended in both district meetings, as well as site-based meetings to discuss the SIG application and its implementation so that there was a universal understanding and a high level of awareness to the suggested strategies.

Parents

Parents were involved in the planning of the SIG application as a result of their participation in individual meetings with Columbia support staff, in which they discussed pertinent needs of the their children to address their academic, social, and emotional needs. Additionally parents were involved in the school's strategic planning process. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Parents will be surveyed both in writing and in focus groups to assist in gauging the effectiveness of the proposed interventions.

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME COLUMBIA (442)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Worker	**30,000.00**
1 – FTE Counselor	**44,000.00**
1 – FTE Instructional Support Coordinator	**55,000.00**
Teacher Extra Service Pay for Extended Day Instruction	**24,648.00**
Teacher Extra Service Pay for Professional Development	**24,752.00**
Curriculum- 20 hours @ $26 per hour = $520	
Staff Development- 32 hours @ $26 per hour = $832	
Vendor- 16 hours @ $26 per hour = $416	
TOTAL- 68 hours @ $26 per hour = $1,768	**11,364.00**
.091 – 1 FTE Asst Supt of Innovation	**17,727.00**
.091 – 4 FTE Turnaround/Accountability Specialist	
6100 Subtotal	**$207,491.00**
6150: Non-Certificated Salaries	
Non-cert Staff Extra Service Pay for Extended Day Instruction	**5,936.00**
Non-cert Extra Service Pay for Professional Development	**952.00**
Curriculum- 20 hours @ $14 per hour = $280	
Staff Development- 32 hours @ $14 per hour = $448	
Vendor- 16 hours @ $14 per hour = $224	
TOTAL- 68 hours @ $14 per hour = $952	**2,727.00**
.091 – 1 FTE Executive Assistant	
6150 Subtotal	**$9,615.00**

6200: Employee Benefits *(optional categories)* FTE Blended Benefits Rate (41%) Hourly Blended Benefits Rate (11%)	**64,337.00**
6200 Subtotal	**$64,337.00**
6300: Purchased Services Instructional Consultants Imhotep Academy Consultants .091 Development and Implementation contract with National Consultants	**20,000.00** **17,000.00** **1,500.00**
6300 Subtotal	**$38,500.00**
6400: Materials/Supplies Instructional materials and supplies (leveled library, student assessment portfolio materials) Professional development materials and supplies (Inquiry-based Learning text, Marzano strategies, Unpacking the Standards) Family center materials and supplies	**23,983.00** **10,682.00** **2,000.00**
6400 Subtotal	**$36,665.00**
6100-6400 Subtotal	**$356,608.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0.00**
TOTAL	**$356,608.00**

Fanning Middle School

EVERY MINUTE COUNTS

Fanning M. S. Demographics	
Total Enrollment:	333
Black	85%
White	8%
Asian	4%
Hispanic	3%
F/R Lunch	76.2%
ESOL	10%
Special Education	23%

Fanning Middle School was established in 1905. We are the Fanning Falcons! We see the challenges many of our students face as opportunities, and our faculty has a heartfelt belief that we will make a difference in ensuring every student can and will learn in our school. This is not only our belief, but the driving force that keeps us committed to work hard for each student, every day, in every classroom.

Fanning Middle School received broad support when we decided to pursue the School Improvement Grant. Our district is in full support of the grant. The American Federation of Teachers is also in support of the grant provisions and has agreed to work collaboratively with us on a new teacher evaluation tool. Fanning staff is ready to embrace the rigor of the grant requirements on behalf of our students and families.

Dr. Kelvin Adams, our superintendent has directed that an "Office of Innovation, a high level, highly skilled district level response team, be formed and available at all times to our SIG schools. This team will work collaboratively with Fanning staff to implement the researched based strategies outlined below to increase student achievement.

District Demographics	
Total Enrollment:	26,108
Black	81%
White	14%
Asian	2%
Hispanic	3%
F/R Lunch	68.7%

Transformational goals:

- Create a rigorous pathway/set of learning experiences that lead to a strong hand-off to high school.
- Create a college-going culture.
- Implement best middle school instructional practices that provide differentiated support and accelerate student learning

SAINT LOUIS PUBLIC SCHOOLS

Building our Future

One Community

One School

One School at a Time

LEA/District School Improvement Grant application

Title I, Section 1003(g) of ESEA

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION		
LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools—Fanning School		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY.STATE, ZIP
Dr. Kelvin Adams	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Kelvin.Adams@Slps.org	**(314) 345-2296**	**(314) 345-2261**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Michael Haggen	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Michael.Haggen@slps.org	**(314) 345-2233**	**(314) 345-2261**

THE DEPARTMENT'S APPROVAL			
The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

St. Louis Public Schools & Fanning Middle School Improvement Grant Application— Transformation

The St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Cornelius Green and the Fanning Middle School Community are pleased to present this School Improvement Grant proposal for your review and consideration. We look forward to a partnership between the central office, Fanning Middle School, and the greater Fanning educational community to provide a comprehensive Transformational Strategy for our principal, faculty, families, and students, to improve the quality of leadership, instruction, student performance, and community involvement. Included in this proposal are various strategies to improve our school. Examples include our inclusive Family Resource Center which provides parents with various resources such as interest based classes and computer access; the innovative St Louis Plan which provides Consultant Teachers whose sole responsibility is

to support beginning and at-risk teachers; abundant support provided by the AFT Teacher Center and mandatory, extended interest-based learning time for students provided after school and Saturdays. We hope that this letter and the accompanying SIG Application demonstrate the SLPS policies, processes, and procedures supporting the implementation of the building's transformation plan, while at the same time sets aggressive targets for improvement for not only the student body, but for teachers, principals, support staff, and non certified staff. Further, we strongly feel that our plan calls for the design and implementation of an aggressive model for recruiting, evaluating, and retaining the best teachers and leaders, while providing the infrastructure and data/technology systems to replace those not demonstrating the appropriate gains in their classrooms. Finally, it is our hope to develop and implement the training, bold instructional models, and rigorous coursework so that every student in the school is given the best possible chance to succeed. With all these pieces in place, our teachers have demonstrated the commitment to our plan, and will work tirelessly towards its success.

Background

Fanning Middle School (FMS) is located in the Tower Grove neighborhood of South St. Louis City, MO. Longitudinal student enrollment data indicates fairly stable numbers at this grade 6-8 site, with enrollment ranging from a low of 278 in 07-08 to a high of 333 in 2008-09. FMS serves a predominantly African American (85%), high poverty (76% Free and Reduced Lunch), and high concentration of special education (23%) student population. The Fanning population has remained fairly stable over the years, and it is not uncommon to find students whose parents also attended the school. Fanning is in the second year as a New York Turnaround Model school.

Fanning Middle School is a 6th through 8th grade school. The school currently enrolls 333 students - 85% of students are African American, 8% are White, 3% are Hispanic while 4% are Asian. Of these students, 22.9% are classified for special education, 16% of which have been identified with learning disabilities and 3.6% are identified as having a behavior disability. 76% of all students are eligible for free or reduced-price lunch. English language learners (ELL) account for 10% of the population. Fanning's average daily attendance rate is 91% and mobility rate is 58%.

Fanning's current principal is in his first year at Fanning and the Instructional Support Coordinator will be hired pending SIG funding. Fanning has a veteran staff (33% of the staff has been teaching for 7+ years). 42% possess advanced degrees and 88% are highly qualified. The current principal represents the 3rd change in administration since 2003.

The principal will continue to participate in the newly designed Principal Summer Leadership Academy but will also be assigned a Turnaround Specialist from the New York Turnaround Program and a mentor from the Office of Innovation who will meet bimonthly and utilize the Leadership Principal Performance Worksheet (**LPPW**), to determine leader strengths and opportunities for growth. The initial mentor match will be based on the Leader Performance Inventory by Kouzes and Posner. The initial work will be to move to collective efficacy in building a cohesive staff through the distributive leadership model.

Fanning received designation by the MDOE because, in each of the past three years, this school ranked among the lowest achieving five percent of MO Middle schools with regard to the percentage of students who met AYP. Fanning is currently a Tier 1 School and is School Improvement Level 5, Restructuring, and Implementation.

1. Statement of Assurances

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

2. Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

❑ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

❑ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

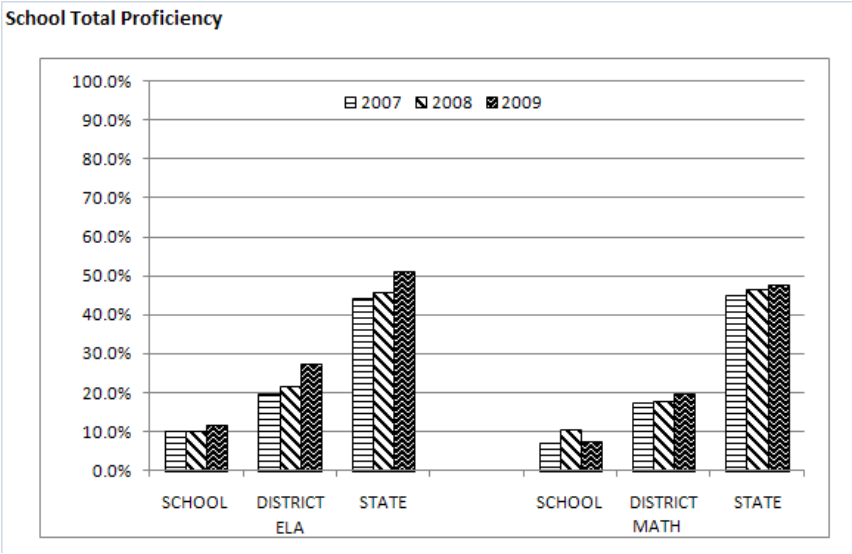
The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

3. **Reporting Metrics**
    a. SIG PROGRAM TYPE
        i. Transformation
    b. AYP Targets Missed/Made
        i. Communication Arts: Not Met, Math: Not Met, Additional Indicators: Met
    c. School Improvement Status
        i. School Improvement Level 5, Restructuring, Continuing
    d. Instructional Minutes Per Year
        i. 67,338
    e. Average Student : Teacher Ratio
        i. 21:1
    f. Discipline Incidents
        i. 52

NEEDS ANALYSIS

Student Performance

MAP data confirms the school's significant concern regarding student achievement. Below the table provides student proficiency comparisons between Fanning Middle School, St. Louis Public Schools and the State of Missouri in the areas of Comm Arts and Mathmatics.



In addition to the MAP data, the following assessments and audits have been conducted to determine the individual needs of Fanning Middle School.

1. **School Quality Review/ Performance Audit**

   During the 2006-2008 school year, all schools were supported through the Accountability office by School Performance Team facilitators. Schools were given the task to create School Performance Teams (SPT). The teams were charged with meeting monthly, reviewing student data, and make staffing or instructional adjustments based on the review of data. A needs assessment was conducted at each school site to assess professional development needs, parent perceptions of need, school climate and culture, and teacher expectations. Beginning in 2010-2011, data that is collected monthly will be more closely scrutinized by data coaches and team members to determine the effectiveness of data driven changes recommended by the teams and reviewed in meetings throughout the year as evidenced by team meeting minutes and quarterly progress presentations to the respective Associate Superintendent.

   Quarterly academic team meetings were held during the 2009-2010 school years with clusters of schools and their respective Associate Superintendent to review various school and student achievement data. Beginning in 2010-2011, teams will also assess progress toward action steps outlined in school

improvement plans and establish additional short term goals on a quarterly basis. Principals and Teaching-Learning Facilitators will share various data and perceived root cause analysis to support progress or lack thereof toward achieving previous short term goals/action steps defined in building school improvement plans and the District Accountability Plan.

All schools submitted information and data for a Phi Delta Kappa curriculum management audit to ascertain the different types of programmatic offerings unique to the needs of each school and district mandated programmatic offerings. Results received from this curriculum management audit will be used to examine and adjust programmatic offerings prior to the beginning of the 2010-2011 school year.

2. Collaborative Assessment for Planning and Achievement

Throughout the 2007-2009 school years, Education Officers (now Associate Superintendents) utilized processes such as Critical Friends and Sub Cluster meeting for principals to meet monthly to discuss assessment and instructional data from their individual schools. Beginning in the 2010-2011 school year, Critical Friends and/or Sub Cluster monthly meetings will use a Professional Learning Communities (PLC) approach. The agenda and meeting minutes will be reviewed by the Associate Superintendents to ensure fidelity to the PLC processes. These monthly meetings will be conducted using this more formalized process with a targeted focus and specific meeting outcomes than previously. Meeting participants will be required to bring current data grounded in action steps contained within their school improvement plans and the District Accountability Plan.

These processes were modeled for principals during bi-monthly principal meetings throughout the 2007-2009 school years to provide support in transferring these strategies to the school sites as measured by principal meeting agendas and data collected in TLF monthly logs indicating department/grade level meeting occurrences. Department and grade level meetings will use the same PLC processes and format on a weekly basis to analyze individual teacher data related to student achievement.

All schools have a community partner who supports school activities and initiatives in various manners. ARCHES, a collaborative community group, facilitated the placement of community partnership after school activities in various school sites.

Area universities and colleges have an interactive partnership with all schools. Acticities include the placement of student teachers, professional development collaborations, such as Missouri Reading Initiative, and internships.

Parent involvement, by opportunity and parent choice, has historically been limited as illustrated by only 29% attendance at parent teacher conferences in October 2009 and sparse attendance at various school functions. Multiple strategies for increasing parent involvement and presence within the school include the creation of both a site-based Parent Advisory Council and a Family Resource Center. Designated members of the Parent Advisory Council will serve on the building leadership team. Through the creation of a

centrally located Family Resource Center within each school site , a variety of resources will include computer access, interest based classes, play area/child care for younger siblings during parent conferences, parental support staff, etc. The Social Worker associated to each Center will assist families in connecting with community resources and aid in resolving issues that impact student attendance. The school nurse will provide health screening for younger siblings and nutrition counseling. A Family Specialist will serve as a grass-roots liaison between home and school while assisting families in networking within the school and parent community, helping parents understand how to serve as an effective advocate for their child, and working with the School Planning and Management to increase parental involvement.

Formal, collaborative, systemic processes for governance have not existed to this point in time. To promote a more systemic, collaborative approach to governance, a site-based School Performance and Management Team (SPMT) consisting of staff, both certified and classified, community and parent representatives will be established. The primary function of the SPMT is to regularly monitor the progress of the action steps within the school improvement plan, create/promote a positive school culture and analyze various data sets to determine needed adjustments in the school improvement plan. Representatives for this team include the principal, classified staff member(s) (eg custodian, secretary, and/or teaching assistant), certified staff to include representatives from the various departments/grade levels and/or special education as well as related arts, parents and students, if appropriate.

Another component of this governance structure is the site-based Parent Advisory Council (PAC). This group differs from the typical Parent-Teacher Organization/Association group in that: 1) it is not run by parents and 2) does not exist to develop social activities for parents or conduct fundraising events. Chaired by the principal, the primary purposes of the Council are to provide a two way communication conduit for parents and to serve as a think tank for issues brought forward by parents. Processes are developed by the Council to ensure all parents are aware of this Council and how to convey concerns to the parent representatives serving their respective grade level(s). Additionally, one parent from each school's PAC is selected to serve on the District Parent Advisory Council. Additionally, minimally two parents from this group serve on the School Planning and Management to ensure seamless, two-way communication between these two governance components.

3. School Climate Assessment

Over the past several years, principals have worked with various consultants/ providers to annually collect school climate data using multiple data sources. Education for the Future conducted and provided climate survey results during the summer of 2009. Before that, Victoria Berhnardt's work was used annually for principals to administer surveys to their individual staffs to assess climate, parent and teacher perceptions related to a variety of school and instructional issues. Some schools have also utilized the Character Plus School Climate Survey to identify areas of strength and weaknesses in their school climate and culture.

Beginning in 2010-2011 schools will select a formal comprehensive school climate survey to be administered biannually. Results of the baseline climate survey administered in August 2010 will be used in refining school improvement plans by the building leadership team within 30 days of data receipt. Revised school improvement plans, reviewed by the building leadership team, will be completed and implemented no later than September 30th. Informal climate assessment progress measures will be collected by teachers during parent teacher conferences in October 2010 and March 2011 to determine climate status and improvement. The formal comprehensive school climate survey will be administered in May 2011 and results will be compared to the August 2010 survey to ascertain growth.

To create and/or maintain a positive working environment and culture, a teacher mentoring process, the St Louis Plan, will provide Consultant Teachers who assist and support beginning and at-risk teachers. The Consultant Teacher is a dedicated mentoring position which allows for variable, differentiated support to be provided to teachers on an ad hoc basis.

4. Student Assessment

Historically principals and teachers have engaged in root cause analysis in developing school improvement plans. Principals and staffs have reviewed Individual Benchmark descriptors included on the DESE Crystal reports for MAP to identify the grade level expectations on which students performed poorly on and to target instruction to help students demonstrate mastery on those specific grade level expectations. Targeted instructional areas will be articulated using Individual Academic Plans.

Schools have access to the PULSE system to track student attendance, grades, enrollment, discipline events, and performance on the state assessment. The PULSE data platform also aggregates the data by teacher.

Triangulated student performance data using MAP and Terra Nova assessments indicate a consistent failure to meet state and district targets with the exception of 6th Grade Terra Nova Reading and Math for the 08-09 school year. However, growth was demonstrated in MAP and Terra Nova Communication Arts from 07-08 to 08-09 for all grades except for MAP Communication Arts grade 8 and MAP Math grades 7 & 8 which showed a decline. Examination of content standards in 2009 MAP Communication Arts indicated no significant difference in performance across standards. Percentage of correct items ranged from 42% to 52% in grade 6, 44% to 55% in grade 7 and 42% to 55% in grade 8. Lowest scoring standards were reading – Nonfiction at 42% in Grade 6, Reading – Nonfiction at 44% in grade 7 and Speaking/Writing Standard English at 42% in grade 8.

In the 2010-2011 school year, Individual Academic Plans (IAPs) will be created for all students scoring at Basic and Below Basic on the MAP in order to provide differentiated, targeted instruction using research based instructional strategies. The IAPs will be adjusted on a weekly basis using informal assessment such as anecdotal notes, as well as formal assessments such as benchmark tests when available. Materials and

programs such as leveled classroom libraries, System 44 and Expert 21will be used. Instructional time for students will be increased through Summer School and extended school day programming where individualized tutoring will be provided through after school sessions and Saturday School opportunities.

Traditionally principals have not had the opportunity to serve as an instructional leader due to the various management and operational responsibilities within a school. A dedicated position, the Turnaround/ Transitional Specialist, will assist and support the principal by assuming responsibility for various operational and managerial activities including but not limited to budgetary expenditures, facility/ grounds maintenance and parent complaints.

75 percent of the students at Fanning are At Risk. To ensure the school addresses the needs of the At Risk and low achievements students, an Instructional Support Coordinator is needed to help to drastically improve test scores. The I.S.C. will monitor the students who have been identified as ones needing assistance. The I.S.C. will collaborate with the teachers, counselor and TLF in using successful strategies to increase student achievement on standardized tests and in the classrooms to effectively address student's failures.

A Care Coordination Team (CCT) whose membership will be cross functional to include both special and regular education staff will ensure support for students. Primary team members include the Instructional Support Coordinator, social worker and nurse. Additional team members include I.S.C., SPED staff representatives, Cross Categorical/Resource Room teacher(s), Occupational and/or Physical Therapist and SPED Compliance teacher as well as regular classroom staff to include the principal and representative Regular Education staff members. The functions of this team are to: 1) serve as a resource in assisting teachers in meeting the needs of all students, 2) identify additional school and community resources to be used in addressing those needs and 3) serve as the pre-assessment team if student needs are unable to be met and the student appears to be a good candidate for special education assessment after a minium of 60 days of interventions. Meetings will occur a minimum of twice monthly with additional meetings scheduled as needed.

Finally, all staff will be required to sign a commitment letter demonstrating their willingness to comply with and support the tenets and activities outlined in the school improvement plan. Failure to sign this commitment letter will result in a transfer to a non-Sig school. This action will further ensure the success of the school improvement plan.

5. Community Assessment

The Greater St. Louis Foundation audited the number of non-profits that were providing services and resources to the District and concluded that over 700 different organizations were involved in a variety of ways with our schools. In an effort to ensure all community partnerships are focused on student achievement, a Memorandum of Understanding (MOU) process was established. The MOU ensures that any community partnership providing after-school programming contains an academic component.

In the 2010-2011 school year, all community partnerships will be evaluated to determine effectiveness through a monthly analysis of the frequency and quality of services conducted by the After-School Liaison. Adjustments in after school programs will be made grounded in the data analysis on a quarterly basis.

A faith-based initiative was created in 2009 to establish a formalized relationship between the school district and area churches, mosques and synagogues. This partnership is beneficial for the faith community and the schools that they partner with because they often share the same families and the partnerships resulting from this initiative help meet the church outreach mandates. Mentoring, joint events, volunteering and supporting families are some of the activities that provide support and foster community building.

In the 2010-2011 school year, all faith-based partnerships will be evaluated to determine effectiveness through a quarterly examination of the correlation of students participating in faith-based activities and student grades, attendance and discipline referrals.

6. Title One Assessment

Fanning Middle School is currently in School Improvement Level 5 [Restructuring, Continuing] and has not met Overall Status AYP targets in Communication Arts nor Math since 2003. In 2009 in the area of Communication Arts only one subgroup (LEP) of five met the AYP target using the confidence interval through Safe Harbor. In the area of Math, all subgroups failed to meet the AYP target using any measure. The additional indicator of attendance has been met since 2007.

1. Fanning Middle School Core Instructional Programs:

- Communication Arts
    - The SRI (Scholastic Reading Inventory) will now be used to place students in the expanded Scholastic READ 180 program, which includes System 44 for the lowest achieving readers and Expert 21 for those transitioning out of READ 180. All Communication Arts teachers will be trained in all 3 levels of the Scholastic's Reading Program. Purchase of student licenses for SRI, READ 180, System 44 and Expert 21 will be needed. The programs have a heavy focus on teacher instruction, but they also require technology such as computers, headsets,

microphones, CD players and a DVD player. As part of the purchase, classroom CDs and DVDs are provided as well as student rBooks. Extensive professional development is an integral part of the success of this program along with technical support and program management at both the company and district levels.

- Mathematics
    - The Renaissance Learning program for mathematics has been expanded to include students in grades 6-8 this school year to differentiate instruction and meet the individual needs of our students. To ensure continued success of the students enrolled in the Renaissance Program (STAR Math Diagnostic Test, Accelerated Math, and Math Facts in a Flash) additional materials are needed; (student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper) to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be required to help maintain teacher quality throughout the life of the program's use (3 years).
- Science
    - Saint Louis Public School District students over the past 5 years have continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points.
- Social Studies
    - Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used because a majority of the questions in this section comes directly from social studies content. After the review of that data, we are left to conclude that over the last 7 years our students continue to score below the state average for proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level.

2. **Student supports**

This upcoming year Fanning is adjusting the master schedule to include 2.5 hours of communication arts and math in order to meet our students' needs in this area and ensure they are up to grade level and prepared to be successful in high school. Students will receive 90 minutes a day of grade level GLE instruction, and 60 minutes a day of targeted needs-based instruction, using the common assessment and benchmark assessment data to create flexible groupings of students based on the objectives they most need to master. Each student will also have a project based social studies class, a science laboratory class, physical education, and a choice between visual arts and instrumental music.

In order to achieve the schedule outlined above, Fanning will need: 5 math teachers, 5 communication arts teachers, 1 social studies teacher, 1 science, teacher, 1 full time PE teacher, 1 art teacher, 1 instrumental music teacher, 1 reading specialist, and 1 math specialist. A full time PE teacher is needed in order to ensure all students receive the required amount of minutes of PE as required by the state. A full time reading specialist is needed to continue the 3 tiered reading program. An art and instrumental music teacher will be used to provide additional enrichment as well as additional support to core teachers by providing targeted lessons that address non mastered grade level expectations by infusing art and music. Also Fanning is slated to receive approximately 300 students this year with 150 students on each team. We need at least 5 teachers on the related arts team to keep class sizes at a minimum of 25 students or at least the desired state minimum.

3. **Assessment Programs**

Fanning currently uses the Terra Nova, School Turnaround Benchmark Tests, SRI. We would like to add Renaissance Math Diagnostic with the program, as well as expand the use of the SRI to all the students in the school. In this way, we will have real, immediate, actionable data for use in the classroom without having to wait for state test results or only rely on benchmark results.

4. **ELL Programs**

Fanning does serve an ELL we currently use LAS Link assessment to gather data and make informed instructional decisions for push in & pull out services.

5. **SPED Programs**

Our special education students make up over twenty percent of our population. We need an in-house behavior/personality inventory that teachers can use. This is often missing in students' files and leaves us with very little idea of what our students needs are socially and emotionally. We need a social worker to work specifically with our SET (special education transition students), as they are transitioning out of private special education settings into a regular public school, they need a lot of support.

6 PD Programs

a. **Teachers:** Currently, the school's site based PD is based solely on what teachers need according to the overall walk through data collected by the administration team and TLFs, as well as benchmark assessment data. Teachers need further PD on cross curricular thematic unit planning, use of data in "real time", differentiation and targeted skills lessons, use of Smartboards and technology. Most of this training can be done in house with teacher leader experts, but some will require an outside trainer. We also need funding for time. Also, our staff will require planning time and a staff retreat to build our team mentality, one voice/unity, and building our new magnet theme. Also, the coaching model used by the TLF needs to expanded and supported. To do this, a headset would be purchased so the TLF can coach teachers in real time during instruction. This is a very innovative use of technology, and would be used for teachers for whom modeling and co-teaching have not been successful.

b. **Administrators**- Administrators will continue training and mentorship through New York School Turnaround. This turnaround specialist has had a profound impact in how the administrative team is able to function and focus their time and energy on the needs of the students. Through visiting the site for an entire school day one time per month, the specialist is able to take a big picture view of the campus, its growth, and its areas of need. Further, the administration team, to support new initiatives, can use professional development on building capacity, transforming culture, and visiting schools that have been successful in creating transformations in a short amount of time. The leadership team should make site visits to urban, high performing schools that are not enrollment-controlled.

c. **Support staff-** School support staff, including school secretary, cafeteria workers, and custodians need professional development to build their mindset that everyone has a role to play in helping Fanning's students achieve. It must be clear and specific in everyone's mind- what their personal and specific role is in terms of student achievement. This should be included in job expectations, as well as evaluations. Also, the entire staff (instructional, support, and admin) needs professional development on positive behavior support, so everyone is speaking the same language to students.

7 What has been done, locally at the school, to identify root causes of persistent academic failure?

The previous assessments listed have all been used to identify the root causes of the persistent academic failure at Fanning. The leadership team has conducted a school data review of attendance, test and neighborhood data.

As a result of the comprehensive look at the school, the following needs, trends and priorities have emerged. These highlighted results are the basis for change and improvement at Fanning. They are:

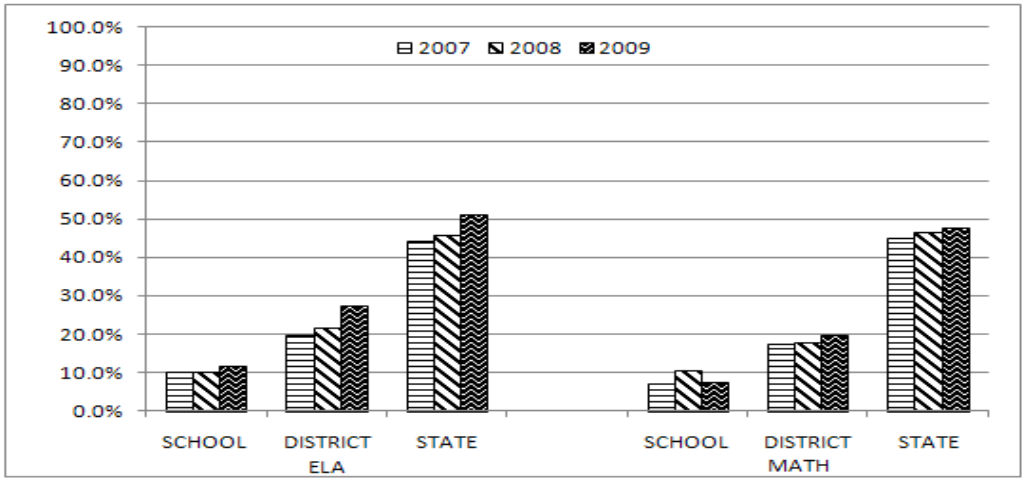
- Low use of rigorous standards based curriculum
- Low use of differentiated and effective research-based instructional methods
- Low expectations for students
- Students do not feel good about their school
- Lack of a safe and orderly environment
- Lack of self respect
- Poor professional development opportunities
- Little evidence of teacher collaborations
- Low academic performance

The following charts outline MAP results for the various subgroups throughout the building and highlight the need for differentiated/tiered instruction.

FANNING MIDDLE SCHOOL RELEVANT DATA

*ELA denotes Comm. Arts

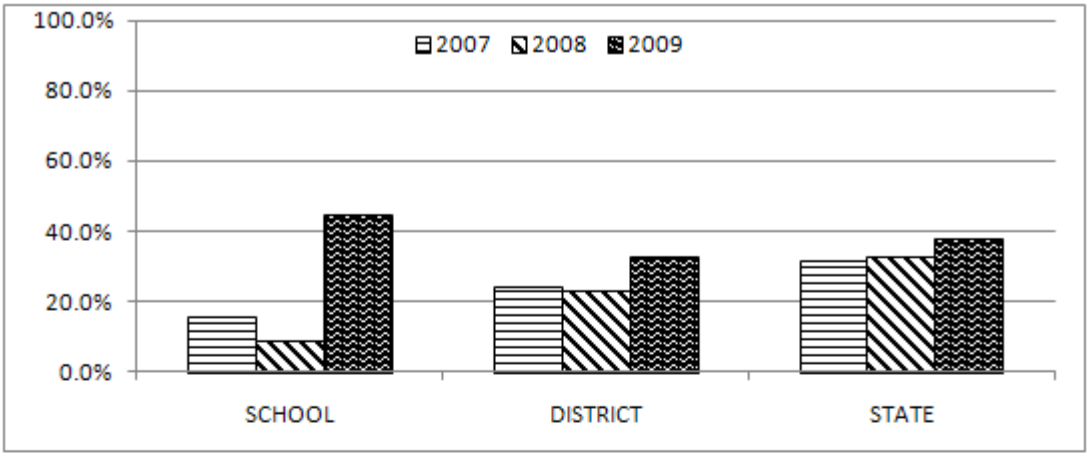
School Total Proficiency



Communication Arts Proficiency : ASIAN

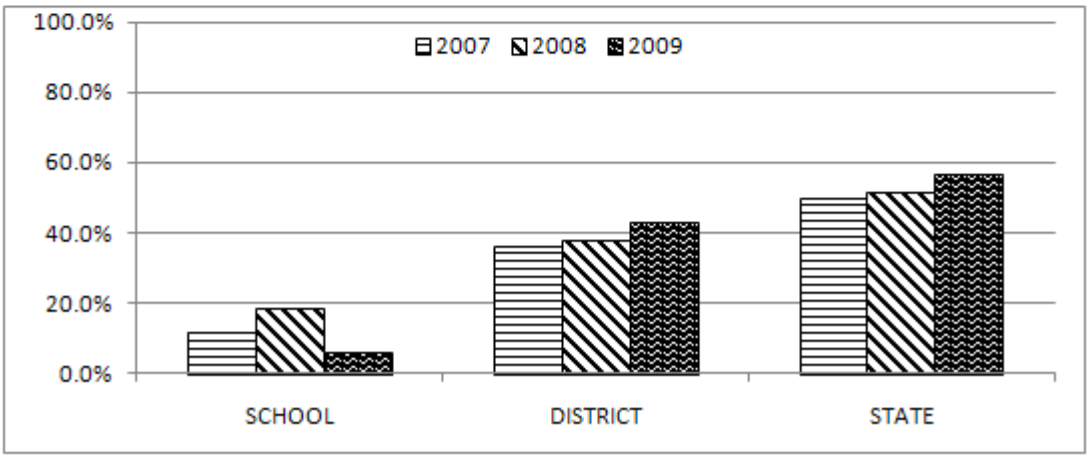
Communication Arts Proficiency : BLACK

Communication Arts Proficiency : HISPANIC

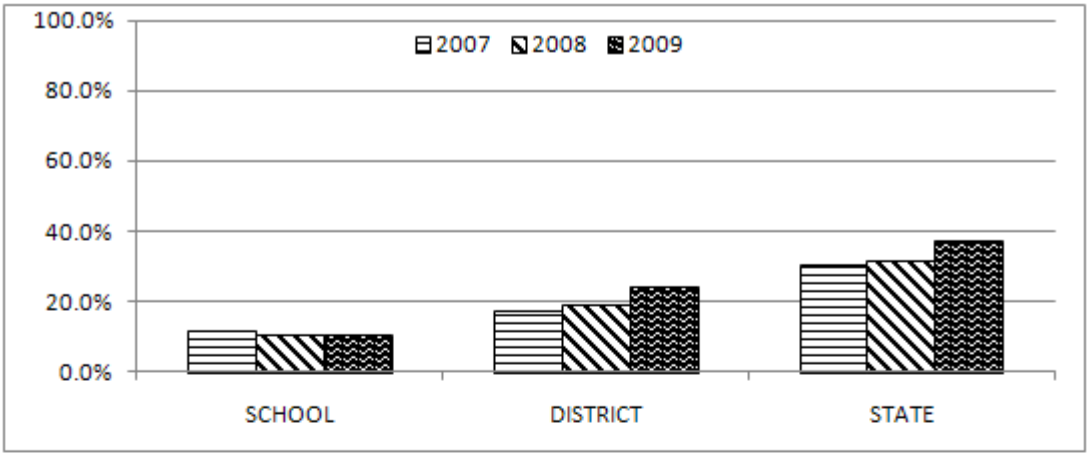


Communication Arts Proficiency : AMERICAN INDIAN

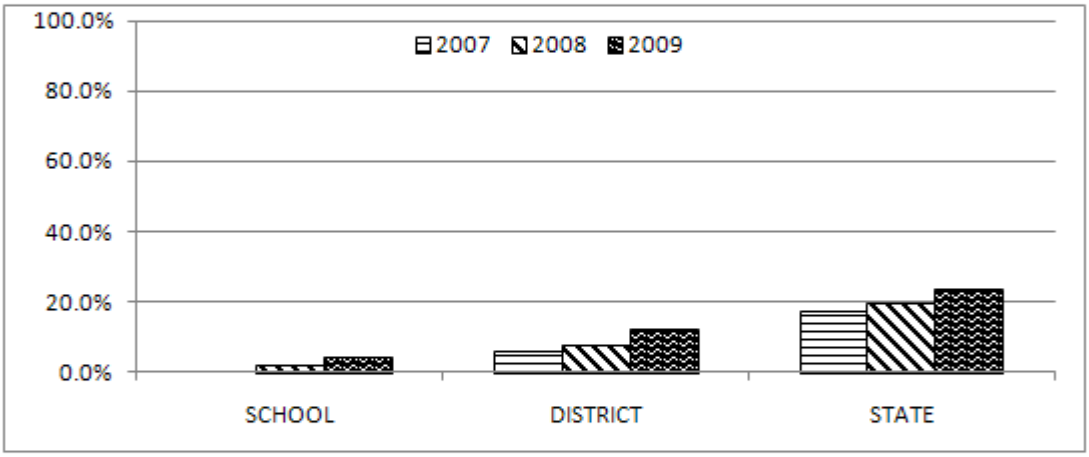
Communication Arts Proficiency : WHITE



Communication Arts Proficiency : FREE/REDUCED LUNCH

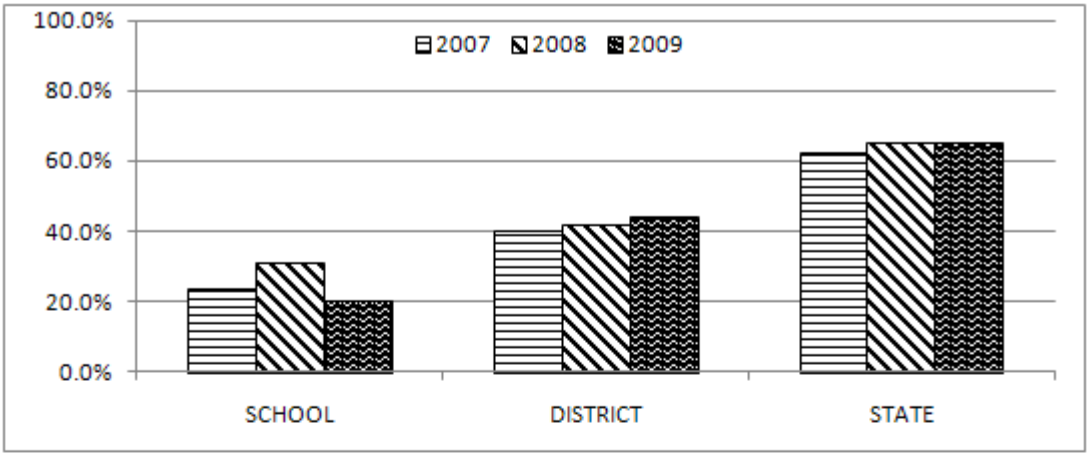


Communication Arts Proficiency : IEP

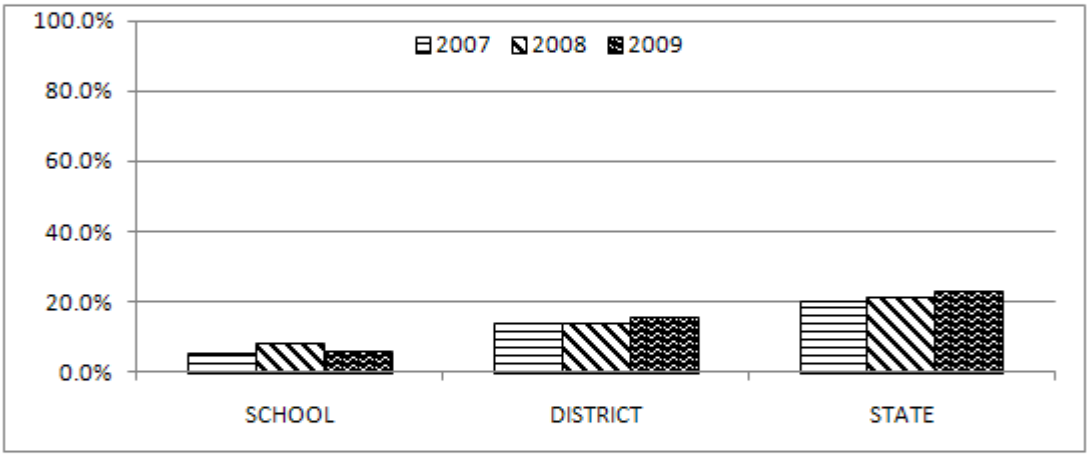


Communication Arts Proficiency : LEP

MATH Proficiency : ASIAN



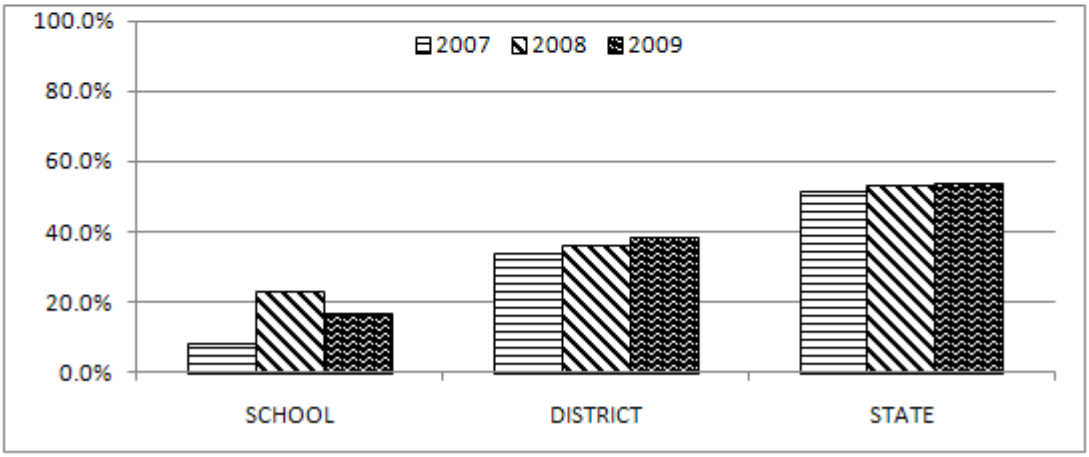
MATH Proficiency : BLACK



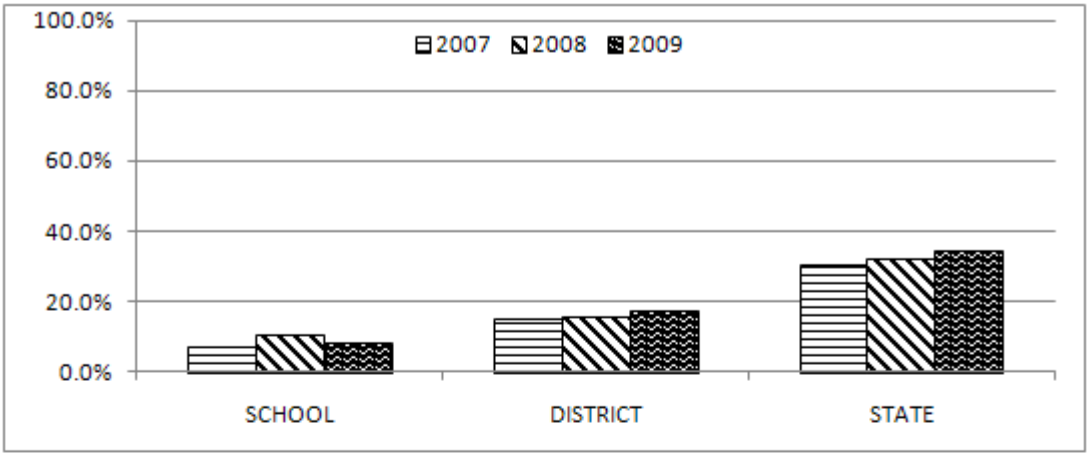
MATH Proficiency : HISPANIC

MATH Proficiency : AMERICAN INDIAN

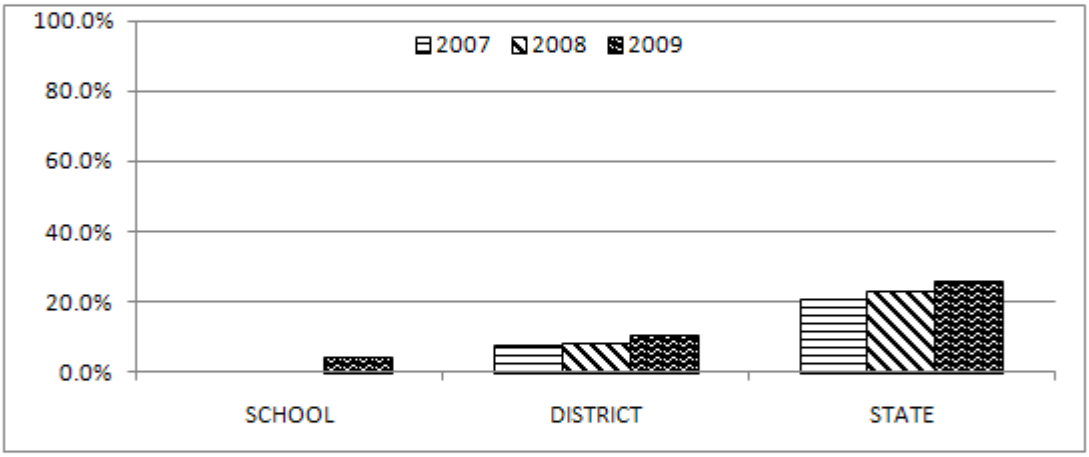
MATH Proficiency : WHITE



MATH Proficiency : FREE/REDUCED LUNCH



MATH Proficiency : IEP



MATH Proficiency : LEP

Selected Intervention

Fanning Middle School will implement the Transformation Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance. Input for the decision to select the Transformation Model also came from perceptual surveys completed by students regarding what they believed would help them be successful and from discussions with content experts who are working with staff. In addition, a series of meetings with stakeholders (support and certified staff, instructional coaches and consultants, Tower Grove South Neighborhood, St. Louis Public School Board, parents and students) were held to look at the data and make a recommendation for the best model that would fit the school.

ACADEMIC DOMAIN

ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all aforementioned curricular programs in Communication Arts, Mathematics, Science and Social Studies, and the SLPS Benchmark Assessment tools required by the state for SIG schools. The Curriculum and Assessments consist of many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. Further, several levels of professional support will be offered to classroom teachers to increase their capacity to provide more rigorous and data driven instruction that meets the individual needs of students and the effective implementation of designated programs, materials and strategies.

Modeling these materials, the SLPS Office of Innovation, curriculum coaches and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skill mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons. This too, will be facilitated by layers of additional, mandatory, job embedded professional development that will be required by all SIG eligible schools.

The school will continue/begin to implement:

- Communication Arts
    a. Student assessment of Reading Ability is determined by use of Scholastic Reading Inventory.
    b. The SRI (Scholastic Reading Inventory) will now be used to place students in the expanded Scholastic READ 180 program, which includes System 44 for the lowest achieving readers and Expert 21 for those transitioning out of READ 180. All Communication Arts teachers will be trained in all 3 levels of Scholastic's Reading Program. Purchase of student licenses for SRI, READ 180, System 44 and Expert 21 will be needed. The programs have a heavy focus on teacher instruction but they also require technology such as computers, headsets, microphones, CD players and a DVD player. As part of the purchase, classroom libraries are provided, as well as CD's, DVD's and student rBooks. Extensive professional development is

an integral part of the success of this program along with technical support and program management at both the company and district levels.

- Mathematics
    a. The Renaissance Learning program for mathematics has been expanded to include students in grades 6-8 this school year to support differentiated MAP instruction. To ensure continued success of the students enrolled in the Renaissance Program (STAR Math Diagnostic Test, Accelerated Math, and Math Facts in a Flash) additional materials are needed; such as student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be required to help maintain teacher quality throughout the life of the program's use (3 years).
- Science
    a. Saint Louis Public School District students have over the past 5 years continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points. Students will be taught how to use expository specific literacy strategies to improve student achievement. Staff will receive professional development is ascertaining student needs and developing expository text strategies for use in instruction with students.
- Social Studies
    a. Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, however, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level. Students will be taught how to use expository specific literacy strategies to improve student achievement. Staff will receive professional development is ascertaining student needs and developing expository text strategies for use in instruction with students.

During each year of the grant, teachers will participate in training on the Curriculum and Assessment exemplars and establish pacing guides and vertical alignment in a particular content domain (Year 1-Communication Arts; Year 2-mathematics; and Year 3 – science and social studies).

IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPS Office of Innovation administrators, will conduct walk through protocols to collect information/data on the implementation of the curriculum with fidelity and instructional strategies used to implement the curriculum. Initial data will be used to identify progress through pacing guides at the appropriate rate including re-teaching, and the use of research-based instructional practices. Data generated will be used to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed a minimum of quarterly by members of the Office of Innovation and Academic Division, principals, and teachers to ensure fidelity of curriculum implementation and use of effective research-based instructional strategies. In all years of the grant, the principal (and other school leaders) will continue to formally observe the classroom instruction of each core curriculum teacher a minimum of bi-weekly with identified at-risk teachers being observed on a weekly basis with formative feedback being provided within 48 hours of the observation. At-risk teachers will be identified as any staff whose students fail to demonstrate progressive growth on benchmark assessments and/or walkthrough data indicates that there is a lack of rigor and differentiation, effective curriculum implementation with fidelity and use of the curriculum pacing guide. Performance Improvement Plans will be created for identified at-risk teachers and weekly status update meetings will be conducted by the principal with identified staff to determine progress toward elements within the action plan.

In Year 1, Fanning will establish and use model classrooms (e.g., organized for learning and instruction with flexible grouping; print rich associated with content, posted goals, objectives and rubrics, student portfolio, clearly visible easy to understand student data) as a key job-embedded professional development activity to raise curriculum implementation fidelity levels and the use of effective, research based instructional strategies. Starting in Year 1, the Fanning principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms. In Years 2 and 3, these teachers will create model classrooms that will serve as an essential delivery method for job-embedded professional development, and increase the internal capacity of the school at the same time.

USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

Teachers will be trained to make instructional decisions based on relevant data. Fanning's Teaching Learning Facilitator will attend the district training in summer 2010. In turn, these coaches will conduct training for Fanning Staff. Curriculum Supervisors will lead the design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis and identification/use of effective, differentiated instructional strategies instruction, infusion of technology, and time and classroom management strategies. Mandatory quarterly professional development sessions will be conducted during the school year. After school and Saturday Institutes will be offered on a voluntary basis for all staff except identified at risk staff for whom it will be mandatory. Teachers will employ demonstrated best instructional practices, interventions processes outlined in the SLPS Response to Intervention (RtI) model, one-on-one instruction, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content. Teachers will utilize formative assessment and lesson embedded question strategies to assess student mastery on a daily basis.

Teachers will be able to differentiate instruction based on formative assessment data, as they learned from the SLPS Office of Innovation and all content area coaches in Year 1. Small group instruction will be evident a minimum of once per week during Year 1. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies and students will receive small group instruction a minimum of three times per week. Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program. All students scoring at Basic and Below Basic on MAP assessments will also be placed on an Individual Academic Plan.

SCHOOL LEARNING ENVIRONMENT DOMAIN

Fanning will use the Acuity Benchmark Assessments and informal, 'mini assessments' such as questioning and anecdotal assessments to collect formative assessment data. Knowledge of this data will equip teachers and school leaders with the assessment data to analyze student performance. Customized instructional interventions based on these data will be continuously used to monitor student progress towards proficiency as well as informing instruction.

The SLPS Office of Innovation, content area coaches, and various external professional development providers will offer mandatory, job-embedded professional development throughout the school year in formats such as weekly grade-level meetings using common planning time, monthly cross-grade meetings using common planning periods, and quarterly small group sessions occurring after school. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; examination of student work and discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. All grade/team meetings will use Professional Learning Communities format and processes. The following is a breakdown of the professional development, which will be coordinated by the Office of Innovation, that Fanning faculty and staff will be provided:

- AFT Professional Development
    - The AFT affiliate in St Louis will be collaborative partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
    - SIG Professional Development Liaison – This individual will provide guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. He/She will work to ensure fidelity identified areas and high levels of implementation
    - A Teacher Center will be developed to support teachers in the SIG schools. Staffing will be available to provide ongoing support, including relevant mandated professional development, support for new and tenured teachers, and a resource library including instructional videos, professional literature, webinars, and various instructional modules.

- Program specific training in Communication Arts, Mathematics, Science, and Social Studies
    - Program specific training will be provided consistently by external providers, as per the contracts with the company, to ensure fidelity of implementation and mastery of instructional techniques.

- Instructional and Content Area training by SLPS instructional coaching staff
    - SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for these identified schools. They will conduct monthly Saturday Institutes for teachers on relevant topics indicated in each site's school improvement plan while, highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas
- National Consultants Professional Development
    - National consultants will assist the school in the development of school leadership teams. They will also bring in the services of a Transformation Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management and environment issues that often impact successful instruction. Any outside consultants will go be selected using the rigorous SLPS RFP process.
    - National consultants will be in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. National consultants will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process national consultants will develop a master professional development schedule, and fill in as a provider of professional development, as necessary.
    - National consultant staff will act as the professional development liaison with the rest of SLPS, so that the development provided at SIG schools is consistent, in both spirit and goals, as all other systemic professional development. They will meet consistently with the Superintendent, Chief Academic Officer, and the Accountability office to ensure consistency across the district and fidelity to the school improvement plan.

STUDENT AND PARENT SCHOOL ENGAGEMENT

Fanning will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students. Mentors will be assigned to at-risk students to prevent drop-outs and ensure support during the instructional day/year. Class meetings will be conducted on a weekly basis to identify class issues and needs.

Fanning will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, and adult education classes. Parents will continue to serve on the building leadership team to participate in the development and implementation of school improvement initiatives and efforts. A Parent Advisory Committee (PAC) will be created and will meet on a monthly basis to share concerns, feedback and input on identified topics/areas.

An administrator or designee(s) will participate in the Leadership Academy for Character Education (LACE) through the partnership with University of Missouri-St Louis through a Boeing Aeronautical Company Endowed Chair grant in Year 1 of the grant. During that time a character education plan will be developed as a result of participating in LACE.

SCHOOL LEADERSHIP

During Year 1, the Fanning principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school transformation process by attending the local, state and national conferences during the school year. The Fanning principal will demonstrate management skills, effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Office of Innovation and other central office administrator as evidenced by quarterly performance reviews and annual evaluation.

During Years 2 and 3, if warranted, the contract with the Fanning Principal will be renewed, Differentiated training and ongoing support will continue to be offered by the Office of Innovation, and other appropriate central office personnel.

Throughout the grant period, the principal will report directly to the Associate Superintendent of Innovative Services. The Office of Innovation will assist the Superintendent and the Chief Academic Officer in supporting the implementation of the turnaround activities identified in this grant. The Office of Innovation will work with the principal and staff to monitor fidelity through performance appraisals, walkthroughs, quarterly academic team meetings, and progress monitoring checklists. Additionally, the Office of Innovation will monitor the progress of the turnaround school plan, help build leadership capacity and problem-solving skills of the school instructional staff, and coordinate communications and activities across SIG-funded schools.

HUMAN RESOURCES; USING DATA TO SELECT, RETAIN, AND INCENTIVIZE HIGHLY QUALIFIED STAFF

In order to attract and retain the appropriate staff to implement school transformation efforts, The Office of Innovation and the Fanning principal will ensure that each new teacher (both new to the profession and experienced teachers new to Fanning) is paired with a seasoned mentor teacher who has been trained to provide mentoring services during a teacher's first year.

During Year 1, the Office of Innovation will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or create model classrooms. These teachers will provide mentor support to identified first year teachers using a both formal and informal methods including but not limited to weekly meetings, coaching observations and modeling of effective instructional strategies. . New teachers will participate in new teacher orientation and paired with mentors at that time to ensure initial support is available to them.. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, Fanning will continue to use the Office of Innovation to implement performance evaluation processes to screen and hire teacher candidates and replace teachers who do not improve performance. Strategies to determine staff satisfaction to promote teacher retention will also be identified/developed.

Monitoring for Continuous Improvement and Long-Range Strategic and Sustainability

Planning for continued development and implementation of Fanning reform efforts. Starting in Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

GOALS, OBJECTIVES AND INDICATORS

Goal 1: **Student Performance**

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

Objective 1: The percentage of students performing at the proficient or advanced levels on the MAP Communication Arts and Mathematics tests will increase by 10% in each of the next three years.

Assessment **Baseline** **Target Achievement Goals**

	2009	**2010**	**2011**	**2012**	**2013**	**2014**
Missouri: MAP Communication Arts	59.2	67.4	75.5	83.7	91.8	100
Fanning Middle: MAP Communication Arts	11.6	20	30	40	50	60
Missouri: MAP Mathematics	54.1	63.3	72.5	81.7	90.8	100
Fanning Middle: MAP Mathematics	7.5	10	20	30	40	50

Strategy 1: Ensure effective instructional opportunities for students as measured by walkthrough data, review of lesson plans, and improved student achievement on benchmark tests.

Action Steps	**Responsible Person**	**Implementation Year/Cost**
Increase use of CLEAR curriculum as measured by review of teacher lesson plans, classroom walkthrough data and benchmark results.	Principal; TLF; Core subject teachers	Year 1,2,3 No Cost
Provide effective professional development for staff and administrators in the use of CLEAR curriculum and lesson plan tool and data analysis.	Exec. Dir. – PD; TLF; AFT National Consultant	Year 1,2,3 $15,000

Ensure teachers include CLEAR objectives in lesson plan process.	Principal; TLF; Teachers	Year 1,2,3 No Cost

Strategy 2: Extended learning time opportunities will be provided for all students/mandated for at- risk students.

Action Steps	**Responsible Person**	**Implementation Year/Cost**
Saturday School, after-school tutoring and interest based after school classes focused on needed skills provided.	Staff; Principal; After-School Liason; UrbanFUTURE staff	Year 1 $20,000
Remedial and Enrichment Summer School will be provided – voluntary for all students/mandatory for at- risk students.	Principal; Staff	Year 1,2,3 $300,000 ($100, 000 each year)
Staff will be trained in differentiated instruction to ensure individual student needs.	Exec. Dir.-PD; Principal; TLF	Year 1, 2 $11,000

Objective 2: Students will receive differentiated instruction a minimum of twice a week in year 1 and three times per week in years 2&3 as indicated by student focus group data, teacher lesson plans and walkthrough data.

Strategy 1: Staff will use student achievement data-diagnostic, formative, and summative- to inform classroom instruction and determine instructional programming needs for individual students.

Action Steps	**Responsible Person**	**Implementation Year/Cost**
Teachers will establish achievement goals and track student progress toward proficiency.	Principal; TLF; Staff; School Turnaround Specialist	August 2010; on-going No Cost
Assessment measures and data to be used to group students for instructional programming and monitor effectiveness of programs.	Principal; TLF; Staff; School Turnaround Specialist; Curriculum Specialists	August 2010; on-going No Cost

Professional development needs assessments will be conducted to ensure appropriate professional development occurs for utilizing various data sources, analyzing student work, making adjustments to classroom instruction, etc.	National Consultant; Principal; TLF	September 2010; quarterly No Cost

Strategy 2: Provide a system of "tiered support" to meet the academic needs of individual students and differentiate instruction within the classroom setting.

Action Steps	**Responsible Person**	**Implementation Year/Cost**
Read 180, Systems 44 & Expert 21 will be used with at-risk and nearing- proficiency students.	SLPS Curriculum Specialist; Communication Arts Teachers; READ 180 teacher	Year 1 $75,000
Guided Reading Groups/ Literature circles will be used with all students incorporating narrative and expository texts.	Communication Arts Teachers and Staff	Year 1 $10,000
Socratic seminars will be used to foster critical thinking and analysis skills.	Staff	Year 1 No Cost
Renaissance Math will be incorporated into weekly mathematics instruction for at-risk students.	SLPS Curriculum Specialist; Mathematics Teachers	Year 1 No Cost
Learning centers and supplementary materials will be used to support differentiated instruction.	Principal; School Turnaround Specialist; Staff	Year 1 $10,000
Scaffolded professional development in differentiated instruction will be provided throughout the grant.	National Consultant; TLF	Year 1,2,3 $75,000

Goal 2: **Highly Qualified Staff**

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

Objective 1: To ensure that 100% of the teachers and administrators are highly qualified in each of the Turnaround schools.

Strategy 1: The District will develop and implement a comprehensive teacher recruitment and training program

Action Steps	**Responsible Person**	**Implementation Year/Completion**
Train all administrators on interviewing/selecting of quality candidates; how to leverage university and college partnerships for candidates for staffing	HR; Office of Innovation	Date of Implementation: October 2010 Date of Completion: Ongoing
Use a structured screening process in conjunction with the District's web-based application system-Habermann Star Teacher Questionnaire	HR; Office of Innovation	Date of Implementation: May 2009 Date of Completion: Ongoing
Develop and implement a 2-year Beginning Teacher Assistance and Mentoring program that includes a structured and effective New Teacher Induction Model	HR; Office of Innovation	Date of Implementation: August 2009 Date of Completion: Ongoing
The District will develop and implement a week-long SLPS induction model for all staff new to the SLPS	HR; Office of Innovation	Date of Implementation: July 2011 Date of Completion: Ongoing

Strategy 2: The District will strengthen and expand partnerships with local universities such as the University of Missouri and outside organizations such as Teach For America

Action Steps	Responsible Person	Implementation Year/Completion
To attract the top college graduates, recruiting team will attend college sponsored job fairs to speak with graduates about SLPS opportunities. Recruiting team will also follow up with each student by email, phone, written correspondence	HR; Office of Innovation	Date of Implementation: March 2010 Date of Completion: Ongoing
Recruiting team will meet with all University Career Placement offices and Deans of Education to establish relationships with the colleges and universities and to attract graduating students to SLPS	HR; Office of Innovation	Date of Implementation: February 2009 Date of Completion: Ongoing
Recruiting team will post all teaching vacancies on college universities' job boards and will also e-blast teaching vacancies to university careers services and Deans of Education to increase school partnerships and teacher placement	HR; Office of Innovation	Date of Implementation: October 2010 Date of Completion: Ongoing
Recruiting team will meet with Teach For America (TFA) leadership team to indentify teaching candidates for the upcoming school year. Recruiting team will also set up interviews and orientation for all TFA candidates	HR; Office of Innovation	Date of Implementation: 2002 Date of Completion: Ongoing
Increase student teaching program candidates in SLPS by partnering with local colleges and universities to establish processes and guidelines to ensure program effectiveness.	HR; Office of Innovation	Date of Implementation: July 2009 Date of Completion: Ongoing

Strategy 3: Institute a rigorous evaluation system for all pedagogical personnel that is tied to student growth data

Action Steps	Responsible Person	Implementation Year/Completion
Teachers will set measurable targets for each class/section at the beginning of the year and determine a plan for his/her individual professional development needs and end-of-year evaluations will be based on hitting these targets	HR; Office of Innovation	Date of Implementation: October 2010 Date of Completion: Ongoing
School leaders will meet with teachers after each benchmark to assess progress toward annual goals for student achievement (and course correct as necessary)	HR; Office of Innovation	Date of Implementation: October 2010 Date of Completion: Ongoing
Each teacher will receive informal written feedback from an administrator or coach every day	HR; Office of Innovation	Date of Implementation: October 2010 Date of Completion: Ongoing
New teachers will receive additional support from a highly qualified mentor teacher	HR; Office of Innovation	Date of Implementation: August 2009 Date of Completion: Ongoing
The district commits to expediting the process for removing or reassigning ineffective teachers as determined by the new evaluation system	HR; Office of Innovation	Date of Implementation: October 2010 Date of Completion: Ongoing

Strategy 4: To provide internal and external leadership development of principals and other administrators focused on student engagement, rigor, accountability, school and school district reform model, PLC and Data Team

Action Steps	Responsible Person	Implementation Year/Completion
Establish a cohort to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous improvement model, accountability during the 2010-11 school year and beyond	HR; Office of Innovation	Date of Implementation: October 2010 Date of Completion: Ongoing
Utilization of retired administrators who have demonstrated evidence of success, particularly in the area of student achievement; in collaboration with the Professional Development Office, the administrators are charged with supporting the evaluation and coaching processes necessary for improved teaching quality	HR; Office of Innovation	Date of Implementation: October 2010 Date of Completion: Ongoing
Deliver intensive training regarding the state mandated 18-week improvement process to principals as well as teaching staff; the primary driver is improved teacher performance; however, expected outcomes will be clearly defined and employees held accountable for attaining these outcomes	HR; Office of Innovation	Date of Implementation: October 2010 Date of Completion: Ongoing

Strategy 4: Design and implement a comprehensive incentive/merit pay plan for school administrators

Action Steps	Responsible Person	Implementation Year/Completion
Develop an active, viable compensation incentive structure that includes well defined goals, objectives, a clear delineation of job accountabilities and potential compensation for addressing areas of importance to the District	HR; Office of Innovation	Date of Implementation: October 2010 Date of Completion: Ongoing
Key outcomes will include improvement in the following areas: **Student Achievement** **Evidence of Leadership** **Active Parental Engagement** **Attendance**	HR; Office of Innovation	Date of Implementation: October 2010 Date of Completion: Ongoing

Goal 3: Facilities, Support, and Instructional Resources

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Objective 1: Maximize student instructional time to increase student achievement.

Strategy 1: Establish schedules and strategies that provide increased learning time by using people strategically and time intentionally.

Action Steps	Responsible Person	Implementation Year/Cost
Alter the daily and/or academic year schedule to provide additional time for CA/MA instruction, increase student time on task, and schedule differentiated programs.	Principal; TLF; Leadership Team; School Turnaround Specialist	Year 1 Cost TBD-see budget
Develop a system to increase the amount of instructional time provided to ISS students.	Instructional Support Coordinator; ISS Monitor; Leadership Team	Year 1 No Cost
Collaboratively work with	Principal; TLF; After-School	Year 1

extended day providers to ensure that after school, Summer school, and Saturday school activities support the individual academic needs of students.	Liason; Staff	No Cost
Closely monitor daily student attendance, including participation in extended day activities.	Principal; Social Worker; Staff; Afterschool Liason	Year 1 No Cost

Objective 2: Appropriate materials and support will be provided to all staff beginning in August 2010 and continuing throughout the grant period.

Strategy 1: Adequate materials will be purchased to support all program and instructional approaches.

Action Steps	**Responsible Person**	**Implementation Year/Cost**
Purchase site licenses and software for Read 180, Systems 44, Expert 21, and Renaissance Math.	Principal; SLPS Curriculum Specialists	Year 1 $75,000
Purchase sufficient number of computers and other technology to support implementation of new programs with fidelity.	Principal; SLPS Curriculum Specialists	Year 1 $25,000
Purchase materials to support various instructional strategies employed, including classroom libraries, leveled book rooms, and other teacher resource materials.	Principal; SLPS Curriculum Specialists	Year 1- $20,000 Year 2- $10,000 Year 3- $10,000

Strategy 2: Adequate support will be provided to staff to support new programs and instructional strategies.

Action Steps	Responsible Person	Implementation Year/Cost
Schedule weekly PLC meetings to provide support for teachers in effectively implementing the new programs/materials.	Principal; Teachers; Program Manager	Year 1, 2, 3 No Cost
Scaffolded, differentiated professional development and coaching of all differentiated strategies and programs will be conducted throughout the grant period.	Principal; TLF; Teachers; National Consultant	Year 1, 2, 3 $60,000
Weekly PLC meetings will be held focusing on examining student work and needed support to increase student achievement.	PLC Teams	Year 1, 2, 3 No Cost

Objective 3: New programs and instructional strategies will be used with 100% of students by July 2011 as documented by schedules, teacher lesson plans, and TLF data.

Strategy 1: Teachers will implement new programs and instructional strategies with fidelity.

Action Steps	Responsible Person	Implementation Year/Cost
Based on SRI test data, students will be identified and scheduled for Read 180, Systems 44, or Expert 21 instruction.	SLPS Curriculum Specialist; Communication Arts Teachers; READ 180 teacher	Year 1 $75,000
Guided Reading Groups/ Literature circles will be used with all students incorporating narrative and expository texts.	Communication Arts Teachers and Staff	Year 1 No Cost
Socratic seminars will be used to foster critical thinking and analysis skills.	Staff	Year 1 No Cost

Based on the Star Math test data, teachers will develop student plans for incorporating Renaissance Math into weekly mathematics instruction.	SLPS Curriculum Specialist; Mathematics Teachers	Year 1 No Cost
Retain program manager to provide logistical and programmatic support for newly adopted programs such as Scholastic Reading and Renaissance Math.	Principal	Year 1 $80.000

Goal 4: Parent and Community Involvement

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

Objective 1: Parent involvement in parent-teacher conferences and other similar school events/activities will increase by 20% each of the three years of the grant as measured by participation numbers and communication logs.

Strategy 1: Provide ongoing mechanisms for family and community engagement.

Action Steps	**Responsible Person**	**Implementation Year/Cost**
Utilize the existing School Reach Contact System for ongoing communication with parents.	Principal	Year 1, 2, 3 No Cost
Phone parents daily verifying student absences and encouraging attendance.	Parent Resource Specialist	Year 1, 2, 3 No Cost
Publish and distribute school newsletters quarterly.	Parent Resource Specialist	Year 1, 2, 3 No Cost
Conduct monthly PTO meetings.	Parent Resource Specialist; PTO	Year 1, 2, 3 No Cost
Host Family Night events	Parent Resource Specialist	Year 1, 2, 3

quarterly.		Minimal Cost
Conduct home visits, as warranted.	Social Worker; Counselor; Parent Resource Specialist; Teachers	Year 1, 2, 3 No Cost
Create and distribute student deficiency notices every three weeks to parents informing them of academic/behavioral concerns.	Counselor; PLC Teams	Year 1, 2, 3 Minimal Cost
Create Parental Advisory Committee to provide ongoing feedback regarding school climate and parent concerns.	Principal; School Planning Management Team	Year 1,2,3 No Cost

Strategy 2: Create a Family Center to provide various supports for parents and guardians.

Action Steps	**Responsible Person**	**Implementation Year/Cost**
Create parent University to offer interest based classes for parent/guardians.	School Planning and Management team; Principal; Parent Advisory Committee	Year 1/ $50,000
Retain Family Specialist and Social Worker to provide support services	School Planning and Management team; Principal; Parent Advisory Committee	Year 1/ $60,000
Purchase neccasary materials to support the family center.	School Planning and Management team; Principal; Parent Advisory Committee	Year 1/ $2000 Year 2/$2500 Year 2/$2500

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

Objective : Reorganize leadership/organizational structures by August, 2010 to ensure an effective, systemic, coherent leadership process is established as evidenced by increased student achievement on benchmark and state assessments and school climate survey.

Action Steps	**Responsible Person**	**Implementation Year/Cost**
Create School Planning and Management Team to support school improvement and support parent engagement	Principal	Year 1/ no cost
Create District Parent Advisory Council	School Planning & Management Team; Principal	Year 1/ no cost
Create Care Coordination Team	School Planning & Management Team; Principal	Year 1/ no cost
Create AFT Teacher Center	School Planning & Management Team; Principal;AFT representative	Year 1/ $13,000
Create Family Center	School Planning & Management Team; Principal; Parent Advisory Council	Year 1/ $22,500

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

The LEA/District does not claim lack of capacity to serve the identified Tier I school.

B (3) District Implementation Plan

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school
    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
    a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application
    Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
    a. Hire Associate Superintendent for the Office of Innovation
    b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
        i. Develop process to manage and monitor each schools through:
            1. Project management dashboard with benchmarks and timelines for accountability
            2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
            3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions
            Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders Date: June 2010 – On going through out funding period, at least quarterly

Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
    - Teachers are expected to infuse common process standards into every classroom, everyday
    - At any time, staff should be able to query students regarding the process standards
- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.
- Teachers will….
    - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
    - Develop lessons using the identified strategy for the first quarter
    - Practice the strategy within the PLC/Grade level meeting
    - Teach the strategy
    - Observe other colleagues using the strategy and provide feedback
    - Analyze student work on the strategy
    - Reflect and revise the implementation of the strategy
    - Provide opportunities for extra support for students who have not mastered the strategy
    - Add the next strategy
    - Continue the cycle

Analyzing Student Work

- Staff will analyze student work to strengthen the instructional quality and delivery
- Staff will utilize the Tuning Protocol from David Allen and Joe McDonald at the Coalition of Essential Schools
- Staff and Curriculum Supervisors will create MAP-like constructed responses quarterly to assess as a staff
- An analysis of the teaching issues will be conducted and shared with staff to adjust teaching strategies

District Timeline

Our timeline for 2010-11 indicates basic elements of the selected intervention models will be up and running by the beginning of the 2010-11 school year.

Turnaround Model:

- April : Replace the principal
- April 19: Grant new principal sufficient operational flexibility (e.g., in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and to ultimately increase high school graduation rates;
- April 19: Identify processes for providing increased learning time to students and staff and for designing job-embedded professional development in collaboration with staff
- April 15: Develop and adopt locally-determined "transformation" competencies to screen all existing staff
- April through September: Implement a standards-based instructional program that is research-based and vertically aligned
- September to June: Job embedded content-specific professional development and monitoring of student achievement data and goals. Regular consultation with relevant stakeholders.

Timeline for 2011-2012

- Summer 2011: Summer Academy at with the appropriate Transformation model focus
- Fall 2011: Set new benchmarks for the 2011-2012 school year; collect data
- Fall 2011 – Spring 2012: Implement programs, continue to collect data and perform job embedded model specific professional development; institute monitoring system for model and staff.
- Regular consultation with relevant stakeholders.

Timeline for 2012-2013

- Summer 2012: Summer Academy at each of the schools with the appropriate model focus
- Fall 2012: Set new benchmarks for the 2012-2013 school year; collect data
- Fall 2012 – Spring 2013: Implement programs, continue to collect data and perform job embedded model-specific professional development; institute monitoring system for model and staff. Regular consultation with relevant stakeholders.

Annual Goals		
Grade Level	**Annual Goals for Reading on State Assessment**	**Annual Goals for Mathematics on State Assessment**
6	A 10% gain in students meeting standards. A sub-goal of this would be to decrease the gap between the number of Fanning Middle School students meeting standard and the state average, as we move to meeting or exceeding the state uniform bar by 2014: i.e., annual goals of 15 % for movement	A decrease the gap between the number of Fanning Middle School students meeting standard and the state average, as we move to meeting or exceeding the state uniform bar by 2014: i.e., annual goals of 15 % for movement
7	A 10% decrease to target far more students beyond the goal stated in the grant rubric, a 10% gain in students meeting standards. A sub-goal of this would be to decrease the gap between the number of Fanning Middle School students meeting standard and the state average, as we move to meeting or exceeding the state uniform bar by 2014: i.e., annual goals of 15 % for movement	A 10% decrease to target far more students beyond the goal stated in the grant rubric, a 10% gain in students meeting standards. A sub-goal of this would be to decrease the gap between the number of Fanning Middle School students meeting standard and the state average, as we move to meeting or exceeding the state uniform bar by 2013: i.e., annual goals of 15 % for movement
8	A 10% decrease to target far more students beyond the goal stated in the grant rubric, a 10% gain in students meeting standards. A sub-goal of this would be to decrease the gap between the number of Fanning Middle School students meeting standard and the state average, as we move to meeting or exceeding the state uniform bar by 2013: i.e., annual goals of 15 % for movement	A 10% decrease to target far more students beyond the goal stated in the grant rubric, a 10% gain in students meeting standards. A sub-goal of this would be to decrease the gap between the number of Fanning Middle School students meeting standard and the state average, as we move to meeting or exceeding the state uniform bar by 2013: i.e., annual goals of 15 % for movement
Annual Goal(s) for Decreasing Drop-Out Rates		
N/A		

Goals to Tier III Schools

No Tier III schools to be served and no goals to be identified

LEA/Stakeholder Involvement

The superintendent and the Office of Innovation established a two way communication process to gain input regarding the SIG grant goals and other key components of the grant application. Numerous stakeholders were consulted in the development of the District's application. Specifically, the superintendent consulted with school administrators, certificated and classified staff, and focus groups of students and parents. When needed, release time was provided for representatives from the teachers to participate in developing the application. The superintendent also met separately with school board and the AFT representatives. Both groups supported the grant application.

The two-way communication protocol established by the superintendent and Office of Innovation will continue to be used during implementation. Once the grant has been awarded, additional stakeholder meetings will be conducted, and the communication protocol will be reviewed to ensure continuous input and feedback is shared and provided by stakeholders throughout the grant period.

Staff, student, and parents will have input on the implementation of the grant and will be able to review the performance data and gap analysis data to assist in developing the next steps and to offer feedback on the effectiveness of the programs and the impact on the elimination of ineffective programs. Outgoing communication strategies will also be in place to keep parents informed. For example, in July, parents and students will be informed of the structural changes in the programs at FMS.

The superintendent will communicate the SIG progress to the school board during regularly scheduled board meetings. A specific board agenda item on the GMS transformation will inform the board of the implementation activities and progress toward goals. The superintendent will invite the school principal and members of the staff to give presentations on the SIG grant goals, implementation interventions and strategies, and impact on student achievement. The meetings are open to the public, and the board may offer the public to make comment during these sessions.

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME FANNING (314)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries Teacher Extra Service Pay for Extended Day Instruction Teacher Extra Service Pay for Professional Development Curriculum- 20 hours @ $26 per hour = $520 Staff Development- 32 hours @ $26 per hour = $832 Vendor- 16 hours @ $26 per hour = $416 TOTAL- 68 hours @ $26 per hour = $1,768 .091 – 1 FTE Asst Supt of Innovation .091 – 4 FTE Turnaround/Accountability Specialist	 **15,000.00** **44,200.00** **11,364.00** **17,727.00**
6100 Subtotal	**$88,291.00**
6150: Non-Certificated Salaries Non-cert Extra Service Pay for Professional Development Curriculum- 20 hours @ $14 per hour = $280 Staff Development- 32 hours @ $14 per hour = $448 Vendor- 16 hours @ $14 per hour = $224 TOTAL- 68 hours @ $14 per hour = $952 .091 – 1 FTE Executive Assistant	 **6,808.00** **2,727.00**
6150 Subtotal	**$9,535.00**
6200: Employee Benefits *(optional categories)* FTE Blended Benefits Rate (41%) Hourly Blended Benefits Rate (11%)	 **20,646.00**
6200 Subtotal	**$20,646.00**

6300: Purchased Services Instructional Consultants .091 Development and Implementation contract with Synesi	 **15,000.00** **1,500.00**
6300 Subtotal	**$16,500.00**
6400: Materials/Supplies Instructional materials and supplies (Scholastics Tiered Intervention – READ 180,System 44, Expert 21) Instructional materials and supplies (Periodical, Leveled book sets, Student portfolio materials) Professional development materials and supplies (Inquiry-based Learning text, Marzano strategies, Unpacking the Standards)	 **286,520.00** **17,001.00** **5,682.00**
6400 Subtotal	**$309,203.00**
6100-6400 Subtotal	**$444,175.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0.00**
TOTAL	**$444,175.00**

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

[redacted]

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools—Hamilton Elementary School		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY.STATE, ZIP
Dr. Kelvin Adams	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Kelvin.Adams@Slps.org	**(314) 345-2296**	**(314) 345-2261**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Michael Haggen	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Michael.Haggen@slps.org	**(314) 345-2233**	**(314) 345-2261**

[redacted]

The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

St. Louis Public Schools & Hamilton Elementary School Improvement Grant Application— Turnaround

The St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Patricia Burton and Hamilton Elementary School Community are pleased to present this School Improvement Grant proposal for your review and consideration. We look forward to a partnership between the central office, Hamilton Elementary School, and the greater Hamilton Elementary School educational community to provide a comprehensive Turnaround Strategy for our principal, faculty, families, and students, to improve the quality of leadership, instruction, student performance, and community involvement. We hope that this letter and the accompanying SIG application demonstrate the SLPS policies, processes, and procedures supporting the implementation of the building's turn-around plan, while at the same time sets aggressive targets for improvement for not only the student body, but for teachers, principal, support staff, and non certified staff.

Further, we strongly feel that our plan calls for the design and implementation of a strong model for recruiting, evaluating, and retaining the best teachers and leaders, while providing the infrastructure and data/technology systems. Finally, it is our hope to develop and implement the training, research based instructional models, and rigorous coursework so that every student in the school is given the best possible chance to succeed. With all these pieces in place, our teachers have demonstrated the commitment to our plan, and will work tireless towards its success.

Background

Hamilton Elementary School is a preschool through 5th grade elementary school. The school currently enrolls 298 students, out of which 98% are African American, 1% are Hispanic and 1% are Asian. Out of the total student population 16% receive special education services, 79% receive free or reduced-price lunch. Hamilton's average daily attendance rate is 89% and mobility rate is 60%, however student enrollment has increased in the past four years.

Hamilton has a new principal and is in its first year with the Turnaround Model, a New York based consulting firm that has strategies for improving school performance. The current principal represents the 3rd change in administration since 2003.

In the past three years, Hamilton ranked among the lowest achieving five percent of Missouri schools with regard to the percentage of students who met annual yearly progress.

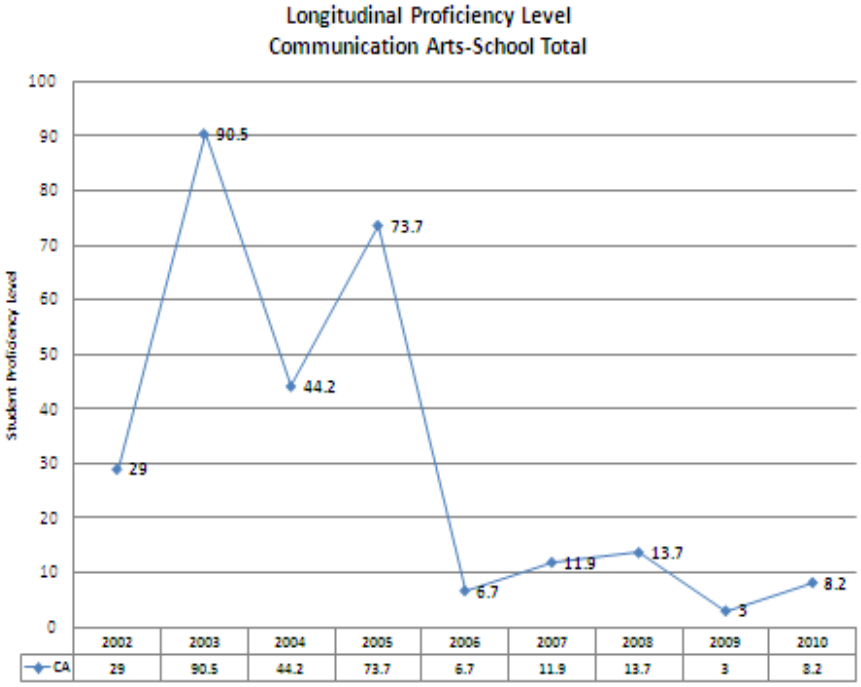
Needs Analysis

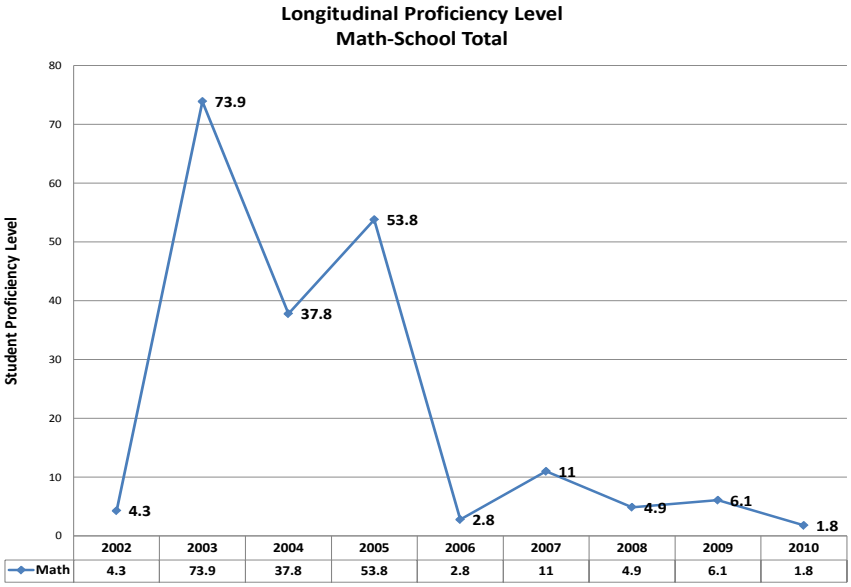
Student Performance

Results of the 2009 Communication Arts MAP data indicate a decrease in the percentage of students scoring in the proficient or advance level by 10.7%. In 3rd grade, an increase of 25% of students scored within the basic range than in the previous year. An increase of 22% of students from the previous year scored within the below basic range. 3% of students tested scored in the advance range, a 3% increase from the previous year. In 4th grade, an increase of 10% of students tested scored within the basic range, while an increase of 8% of students tested scored in the proficient range. In 5th grade, students scoring in the below basic level increased by 12% from the previous year, while students scoring in the basic range increased by 6%.

Results of the 2009 Mathematics MAP data indicate an increase in the overall student achievement level of 1.2%. In 3rd grade, an increase of 46% of students tested scored within the basic range than in the previous year. Although an increase of 41% of students tested scored within the below basic range, an increase of 5.3% of students scored within the proficient range. In 4th grade, an increase of 25% of students tested scored within the basic range compared to the previous year, while 25% more students scored within

the below basic range. In 5th grade, students scoring within the below basic level increased by 6% compared to previous year, while students scoring in the basis range decreased by 9%. 2% more of students scored within the proficient range. Of the 73 3rd and 4th grade students tested in Mathematics, 12students scored within 20 points of proficient range. After school tutoring will be provided to students who consistently score low on both MAP and Terra Nova in targeted skills.





An Instructional Learning Support Coordinator will assist teachers with providing meaningful instruction to students in the areas of Communication Arts and Mathematics. The support coach will participate in the modeling and implementation of lessons that address grade level expectation and mastery of skills to underperforming students.

Professional Development

Evaluation of the 2009-2010 plan indicate that 16/35 objective/strategies were met. Walkthrough, discipline and lesson plan review data indicate need for increased teacher knowledge and skill in differentiated instruction, effective classroom management strategies, and student motivation. The continued employment of a Instructional Support coach will provide support in this area of need by implementing the Coaching Cycle, descriptive feedback after walkthroughs, and response to intervention strategies during and after classroom instruction.

This year, Hamilton's Instructional Support coach and principal will consistently provide professional development relevant to the instructional needs of staff based on collected data from observations, review of walkthrough analysis and continued teacher surveys. Professional Development opportunities will include 1) implementation of district's core curriculum, CLEAR, 2) DOK, 3) MAP Growth Model 4) Response to Intervention, 5) Differentiated Instruction & 6) Data Driven Instruction.

Safe, Secure, and Engaging Environment Parent and Community Involvement

There is a need to provide support services to promote and support the physical, mental and emotional well being of students in an effort to increase student performance. According to pulse data, there was an increase in attendance from year 2007-2008 to 2008-2009 of almost 2 %. That correlates to an increase in student achievement in Mathematics of almost 2%. Continued employment of a Social Worker, Nurse and Parent Educator will support attendance initiatives. A Social Worker and Nurse will also provide support in this area by providing resources to students and parents.

Parent surveys and discipline data indicate a lack of parental skills in effective parenting strategies and serving as an instructional partner with the school. Parents and staff also lack awareness of community resources. Continued employment of a Parent Support Specialist will provide meaning support in this area of need.

The employment of a Behavior Support Specialist will assist the staff with implementing behavior strategies that enhance students' participation in class. The specialist will work with all staff to identify and provide support for students that are experiencing difficulty with class participation.

PROJECT DESCRIPTION

Hamilton Elementary School will implement the Turnaround Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance.

ACADEMIC DOMAIN

ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all aforementioned curricular programs in English/Language Arts, Mathematics, Science and Social Studies, the SLPS Benchmark Assessment tools, required by the state for SIG schools. The Curriculum and Assessments consist of many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. Further, several levels of professional support will be offered to classroom teachers to increase their capacity to provide more rigorous, and data driven instruction that tends to the individual needs of students.

Modeling these materials, the SLPS Office of Innovation, instructional support coach and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skills mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons. This too, will be facilitated by layers of additional, mandatory, job embedded professional development that will be required by all SIG eligible schools.

The school will continue/begin to implement:

- Communication Arts
  - Reading Street by Pearson Learning is an instructional support program for Communication Arts Pre-K-5. This core instructional program supports Depth of Knowledge integration, cross-curricular instruction and Tier II Response to Intervention instruction.
    Another program is Scott Forsman Reading Street that is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and reliable teaching tools. The reading program supports differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students.

- Mathematics
  - The core instructional program for Mathematics Is enVisonMath. Envision provides teacher assistants for each teacher to bring more individualized attention to the child. It also includes textbooks, workbooks, manipulatives, software and smart boards Envision provides monthly after school professional development for teachers as well as a Teacher Learning Facilitator to coordinate all activities and processes. The program includes components in its instructional design that addresses concept development at a deep conceptual level with the use of manipulatives as well as a differentiated instruction piece that requires the use of structured mathematics centers that facilitate the differentiated instruction component

- Science
  - The core instructional program for Science is Pearson Scott Forsman Science. This science program has inquiry-based science books & other resources with scaffold activities that are correlated to standards and presented in interactive media. There are detailed science kits that accompany the Science series that allow students to experience hands-on experiments and the scientific method.

- Social Studies
  - The core instructional program for social studies was newly adopted for the 2010-2011 school year and it is Pearson Scott Forsman Social Studies. This program contains pertinent content, direct reading and writing instruction and skills instruction that encourages all students to succeed on independent levels.

During each year of the grant, teachers will participate in mandatory training on the Curriculum and establish pacing guides and vertical alignment in a particular content domain (Year 1-English language arts; Year 2- mathematics; and Year 3 – science and social studies). In terms of the SLPS Assessment Program, SIG schools will re evaluate their assessment program on an annual basis to make certain that the benchmarks are aligned to instruction, and at the same time, develop classroom, informal ‘mini assessments’ to provide unit by unit quizzes, and more consistent data, to help shape instructional priorities and tend the precise learning needs of each student.

IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPA Innovation administrators, will conduct walk through protocols to collect information/data on the instructional strategies used to implement the curriculum. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed with the Office of Innovation, principals, and teachers to ensure fidelity of curriculum implementation. In Years 1 through 3, the principal (and other school leaders) will continue to observe the classroom instruction of each core curriculum teachers three times a year, and provide feedback to strengthen each teacher's practice.

In Year 1, Hamilton will establish and use model classrooms as a key job-embedded professional development activity to raise implementation fidelity levels. Starting in Year 1, the Hamilton principal and Instructional Support coach will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms. In Years 2 and 3, these teachers will implement model classrooms that will serve an essential delivery method for job-embedded professional development, and increase the internal capacity of the school at the same time.

USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

Teachers will be trained to make instructional decisions based on relevant data. Hamilton literacy and mathematics coaches will attend district data coach training in summer 2010. In turn, these coaches will conduct training for Hamilton Staff. Subject area coaches will lead design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis and integration into instruction, differentiated instruction, infusion of technology, and time and classroom management strategies. Quarterly sessions will be conducted during the school year. Teachers will employ demonstrated student learning best practices, Response to Intervention (RtI), one-on-one instruction, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content. Once again, teachers will also take advantage of informal, ‘mini assessments’ to make sure of student mastery on an individual basis.

Teachers will be able to differentiate instruction based on formative assessment data, as they learned from the SLPS Innovation Office, all content area coaches in Year 1. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies. Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks.

Starting in Year 1 and continuing in Years 2 and 3, teachers and administrators will continuously use data to inform and differentiate instruction through the implementation

of the SLPS data and the Instructional Management System facilitated by content area coaches. All teachers will use tools to analyze formative and summative data to inform classroom instruction.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program.

SCHOOL LEARNING ENVIRONMENT DOMAIN

Training and Professional Development

Providing staff with ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. Hamilton will use the Curriculum and Benchmark Assessments and informal, 'mini assessments' to collect formative assessment data and equip teachers and school leaders with the skills to analyze assessment data, customize instructional interventions based on these data, and continuously monitor student progress towards proficiency.

The SLPS Office of Innovation, content area coaches and various external professional development providers will offer mandatory job-embedded professional development throughout the school year in formats such as weekly grade-level common planning time, monthly cross-grade common planning periods, and quarterly small group sessions. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. The following is a breakdown of the professional development, which will be coordinated by the Office of Innovation, that Hamilton faculty and staff will be provided:

- AFT Professional Development
    - The AFT affiliate in St Louis will be partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
        - SIG Professional Development Liaison – This individual will proved guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. He/She will work to ensure program fidelity and high levels of implementation
        - Teacher Center - A teacher center will be developed and open to bring support to the teachers in all the impacted schools. A director , two city wide coordinators, a site coordinator and two administrative assistants will provide this ongoing support which will concentrate on help with school Improvement Grant priorities, support for new teachers, relevant professional development,

innovative assistance, grant finding and writing and certification issues.

- Instructional and Content Area training by SLPS instructional coaching staff
    - SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for these identified schools. They will also assist DESE with monthly Saturday Institutes for teachers on relevant topics to be determined as the need arises, but highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas
- New York Turnaround Model-Professional Development
    - New York Turnaround will assist the school in the development of school leadership teams. They will also bring in the services of a Turnaround Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management and environment issues that often impact successful instruction
- National Consultant/Innovation Services Professional Development
    - National Consultant is in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. National Consultant will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process National Consultant will develop a master PD schedule, and fill in as a provider of professional development, as necessary.
    - Also, National Consultant staff will act as the professional development liaison with the rest of SLPS, so that the development provided at SIG schools is consistent, in both spirit and goals, as all other systemic professional development. As such, National Consultant will meet consistently with the Superintendent, Chief Academic Officer, and the Accountability office to ensure consistency across the district.

During Year 1, the district will identify and coordinate specified program providers that Hamilton can select to conduct training to increase pedagogical knowledge of all teachers in each content area. Starting in Year 1 and continuing in Years 2 and 3, job-embedded professional development will be facilitated in different formats such as weekly common planning time, observations of exemplary instructional practice in onsite demonstration classrooms, and professional learning community study groups.

The selected professional development providers will consult with the SLPS Office of Innovation, as well as Hamilton staff to analyze SLPS benchmark data, classroom performance data, and any other performance evaluation data to refine content of professional development. In Years 2 and 3, teachers will be trained in how to use student portfolios to track and assess student progress toward proficiency and to advance proficiency over time.

STUDENT AND PARENT SCHOOL ENGAGEMENT

Hamilton will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students. Hamilton will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, adult education classes. Starting in Year 1, and continuing in Years 2 and 3, External partners will be identified to develop and conduct school-wide campaigns to promote healthy choices and positive behavior.

SCHOOL LEADERSHIP

During Year 1, the Hamilton principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school turnaround process by attending the local, state and national conferences during the school year. The Hamilton principal will demonstrate management skills and effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Office of Innovation and other central office administrators.

During Years 2 and 3, if warranted, the contract with the Hamilton Principal will be renewed, and training and ongoing support will continue to be offered by the Innovation Office, and other appropriate central office personnel.

Throughout the grant period, the Hamilton principal will report directly to the district's SIG Coordinator, Associate Superintendent of Innovation Services, Mr. Haggen and work under the close guidance of the Office of Innovation. The Office of Innovation will assist the Superintendent, the Chief Academic Officer, and the Mr. Haggen in supporting the implementation of the turnaround activities named in this grant. The Office of Innovation will work with the Hamilton principal and staff to monitor fidelity and progress of the turnaround school plan, help to build leadership capacity and problem-solving skills, and coordinate communications and activities across SIG-funded schools.

Additionally, time will be allotted for school staff to work with the new school leadership on vision building and implementing the model.

HUMAN RESOURCES; USING DATA TO SELECT, RETAIN, AND INCENTIVIZE HIGHLY QUALIFIED STAFF

In order to attract and retain the appropriate staff to implement school turnaround efforts, The Office of Innovation and the Hamilton principal will ensure that each new teacher (both new to the profession and experienced teachers new to Hamilton) is paired with a seasoned teacher who has been trained to provide mentoring services during a teacher's first year.

During Year 1, the Office of Innovation will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or demonstration classrooms. They will provide mentor training to teachers who are identified to serve in this mentoring or demonstration capacity. New teachers will

participate in new teacher orientation on mentoring component and be paired with mentors. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, Hamilton will continue to use the Office of Innovation to implement a performance evaluation process to screen and hire teacher candidates, ensure there are no vacancies, and replace teachers who do not improve performance.

Hamilton's reform efforts consists of monitoring for continuous improvement and long-range strategic and sustainability planning for continued development and implementation of academic growth. Starting in Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

Capacity to Serve Tier I, Tier II and Tier III

GOALS, OBJECTIVES, STRATEGIES, INDICATORS, ACTION STEPS & TIMELINE

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

- Objective 1.1: Implement an attendance monitoring system to increase school attendance to 93% by the end of year 1
  Strategy: The school social worker, counselor, family educator and nurse will work together as a team to monitor and address attendance concerns. The team will meet weekly to identify and discuss strategies for target students. Each month a member of the team will host a family meeting for parents.
  Strategy: The school social worker, counselor, family educator and nurse will work as a team to increase daily student attendance and assist parents by providing access to district and community resources in times of need or by request through parent, teacher or student as evidenced by review of daily schedule, monthly review with principal, parent surveys, and sign in log of Parent Center.
  Strategy: The school social worker, counselor, family educator and nurse will work as a team to initiate on-going communication with parents of students who have established a history of chronic absences due to illness and/or transportation issues, as well as students who demonstrate early indicators of chronic absenteeism as evidenced by review of phone logs, parent meeting/conferences sign-in sheet, monthly review conference with principal.
  Strategy: The social worker, counselor and family educator will sponsor and conduct monthly parent and student meetings provide information regarding attendance concerns, improvements, incentives, resources and strategies associated with student attendance as evidenced by review of sign-in sheets, agendas and parent surveys.

    - Indicator 1.1a: In year 1 Develop a program to support 30% families in need and increase the number of families supported by 10% each year after
    - Indicator 1.1b: In year 1 Provide on-going communication to 100% of parents and maintain the % and communication throughout the 3 years
    - Indicator 1.1c: In each of the 3 years Provide monthly meetings to inform and support families. Goal of attendance participation is 30% of the schools family represented in the meeting during the first year and increase 10% each year after.

Action Steps	**Responsible Person(s)**	**Resources**	**Timeline**
Identify students roster	Secretary, Principal	SIG Year 1	August 2010 Daily review Weekly update
Provide teachers with guidelines of attendance monitoring	Counselor and/or Social Worker	SIG Year 1 – 30,000 (6100)	August 2010
Contact resources and neighborhood associations	Counselor, Social Worker, Nurse and Family Educator	SIG Year 1 – 55,000 (6100)	September 2010 – May 2011 Hire Family Educator October 2010 Weekly contact
Collaborate, plan for monthly meetings	Counselor, Social Worker, Nurse and Family Educator	SIG Year 1 – 55,000 (6100)	September 2010 – May 2011 Weekly meetings
Conduct monthly Parent meetings	Counselor, Social Worker, Nurse, Family Educator and Principal	SIG Year 1 55,000 (6100) 1,000 (6400)	August 2010 – May 2011

- Objective 1.2 The percentage of students scoring proficient or advanced for both Communication Arts and Math in grades 3-6 will increase by 20 percent at the end of the first year and continue to improve by at least 10% each additional year.
  Strategy: Classroom teachers will utilize student work and assessment data weekly to create lesson plans that address individual students in academic areas.
  Strategy: Classroom teachers will analyze student work and assessment data in horizontal team meetings.
  Strategy: Classroom teachers will use DESE Reports and IBD reports to tailor instruction to identify weak GLEs.
  Strategy: Classroom teachers will instruct using the Reading Street by Pearson learning and web based interventions.
  Strategy: Classroom teachers will use balance literacy strategies for guided reading and centers to teach reading.

Strategy: Classroom teachers will use Elmo document cameras and classroom computers to offer students opportunity to remediate or extend skills on web based online activities for the EnVision series.
Strategy: Instructional Support Coordinator will work with identified students on reading, math and writing grade level expectations.
Strategy: Principal will work with Office of Innovation to support the teachers with analyzing achievement data, regarding instructional strategies and academic support.
Strategy: Students in grades 3-6 will participate in extended learning opportunities after school.
Strategy: Behavior Support Specialist will provide academic support to identified small group of students.
Strategy: Monroe's Blackboard Configuration will be incorporated into daily teacher instructional strategies to increase student awareness of daily learning objectives and achievement in all subject areas as evidenced by review of daily teacher observations, student work, lesson plans, Teacher-made assessment, and other assessment data.

- Indicator 1.2 Provide support for teachers, Instructional Support Coordinator and Behavior Support Specialist to analyze student data and create modified lessons for all three years.

- Objective 1.3: Increase the use of data by 100% in order for data to become a daily instructional tool over the three year period
  Strategy: Classroom teachers and Instruction Support Coordinator will use weekly student work and assessment data to plan and differentiate lessons to meet each individual student academic needs.
  Strategy: Classroom teachers and Instructional Support Coordinator will differentiate instruction for students based on ongoing assessment data, anecdotal notes and running records as evidenced by weekly review of lesson plans, daily observations, daily walkthroughs, conference notes and assessments.
  Strategy: Based on data collected from MAP, Acuity, DRA, Terra Nova and Teacher-made Assessment, classroom teachers and the Instructional Support Coordinator will provide students with enhanced small group instruction during guided reading utilizing leveled books as evidence by review of teacher lesson plans, observations, student portfolios and daily walkthroughs.
    - Indicator 1.3a: Provide support for grade level and vertical team meetings that concentrate of the use of data to differentiate instruction as a tool for teachers for all three years
    - Indicator 1.3b: Provide support for grade level and vertical team meetings that concentrate on the use of date to enhance small group instruction as a tool for all three years

Table outlines data for Objectives 1.2 & 1.3

Action Steps	**Responsible Person(s)**	**Resources**	**Timeline**
Provide professional development on analyzing student data and putting data into action	Teacher and Learning Facilitator (TLF) and Principal	SIG Year 1	August 2010 – May 2011
Monitor, observe, model and give feedback to teachers regarding best instructional practices.	Teacher and Learning Facilitator (TLF) and Principal	SIG Year 1	August 2010 – May 2011
Provide teachers with technology (licenses, classroom computers) to access Reading Street online interventions.	Principal	SIG Year 1 15,000 (6400)	October 2010 – purchase technology
Pull out identified students to work with on identified academic achievement areas.	Instructional Support Coordinator and Behavior Support Specialist	SIG Year 1 80,000 (6100)	October 2010 – May 2011 employment of Instructional Support C. and Behavior Support Specialist
Develop data walls and binders to monitor students progress	Teachers, Instructional Support Coordinator, TLF	SIG Year 1 1,000 (6400)	October 2010 – May 2011 – create data charts and binders Weekly – examine student progress

Purchase envision and Reading Street student workbooks, manipulatives, intervention software	Principal	SIG Year 1 5,000 (6400)	October 2010 – Purchase materials July 2011 – re-order consumables
Schedule after school and Saturday School	Teachers and Instructional Support Coordinator	SIG Year 1 55,000 (6100) 24,648 (extended day instruction)	October 2010 – March 2011
Review lesson plans and provide feedback to teachers weekly.	Teaching and Learning Facilitator and Principal	SIG Year 1	August 2010
Utilize RtI programs to identify at risk students	Counselor and Behavior Support Specialist	SIG Year 1 25,000 (6100)	October 2010 – May 2011 – Hire Behavior Support Specialist Monthly review
Imbed research based best strategies and practices (Marzano, DOK, RTI, etc.) in planning of lesson plans and implementation of lessons	Teachers and Instructional Support Coordinator	SIG Year 1 55,000 (6100)	October 2010 – Hire Instructional Support Coordinator, daily action
Provide professional development on management related issues through the use of NY Turnaround during the firs year and ongoing as needed	Principal	SIG Year 1 5,000 (6300)	August 2010 – May 2011

- Objective 1.5: Develop comprehensive coordinated, high-quality, job embedded professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the district improvement plan and the parameters as reviewed by the School Improvement Grant. Complete by the end of year 1 and monitor in ensuring years.
  Strategy: Provide leadership through National Consultant to coordinate monitor and review all professional development opportunities for the entire 3 years
  Strategy: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This is done each year.
  Strategy: Instructional Support Coordinator and Principal will work with teachers to provide additional support
    - Indicator 1.5a: Provide guidance and staff development on best instructional practices
    - Indicator 1.5b: Provide professional development on management related issues through the use of NY Turnaround during the first year and ongoing as needed.

Action Steps	**Responsible Person(s)**	**Resources**	**Timeline**
Utilize the Office of Innovation and National Consultant for support to provide intensive strategies for connecting curriculum objectives	Principal	SIG Year 1 5,000 (6300)	August 2010
Provide adequate time for structured, collaborative teacher planning	Principal	SIG Year 1	September 2010 – March 2011 Develop Professional Development Calendar
Provide professional development on management related issues through the use of NY Turnaround during the firs year and ongoing as needed	Principal	SIG Year 1 5,000 (6300)	August 2010 – May 2011

Contract with external provider to provide professional development	Principal	SIG Year 1 5,000 (6300)	October 2010 – contract with external service provider
Share and implement best practices and engage in book studies around research-based instructional strategies including successful teaching strategies by Marzano, Response to Intervention, grade level expectations indicated by DESE. Evidence includes review of agendas, sign-in sheets and observations.	Teachers and Instructional Support Coordinator	SIG Year 1 55,000 (6100)	October 2010 – weekly until May 2011 Employment of Instructional Support Coordinator
Provide professional development on best practices, DOK, rigor and relevance, differentiated instruction, successful teaching strategies, Response to Intervention, using data to guide instruction, etc.	Teaching and Learning Facilitator and Principal	SIG Year 1	August 2010, monthly Professional Development until May 2011
Collaborate with Behavior Specialists on best practices to improve student behavior during instruction	Teachers and Instructional Support Coordinator	SIG Year 1 80,000 (6300)	October 2010 – May 2011, with employment of Instructional Support Coordinator and Behavior Support Specialist, weekly

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

- Objective 2.1: To ensure that 100% of the teachers and administrators are highly qualified in each of the Turnaround schools.
  Strategy: The District will develop and implement a comprehensive teacher recruitment and training program
  - Indicator 2.1a: Train all administrators on interviewing / selecting of quality candidates; how to leverage university and college partnerships for candidates; for staffing
    Date of Implementation: October 2010
    Date of Completion: Ongoing
- Objective 2.2: Use a structured screening process in conjunction with the District's web-based application system –Habermann Star Teacher Questionnaire
  Dates of Implementation: May 2009
  Date of Completion: Ongoing
  Strategy: The Habermann Star Administrator Questionnaire has been utilized in the hiring process for Administrators. The Habermann Questionnaire predicts which candidates will succeed as school administrators serving diverse children and youth in urban school districts. It analyzes respondents' answers to thirteen dimensions of urban school administration. These dimensions were identified in studies of star urban principals who led effective schools in major urban districts or who turned failing schools into effective ones.
- Objective 2.3: To ensure that 100% of the teachers and administrators are highly qualified in each of the Turnaround schools.
  Strategy: The District will develop and implement a comprehensive teacher recruitment and training program.
  - Indicator 2.3a: Train all administrators on interviewing/selecting of quality candidates; how to leverage university and college partnerships for candidates for staffing.
    Date of Implementation: October 2010
    Date of Completion: Ongoing
  - Indicator 2.3b: Use a structured screening process in conjunction with the District's web-based application system-Habermann Star Teacher Questionnaire
    Date of Implementation: May 2009
    Date of Completion: Ongoing
  - Indicator 2.3c: Develop and implement a 2-year Beginning Teacher Assistance and Mentoring program that includes a structured and effective New Teacher Induction Model
    Date of Implementation: August 2009
    Date of Completion: Ongoing
  - Indicator 2.3d: The District will develop and implement a week-long SLPS induction model for all staff new to the SLPS
    Date of Implementation: July 2011
    Date of Completion: Ongoing

Strategy: The District will strengthen and expand partnerships with local universities such as the University of Missouri and outside organizations such as Teach For America

- Indicator 2.3e: To attract the top college graduates, recruiting team will attend college sponsored job fairs to speak with graduates about SLPS opportunities. Recruiting team will also follow up with each student by email, phone, written correspondence

  Date of Implementation: March 2010
  Date of Completion: Ongoing
- Indicator 2.3f: Recruiting team will meet with all University Career Placement offices and Deans of Education to establish relationships with the colleges and universities and to attract graduating students to SLPS

  Date of Implementation: February 2009
  Date of Completion: Ongoing
- Indicator 2.3 g: Recruiting team will post all teaching vacancies on college universities' job boards and will also e-blast teaching vacancies to university careers services and Deans of Education to increase school partnerships and teacher placement

  Date of Implementation: October 2010
  Date of Completion: Ongoing
- Indicator 2.3h: Recruiting team will meet with Teach For America (TFA) leadership team to indentify teaching candidates for the upcoming school year. Recruiting team will also set up interviews and orientation for all TFA candidates

  Date of Implementation: 2002
  Date of Completion: Ongoing
- Indicator 2.3 i: Increase student teaching program candidates in SLPS by partnering with local colleges and universities to establish processes and guidelines to ensure program effectiveness.

  Date of Implementation: July 2009
  Date of Completion: Ongoing

Strategy: The principal and at least 50% of the staff at each Turnaround School will be replaced to ensure that a highly capable staff is in place to raise achievement

- Indicator 2.3j: New principals will be selected and assigned by the superintendent with input from a team representing a variety of key stakeholders at each school. Key characteristics indicative of turnaround leadership will be determining criteria

  Date of Implementation: June 2010
  Date of Completion: July 2010
- Indicator 2.3k: Returning teachers are determined using record of raising student achievement and commitment to improvement

  Date of Implementation: June 2010
  Date of Completion: July 2010

- Indicator 2.3l: Establish and implement a comprehensive, collaborative, uniform interview and selection process for incoming (and returning teachers) to each school
  Date of Implementation: May 2010
  Date of Completion: July 2010

Strategy: Institute a rigorous evaluation system for all pedagogical personnel that is tied to student growth data

- Indicator 2.3m: Teachers will set measurable targets for each class/section at the beginning of the year and determine a plan for his/her individual professional development needs and end-of-year evaluations will be based on hitting these targets
  Date of Implementation: October 2010
  Date of Completion: Ongoing
- Indicator 2.3n: School leaders will meet with teachers after each benchmark to assess progress toward annual goals for student achievement (and course correct as necessary)
  Date of Implementation: October 2010
  Date of Completion: Ongoing
- Indicator 2.3o: Each teacher will receive informal written feedback from an administrator or coach every day
  Date of Implementation: October 2010
  Date of Completion: Ongoing
- Indicator 2.3p: New teachers will receive additional support from a highly qualified mentor teacher
  Date of Implementation: August 2009
  Date of Completion: Ongoing
- Indicator 2.3q: The district commits to expediting the process for removing or reassigning ineffective teachers as determined by the new evaluation system
  Date of Implementation: October 2010
  Date of Completion: June 2011

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

- Objective 3.1: Provide the necessary technology to support and enhance the instructional program for the entire three year period
  Strategy: Principal will include technology minutes into instructional day
  Strategy: Teachers will use classroom libraries to enhance instruction in core subject areas.
  - Indicator 3.1a: Provide mobile computer labs for the school to increase the use of time for technology as it relates to instruction by the end of year 1
  - Indicator 3.1b. Provide classroom libraries in the core subject areas as an added instructional tool in year 1
- Objective 3.2: Provide opportunities for extended day and extended year learning activities for all 3 years

Strategy: Classroom teachers and Instructional Support Coordinator will identify students to participate in extended day program.

- Indicator 3.2a: Increase the instructional day through the implementation of extended day programming in the core areas and in areas of extra curricular activities for the students for each year

Table represents data for Objectives 3.1 & 3.2

Action Steps	**Responsible Person (s)**	**Resources**	**Timeline**
Schedule after school and Saturday School	Instructional Support Coordinator and Classroom Teachers	SIG Year 1 55,000 (6100) 24,648 (6100)	October 2010 until March 2011
Purchase school wide leveled library	Principal and Instructional Support Coordinator	SIG Year 1 55,000 (6100) 2,000 (6400)	October 2010 – purchased library
Purchase mobile computer labs	Principal	SIG Year 1 10,000 (6400)	October 2010, contact vendor, develop contract

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

- Objective 4.1: Increase parent involvement as an ongoing priority

Strategy: The Parent educator will create a Parent Center which allows parents access to the school building.
Strategy: The Parent Educator and Behavior Support Specialist will create a parent handbook to guide and support parents.
Strategy: Monthly communication will be sent home through the use of flyers, phone calls, invitations and advertisements as evidenced by review of parent surveys, PTO sign-in sheets, teacher phone logs and all written communication.

- Indicator 4.1a: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the first year and continuing
- Indicator 4.1b: Develop a parent handbook as a tool for parents during year 1.
- Indicator 4.2c: Provide multiple opportunities to communicate with parents during year 1

- Objective 4.2: Increase meaningful community partnerships within the school
    - Indicator 4.2a: Identify potential community partnerships
    - Indicator 4.2b: Reach out to the community partners in a meaningful way

Strategy: The Family Educator will collaborate with the Social Worker, Nurse and Counselor to identify potential community partners for the school.
Strategy: The Family Educator will collaborate with the Social Worker, Nurse and Counselor to make connections and provide opportunities for identified potential community partners to work to support the school and its families.

- Objective 4.3: Decrease discipline incidents by 20% each year.

Strategy: Use Behavior Support Specialist to engage students and parents during the school day when students exhibit behaviors that interrupt their learning and disrupt the learning of other students.

    - Indicator 4.2a: Employ a Behavior Support Specialist

Table represents data for Objectives 4.1, 4.2 & 4.3

Action Steps:	**Responsible Person(s)**	**Resources**	**Timeline**
Create a Parent Room with literature, furniture and computers	Family Educator, Counselor, Social Worker and Behavior Support Specialist	SIG Year 1 80,000 (6100) 1000 (6400)	October 2010 – purchase necessary supplies and equipment Monthly –update with relevant literature
Create Parent Help book to guide and support parents	Family Educator, Counselor, Social Worker and Behavior Specialist	SIG Year 1 80,000 (6100)	October 2010
Create a communication system that communicate with parents	Family Educator, Counselor, Social Worker and Behavior Support Specialist	SIG Year 1 80,000 (6100) 500 (6400)	August 2010 – May 2011 Daily, weekly and/or monthly system (includes phone calls, letters, flyers, invitations and advertisements)

Employ Social Worker, Family Educator and Behavior Support Specialist	Principal (District)	SIG Year 1 80,000 (6100)	October 2010
Create a Positive Behavior Room with student resources available	Counselor, Social Worker and Behavior Support Specialist	SIG Year 1 200 (6400)	October 2010

Lack of Capacity to Serve Tier I or Tier II Schools

The LEA/District does not claim lack of capacity to serve the identified Tier I school.

LEA/District Implementation Plan

B (3) District Implementation Plan

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school
    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
    a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application
       Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
    a. Hire Associate Superintendent for the Office of Innovation
    b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
        i. Develop process to manage and monitor each schools through:
            1. Project management dashboard with benchmarks and timelines for accountability
            2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
            3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions
               Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders
   Date: June 2010 – On going through out funding period, at least quarterly

Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
    - Teachers are expected to infuse common process standards into every classroom, everyday
    - At any time, staff should be able to query students regarding the process standards

- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.
- Teachers will….
    - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
    - Develop lessons using the identified strategy for the first quarter
    - Practice the strategy within the PLC/Grade level meeting
    - Teach the strategy
    - Observe other colleagues using the strategy and provide feedback
    - Analyze student work on the strategy
    - Reflect and revise the implementation of the strategy
    - Provide opportunities for extra support for students who have not mastered the strategy
    - Add the next strategy
    - Continue the cycle

Analyzing Student Work

- Staff will analyze student work to strengthen the instructional quality and delivery
- Staff will utilize the Tuning Protocol from David Allen and Joe McDonald at the Coalition of Essential Schools
- Staff and Curriculum Supervisors will create MAP-like constructed responses quarterly to assess as a staff
- An analysis of the teaching issues will be conducted and shared with staff to adjust teaching strategies

.LEA/District Implementation LEA Timeline

B (4) Tier I School Implementation LEA Timeline

Strategy and/or Activity	Time Frame	Action
Replace the principal	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Grant new principal operational flexibility in order to substantially improve student achievement outcomes and increase high school graduation rates	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Screen all existing staff and rehire no more than 50 percent	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Select new staff	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Implement strategies to recruit, place, and retain staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation

	2013	Ongoing with semi-annual planning and evaluation
Provide staff ongoing, high-quality job-embedded professional development that is aligned with school's instructional program	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Adopt a new governance structure	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Establish schedules and implement strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide appropriate social-emotional and community-oriented services and supports for students	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs

Annual Goals for student Achievement

1. Student daily attendance will increase to 93%.

2. All students scoring within 25 points of the basic and proficient range performance levels will be targeted to participate in after-school tutoring and during school tutoring to make Safe Harbor or AYP levels in 2011 and beyond.

3. All students identified in target groups will meet the state goals in Communication Arts beginning in 2011 and beyond.

4. All students identified in target groups will meet the state goals in Mathematics beginning in 2011 and beyond.

5. By the end of the school year 2011-12, there will be a 20% increase in the number of students scoring proficient and advanced levels on the MAP in Communication Arts.

6. By the end of the school year 2011-12, there will be a 20% increase in the number of students scoring proficient and advanced levels on the MAP in Mathematics.

Services to Tier III Schools

There are no tier III schools to be served.

Goals for Tier III Schools

There are not Tier III schools to be served and no goals to be identified.

LEA/Stakeholder Involvement

Students: Students were involved in the planning of the SIG application as a result of their participation in a needs analysis survey. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Students will continue to be surveyed to assist in gauging the effectiveness of the proposed interventions.

Staff: Staff was involved in the planning of the SIG application as a result of their participation in a needs analysis survey. Additionally, staff was involved in the school's strategic planning process. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Staff will continue to be surveyed to assist gauging the effectiveness of the proposed interventions.

Parents: Parents were involved in the planning of the SIG application as result of their participation in a needs analysis survey. Additionally, parents were involved in the school's strategic planning process through participation on school committees and attendance for parent workshops. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Parents will continue to be surveyed to assist in gauging the effectiveness of the proposed interventions.

St. Louis Community: Community-based organizations were consulted during the development of this plan.

BUDGET NARRATIVE

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME HAMILTON (478)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Worker	**30,000.00**
1 – FTE Instructional Support Coordinator	**55,000.00**
Teacher Extra Service Pay for Extended Day Instruction	**24,648.00**
Teacher Extra Service Pay for Professional Development	**42,432.00**
Curriculum- 20 hours @ $26 per hour = $520	
Staff Development- 32 hours @ $26 per hour = $832	
Vendor- 16 hours @ $26 per hour = $416	**11,364.00**
TOTAL- 68 hours @ $26 per hour = $1,768	**17,727.00**
.091 – 1 FTE Asst Supt of Innovation .091 – 4 FTE Turnaround/Accountability Specialist	
6100 Subtotal	**$181,171.00**
6150: Non-Certificated Salaries	
1 – FTE Family Educator	**25,000.00**
1 – FTE Behavioral Support Specialist	**25,000.00**
Non-cert Staff Extra Service Pay for Extended Day Instruction	**5,936.00**
Non-cert Extra Service Pay for Professional Development	**2,856.00**
Curriculum- 20 hours @ $14 per hour = $280	
Staff Development- 32 hours @ $14 per hour = $448	
Vendor- 16 hours @ $14 per hour = $224	
TOTAL- 68 hours @ $14 per hour = $952	**2,727.00**
.091 – 1 FTE Executive Assistant	
6150 Subtotal	**$61,519.00**

6200: Employee Benefits *(optional categories)* FTE Blended Benefits Rate (41%) Hourly Blended Benefits Rate (11%)	**66,491.00**
6200 Subtotal	**$66, 491.00**
6300: Purchased Services Instructional Consultants .091 Development and Implementation contract with Synesi	**20,000.00** **1,500.00**
6300 Subtotal	**$21,500.00**
6400: Materials/Supplies Instructional materials and supplies (leveled library, student assessment portfolio materials) Professional development materials and supplies (Inquiry-based Learning text, Marzano strategies, Unpacking the Standards) Family center materials and supplies Pupil support materials and supplies	**10,565.00** **10,682.00** **2,000.00** **10,000.00**
6400 Subtotal	**$33,247.00**
6100-6400 Subtotal	**$363,928.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0.00**
TOTAL	**$363,928.00**

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

[redacted]

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools—Jefferson Elementary School		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY.STATE, ZIP
Dr. Kelvin Adams	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Kelvin.Adams@Slps.org	**(314) 345-2296**	**(314) 345-2261**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Michael Haggen	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Michael.Haggen@slps.org	**(314) 345-2233**	**(314) 345-2261**

[redacted]

The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

Introduction

Jefferson Elementary School is a pre-school-6th grade school in North St. Louis situated amidst a neighborhood of low income/market rate/and tax credit community housing called the COVAM community as well as a few homeless shelters. The school has long been a focal point for the neighborhood and has served generations of families from the community. Currently, Jefferson enrolls approximately 246 students- 100% of students are African American. Of these students, 14% are classified for special education, and 87% of all students are eligible for free or reduced-price lunch. Jefferson's average daily attendance rate is 90% and mobility rate is 46%. Since the 2006-2007 school year, student enrollment has decreased substantially from a high of 436 to 246 in the 2009-2010 school year.

A new principal was appointed during the 2009-2010 school year. Ms. Means represents the 4th change in leadership since 2003. Jefferson was also selected as one of the five pilot schools in St. Louis Public Schools for the 2009-2010 school year, which grants the school more autonomy in governance, staffing, budget, curriculum, instruction, and school calendar. Jefferson had an Advisory Board comprised of staff, a parent and community representatives. The staff and parent representative were elected by their peers and serve a two year term. The goal of the pilot school is that with the aid of additional flexibility, the school will improve on the state standardized test, general academic achievement, and attendance. The school's vision is to be a community school that integrates the arts into teaching by providing students with meaningful academic, creative, and social learning experiences. The school has made a commitment to the theory of multiple intelligences, emphasizing hands-on learning, and a thematic approach to teaching the curriculum by selecting arts integration as the research based school improvement strategy tied directly to developing critical thinking skills for student learning. Arts integration is when there is a natural connection between the curriculum and the art form. The teacher teaches both the arts objective and the curriculum objective side by side enabling students to make connections between them and their real life world.

Needs Analysis

Jefferson received designation by DESE because, in each of the past three years, this school ranked among the lowest achieving five percent of MO ES/MS/HS schools with regard to the percentage of students who met AYP. Jefferson is currently a Tier 1 School and is School Improvement Level 5, Restructuring, and Implementation.

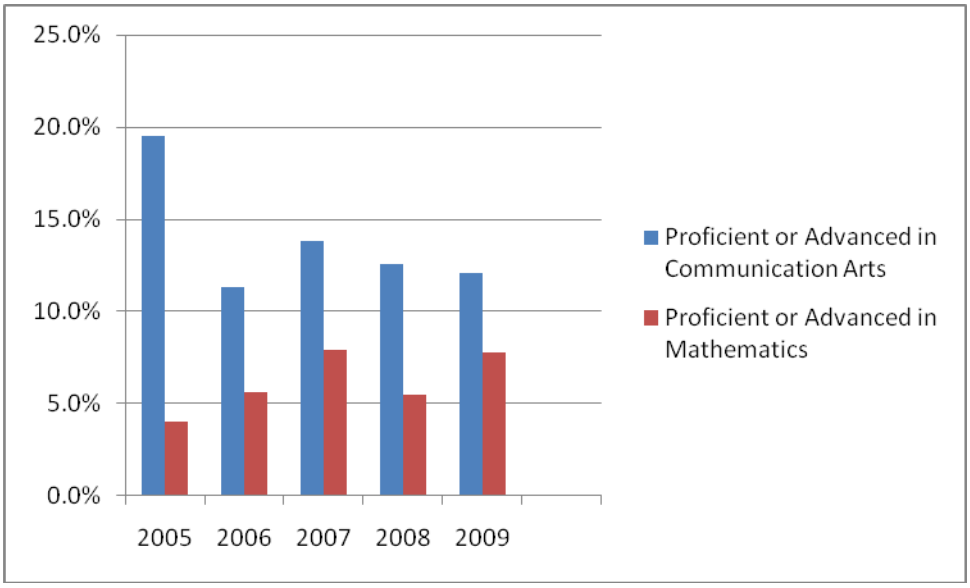
We have identified the following as the primary causes of persistently low student achievement:

- Poor administration of the curriculum
- Low level of data use on the part of the school based teams and leadership
- Low expectations for students
- Poor levels of parental involvement
- Poor leadership
- Poor administration of professional development targeted to school needs
- Low levels of teacher collaboration
- Low levels of community support and involvement
- Lack of differentiated instruction and student centered learning

Student Performance

A review of the past five years of MAP data illustrates that Jefferson Elementary School has a significant concern regarding student achievement. Table 1below provides a visual of Jefferson's performance on the Communication Arts and Math portions of the MAP assessment. Jefferson students performed significantly below both the school district and the state. In Communication Arts 14.3% of Jefferson students scored at the Proficient and above levels on the MAP compared to 30.7% at the District level and 53.6% at the State level. In Math, 11% of Jefferson students scored above the Proficient and above levels as compared to the District average of 52.7% and State average of 63.3%.

Chart 1 Jefferson Elementary Performance on MAP assessment



Scores on our district benchmark test (Acuity),which was assessed three times during the school year also show that the percentage of obtained points on multiple choice items for Language Arts and Math in most cases are less than 50% (Table 1). Both MAP and Acuity scores show a clear pattern of low student performance on standardized tests. Students at Jefferson also take the Diagnostic Reading Assessment and during the May 2010 administration only 52% of students read at or above grade level.

Table 1 Jefferson 2009-2010 Acuity MC points obtained

Grade	**LA Predictive A**	**LA Predictive B**		**LA Predictive C**	
	MC	**MC**	**CR**	**MC**	**CR**
3rd	45%	40%	NA	47%	NA
4th	55%	55%	65%	39%	28%
5th	39%	47%	NA	52%	NA
6th	48%	48%	NA	48%	56%
Grade	**MA Predictive A**	**MA Predictive B**		**MA Predictive C**	
	MC	**MC**	**CR**	**MC**	**CR**
3rd	52%	46%	NA	57%	NA
4th	57%	50%	48%	49%	46%
5th	48%	49%	NA	44%	NA
6th	51%	54%	NA	48%	25%

Jefferson during previous school years has participated in a School Performance Team, quarterly Academic team meetings and PDK audit to identify root causes for the persistent low student performance on standardized tests. Instructional consultants were provided to administration and teachers during the 2006-2007 school year to identify instructional foci for teachers to use as high impact strategies and for the principal to monitor for implementation.

Jefferson teachers currently use data cards displayed on a data wall and binders to monitor student progress. Data cards are completed by hand and updated after each DRA administration and district Acuity benchmark. Teachers have asked for computerized assessment programs such as AIMS Web or NWEA to have access to real time data for progress monitoring that is actionable within the instructional setting. There is a need for a formative progress monitoring system so that teachers can assess student progress, share progress with the students, and use results to either re-teach, extend or remediate.
As teachers further develop their skills in integrating the arts, there is a need for teachers to develop performance based assessments that evaluate students' mastery through the art forms.

The current composition of the administrative team consists of only the Principal and the Teaching and Learning Facilitator. In order to provide monitoring and support for all instructional staff an Instructional Support Coordinator would help meet the need by allowing the administrative team to split the teachers into differentiated groups that would allow for critical friends and fishbowl processes to evaluate student work protocols, perform data slices throughout the year to assess school wide level of rigor and relevance in teacher assignments and review teacher made tests.

Curriculum Development and Learning Management

Since teachers have begun integrating arts in all curricular areas, they have expressed the need for more professional development on how to select the most appropriate fine art objectives with core curricular objectives and designing performance based assessments that assess both.

Professional Development

Jefferson Elementary teachers participate in the annual SLPS led professional development activities at the beginning of the school year. Only about 21% of staff attend booster sessions throughout the year. DESE requires all teachers to have at least 250 minutes of planning time every week. Once a week for a 50 minute period, Jefferson teachers meet in grade level teams to review lesson plans, discuss student data and other pertinent information. The agenda is set by the Teaching and Learning Facilitator and the principal.

Due to the school's new pilot status, teachers agreed to an additional 80 hours of professional development on topics ranging from, but not limited to, DOK, the new series adoptions, Character Education, differentiation, using data to make instructional decisions and Arts Integration. Jefferson consistently provides professional development relevant to the instructional needs of staff based on observations and review of data by the TLF and Principal as well as a Start, Stop and Continue survey about school procedures, PD and events. Teachers indicate on the Start, Stop and Continue that they want additional professional development in the areas of 1) integration of art forms in the content areas of math and communication arts, 2) classroom management and character education, 3) implementing reading strategies, 4) using technology to track student data, and 5) RTI. There is also a need for more time for teachers to collaborate with one another in horizontal and vertical teams.

The Instructional Support Coordinator along with the other members of the administrative team can use the teacher groups created to support teachers in improving student achievement for creating building level teacher experts in the areas of arts integration in curricular concepts, character education through the arts, Response to Intervention and web based formative assessments and data trackers.

Parent and Community Involvement

Thirty –two % of Jefferson parents completed a Character Plus survey about Jefferson's climate and culture in the spring of 2010. In the area of school quality, school as a community, parent- staff relations and parental involvement at home, parents indicated they were satisfied by giving these questions a high rating. In the areas of student belonging and parental involvement in the school, parents indicated they were not satisfied. Their responses have prompted the school to establish stronger parent school connections and offer students opportunities for autonomy and belonging to the Jefferson school community.

On average the number of parents attending parent teacher conferences has increased from the 08-09 school year (Table 1.2); however, monthly PTO meeting attendance for the year is a dismal 9%. There is a clear need to find engaging and meaningful activities for our parents to interact with the staff of Jefferson so that we can work in tandem as educational partners to increase student achievement.

Table 1.2 Parent Teacher Conferences 2008-2010

Oct. 2008	44% of parents attended	Oct.2009	54.5% of parents attended	+10%
March. 2009	55% of parents attended	Mar.2010	74% of parents attended	+19%

Jefferson has a strong relationship with local arts organizations such as the Center for Creative Arts (COCA), Missouri Arts Council (MAC) and the Regional Arts Commission (RAC). It is through these partnerships that the majority of the professional development regarding arts integration is provided. Staff has access to contact these agencies for additional support, but there is a need for Jefferson to obtain an arts integration Coach or Specialist to support teachers in the day to day implementation of this school improvement strategy.

Information Technology and Data Management

Information technology is an area that is of concern. Additional classroom computers are necessary so that teachers can access the online web software programs of EnVision and Reading street. Mobile computer labs are needed so that teachers can check the mobile lab so that students instruction on the online interventions can be individualized to the laptop that they are using.

Currently 60% of teachers express that they use ELMO document cameras, projectors to enhance instruction, but cite having to share resources limits their effectiveness.

Human Resources

The recruitment and retention of highly qualified staff is of high concern. Teacher turnover due to retirement, job dissatisfaction and resignations due to spouse job change are factors that affect student performance.

Leadership and Governance

No concerns about this governance were expressed

Fiscal and Budget

There appear to be no major concerns or need regarding fiscal and budget issues.

Safe, Secure and Engaging Environment

Student engagement is an area of grave concern, especially in the areas of attendance and disciplinary infractions. Student attendance is below the 95% goal set by DESE as shown in table 1.3.

Table 1.3 Attendance

2008	2009	Goal
89.7	89.9	95.3

Discipline is also a concern. In 2008, three serious disciplinary infractions were committed, that number increased in the 2009 year to five. Staff, students and parents are in agreement that the trend needs to be reversed. There is a need to teach students, teachers and parents strategies that allow students to self correct behaviors that impede them from fully participating in the instructional environment.

In conjunction with the focus of teaching core content through arts integration, students and teachers need to learn and develop meaningful ways to integrate the arts through character education. As Jefferson

implements RtI interventions, there is a need to have a full time counselor and school positive behavior specialist to provide training for teachers and parents for identifying triggers of behaviors and strategies for modifying those behaviors for students identified for the tiered intervention. The counselor and school positive behavior specialist would provide onsite support for students and teacher and serve as liasions to families about progress of students

Selected Intervention

Jefferson has selected the Transformation Model as the most appropriate intervention for the school. The current principal, who began in the position beginning the 2009-2010 school year, will be retained, as allowed in the SIG regulations.

Requirements of the Transformation Model include implementation of strategies to provide aggressive targets for improvement for not only the student body, but for teachers, principals, support staff, and non certified staff. Further, we strongly feel that our plan calls for the design and implementation of an aggressive model for recruiting, evaluating, and retaining the best teachers and leaders, while providing the infrastructure and data/technology systems to replace those processes not yielding the appropriate gains in classrooms. Finally, through the development and implementation of effective training, use of bold instructional models, and rigorous coursework every student in the school will be given the best possible chance to succeed. With all these pieces in place, our teachers have demonstrated the commitment to our plan, and will work tirelessly towards its success.

- Teacher and School Leader Effectiveness
    - Replace the principal(unless the principal was hired after the 2006-2007 school year)
    - Use rigorous, transparent, and equitable evaluation systems
    - Identify and reward effective staff and remove ineffective staff
    - Provide ongoing, high quality, job embedded professional development
    - Implement strategies for recruiting, hiring and retaining high quality staff
    - Institute a system for measuring the impact of professional development in effecting changes in instructional practice

- Comprehensive Instructional Reform
    - Implement a research based, data informed instructional program aligned to standards
    - Promote the continuous use of student data
    - Conduct periodic review to ensure curriculum is implemented with fidelity
    - Implement Response to Intervention programming
    - Integrate technology- based instructional supports
- Increased Learning Time and Community Oriented Schools
    - Provide ongoing mechanisms for family and community engagement
    - Partner with community based organizations
    - Improve school climate and discipline
    - Extend the school year with a Summer Arts Academy

Capacity to Serve Tier 1

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

Objective 1: The percentage of students scoring Proficient or Advanced on the MAP for both Communication Arts and Math in grades 3-6 will increase by 10 percent annually.

- Strategy 1. All classroom teachers will instruct using the research based strategy of arts integration to promote curricular achievement through inquiry, divergent thinking and creativity in the arts
- Strategy 2. All classroom teachers will use DESE Crystal Reports and IBD reports to tailor instruction to identified weak GLES
- Strategy 3.Instructional Support Coordinator to work with identified students on reading, math And writing grade level expectations
- Strategy 4. Students in grades 3-6 will participate in extended learning opportunities after school on Saturdays for targeted intervention on reading, math and writing grade level expectations
- Strategy 5. All classroom teachers will utilize EnVision Math textbooks, workbooks, manipulative, and intervention software with fidelity
- Strategy 6. Classroom teachers will instruct using the Reading Street by Pearson learning and web based interventions with fidelity

Action Steps	*Responsible Person*	*Resources*	*Timeline*	*Progress/ Monitoring*
Provide teachers with technology licenses and classroom computers to access Reading Street online interventions	Principal	SIG Year 1-15,000	October 2010- purchase technology	Check account status, bi monthly monitoring of Success Tracker
Purchase school wide leveled library to be used during 75 minute daily literacy block	Principal, TLF and Instructional Support Coordinator	SIG Year 1- 4,500(additional funds to be supplemented by Title 1 funds)	October 2010- purchase leveled library	Book sign out sheets
Utilize RtI programs to identify at risk students for Tier 2 and 3	Counselor, School Positive Behavior Specialist, Social Worker	SIG Year 1- 55,000	October 2010- Hire FTE Counselor and School Positive Behavior Specialist Monthly- examine student progress in regards to RTI	Number of students referred
Utilize Understanding by Design lesson design process to create arts-integrated thematic unit	Instructional Support Coordinator	SIG Year 1-55,000	October 2010- hire ISC Quarterly -review five and ten week unit plans	Review of 10 week thematic units
Reinforce whole school arts integration theme within CLEAR core curriculum	Instructional Support Coordinator	SIG Year 1-55,000	October 2010- hire ISC Bi monthly mtg w/ teachers to align grade level expectations to approp art forms	Curricular assessments designed with integrated curriculum

Schedule after school and Saturday school for 50 to 75% of students	Instructional Support Coordinator and Classroom teachers	SIG Year 1- 55,0000 and 24,648	October 2010- March 2011- Hold after school and Saturday school sessions	Sign in sheets
Ensure 100% of staff are teaching adopted curricular materials with fidelity	Teaching Learning Facilitator, Principal, Teachers	SIG Year 1 – No resources needed from grant	Year 1 – Reading and Math beginning Sept. ’10 ; Year 2 – Math and Science beginning Sept. ‘11/continued support for Reading; Year 3 – Social Studies and continue individual support for other subjects beginning Sept. ’12.	Walkthrough data, lesson plan review
100% of students will have Individual Academic Plans created to monitor acquisition of grade level expectations	Teachers, Principal	SIG Year 1 – No resources needed from grant	Yrs 1-3 will use the IAP process. Yr 1 – October ’10 initiate IAP process; Yr 2 – May ’12 review and revise process if necessary to increase effectiveness; Yr 3 – May ’13 conduct eval process to determine if revisions are needed	IAP data review; PULSE data review to include AIMS Web data

Objective 2: 85% of students will read on or above grade level as indicated by the DRA by May, 2013.

- Strategy 1. Classroom teachers will instruct using the Reading Street by Pearson learning and web based interventions
- Strategy 2. Classroom teachers will use balanced literacy strategies to provide for differentiated instruction using ~~for~~ Guided Reading. Literature Circles and centers to teach reading
- Strategy 3. Classroom teachers will have access to and use for differentiated instruction a school wide leveled library to be housed in the Reading Resource room

Action Steps	***Responsible Person***	***Resources***	***Timeline***	***Progress Monitoring***
Purchase school wide leveled library to be used during 75 minute daily literacy block	Principal, TLF and Instructional Support Coordinator	SIG Year 1- 4,500(additional funds to be supplemented by Title 1 funds)	October 2010- purchase leveled library	Book sign out sheets
Provide teachers with technology licenses and classroom computers to access Reading Street online interventions	Principal	SIG Year 1- 15,000	October 2010- purchase technology	Check account status, bi monthly monitoring of Success Tracker
Provide instruction for students at the appropriate instructional level	Teachers		Beginning October, 2010 and ongoing	Lesson plan review, walkthrough data, analysis of flexible group membership

Objective 3: 85% of students will demonstrate mastery on EnVision baseline tests as evidenced by student scores beginning October, 2010 and ongoing.

- Strategy 1. Classroom teachers will use Elmo document cameras and classroom computers to offer students opportunity to remediate or extend skills on web based online activities for the EnVision series
- Strategy 2. Classroom teachers will use strategies identified in the Math and Motion training by the Wolftrap Institute to use kinesthetic movement to teach math concepts
- Strategy 3. Classroom teachers will use the EnVision math diagnostic and intervention system with fidelity to remediate math concepts and math skills

Action Steps	***Responsible Person***	***Resources***	***Timeline***	***Progress Monitoring***
Purchase enVision intervention software	Instructional Support Coordinator , Teaching and Learning Facilitator (TLF) and Principal	SIG Year 1- 15,511	October 2010- purchase materials	Input goods reciept
Provide teachers with technology(licenses, classroom computers) to access EnVision online interventions	Principal	SIG Year 1- 15,000	October 2010- purchase technology	Check account status, bi monthly monitoring of Success Tracker
Ensure 100% of staff are teaching adopted curricular materials with fidelity	Teaching Learning Facilitator, Principal, Teachers	SIG Year 1 – No resources needed from grant	Yr 1 – Reading and Math beg Sept. ‘10 ; Yr 2 – Math and Sci. beg Sept. ’11 cont support for Reading; Year 3 – Social Studies and continue individ. support for other	Walkthrough data, lesson plan review

			subj. beg Sept. ’12.	

Objective 4:100% of Jefferson staff will participate in high quality, job-embedded professional development with a central research-based instructional focus and apply learning as evidenced by attendance rosters, review of lesson plans and analysis of walk-through data

- Strategy 1. Provide leadership through a national consultant to coordinate monitor and review all professional development opportunities for the entire 3 years
- Strategy 2. Develop a master calendar at the beginning of the year to assist with the need for coordination of professional development time.
- Strategy 3. Instructional Support Coordinator to work with teachers and provide additional one on one support

Action Steps	***Responsible Person***	***Resources***	***Timeline***	***Progress Monitoring***
Contract with external provider to provide intensive strategies for connecting curriculum objectives with arts focus	Principal	SIG Year 1-10,000	October 2010-contract with external service provider	Completed surveys, attendance rosters, evidence of implementation through walk-through data
Provide adequate time for structured, collaborative teacher planning	Principal,		September 2010-January 2011 – develop planning and professional development calendar	Master school schedule

Contract with external provider to determine the effectiveness of professional development	Principal	SIG Year 1- 10,000	October 2010- contract with external service provider	Completed surveys, attendance rosters, evidence of implementation through walk-through data
Employ Instructional Support Coordinator	Principal	SIG Year 1- 55,000	October 2010- hire instructional support coordinator	
Biweekly MAP Preparation– The TLF will conduct sessions with teachers during grade level meetings to train them on creating MAP like assessments, scoring constructed response items, incorporating the Grade-Level Expectations into daily instruction, and utilizing the appropriate level of rigor.	Principal, TLF and Instructional Support Coordinator	No Funding Biweekly: August 2010-may 2011	Biweekly: August 2010-may 2011	Teacher-created MAP-like assessments and data collection from those assessments

Provide differentiated professional development activities related to all initiatives including but not limited to Guided Reading, Instructional Tech strategies, etc.	Teaching Learning Facilitator, Instructional Coordinator, Principal, External Consultants		Beginning October 2010 and ongoing	Sign-in sheets, TLF log of activities

Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

Objective 1: Increase classroom technology usage by 25% per annum to support and enhance the instructional program for the entire three year period as evidenced by walk-through data beginning October, 2010 and ongoing.

- Strategy 1.Provide mobile computer labs for the school to increase the use of time for technology as it relates to instruction [Included in Action Steps in following section]
- Strategy 2. Provide classroom libraries in the core subject areas as an added instructional tool in year 1. [Included in Action Steps previously]

Strategy 3. Provide appropriate, differentiated professional development for all staff in the use of instructional technology strategies. [Included in Action Steps in previous section] Objective 2: A minimum of 50% of Jefferson students will be served in extended day and extended year learning activities as indicated by after school activities student rosters and attendance sheets.

- Strategy 1. Increase the instructional day through the implementation of extended day programming in the core areas and in areas of extracurricular activities for the students for each year

Action Steps	***Responsible Person***	***Resources***	***Timeline***	***Progress Monitoring***
Schedule after school and Saturday school sessions for students	Instructional Support Coordinator and Classroom teachers	SIG Year 1- 55,0000 and 24,648	October 2010- March 2011- Hold after school and Saturday school sessions	Attendance sheets, lesson plans, completed activities and assignments
Purchase school wide leveled library	Principal, TLF and Instructional Support Coordinator	SIG Year 1- 4,500(additional funds to be used from Title 1)	October 2010- purchase leveled library	Book sign out sheets
Purchase mobile computer labs	Principal	SIG Year 1- 15,000	October 2010- contact vendor, develop contract	Technology checkout log

Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

Objective: 100% of all teachers and administrators will be highly qualified and effective as evidenced by Certification Notebook and increased student achievement scores by September, 2010 and ongoing when retaining new staff.

- Strategy1 : A comprehensive teacher recruitment and training program will be developed in collaboration with the SLPS Human Resources division.
- Strategy 2: External partnerships with area universities and organizations will be strengthened to include, but not be limited to, identification of potential staff, systemic placement of student teachers and student volunteers such as the University of Missouri and outside organizations such as Teach For America
- Strategy 3 :Refine the current SLPS Performance Based Teacher Evaluation to include a rigorous evaluation component for all pedagogical personnel that is tied to student growth data
- Strategy 4: Provide internal and external leadership development of principals and other administrators focused on student engagement, rigor, accountability, school and school district reform model, PLCs and Data Team
- Strategy 5: Design and implement a comprehensive incentive/merit pay plan for school administrators

Action Steps	***Responsible Person***	***Resources***	***Timeline***	***Progress Monitoring***
Train all administrators on interviewing/selecting of quality candidates; how to leverage university and college partnerships for candidates for staffing	HR, Office of Innovation		October 2010-Ongoing	Sign in sheets
Use a structured screening process in conjunction with the District's web-based application system-Haberman Star Teacher Questionnaire	HR and the Office of Innovation		May 2009-Ongoing	Number of candidates qualified based on Star Teacher Questionnaire
Develop and implement a 2-year	HR and the		August 2009-	Mentoring

Beginning Teacher Assistance and Mentoring program that includes a structured and effective New Teacher Induction Model	Office of Innovation		Ongoing	Logs, Attendance sign in sheets
Develop and implement a week-long SLPS induction model for all staff new to the SLPS	HR and the Office of Innovation		July 2011-Ongoing	Induction program and sign in sheets
Attend college sponsored job fairs to speak with graduates about SLPS opportunities. Recruiting team will also follow up with each student by email, phone, written correspondence	HR and the Office of Innovation		March 2010-Ongoing	Number of candidates recruited from the fair
Meet with Teach For America (TFA) leadership team to indentify teaching candidates for the upcoming school year. Recruiting team will also set up interviews and orientation for all TFA candidates	HR and the Office of Innovation		March 2002-Ongoing	Number of TFA candidates placed prior to the Induction fair
Establish a cohort to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous	HR		October 2010-Ongoing	Agendas and sign in sheets

improvement model, accountability during the 2010-11 school year and beyond				
Utilize retired administrators who have demonstrated evidence of success, particularly in the area of student achievement; in collaboration with the Professional Development Office, the administrators are charged with supporting the evaluation and coaching processes necessary for improved teaching quality	HR and the Office of Innovation		October 2010-Ongoing	Mentor log
Deliver intensive training regarding the state mandated 18-week improvement process to principals as well as teaching staff; the primary driver is improved teacher performance; however, expected outcomes will be clearly defined and employees held accountable for attaining these outcomes	HR and the Office of Innovation		October 2010-Ongoing	Percentage increase of principals removing ineffective teachers
Develop an active, viable compensation incentive structure that includes well defined goals, objectives, a clear delineation of job accountabilities and potential compensation for addressing areas of importance to the District	HR and the Office of Innovation		October 2010-Ongoing	Number of principals who are compensated on the incentive structure

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

Objective 1: 70 % of parents will attend parent teacher conferences and 25% will attend monthly PTO meetings as evidenced by attendance rosters beginning October, 2010 and ongoing.

- Strategy 1: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the first year and continuing
- Strategy 2: Utilize existing School Reach to notify parents of important events
- Strategy 3: Review the success of PTOs, PTAs in the building and provide opportunities and leadership to improve or institute their work.
- Strategy 4: Classroom teachers will conduct home visits

Action Steps	***Responsible Person***	***Resources***	***Timeline***	***Progress Monitoring***
Create Parent room with literature, furniture and computers	Counselor and School Positive Behavior Specialist	SIG Year 1- 55,0000 and 24,648	October 2010- purchase necessary supplies and equipment Monthly- update with relevant literature	Visitor log of parents to the room,
Provide home visit training by Urban Strategies	Principal		September 2010- Initial professional development provided Yearly- provide training as needed	Number of home visits conducted by each teacher
Develop quarterly 'Parents As Educational Partners' workshops for	Parent School Community Specialist, District Level Parent School Community Specialist		October, 2010 and quarterly after that date, Ongoing	Attendance rosters

parents	Facilitator, Principal,			

Objective 2: Retain and enhance a minimum of 75% of existing partnerships as evidenced by partnership roster and comparative analysis of 2009-2010 activities with subsequent years beginning in May, 2011.

- Strategy 1: Appoint a staff liaison to the community partners
- Provide training in enhancing effective partnerships with identified staff
- Strategy 2: Create annual report to community partners

Action Steps	***Responsible Person***	***Resources***	***Timeline***	***Progress Monitoring***
Provide staff liaisons a stipend to serve as direct contact to partner organizations	Principal	SIG Year 1- 1,000	October 2010- ask staff to sign up for liaison positions	Liasions will keep a log of contact with organization
Provide professional development in enhancing community partnerships for identified staff	Principal, St. Louis University representatives		November, 2010 and ongoing as liaisons change	Professional development calendar and attendance rosters
Create, print and distribute annual report	Principal, Instructional Support Coordinator, TLF	SIG Year 1- 2,000	January 2011- create template June 2011- share annual report with all stakeholders and community partners	Distributed annual report

Objective: Decrease discipline incidents by 10 % each year as evidenced by SIS discipline referral reports beginning May, 2011 and ongoing.

- Strategy 1: Use School Positive Behavior Specialist to engage students and parents during the school day when students exhibit behaviors that interrupt their learning and disrupts the learning of other students
- Strategy 2: Classroom teachers will utilize evidence based Character Education strategies
- Create a building-wide Character Education plan

Action Steps	***Responsible Person***	***Resources***	***Timeline***	***Progress Monitoring***
Employ School Positive Behavior Specialist	Principal	SIG year 1- 24, 648	September 2010- hire School Positive Behavior Specialist	
Create a Character Education Plan Team to collaboratively develop a building-wide Character Education Plan	Principal, Counselor		September 2010 - Identify team October 2010 – Plan completed May 2011 – Plan reviewed and revised if necessary Annually – program review and revision as needed	Meeting minutes
Provide training, materials for evidence based Character Education programs	Counselor, School Positive Behavior Specialist	SIG year 1- 5,000	October 2010- purchase materials Quarterly- update as needed	

Lack of Capacity to Serve Tier 1

The LEA/District does not claim lack of capacity to serve the identified Tier 1 School.

LEA/District Implementation Plan

B (3) District Implementation Plan

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school
    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
    a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application
    Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
    a. Hire Associate Superintendent for the Office of Innovation
    b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
        i. Develop process to manage and monitor each schools through:
            1. Project management dashboard with benchmarks and timelines for accountability
            2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
            3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions
            Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders
   Date: June 2010 – On going through out funding period, at least quarterly

Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
    - Teachers are expected to infuse common process standards into every classroom, everyday
    - At any time, staff should be able to query students regarding the process standards
- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.
- Teachers will….
    - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
    - Develop lessons using the identified strategy for the first quarter
    - Practice the strategy within the PLC/Grade level meeting
    - Teach the strategy
    - Observe other colleagues using the strategy and provide feedback
    - Analyze student work on the strategy
    - Reflect and revise the implementation of the strategy
    - Provide opportunities for extra support for students who have not mastered the strategy
    - Add the next strategy
    - Continue the cycle

Analyzing Student Work

- Staff will analyze student work to strengthen the instructional quality and delivery
- Staff will utilize the Tuning Protocol from David Allen and Joe McDonald at the Coalition of Essential Schools
- Staff and Curriculum Supervisors will create MAP-like constructed responses quarterly to assess as a staff
- An analysis of the teaching issues will be conducted and shared with staff to adjust teaching strategies

LEA/District Implementation Timeline

Teachers and School Leader Effectiveness		
Strategy and/or Activity	**Time Frame**	**Action**
Replace the principal	2011	Implemented in June 2010 and completed in July 2010
	2012	No further action necessary
	2013	No further action necessary
Implement strategies for recruiting, hiring, and retaining high-quality staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Use rigorous, transparent, and equitable evaluation systems	2011	Implementation will begin immediately. The period of evaluation is 90 days.
	2012	Ongoing with quarterly evaluations conducted
	2013	Ongoing with quarterly evaluation conducted
Identify and reward effective staff and remove ineffective staff	2011	Implementation will begin immediately.
	2012	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
	2013	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
Provide ongoing, high quality, job-embedded professional development	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Comprehensive Instructional Reform		
Strategy and/or Activity	**Time Frame**	**Action**
Implement a research-based, data-informed instructional program aligned to standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation

	2013	Ongoing with quarterly planning and re-evaluation
Increased Learning Time and Community-Oriented Schools		
Strategy and/or Activity	**Time Frame**	**Action**
Establish schedules and strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide ongoing mechanisms for family and community engagement	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs
Operational Flexibility and Sustained Support		
Strategy and/or Activity	**Time Frame**	**Action**
Provide operational flexibility	2011	Implementation will begin immediately. Progress will be monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Provide ongoing, intensive technical assistance	2011	Implementation will begin immediately. Progress will be initially monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly planning and evaluation
	2013	Ongoing with quarterly planning and evaluation

Annual Goals for Student Achievement

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

	Baseline 2009	Baseline 2010	2011	2012	2013
CA % Prof & Adv on MAP	12.1	14.3	24.3	34.3	44.3
MA % Prof & Adv on MAP	7.8	11.0	22.0	32.00	42.00
Attendance	87.9	89.9	92%	93.5%	95%

Services to Tier III Schools

No Tier III schools are to be served

Goals to Tier III Schools

No Tier III schools to be served and no goals to be identified

LEA/Stakeholder Involvement

Students - Students in grades 3-6 participated in a CharacterPlus Survey about what they liked and Jefferson and what they wanted changed. In addition, members of the Character Council were pulled in for Focus groups to discuss the strategies of Saturday School, mobile computer labs and Character Education

Staff- All staff members completed the Start, Stop and Continue Survey to determine which practices to include in the SIG application. Additionally, members of the Instructional Leadership team wrote and reviewed parts of the SIG application. In June, staff will once again take the Start, Stop and Continue Survey

Parents-Parents were involved in the SIG application as a result of the Character Plus. Parents that attended PTO meetings were given additional opportunities for input. The parent representative on the school's Advisory board also gave additional input

Community Partners- Organizations such as Interchange, Urban Strategies were consulted during the development of this plan.

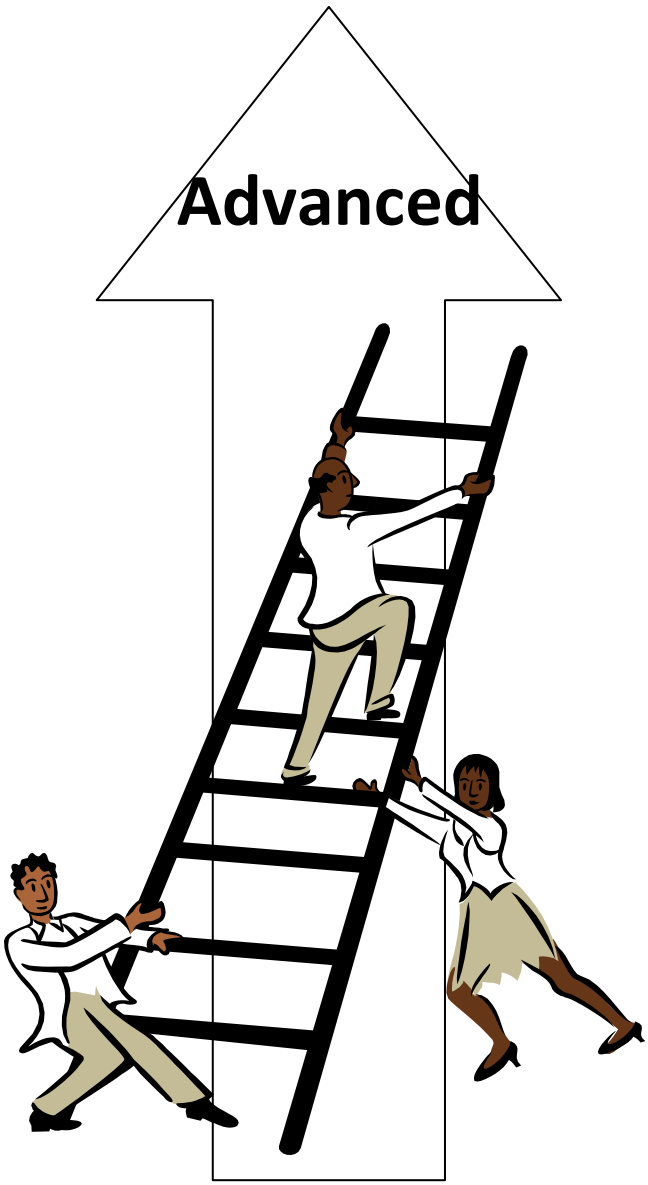
Budget

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME JEFFERSON (502)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Counselor	**44,000.00**
1 – FTE Instructional Support Coordinator	**55,000.00**
Teacher Extra Service Pay for Extended Day Instruction	**24,648.00**
Teacher Extra Service Pay for Professional Development	**30,056.00**
Curriculum- 20 hours @ $26 per hour = $520	
Staff Development- 32 hours @ $26 per hour = $832	
Vendor- 16 hours @ $26 per hour = $416	**11,364.00**
TOTAL- 68 hours @ $26 per hour = $1,768	**17,727.00**
.091 – 1 FTE Asst Supt of Innovation .091 – 4 FTE Turnaround/Accountability Specialist	
6100 Subtotal	**$182,795.00**
6150: Non-Certificated Salaries	
1 – FTE Positive Behavior Specialist	**25,000.00**
Non-cert Staff Extra Service Pay for Extended Day Instruction	**5,936.00**
Non-cert Extra Service Pay for Professional Development	**3,808.00**
Curriculum- 20 hours @ $14 per hour = $280	
Staff Development- 32 hours @ $14 per hour = $448	
Vendor- 16 hours @ $14 per hour = $224	
TOTAL- 68 hours @ $14 per hour = $952	**2,727.00**
.091 – 1 FTE Executive Assistant	
6150 Subtotal	**$37,471.00**
6200: Employee Benefits *(optional categories)*	

FTE Blended Benefits Rate (41%) Hourly Blended Benefits Rate (11%)	**70,975.00**
6200 Subtotal	**$70,975.00**
6300: Purchased Services Instructional Consultants .091 Development and Implementation contract with Synesi	 **20,000.00** **1,500.00**
6300 Subtotal	**$21,500.00**
6400: Materials/Supplies Instructional materials and supplies (leveled library, student assessment portfolio materials) Professional development materials and supplies (Inquiry-based Learning text, Marzano strategies, Unpacking the Standards) Family center materials and supplies	 **20,510.00** **4,942.00** **2,000.00**
6400 Subtotal	**$27,452.00**
6100-6400 Subtotal	**$340,193.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0.00**
TOTAL	**$340,193.00**

At Langston Middle School

"We're Moving On Up…"



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

Langston Middle School

LEA/District School Improvement Grant application
Title I, Section 1003(g) of ESEA
Program Abstract
(Including Needs and Objectives)

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION		
LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools—Langston School		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY.STATE, ZIP
Dr. Kelvin Adams	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Kelvin.Adams@Slps.org	**(314) 345-2296**	**(314) 345-2261**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Michael Haggen	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Michael.Haggen@slps.org	**(314) 345-2233**	**(314) 345-2261**

THE DEPARTMENT'S APPROVAL			
The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

St. Louis Public Schools & Langston Middle School Improvement Grant Application— Transformation

Education should be tailor-made to fit the needs of each student individually, affording them the opportunity to be successful in life. This is the philosophy of the leadership and staff at Langston Middle School. One of the major challenges in the United States is eradicating literacy. Too many students are reading below grade level. It is our aim at Langston to provide quality Response to Intervention (RTI) programs to the students to assist them in reading and learning on or above grade level. In an effort to provide the best education for our students, the St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Debra Powell-Childress and the Langston Middle School Community are pleased to present this School Improvement Grant proposal for your review and consideration. We look forward to a partnership between the central office, Langston Middle School, and the greater Langston educational community to provide a comprehensive Transformation Strategy for our principal, faculty, families, and

students, for the purpose of improving the quality of leadership, instruction, student performance, and community involvement. Our SIG Application demonstrate the SLPS policies, processes, and procedures supporting the implementation of the building's transformation plan, while at the same time sets aggressive targets for improvement for not only the student body, but for teachers, principals, support staff, and non certified staff. The Langston application is designed not only to foster in-district collaboration, but we have a instrumental music component that is designed to serve as the catalyst for community involvement and stakeholder partnerships through community performances by the Langston students. Further, we strongly feel that our plan calls for the design and implementation of an aggressive model for recruiting, evaluating, and retaining the best teachers and leaders, while providing the infrastructure and data/technology systems to replace those not demonstrating the appropriate gains in their classrooms. Finally, it is our hope to develop and implement professional development training and bold instructional models, along with rigorous coursework so that every student in the school is given the best possible chance to succeed. With all these pieces in place, our teachers have demonstrated a commitment to our plan, and will work tirelessly towards its success.

Census Data

Langston is located in the Wells/Goodfellow Neighborhoods - Total Population: 8,193

Race:

White alone	60	0.73%
Black or African American alone	8,040	98.13%
American Indian and Alaska Native alone	8	0.10%
Asian alone	8	0.10%
Native Hawaiian and Other Pacific Islander alone	1	0.01%
Some other race alone	14	0.17%
Population of two or more races:	62	0.76%

Hispanic Or Latino: 41 0.50% of Total Population

Race For The Population 18 Years And Over:

Total:	5,318	100.00%
White alone	43	0.81%
Black or African American alone	5,216	98.08%
American Indian and Alaska Native alone	6	0.11%
Asian alone	5	0.09%
Native Hawaiian and Other Pacific Islander alone	1	0.02%
Some other race alone	5	0.09%
Population of two or more races	42	0.79%

Hispanic Or Latino, 18 Years And Over: 28 0.53% of Population 18 Years and Over

Sex By Age:	Male	% of Male	Female	% of Female	Total	% of Total
Total	3,678	44.89	4,515	55.11	8,193	100.00
Under 5 years	316	8.59	316	7.00	632	7.71
5 to 9 years	474	12.89	449	9.94	923	11.27
10 to 14 years	425	11.56	442	9.79	867	10.58
15 to 19 years	363	9.87	320	7.09	683	8.34
20 to 24 years	219	5.95	272	6.02	491	5.99
25 to 29 years	198	5.38	289	6.40	487	5.94

30 to 34 years	181	4.92	301	6.67	482	5.88
35 to 39 years	215	5.85	313	6.93	528	6.44
40 to 44 years	240	6.53	303	6.71	543	6.63
45 to 49 years	204	5.55	230	5.09	434	5.30
50 to 54 years	144	3.92	167	3.70	311	3.80
55 to 59 years	107	2.91	136	3.01	243	2.97
60 and 61 years	51	1.39	66	1.46	117	1.43
62 to 64 years	74	2.01	123	2.72	197	2.40
65 and 66 years	52	1.41	84	1.86	136	1.66
67 to 69 years	85	2.31	119	2.64	204	2.49
70 to 74 years	128	3.48	217	4.81	345	4.21
75 to 79 years	103	2.80	153	3.39	256	3.12
80 to 84 years	50	1.36	114	2.52	164	2.00
85 years and over	49	1.33	101	2.24	150	1.83

Households: 2,978

Household Size:

Total Households	2,978	100.00%
1-person household:	906	30.42%
2 or more person household:	2,072	69.58%

1 Person Household By Type:

1-person household:	906	100.00%
Male householder	385	42.49%
Female householder	521	57.51%

2 Or More Person Household By Type:

2 or more person household:	2,072	100.000%
Family households:	1,962	94.69%
Nonfamily households:	110	5.31%

Family Households By Type:

Family households:	1,962	100.000%
Married-couple family:	506	25.79%
Other family:	1,456	74.21%

Married Couple Family By Presence Of Children:

Married-couple family:	506	100.00%
With own children under 18 years	154	30.43%
No own children under 18 years	352	69.57%

Other Family By Presence Of Children:

Other family:	1,456	100.00%
Male, no wife, With own children under 18 years	75	5.15%
Male, no wife, No own children under 18 years	145	9.96%
Female, no husband, With own children under 18 years	740	50.82%
Female, no husband, No own children under 18 years	496	34.07%

Non-Family Households By Type:

Nonfamily households:	110	100.00%
Male householder	57	51.82%
Female householder	53	48.18%

Housing Occupancy:

Total Housing Units	4,063	100.00%
Occupied Housing Units	2,978	73.30%
Vacant Housing Units	1,085	26.70%

Housing Tenure:

Occupied Housing Units	2,978	100.00%
Owner-occupied Housing Units	1,380	46.34%
Renter-occupied Housing Units	1,598	53.66%

Background Data on Langston

Langston Middle School is a traditional middle school that serves students from grades six to eight. The school currently enrolls approximately 300 students- 99.8% of students are African American. Of these students, 23% are classified for special education, 22% of which have been identified with learning disabilities and 0% is identified as having a behavior disability. Ninety-five percent (95%) of all students are eligible for free or reduced-price lunch. English language learners (ELL) account for 0% of the population. Langston's average daily attendance rate is 95% and mobility rate is 68%. Student enrollment has decreased in the past four years.

Langston's current principal is in her first year in this position. Ninety-five percent (95%) of the certificated staff are considered highly qualified. The current principal represents the 5th change in administration since 2003.

Langston received designation by the Missouri Department of Education (MDOE) because, in each of the past three years, this school ranked among the lowest achieving five percent of MO ES/MS/HS schools with regard to the percentage of students who met AYP.

Statistical Data on Langston Academics

A. Total number of Students: 275	
B. Total Number of teachers to implement the Scholastic Tiered Intervention(Grades 6-8): 6 C. Number of staff to be involved: 15 D. Total number of classrooms to be served: 6	E. Total number of parents expected to be served: 400 F. Total number of parent leaders expected to volunteer in classrooms: 10

Campus Information

A. The total number of students in the designated grade: Grade 6 – 101, Grade 7 – 114, Grade 8 – 247, Mixed grade Read 180 – 160, and Special Education mixed grades - 21
B. The number of students who are reading below grade level: 222

Reporting Metrics

a. SIG PROGRAM TYPE
    i. Transformation
b. AYP Targets Missed/Made
    i. ELA: Not Met, Math: Not Met, Additional Indicators: Met
    ii. Langston is showing slight progress toward meeting AYP in the areas of mathematics and communication arts.
c. School Improvement Status
    i. School Improvement Level 5, Restructuring, Continuing
d. Instructional Minutes Per Year
    i. 67,338
e. Average Student : Teacher Ratio
    i. 17:1
f. Discipline Incidents
    i. 4 (currently)

Professional Staff

g. Administration Information:
    i. Instruction Support Coordinator –.to assist the principal in instructional support for staff and students. This coordinator will help identify specific student needs and network with colleges and universities to provide tutoring services both during and after school.

h. Support Staff Information
    i. No additional needs at this time.

Objective	Evaluation Plan
Students will show a 15% percent increase in literacy and comprehension on the Acuity test	Participating teachers will administer the Acuity test September 8-10, 2010. The SLPS evaluation team will examine the assessment findings to determine the student's mastery levels.
Students will show a 15% percent increase in literacy and comprehension on the Terra Nova test	Participating teachers will administer the Terra Nova test September 21-30, 2010. The SLPS evaluation team will examine the assessment findings to determine the students' mastery levels.
Students will show a 15% percent increase in literacy and comprehension on the Terra Nova test	Participating teachers will administer the Terra Nova test October 1 & 2, 2010. The SLPS evaluation team will examine the assessment findings to determine the students mastery levels
Students will show a 15% percent increase in literacy and comprehension on the Acuity Predictive B test	Participating teachers will administer the Acuity test December 1-3, 2010. The SLPS evaluation team will examine the assessment findings to determine the student's mastery levels.
Students will show a 15% percent increase in literacy and comprehension on the Acuity Predictive C test	Participating teachers will administer the Acuity test February 23-25, 2011. The SLPS evaluation team will examine the assessment findings to determine the student's mastery levels.
By March 2011, 70 percent of students will master 80 percent of district-identified student learning objectives, as measured Acuity and Terra Nova tests, and final exams that are aligned to Missouri Grade Level Expectations.	Teacher- made MAP test-like assessments
By March 2011 students will have increased literacy skills by moving one level up on the Map test.	MAP test March 29-31, 2011

Langston's Grant Goals and Objectives

Timelines

Goals, Objectives, Strategies, Action Steps

Goal : Student Performance

1. Objective : By the end of the 2010-2011 school year, the school will effectively implement a School turnaround model to raise student achievement in the areas of math and communications arts by over school year 2009.

MSIP Standard:6.3

1. Strategy: The Principal and school Leadership team will attend monthly professional development sessions with an outside partner. The RPDC will review and evaluate the school's growth by observing each classroom and its artifacts

MSIP Standard: 6.3

Persons Responsible: Principal and Leadership Team

Funding Source Name: TITLEISI07

Date to Implement Strategy: 07/01/2009

Date of Completion: 06/30/2010

1.Action Step: School leadership team will receive monthly training from MO DESE PLC Project. They will work daily in PLC groups to focus on increasing student achievement by building the capacity of school personnel to create and sustain the conditions that promote high levels of student and adult learning.

Date To Implement Action Step: 07/01/2010

Date of Completion: 06/30/2011

2. Strategy: The Principal, Instructional Support Coordinator and school leadership team will work with the partner to develop a plan of action.

MSIP Standard: 6.3

Persons Responsible: Administration

Funding Source Name: TITLEISI07

Date to Implement Strategy: 07/01/2010

Date of Completion: 06/30/2011

2. Objective: Based on MAP data, all students and identified subgroups to include the identified safe harbor students', and target students will increase their performance level in Mathematics by 10% to meet Adequate Yearly Progress beginning in 2010 and beyond.

MSIP Standard: 6.3

Comments: This objective will be evaluated through the analysis of student performance on the MAP, Terra Nova, District and School Turnaround Achievement Series benchmark assessments.

1. Strategy: Teachers will utilize math text daily along with the District and teacher made tests to support the acquisition of math skills.

MSIP Standard: 6.3

Persons Responsible: Principal, Instructional Support Coordinator, TLF

Date to Implement Strategy: 09/01/2010

Date of Completion: 12/31/2011

2. Strategy: Study Island, a software computer program, will be utilized weekly to increase math skills achievement.

MSIP Standard:

Persons Responsible: Admin/Lit Coach, teachers

Date to Implement Strategy: 09/01/2010

Date of Completion: 12/31/2011

3. Strategy: Teachers will use hands-on activities with students utilizing the investigative math approach on A days during Developmental Math to encourage them to develop abstract concepts.

MSIP Standard: 6.3

Persons Responsible: Instructional Support Coordinator /TLF

Date to Implement Strategy: 09/01/2010

Date of Completion: 06/30/2011

4. Strategy: Teachers will emphasize math instruction daily that engages students in inquiry and problem solving strategies.

MSIP Standard: 6.3

Persons Responsible: Principal / Teaching and Learning Facilitators

Funding Source Name:

Date to Implement Strategy: 09/01/2010

Date of Completion: 06/30/2011

5. Strategy: Periodic analysis of MAP, Terra Nova, Acuity, and the Achievement Series benchmarks, will identify specific math skills to be targeted and integrated into all curriculum areas.

MSIP Standard: 6.3

Persons Responsible: Instructional Support Coordinator / TLF

Date to Implement Strategy: 09/01/2010

Date of Completion: 12/31/2011

6. Strategy: Extended learning programs will be provided multiple days during the week to increase math skills (before and after school - SES, Millennium, Five Star, and in school tutorial programs). Instructional Support Coordinator will work with a focus group of 50 students in an effort to move them from basic and proficient to proficient and advanced.

MSIP Standard: 6.3

Persons Responsible: Instructional Support Coordinator, teachers

Date to Implement Strategy: 09/01/2010

Date of Completion: 06/30/2011

7. Strategy: Instructional Support Coordinator will provide daily opportunities for teaming to take place between grade level and special education teachers during basic math and communications arts. This will allow flexibility in the grouping of students to provide teaching strategies that will promote the attainment of specific skills and objectives.

MSIP Standard: 6.3

Persons Responsible: Instructional Support Coordinator

Date to Implement Strategy: 10/01/2010

Date of Completion: 06/30/2011

8. Strategy : Instructional Support Coordinator will work with students giving them additional math instruction daily to support remediation or advancement as needed for proficiency on the MAP test

MSIP Standard: 1.1

Persons Responsible: Instructional Support Coordinator

Date to Implement Strategy: 08/20/2010

Date of Completion: 06/23/2011

3. Objective: Based on MAP and district benchmark data, all students and identified subgroups will increase their performance level in Communications Arts by 20% in order to meet Adequate Yearly Progress beginning in 2010 and beyond.

MSIP Standard:6.3

Comments: This objective will be evaluated through the analysis of student performance on the MAP, District benchmark assessments, Terra Nova, School Turnaround and teacher assessments, and the Read 180 reading program.

1. Strategy: In addition to the regular Communication Arts curriculum students performing basic and below on the MAP will receive daily remedial instruction in order that they increase student achievement.

MSIP Standard: 6.3

Persons Responsible: Principal, Instructional Support Coordinator TLF, Teachers

Date to Implement Strategy: 07/01/2010

Date of Completion: 06/23/2011

2. Strategy: Principal, Instructional Support Coordinator,Teaching and Learning Facilitators, and teachers will analyze and review assessment data daily to determine strengths and weaknesses to guide instruction and improve the quality of teaching and learning.

MSIP Standard:

Persons Responsible: Principal, Instructional Support Coordinator, TLF

Date to Implement Strategy: 08/07/2010

Date of Completion: 12/31/2010

3. Strategy: Teachers will implement constructed response questions and performance event/tasks into weekly lesson plans.

MSIP Standard:

Persons Responsible: Teachers, Lit Coach

Date to Implement Strategy: 08/27/2010

Date of Completion: 12/31/2010

4. Strategy: Communication Arts to include the teaching of writing will be implemented by all teachers. All teachers will use Cornell Note-taking techniques

MSIP Standard: 6.3

Persons Responsible: Admin/Lit Coach, teachers

Date to Implement Strategy: 08/27/2010

Date of Completion: 12/31/2010

5. Strategy: Teachers will use DOK as a resource to guide the implementation of data driven instruction and lesson planning.

MSIP Standard: 6.3

Persons Responsible: Admin/Lit Coach, teachers

Date to Implement Strategy: 08/24/2010

Date of Completion: 12/31/2010

6. Strategy: Extended learning programs will be provided to increase Comm. Arts skills (after school - SES, St Louis City 5-Star tutoring and recreation). Winter and Spring Break Learning Activity Packets will be provided for each student.

MSIP Standard: 6.3

Persons Responsible: Admin/Lit Coach, teachers

Date to Implement Strategy: 09/01/2010

Date of Completion: 12/31/2010

7. Strategy: PLC between grade level and special education teachers will be done daily to allow flexibility in the grouping of students and to provide teaching strategies that will promote the attainment of specific skills and objectives.

MSIP Standard: 6.3

Persons Responsible: Principal / Teaching and Learning Facilitators

Date to Implement Strategy: 09/01/2010

Date of Completion: 12/31/2011

4. Objective: Langston Middle school and School Turnaround will provide extended learning opportunities for teachers to help all students support the regular instructional program. These extended experiences are designed to enhance and enrich the achievement level of all students and specifically target students and to raise the level of proficiency by Aug 2011

MSIP Standard:6.3

Comments :The effectiveness of the program will be measured by standardized test, teacher developed assessments, program assessments, observations, classroom grades and participation.

1. Strategy: Students will be offered extended learning and tutoring to increase academic achievement in MAP related areas.

MSIP Standard: 6.3

Persons Responsible: Principal, Instructional Support Coordinator,staff

Funding Source Name: SCHIMPROVE

Date to Implement Strategy: 09/15/2004

Date of Completion: 12/31/2011

2. Strategy: Extended learning activities will be provided to support the AVID (Advancement Via Individual Determination) Program - Tutoring and materials.

MSIP Standard: 6.3

Persons Responsible: School/Community

Funding Source Name: SCHIMPROVE

Date to Implement Strategy: 07/01/2010

Date of Completion: 06/30/2011

3. Strategy: 100% of students will participate in differentiated instruction as evidenced by lesson plans, walkthrough data and student focus group data.

1.Action Steps Student will participate in Socratic Seminars three days a week as evidenced by lesson plans and walkthrough data.

Date To Implement Action Step: 07/01/2010

Date of Completion: 06/30/2011

2.Action Step: PLC teams will discuss Socratic Seminar topics/materials as a standing agenda item on a weekly basis

Date To Implement Action Step: 07/01/2010

Date of Completion: 06/30/2011

3.Action Step: Student focus groups will be conducted three times a year to assess if appropriate differentiated instruction is occurring as evidenced by student responses

Date To Implement Action Step: 06/23/2010

Date of Completion: 06/30/201

Statement of Need

In order to determine the individual needs at Langston Middle School, the following assessments/audits have been conducted:

1. School Quality Review/ Performance Audit

   From 2006-2008 school year, all schools were reviewed be the Accountability office and given the task to create School Performance Teams. The teams were charged with meeting monthly, review student data, make staffing or instructional adjustments based on the review of data. The SPT's were assigned a central office facilitator. Each school at the beginning of the year was given a needs assessment.

   Quarterly Academic team meetings were held during the 2009-2010 school years with clusters of schools and their respective Associate Superintendent. Both principals and tiff's were to share specific data points and take questions from their colleagues.

   All schools completed the template for the PDK audit describing the different types of programmatic offerings that were unique to their school in addition to the ones that were district mandated.

2. Collaborative Assessment for Planning and Achievement

   Throughout the 2007-2009 school years, Education Officers (now Associate Superintendents) utilized

processes such as Critical Friends and Sub Clusters for principals to meet regularly to discuss assessment and instructional data from their individual schools.

These processes were modeled for principals in order for them to transfer back to their school buildings to facilitate vertical and horizontal planning time for staff

All schools utilize either professional learning community or grade level meeting to regularly discuss student performance

3. School Climate Assessment

Over the past several years, principals and have worked with various consultants or providers to provide school climate data. Education for the Future shared climate survey results during the summer of 2009. Before that, Victoria Bernhard's work was used for principals to administer surveys to their individual staffs. Some schools have also utilized the Character Plus School Climate Survey to identify areas of strength and weaknesses in their school climate and culture.

4. Student Assessment

Principals and staffs have engaged in root cause analysis in drafting school improvement plans. Assessment data has been drilled down to individual students by using the living data wall and individual academic plans. Principals and staffs have reviewed Crystal reports from the DESE website to identify the grade level expectations that students performed poorly on and target instruction to help students demonstrate master on those specific grade level expectations.

Schools have access to the PULSE systems to track student attendance and performance on the state assessment. The data platform also aggregates the data by teacher.

5. Community Assessment

The Greater St. Louis Foundation audited the number of non profits that were providing services and resources to the district and concluded that over 700 different organizations were involved to some degree with our schools. As a result, one of the strategies is to form organizations to establish MOU's with the district if they want to serve individual schools,

A couple of years prior, the faith based initiative was created to establish a relationship between the school district and area churches, mosques and synagogues. The partnership is beneficial for the faith community and the schools that they partner with because oftentimes they interact with the same families. Mentoring, joint events, volunteering and supporting families are some of the activities that take place.

SUMMARY OF SURVEY RESULTS

As a result of the comprehensive look at the school, the following needs, trends and priorities have emerged. These highlighted results are the basis for change and improvement at Langston. They are:

- Low use of rigorous standards based curriculum
- Low use of differentiated instructional methods
- Low expectations for students
- Students do not feel good about their school
- Lack of a safe and orderly environment
- Lack of self respect
- Poor professional development opportunities
- Little evidence of teacher collaborations
- Low academic performance

Needs Assessment

Student Performance: Performance targets based on trend data assessments have been set.
Grade 6: Communication Arts 30%, Math 35% Grade 7: Communication Arts 25%, Math 35% Grade 8: Communication Arts 30%, Math 35% **Assessments: Acuity, Terra Nova, MAP tests.**
Curriculum Development and Learning Management: The District has adopted a Standards Based-Curriculum
Objective: Establish a culture that promotes rigor in the classroom. 1. **Strategy:** Daily walkthroughs by administration and the literacy coaches **Persons Responsible:** Principal, TLF, Instructional Support Coordinator **Date to Implement Strategy:** 08/19/2010 **Date of Completion:** 06/23/2011 2. **Strategy:** Principal, Assistant Principal, and TLF will ensure that daily observations and feedback will be given to the Communications Arts and Math teachers. **MSIP Standard:** 6.5 **Persons Responsible:** Principal, TLF, Instructional Support Coordinator **Date to Implement Strategy:** 08/19/2010 **Date of Completion:** 06/30/2011
Professional Development: All teachers will participate in professional development activities that are designed specifically to address the identified needs of students who are most at risk of not meeting

the AYP standards and build the staff's instructional capacity.

The teachers will have their agendas from each professional development meeting. Attendance sheets (logs) from professional development and meetings will be used to measure PD for teachers. Teachers will participate in district mandated PD

1. **Strategy:** Provide professional development to train teachers to analyze, interpret and use test data to identify strengths and weaknesses to maximize instruction through data-driven instructional/lesson planning.

MSIP Standard: 6.7

Persons Responsible: Principal

Date to Implement Strategy: 08/11/2010

Date of Completion: Ongoing

2. **Strategy:** Provide training to ensure that teachers have the knowledge and skills to implement all components in a comprehensive literacy program.

MSIP Standard: 6.7

Persons Responsible: Principal

Date to Implement Strategy: 08/15/2010

Date of Completion: 9/20/2010

3. **Strategy:** Provide staff with on-going monthly MAP training in the integration of Mathematics and Communication Arts across curriculum lines.

MSIP Standard: 6.7

Persons Responsible: Principal

Funding Source Name: SCHIMPROVE

Date to Implement Strategy: 09/15/2010

Date of Completion: 3/3/2011

4. **Strategy :** Provide teacher professional development for implementing SRA's Corrective Reading Program.

MSIP Standard: 6.7

Persons Responsible: Principal

Date to Implement Strategy: 09/15/2010

Date of Completion: 12/31/2010

5. **Strategy:** Teachers will participate in professional development to foster better instructional planning and classroom management.

MSIP Standard: 6.7

Persons Responsible: Staff

Date to Implement Strategy: 09/15/2010

Date of Completion: 12/31/2010

Safe, Secure, and Engaging Environment Parent and Community Involvement:

1. **Objective**: Langston Middle will provide an environment that is safe and conducive to learning.

1. **Strategy :** Langston will employ a full time security guard and have available, a metal detector which will be used for the screening of students and patrons of the building

MSIP Standard: 6.5,6.6

Persons Responsible: District Security / Principal

Date to Implement Strategy: 08/11/2010

Date of Completion: 06/01/2011

2. **Strategy :** Teachers will have a classroom management plan which will reduce the number of office referrals /suspensions

MSIP Standard: 6.6

Persons Responsible: Principal

Date to Implement Strategy: 09/28/2010

Date of Completion: 06/01/2011

Parent and Community Involvement

2. **Objective:** Parent participation will increase by 20% during school year 2010-11 as evidenced by Parent/Teacher Conference attendance parent attendance at school events and assessed level of community involvement.

1. **Strategy:** Parent/School/Community Specialist will use the School Reach Program to notify parents, teachers, and community partners of any notifications pertinent to them.

Persons Responsible: Parent/School/Community Specialist

Date to Implement Strategy: 08/11/2010

Date of Completion: 06/30/2011

2. **Strategy:** The Parent Specialist, Social Worker, and Deputy Juvenile Officer will monitor attendance, have monthly meetings with parents and students notifying them of the laws governing student attendance.

Persons Responsible: Parent/School/Community Specialist

Date to Implement Strategy: 08/20/2010

Date of Completion: 06/30/2011

3. **Strategy:** Working together, the Social Worker, Parent Specialist, and Truancy Divisional Juvenile Officer will meet weekly to study the daily attendance of students that have trucancy problems. Meetings will be held with parents at the school site to help them or direct them with institutions that can help them get on track and to ensure that the students are at school daily.

MSIP Standard:

Persons Responsible: Parent/School/Community Specialist

Date to Implement Strategy: 08/21/2010

Date of Completion: 06/30/2011

4. **Strategy:** Five-week and quarterly progress reports will be provided to parent. Informational mailing will be apart of the process

Persons Responsible: Principal, Teachers

Date to Implement Strategy: 08/01/2010

Date of Completion: 06/30/2011

5. **Strategy:** Increase parental involvement through school sponsored learning activities that celebrate student /school achievements and accomplishments and encourages community involvement.

Persons Responsible: Principal / Parent/School/Community Specialist / Teachers

Date to Implement Strategy: 08/21/2010

Date of Completion: 06/30/2011

6. **Strategy :** The school will work to establish an organized PTO during school year 2010-11

Persons Responsible: Principal / Parent/School/Community Specialist / TLF

Date to Implement Strategy: 08/16/2010

Date of Completion: 06/30/2011

7. **Strategy:** The social worker and counselor will work with community partners to ensure that student's basic needs are met.

Persons Responsible: Social Worker / Counselor

Date to Implement Strategy: 09/13/2010

Date of Completion: 06/30/2011

8. **Strategy :** Parent Specialist will maintain a monthly log of all activities associated with parental involvement within the school

Persons Responsible: Parent/School/Community Specialist / Principal

Funding Source Name:

Date to Implement Strategy: 08/21/2010

Date of Completion: 06/30/2011

9. **Strategy :** The Parent Specialist will keep daily/weekly/monthly data on student attendance

MSIP Standard: 7.5,8.8

Persons Responsible: Parent/School/ Community Specialist / Principal

Date to Implement Strategy: 08/21/2010

Date of Completion: 06/30/2011

10. **Strategy :** A Parent/School/ Community Specialist will be retained to promote and improve parent and community involvement by 20% as evidenced by P.S/C Specialist log and record of school/community events

MSIP Standard: 7.5,8.8

Persons Responsible: Parent/School/ Community Specialist - Principal

Date to Implement Strategy: 08/13/2010

Date of Completion: 06/30/2011

1.**Action Step:** P/S/C Specialist will develop and implement a variety of parent involvement activities in all PIRC areas as indicated by the PSC activity log

Information Technology and Data Management: To provide and improve technology for both students and staff to create an environment of competitive 21st century learners.

1. **Strategy:** Teachers will be provided a new teacher computer. Teachers have access to smart boards and computer labs.

2. **Strategy:** The administrative staff to include the Teaching and Learning Facilitator will use a laptop to record daily classroom observations. This tool should prove helpful in providing immediate feedback to the teachers.

Persons Responsible: Principal, TLF

Date to Implement Strategy: 07/01/2010

Date of Completion: 06/30/2011

Objective: 100% of our parents will be exposed to a technology system to keep parents and community partners updated about attendance, and other pertinent information.

Strategy : Parents will receive phone messages from the school's computerized notification center concerning absences, tardies, or any other messages of concern.

MSIP Standard: 6.4

Persons Responsible: Parent/School/Community Support Specialist

Date to Implement Strategy: 09/08/2010

Date of Completion: 05/31/2011

Human Resources:

Highly Qualified Staff

Objective: 100% of all teachers who teach core academic subjects will be certified and will have passed the Praxis for their specific subject area.

MSIP Standard:5.1

Strategy: The Principal and Administration team will attend job fairs, utililize REAP, and solicit applications of highly qualified certified teachers.

Persons Responsible: Principal, Administrative Team

Date to Implement Strategy: 07/01/2010

Date of Completion: 08/10/2010

1.**Action Step:** Principal and Administration team will contact the Career Transition Program,

Teach for America, and local universities with teaching programs.

Date To Implement Action Step: 07/01/2010

Date of Completion: 11/01/2010

Leadership and Governance:

Goal : Governance

1. **Objective:** Ensure that parents and the community are integral parts of the school environment.

MSIP Standard:7.6

1. **Strategy:** Parents will be invited to participate in their child's progress by attending parent teacher conferences, parental appearance conferences, random classroom checks, volunteering, phone conferences, etc. Community partners will be sought as resources in and outside of the school area.

MSIP Standard: 7.6

Persons Responsible: Principal

Date to Implement Strategy: 8/07/2010

Date of Completion: 06/01/2011

2. **Strategy :** Parents and community partners will be invited to attend Open House, Fall/Winter/Spring festivities, Awards and Promotion ceremonies, and field and class experiences

MSIP Standard: 7.5,7.6

Persons Responsible: Principal, Parent/School/ Community Specialist, Teachers

Date to Implement Strategy: 08/6/2010

Date of Completion: 06/30/2011

2. **Objective:** Ensure that the policies of the district are followed and upheld in order establish and maintain a building culture that is safe and conducive to learning.

1. **Strategy :** All attempts will be made to select and hire highly qualified staff; provide assistance and evaluate staff; complete all tasks assigned by the Superintendent

Persons Responsible: Principal

Date to Implement Strategy: 08/02/2010

Date of Completion: 08/11/2010

3. **Objective:** Establish a culture that promotes rigor in the classroom.

1. **Strategy:** Daily walkthroughs by administration and the literacy coaches

Persons Responsible: Principal

Date to Implement Strategy: 08/19/2010

Date of Completion: 06/23/2011

2. **Strategy:** Principal, Assistant Principal, and TLF will ensure that daily observations and feedback will be given to the Communications Arts and Math teachers.

MSIP Standard: 6.5

Persons Responsible: Principal

Date to Implement Strategy: 08/19/2010

Date of Completion: 06/30/2011

3. **Strategy:** Administration team will identify those students that are near proficient in addition to those that are proficient and advanced in communications arts and or math in order to target them for classes that will promote advancement in the core areas.

Persons Responsible: Principal

Date to Implement Strategy: 08/30/2010

Date of Completion: 06/30/2011

Fiscal Budget: The District's Budget Offices handles this area and the principal applies and monitors needs and spending.

Map Data Chart

Content Area	Grade	Actual 2006	Actual 2007	Actual 2008	Actual 2009	Gain/Loss 2009	Actual 2010	Gain/Loss 2010
Communication Arts	6	14.6	5.1	2	15.3	13.3	11.8	-3.5
Communication Arts	7	10.4	10.7	8.3	5.6	-2.7	12.2	6.6
Communication Arts	8	14.3	15	10.2	13.1	2.9	7.6	-5.5
Communication Arts	All	12.8	11.5	8	10.47	2.47	10.2	-0.27
Mathematics	6	10.4	10	8.3	5.6	-2.7	15.8	10.2
Mathematics	7	3.6	9.8	3.7	4	0.3	14.8	10.8
Mathematics	8	5.7	6.7	4	3	-1	5.3	2.3
Mathematics	All	6	8.5	4.6	4.05	-0.55	11.1	7.05
Science	8			3.9	2	-1.9	3.1	1.1
Science	All			3.9	2.02	-1.88	3.1	1.08

Steps taken to identify root causes of persistent academic failure:

- School Quality Review / Performance Audit
  - Curriculum audited by PQR. The results of the audit were turned over to School Turnaround. Some of the existing programs were cut in an effort to focus more efforts on basic instruction.
  - Collaborative Assessment for Planning and Achievement
  - Professional Learning Communities. Langston Middle School has been an active participant in the PLC Project for the past three years. As a result, collaborative time has been built into the schedule to allow teachers time to plan individual interventions for students.
- School Climate Assessment
  - Consistent posting of student data has played a pivotal role in changing the school climate at

Langston Middle School. Posting of daily attendance data kept students motivated to come to school.
    - Langston Middle School is a 100% uniform school. This prevents distractions to the school day.
    - Langston initiated a Peace Mediation program this year that involves students in the process of preventing violence in the building.
- Student Assessment
    - School Turnaround Benchmark
    - Acuity
    - Terra Nova
    - MAP
    - Frequent, ongoing Communication Arts and Mathematics assessment to alter students' placement in certain classes to maximize their learning growth.
    - SRI (Read 180)

Title I Assessment

- Annual assessment of Title I to see if we had reached the goals set in the previous school year. A drop out plan was included in the Title I Assessment.
- School report cards, benchmark assessment data
- Benchmark Assessments were given quarterly. Results of the most recent Benchmark Assessment show growth in Communication Arts. As a result of Benchmark Assessment data classroom assignments were adjusted and Developmental Math and Reading were included on a daily basis in next year's schedule.

Safe and Drug Free School Data

- Because we have students with multiple issues affecting school performance, we have partnered with multiple community organizations to provide Character Education and Abstinence Education.
- Langston Middle School utilizes metal detectors and a School Safety Officer to maintain school safety. All visitors to the building must sign a log book and receive a visitors' badge.
- Our school utilizes staff volunteers along with the School Safety Officer to assist with screening students as they come through the metal detectors in the morning.
- Langston Middle School utilizes video surveillance throughout the building to monitor students at all times.
- Our school needs additional surveillance cameras to monitor all exit doors and the parking lot.
- Langston Middle School requires an additional School Safety Officer to ensure that the staff and students are adequately protected.
- Our school requires a method to buzz in visitors to the building as exit doors are locked at all times. Our current situation requires the school secretary to leave the office unattended to open the door for visitors to the school.

Program Goals

Langston Middle School will implement the Transformation Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance.

The purpose of this grant application is to provide academic deficiency interventions to meet the No Child Left Behind mandate of moving all students to the proficiency level by 2014. Our aim is to have students reading on or above grade level by end of this 2010-2011 academic year.

A. **Methods/Strategies used to assess the needs:** School Turnaround Benchmark; Acuity; Terra Nov ; MAP; and SRI (Read 180) tests were used to assess the reading status of the students. The results showed that on some measures the students were approximately reading three grades below grade level.

B. **Data to substantiate the needs**: According to the 2010 MAP data students' loss percentage points in communication arts by -3.5% on the 6th grade level and -5.5% on the eighth grade level. The implementation of the Scholastic Tiered Intervention would improve the reading ability (See MAP Data Chart above).

C. **Measuring progress:** The desired results will be two years of measured reading level gains for each year of instruction. The Scholastic Tiered Intervention is designed to accomplish this goal. Benchmark, Acuity, SRI, and MAP tests will be used as summative assessments to measure the effectiveness of the program. Teacher-made assessments and unit diagnostic test will be used as formative assessments to measure daily on-going progress. This type of evaluation will allow us to provide these students' parents on-going feedback regarding the effect that the program is having on their children. These increases should show gains across all academic categories.

Program Subject Focus

- ELA
  - The SRI (Scholastic Reading Inventory) will now be used to place students in the expanded Scholastic READ 180 program which includes System 44 for the lowest achieving readers and Expert 21 for those transitioning out of READ 180. All English/Language Arts teachers will be trained in all 3 levels of Scholastic's Reading Program. Purchase of student licenses for SRI, READ 180, System 44 and Expert 21 will be a need. The programs have a heavy focus on teacher instruction but they also require technology such as computers, headsets, microphones, CD players and a DVD player. As part of the purchase, classroom libraries are provided, CD's and DVD's are provided as well as student Books. Extensive professional development is an integral part of the success of this program along with technical support and program management at both the company and district levels.

- Mathematics
  - The Renaissance Learning program needs to be expanded to include students in grades 6-8 to better prepare them be successful on the MAP tests. The Renaissance Program for mathematics is being introduced to grades 6-8 for the 2010-2011school year. To ensure continued success of the students enrolled in the Renaissance Program (STAR Math Diagnostic Test, Accelerated Math, and Math Facts in a Flash) additional materials are needed; such as student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be required to help maintain teacher quality throughout the life of the program's use (3 years).

- Science
  - Saint Louis Public School District students have over the past 5 years continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points

- Social Studies
  - Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level.

During each year of the grant, teachers will participate in training on the Curriculum and Assessment exemplars and establish pacing guides and vertical alignment in a particular content domain (Year 1-English language arts; Year 2-mathematics; and Year 3 – science and social studies).

Data Collection

School leadership, along with SLPS Innovation administrators, will conduct walk through protocols to collect information/data on the instructional strategies used to implement the curriculum. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed with the Innovation Office, principals, and teachers to ensure fidelity of curriculum implementation. In Years 1 through 3, the principal (and other school leaders) will continue to observe the classroom instruction of each core curriculum teachers, and provide feedback to strengthen each teacher's practice.

In Year 1, Langston will establish and use model classrooms as a key job-embedded professional development activity to raise implementation fidelity levels. Starting in Year 1, the Langston principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms - almost a mentor program. In Years 2 and 3, these teachers will implement model exemplary instructional strategies that will serve as essential delivery method s for job-embedded professional development, and increase the internal capacity of the school to offer effective instruction at the same time.

Professional Development for Effective Instructional Delivery

Teachers will be trained to make instructional decisions based on relevant data. Langston literacy and mathematics coaches will attend district data coach training in summer 2010. In turn, these coaches will conduct training for

Langston Staff. Subject area coaches will lead design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis and integration into instruction, differentiated instruction, infusion of technology, and time and classroom management strategies. Quarterly sessions will be conducted during the school year. Teachers will employ demonstrated student learning best practices, Response to Intervention (RTI), one-on-one instruction, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content. Once again, teachers will also take advantage of informal, 'mini assessments' to make sure of student mastery on an individual basis.

In Year 1, teachers will be able to differentiate instruction based on formative assessment data, received from and coaching strategies from the SLPS Innovation Office, in all content areas. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies. Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks.

Starting in Year 1 and continuing in Years 2 and 3, teachers and administrators will continuously use data to inform and differentiate instruction through the implementation of the SLPS data and the Instructional Management System facilitated by content area coaches. All teachers will use tools to analyze formative and summative data to inform classroom instruction.

Response to Intervention (RTI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program.

SLPS Office Of Innovation Professional Development

The SLPS Innovation Office, content area coaches and various external professional development providers will offer mandatory job-embedded professional development throughout the school year in formats such as weekly grade-level common planning time, monthly cross-grade common planning periods, and quarterly small group sessions. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. The following is a breakdown of the professional development, which will be coordinated by the Innovation Office, that Langston faculty and staff will be provided:

- AFT Professional Development

- The AFT affiliate in St Louis will be partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
- SIG Professional Development Liaison – This individual will provide guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. He/she will work to ensure program fidelity and high levels of implementation
- Teacher Center - A teacher center will be developed and opened to bring support to the teachers in all the impacted schools. A director, two city wide coordinators, a site coordinator and two administrative assistants will provide this ongoing support which will concentrate on helping with school Improvement Grant priorities, support for new teachers, relevant professional development, innovative assistance, grant finding and writing and certification issues.

- Program specific training in ELA, Mathematics, Science, and Social Studies
  - Program specific training will be provided consistently by external providers, as per the contracts with the company, to ensure fidelity of implementation and mastery of instructional techniques.

- Instructional and Content Area training by SLPS instructional coaching staff
  - SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for the identified schools. They will also assist DESE with monthly Saturday Institutes for teachers on relevant topics to be determined as the needs arise, by highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas.
- NY Turnaround Professional Development
  - NY Turnaround will assist the school in the development of school leadership teams. They will also bring in the services of a Transformation Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is provided for methods, management and environment issues that often impact successful instruction
- National Consultant/Innovation Services Professional Development
  - National Consultant is in charge of overall coordination for all professional development. Too often low performing schools get so much support that at times it seems to be conflicting. National Consultant will ensure that the support is focused on the identified objectives and goals, aligned with the district's improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process National Consultant

will develop a master PD schedule and fill in as a provider of professional development as necessary.

- Also, National Consultant staff will act as the professional development liaison with all of SLPS, so that the development provided at SIG schools is consistent in both spirit and goals of all other systemic professional development. As such, National Consultant will meet consistently with the Superintendent, Chief Academic Officer, and the Accountability office to ensure consistency across the district.

During Year 1, the district will identify and coordinate specified program providers that Langston can select to conduct training to increase pedagogical knowledge of all teachers in each content area. Starting in Year 1 and continuing in Years 2 and 3, job-embedded professional development will be facilitated in different formats such as weekly common planning time, observations of exemplary instructional practice in onsite demonstration classrooms, and professional learning community study groups.

The selected professional development providers will consult with the SLPS Office of Innovation, as well as Langston staff to analyze SLPS benchmark data, classroom performance data, and any other performance evaluation data to refine content of professional development. In Years 2 and 3, teachers will be trained in how to use student portfolios to track and assess student progress toward proficiency and to advance proficiency over time.

School Leadership Accountability

During Year 1, the Langston principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school transformation process by attending the local, state and national conferences during the school year. The Langston principal will demonstrate management skills and effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Innovation Office and other central office administrators.

During Years 2 and 3, if warranted, the contract with the Langston Principal will be renewed, and training and ongoing support will continue to be offered by the Innovation Office, and other appropriate central office personnel.

Throughout the grant period, the Langston principal will report directly to the district's Director of the Innovation Office. The Innovation Office will assist the Superintendent and the Chief Academic Officer in supporting the implementation of the transformation activities named in this grant. The Innovation Office will work with the Langston principal and staff to monitor fidelity and progress of the transformation school plan, help to build leadership capacity and problem-solving skills, and coordinate communications and activities across SIG-funded schools.

Additionally, time will be allotted for school staff to work with the new school leadership on vision building and

implementing the model.

Human Resources: Using data to select, retain, and incentivize highly qualified staff

In order to attract and retain the appropriate staff to implement school transformation efforts, The Innovation Office and the Langston principal will ensure that each new teacher (both new to the profession and experienced teachers new to Langston) is paired with a seasoned teacher who has been trained to provide mentoring services during a teacher's first year.

During Year 1, the Innovation Office will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or demonstration classrooms. They will provide mentor training to teachers who are identified to serve in this mentoring or demonstration capacity. New teachers will participate in new teacher orientation and a mentoring component where they will be paired with a mentor. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, Langston will continue to use the Innovation Office to implement a performance evaluation process to screen and hire teacher candidates, ensure there are no vacancies, and replace teachers who do not improve performance.

Monitoring for Continuous Improvement and Long-Range Strategic and Sustainability Planning for continued development and implementation of Langston reform efforts will be ongoing. Starting in Year 1and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

Student Supports

- Students need additional opportunities to be actively involved in clubs and projects that enhance the school climate (Yearbook Committee, Peace Mediation, and Instrumental Music).
- Students need transportation for afterschool programs due to the social and economic challenges of the neighborhood in which they live.
- Students need a complete accompaniment of instruments for the instrumental music program (Stakeholder/community engagement).

- Additional licenses for SRI are needed to implement the Scholastic Tiered Intervention with fidelity. The setups for the program include all instructional materials, including the technology and assessment materials for students.

Student and Parent School Engagement

Langston will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students.
Langston will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, and adult education classes.
Starting in Year 1 and continuing in Years 2 and 3, External partners will be identified to develop and conduct school-wide campaigns to promote healthy choices and positive behavior.

Goals, Objectives and Indicators

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

- Objective 1.1: Implement the rigorous curriculum by the end of year 1
  - Indicator 1.1a: In year 1Develop a walk through process to monitor and improve instructional methods
  - Indicator 1.1b:In each of the 3 years Provide additional professional development to assist teachers in implementing the standards based curriculum through the assistance of the AFT, NY Turnaround and district leadership
  - Indicator 1.1c: In year 1 Provide support to teachers with the hiring of a Teaching and Learning Facilitator to act as a coach and to model good instruction

- Objective 1.2: Increase the use of data as instructional tool over the three year period
    - Indicator 1.2a: Provide support for grade level, subject area and vertical team meetings that concentrate of the use of data as a tool for teachers for all three years
    - Indicator 1.2b: Develop data to teachers in year 1
    - Indicator 1.2c: Provide external support through the use of the AFT and SLPS leadership beginning in year 1 and ongoing

- Objective 1.3: Implement a challenging and rigorous instructional program that includes student centered instructional methods beginning in year 1 and ongoing
    - Indicator 1.3a: Provide necessary staff development on rigor and relevance.
    - Indicator 1.3b: Provide guidance and staff development on student centered teaching methods.

- Objective 1.4: Develop comprehensive coordinated, high quality, job embedded professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the district improvement plan and the parameters as reviewed by the School Improvement Grant. Complete by the end of year 1 and monitor in ensuring years
    - Indicator 1.4a: Provide leadership through National Consultant Associates to coordinate monitor and review all professional development opportunities for the entire 3 years
    - Indicator 1.4b: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This is done each year
    - Indicator 1.4c: provide professional development on management related issues through the use of NY Turnaround during the first year and ongoing as needed
    - Indicator 1.4d: Provided staff development for teachers on improving student issues of self esteem
- Objective 1.5: Increase attendance for students and staff over the three year period to exceed the level of AYP guidelines
    - Indicator 1.5a: Develop an action plan of rewards and motivation for increasing attendance. Principal, leadership team, staff, minimal cost for prizes, increased student and teacher attendance.

Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

- Objective 2.1 Provide student support system to improve student self esteem issues and to improve self confidence
    - Indicator 2.1a: Provide external assistance through staff development on issues related to student

self esteem, student goal setting and student interaction with peers for all three years, concentrating on entering students each year. Principal, School Team, Consultants, cost of consultants. An improved school climate for students

- Objective 2.2: Provide opportunities for extended day and extended year learning activities for all 3 years
  - Indicator 2.2a: Increase the instructional day through the implementation of extended day programming in the core areas and in areas of extracurricular activities for the students for each year
- Objective 2.3: Provide increased opportunities for post secondary options
  - Indicator 2.3a: Train counselors in areas of post secondary counseling options
  - Indicator 2.3b: Provide site visits to colleges and universities for junior level students
  - Indicator 2.3c: Incorporate goal setting activities into the curriculum
- Objective 2.4: Lower dropout rate to acceptable levels for state and federal standards
  - Indicator 2.4a: Offer full service credit recovery options
  - Indicator 2.4b: Investigate alternative scheduling options for student
  - Indicator 2.4c: Identify at risk students and provide additional supports

Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local education agency)/District mission, goals, and objectives

I. **Objective: To ensure that 100% of the teachers and administrators are highly qualified in each of the Turnaround schools.**

a. **Strategy: The District will develop and implement a comprehensive teacher recruitment and training program**

i. Train all administrators on interviewing/selecting of quality candidates; how to leverage university and college partnerships for candidates for staffing
- Date of Implementation: October 2010
- Date of Completion: Ongoing

Administrators are, in theory, hiring managers. In order to select and obtain highly qualified teachers for the District, administrators must be able to effectively interview and select those candidates. Currently the District recruitment team participates in job fairs held at local colleges/universities and obtains certificated and soon to be certificated candidates.

ii. Use a structured screening process in conjunction with the District's web-based application system-Habermann Star Teacher Questionnaire
- Date of Implementation: May 2009
- Date of Completion: Ongoing

The Habermann Star Administrator Questionnaire has been utilized in the hiring process for Administrators. The Habermann Questionnaire predicts which candidates will succeed as school administrators serving diverse children and youth in urban school districts. It analyzes respondents' answers to thirteen dimensions of urban school administration. These dimensions were identified in studies of star urban principals who led effective schools in major urban districts or who turned failing schools into effective ones.

iii. Develop and implement a 2-year Beginning Teacher Assistance and Mentoring program that includes a structured and effective New Teacher Induction Model
- Date of Implementation: August 2009

- Date of Completion: Ongoing

This has begun through our Peer Assistance Review Program. There are veteran teachers that have been chosen to mentor, support and evaluate teachers that are new to SLPS. The veteran teachers' job is to mentor, support, and evaluate only, they do not manage a classroom or office simultaneously. This ensures that the focus is on the mentees and that the consultant teachers are available to the new teachers when they are needed. The consultant teachers and mentee teachers meet and/or communicate regularly. This should improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District.

iv. The District will develop and implement a week-long SLPS induction model for all staff new to the SLPS
- Date of Implementation: July 2011
- Date of Completion: Ongoing

The Human Resources Department and the Professional Development Department will collaborate to ensure that all new staff are orientated and given the opportunity to participate in Professional Development. This will ensure that new hires feel welcomed and prepared in their new positions, in turn giving them the confidence and resources to make an impact within the District, and ultimately become positive assets to the District as a whole.

b. Strategy: The District will strengthen and expand partnerships with local universities such as the University of Missouri and outside organizations such as Teach For America

i. To attract the top college graduates, recruiting team will attend college sponsored job fairs to speak with graduates about SLPS opportunities. Recruiting team will also follow up with each student by email, phone, written correspondence
- Date of Implementation: March 2010
- Date of Completion: Ongoing

The District recruitment team has been participating in job fairs held at local colleges/universities and has obtained certificated and soon to be certificated candidates. The recruitment team is able to follow up with candidates via its School Recruiter on-line application system.

ii. Recruiting team will meet with all University Career Placement offices and Deans of Education to establish relationships with the colleges and universities and to attract graduating students to SLPS
- Date of Implementation: February 2009
- Date of Completion: Ongoing

The District hosted its first meeting with the Deans of Education of 7 local colleges/universities. This meeting was a roundtable discussion to share ideas concerning effective recruitment processes for their graduates. The result of this partnership is to facilitate an influx of local students of Education into the District.

iii. Recruiting team will post all teaching vacancies on college universities' job boards and will also e-blast teaching vacancies to university careers services and Deans of Education to increase school partnerships and teacher placement
- Date of Implementation: October 2010
- Date of Completion: Ongoing

The District recruiting team currently e-blasts open positions to various colleges. The District has also created a Facebook page and a Linkedin account in order to utilize the trend of social networking. Moving forward the recruiting team will post to local colleges/universities as well as neighboring state colleges/universities.

iv. Recruiting team will meet with Teach For America (TFA) leadership team to indentify teaching candidates for the upcoming school year. Recruiting team will also set up interviews and orientation for all TFA candidates
- Date of Implementation: 2002
- Date of Completion: Ongoing

The District has had an ongoing relationship with Teach For America since 2002. This

relationship will continue throughout the future. The recruiting team of SLPS works with the TFA recruiting team to coordinate interviews and obtain teaching placements for the TFA members.

v. Increase student teaching program candidates in SLPS by partnering with local colleges and universities to establish processes and guidelines to ensure program effectiveness.
   - Date of Implementation: July 2009
   - Date of Completion: Ongoing

   Human Resources has become more involved in student placements within the District. In becoming more involved, this creates a conduit to become more strategic in connecting student teachers to teaching positions in the following year(s).

c. Strategy: The principal and at least 50% of the staff at each Turnaround School will be replaced to ensure that a highly capable staff is in place to raise achievement

i. New principals will be selected and assigned by the superintendent with input from a team representing a variety of key stakeholders at each school. Key characteristics indicative of turnaround leadership will be determining criteria
   - Date of Implementation: June 2010
   - Date of Completion: July 2010

ii. Returning teachers are determined using record of raising student achievement and commitment to improvement
   - Date of Implementation: June 2010
   - Date of Completion: July 2010

   Human Resources partnered with the administrators of the Turnaround Schools to interview and select

iii. Establish and implement a comprehensive, collaborative, uniform interview and selection process for incoming (and returning teachers) to each school
   - Date of Implementation: May 2010
   - Date of Completion: July 2010

d. Strategy: Institute a rigorous evaluation system for all pedagogical personnel that is tied to student growth data

i. Teachers will set measurable targets for each class/section at the beginning of the year and determine a plan for his/her individual professional development needs and end-of-year evaluations will be based on hitting these targets

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

- Objective 4.1: Increase parent involvement as an ongoing priority
  - Indicator 4.1a: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the first year and continuing
  - Indicator 4.1b. Develop a parent handbook as a tool for parents during year 1

- Indicator 4.2c: Review the success of PTOs, PTAs in the building and provide opportunities and leadership to improve or institute their work. During year 1

- Objective 4.2: Increase meaningful community partnerships within the school
  - Indicator 4.2a: Identify potential community partnerships
  - Indicator 4.2b: Reach out to the community partners in a meaningful way

LANGSTON MIDDLE SCHOOL PROJECT ACTIVITY PLAN

Year 1 – Project Activity Plan

The implementation plan for year one, two and three will be broken down as follows (Specific Actions: Person(s) Responsible: Resources: Indicators of Success):

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

- **Objective 1.1: Implement the rigorous curriculum by the end of year 1**
  - Indicator 1.1a: In year 1 Develop a walk through process to monitor and improve instructional methods
    - *Action: Review current process leadership team*
      - Person(s) Responsible
        - principal, district
      - Resources
        - No resources
      - Indicators of Success:
        - completed review
    - *Action: Ensure that walk throughs have a focus on student achievement*
      - Person(s) Responsible
        - NY Turnaround, Principal, District
      - Resources
        - resources are cost of facilitator
      - Indicators of Success:
        - completed protocols are the outcome
    - *Action: Provide necessary training*
      - Person(s) Responsible
        - NY Turnaround, District, Principal
      - Resources

        - PD for training
    - Indicators of Success
        - improved test scores.
- *Action: Monitor and ensure fidelity of the process.*
    - Person(s) Responsible
        - Principal
    - Resources
        - no costs
    - Indicators of Success:
        - improved test score outcomes
- *Action: Fully implement Renaissance Learning in Math classrooms and Scholastic for support with ELA*
    - Person(s) Responsible
        - Consultants, principal
    - Resources
        - related consultant costs
    - Indicators of Success
        - improved test scores in Math and Reading
- *Action: Utilize school based instructional coaches*
    - Person(s) Responsible
        - Principal, leadership team. Teachers
    - Resources
        - district costs for personnel
    - Indicators of Success
        - improved instruction as observed

YEAR 2 AND 3

- *Action: Ongoing monitoring of walkthrough process and retraining of new personnel*
    - Person(s) Responsible
        - Principal, school leadership
    - Resources
        - No cost
    - Indicators of Success
        - Completed walk throughs

- Indicator 1.1b: In each of the 3 years Provide additional professional development to assist teachers in implementing the standards based curriculum through the assistance of the AFT, NY Turnaround and district leadership

- *Action: Provide guidance to leadership team and staff on standards based instruction*
    - Person(s) Responsible
        - principal NY Turnaround, District,
    - Resources
        - PD training costs,
    - Indicators of Success
        - indicators are improved test scores
- *Action: Incorporate standards based instructional review in walk throughs.*
    - Person(s) Responsible
        - Leadership team
    - Resources
        - no resources
    - Indicators of Success
        - improved test scores

YEAR 2 AND 3

- *Action: ongoing professional development coordination and review*
    - Person(s) Responsible
        - NY Turnaround and AFT Teacher Center
    - Resources
        - NYT, AFT Consultant costs
    - Indicators of Success
        - Increased test scores

- Indicator 1.1c: In year 1 Provide support to teachers with the hiring of a Teaching and Learning Facilitator to act as a coach and to model good instruction
    - *Action: Hire a TLC through district funds.*
        - Person(s) Responsible
            - Principal, leadership team
        - Resources
            - district personnel costs
        - Indicators of Success
            - improved test scores
    - *Action: Monitor success of TLC*
        - Person(s) Responsible
            - Principal
        - Resources
            - no costs

- Indicators of Success
    - completed evaluations

YEAR 2 AND 3

- *Action: ongoing support by the TLF in coaching and modeling,*
    - Person(s) Responsible
        - principal
    - Resources
        - TLF, district costs
    - Indicators of Success
        - improved test scores

- **Objective 1.2: Increase the use of data as instructional tool over the three year period**
    - Indicator 1.2a: Provide support for grade level, subject area and vertical team meetings that concentrate of the use of data as a tool for teachers for all three years
        - *Action: Schedule grade level and vertical team meetings into classroom teacher schedule*
            - Person(s) Responsible
                - principal NY Turnaround, AFT
            - Resources
                - related consultant costs
            - Indicators of Success
                - completed schedules
        - *Action: Monitor and review processes.*
            - Person(s) Responsible
                - Principal
            - Resources
                - no costs
            - Indicators of Success
                - completed observations
        - *Action: Provide professional development*
            - Person(s) Responsible
                - AFT, NYT, District, principal
            - Resources
                - related consultant costs
            - Indicators of Success
                - improved test scores

YEAR 2 AND 3

- *Action :Ongoing support for new staff members with continuing assistance for existing staff*
    - Person(s) Responsible
        - AFT, NYT
    - Resources
        - Consultant costs
    - Indicators of Success
        - Improved test scores

- Indicator 1.2b: Develop data walls in year 1
    - Provide external professional development for data walls
        - Person(s) Responsible
            - external consultants, principal
        - Resources
            - costs of consultants
        - Indicators of Success
            - completed data walls
    - Monitor and review.
        - Person(s) Responsible
            - Principal, leadership teams
        - Resources
            - no cost
        - Indicators of Success
            - observations and improved scores

YEAR 2 AND 3

- *Action: ongoing support for new staff members*
    - Person(s) Responsible
        - Principal, leadership team, aft
    - Resources
        - Consultant costs
    - Indicators of Success
        - Improved test scores

- Indicator 1.2c: Provide external support through the use of the AFT and SLPS leadership beginning in year 1 and ongoing
    - *Action: Utilize outside consultants for PD as needed*
        - Person(s) Responsible
            - principal, leadership team
        - Resources
            - consultant costs
        - Indicators of Success
            - improved test scores

YEAR 2 AND 3

- *Action: Ongoing support for new staff members*
    - Person(s) Responsible
        - Principal, leadership team, AFT
    - Resources
        - consultant costs
    - Indicators of Success
        - improved test scores

- **Objective 1.3: Implement a challenging and rigorous instructional program that includes student centered instructional methods beginning in year 1 and ongoing**
    - Indicator 1.3a. Provide necessary staff development on rigor and relevance.
        - *Action: Provide assistance through the AFT consultant group and the teacher center.*
            - Person(s) Responsible
                - District, AFT
            - Resources
                - related consultant costs,
            - Indicators of Success
                - observations

YEAR 2 AND 3

- *Action: ongoing support for new staff members*
    - Person(s) Responsible
        - Principal, leadership team, AFT
    - Resources
        - Consultant costs
    - Indicators of Success
        - Improved test scores

- Indicator 1.3b: Provide guidance and staff development on student centered teaching methods.
    - *Action: Provide assistance through AFT teacher center*
        - Person(s) Responsible
            - principal, district, AFT
        - Resources
            - related consultant costs
        - Indicators of Success
            - teacher observation

YEAR 2 AND 3

- *Action: ongoing support for new staff members*
    - Person(s) Responsible
        - Principal, leadership team, AFT
    - Resources
        - Consultant costs
    - Indicators of Success
        - Improved test scores

- **Objective 1.4: Develop comprehensive coordinated, high quality, job embedded professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the district improvement plan and the parameters as reviewed by the School Improvement Grant. Complete by the end of year 1 and monitor in ensuring years.**
    - Indicator 1.4a: Provide leadership through National Consultant Associates to coordinate monitor and review all professional development opportunities for the entire 3 years
        - *Action: Provide assistance through AFT teacher center*
            - Person(s) Responsible
                - principal, district, AFT
            - Resources
                - related consultant costs
            - Indicators of Success
                - teacher observation

YEAR 2 AND 3

- *Action: ongoing support for new staff members*
    - Person(s) Responsible
        - Principal, leadership team, AFT
    - Resources
        - Consultant costs

- Indicators of Success
    - Improved test scores

- Indicator 1.4b: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This is done each year
    - *Action: Complete a master schedule prior to opening of school year and minimize additional items except when absolutely necessary*
        - Person(s) Responsible
            - National Consultant
        - Resources
            - consultant costs
        - Indicators of Success
            - completed schedule

- Indicator 1.4c: provide professional development on management related issues through the use of NY Turnaround during the first year and ongoing as needed
    - Identify needs of teachers with school management issues
        - Person(s) Responsible
            - NYT, Principal
        - Resources
            - related consultant costs
        - Indicators of Success
            - list of those in need
    - Offer job embedded professional development to identified teachers
        - Person(s) Responsible
            - NYT, Principal
        - Resources
            - related consultant costs
        - Indicators of Success
            - principal observations

YEAR 2 AND 3

- *Action: ongoing support for new staff members*
    - Person(s) Responsible
        - Principal, leadership team, AFT
    - Resources
        - Consultant costs
    - Indicators of Success
        - Improved test scores

- **Objective 1.5: Increase attendance for students and staff over the three year period to exceed the level of AYP guidelines**
    - Indicator 1.5a: Develop an action plan of rewards and motivation for increasing attendance. Principal, leadership team, staff, minimal cost for prizes, increased student and teacher attendance.
        - Action: Offer incentives for students and teachers related to improved attendance
            - Person(s) Responsible
                - principal, leadership team,
            - Resources
                - related costs of purchasing prizes,
            - Indicators of Success
                - improved attendance
        - *Action: Set attendance goals for all staff and students,*
            - Person(s) Responsible
                - principal, leadership team
            - Resources
                - no costs
            - Indicators of Success
                - improved attendance

Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

- **Objective 2.1 Provide student support system to improve student self esteem issues and to improve self confidence**
    - Indicator 2.1a: Provided staff development for teachers on improving student issues of self esteem during the first year
        - *Action: Investigate available options for ongoing student and teacher support on issues of student goals and self esteem.*
            - Person(s) Responsible
                - Principal, leadership team
            - Resources
                - cost of consultant
            - Indicators of Success
                - improved school climate
        - *Action: Develop an ongoing program for entering students for each year to work on these issues of self esteem and goal setting.*

- Person(s) Responsible
    - Principal, Leadership team
- Resources
    - No costs
- Indicators of Success
    - improved school climate

YEAR 2 AND 3

- *Action: Provide ongoing support for entering students and reinforcement for returning students,*
    - Person(s) Responsible
        - principal, leadership team
    - Resources
        - consultant related costs
    - Indicators of Success
        - improved school climate.

- **Objective 2.2: Provide opportunities for extended day and extended year learning activities for all 3 years**
    - Indicator 2.2a: Increase the instructional day through the implementation of extended day programming in the core areas and in areas of extra-curricular activities for the students for each year

YEAR 2 AND 3

- *Action: Provide ongoing support for extended day and extended year learning activities*
    - Person(s) Responsible
        - District, principal,
    - Resources
        - District related costs
    - Indicators of Success
        - Improved test scores

Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

- **Objective 3 1: Remove staff as mandated under the Transformational guidelines**
    - Indicator 3.1a: Under district leadership, replace the principal and the staff prior to the opening of the school year.
        - *Action: Complete the process of removal and re-selection.*
            - Person(s) Responsible
                - District leadership

- Resources
    - no local costs
- Indicators of Success
    - complete review of certificates and qualifications

- **Objective 3.2 Establish a recruitment and retention plan to ensure high quality, highly qualified teachers in all classrooms during year 1**
    - *Action: District level process to work with all impacted schools.*
        - Person(s) Responsible
            - District
        - Resources
            - no school level costs
        - Indicators of Success
            - completed plan
    - *Action: Completed recruitment plan by midyear one*
        - Person(s) Responsible
            - District
        - Resources
            - no local costs
        - Indicators of Success
            - completed plan

    - Indicator 3.2a: Monitor and review teacher certifications at the school to ensure that all new staff are highly qualified as an ongoing process
        - *Action: Create a review process to monitor and ensure certification alignment*
            - Person(s) Responsible
                - District
            - Resources
                - no local school costs
            - Indicators of Success
                - all highly qualified staff

- **Objective 3.3: Develop a teacher evaluation system that includes performance indicators during year 1**
    - Indicator 3.3a: Develop a district team to institute a comprehensive teacher evaluation system that includes performance indicators as part of the process. Prior to year 1
        - *Action: Develop and complete a teacher evaluation system tied to performance.*

- Person(s) Responsible
    - District, consultants
- Resources
    - no local costs
- Indicators of Success
    - a completed plan

- **Objective 3.4: Ensure a process is established to hire the best people for critical positions at the school and district**
    - Indicator 3.4a: Utilize National Consultant to assist with key hiring's for the 3 year period
        - *Action: identify key positions needed to be hired or replaced*
            - Person(s) Responsible
                - National Consultant, district
            - Resources
                - consultant costs
            - Indicators of Success
                - completed list
        - *Action: Hire individuals as needed using outside support*
            - Person(s) Responsible
                - National Consultant, District
            - Resources
                - consultant costs
            - Indicators of Success
                - completed leadership roster

YEAR 2 AND 3

- *Action: Continue to utilize consultant services for new hires*
    - Person(s) Responsible
        - District, National Consultant
    - Resources
        - consultant costs
    - Indicators of Success
        - Improved performance

- **Objective 3.5: Provide leadership support to the principal and the development of school leadership teams and Transformation advice during the first year and determine if retention is warranted for year 2**
    - Indicator 3.5a: Utilize the services of NY Turnaround to provide the necessary leadership

training and guidance on issues relating to transformation for the entire 3 year period

- *Action: identify key positions needed to be hired or replaced*
  - Person(s) Responsible
    - National Consultant, district
  - Resources
    - consultant costs
  - Indicators of Success
    - completed list

- *Action: Hire individuals as needed using outside support*
  - Person(s) Responsible
    - National Consultant, District
  - Resources
    - consultant costs
  - Indicators of Success
    - completed leadership roster

YEAR 2 AND 3

- *Action: Continue to utilize consultant services for new hires*
  - Person(s) Responsible
    - District, National Consultant
  - Resources
    - Consultant costs
  - Indicators of Success
    - Improved performance

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

- **Objective 4.1: Increase parent involvement as an ongoing priority**
  - Indicator 4.1a: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the first year and continuing
    - *Action: Reach out to the community for increased use of building*
      - Person(s) Responsible
        - Principal
      - Resources
        - no costs
      - Indicators of Success

        - increased use of facility
    - *Action: Develop guidelines for usage*
        - Person(s) Responsible
            - Principal, leadership team, district
        - Resources
            - no costs
        - Indicators of Success
            - increased facility usage by community and parents

YEAR 2 AND 3

    - *Action: Ongoing outreach to the community, parents*
        - Person(s) Responsible
            - Leadership team
        - Resources
            - No costs
        - Indicators of Success
            - Increased involvement

- Indicator 4.1b. Develop a parent handbook as a tool for parents during year 1
    - *Action: Review current handbook and make necessary changes or review comparable handbooks and complete one for the school*
        - Person(s) Responsible
            - principal, leadership team
        - Resources
            - no costs
        - Indicators of Success
            - parent handbook

- **Objective 4.2: Increase meaningful community partnerships within the school**
    - Indicator 4.2a: Identify potential community partnerships
        - *Action: Develop a list of possible partners*
            - Person(s) Responsible
                - School leadership team
            - Resources
                - no costs

- Indicators of Success
    - completed lists

- Indicator 4.2b: Reach out to the community partners in a meaningful way
    - *Action: Schedule meetings and visits with identified potential partners*
        - Person(s) Responsible
            - Principal
        - Resources
            - no costs
        - Indicators of Success
            - increased number of partnerships

YEAR 2 AND 3

- *Action: Ongoing outreach to the community*
    - Person(s) Responsible
        - Parent, Leadership team
    - Resources
        - no costs
    - Indicators of Success
        - increased involvement

- Indicator 4.2c: Review the success of PTOs, PTAs in the building and provide opportunities and leadership to improve or institute their work. During year 1
    - *Action: Gain the assistance of national PTA for guidance in enhancing parental involvement*
        - Person(s) Responsible
            - Principal, leadership team
        - Resources
            - no costs
        - Indicators of Success
            - increased involvement

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

The LEA/District does not claim lack of capacity to serve the identified Tier I school.

B (3) District Implementation Plan

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school
    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
    a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application
    Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools

a. Hire Associate Superintendent for the Office of Innovation
b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
    i. Develop process to manage and monitor each schools through:
        1. Project management dashboard with benchmarks and timelines for accountability
        2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
        3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions
        Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders
   Date: June 2010 – On going through out funding period, at least quarterly

Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
    - Teachers are expected to infuse common process standards into every classroom, everyday
    - At any time, staff should be able to query students regarding the process standards
- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.
- Teachers will….
    - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
    - Develop lessons using the identified strategy for the first quarter
    - Practice the strategy within the PLC/Grade level meeting
    - Teach the strategy
    - Observe other colleagues using the strategy and provide feedback
    - Analyze student work on the strategy
    - Reflect and revise the implementation of the strategy
    - Provide opportunities for extra support for students who have not mastered the strategy
    - Add the next strategy
    - Continue the cycle

Analyzing Student Work

- Staff will analyze student work to strengthen the instructional quality and delivery
- Staff will utilize the Tuning Protocol from David Allen and Joe McDonald at the Coalition of Essential Schools
- Staff and Curriculum Supervisors will create MAP-like constructed responses quarterly to assess as a staff
- An analysis of the teaching issues will be conducted and shared with staff to adjust teaching strategies

District Implementation Timeline

Teachers and School Leader Effectiveness		
Strategy and/or Activity	**Time Frame**	**Action**
Replace the principal	2011	Implemented in June 2010 and completed in July 2010
	2012	No further action necessary
	2013	No further action necessary
Implement strategies for recruiting, hiring, and retaining high-quality staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Use rigorous, transparent, and equitable evaluation systems	2011	Implementation will begin immediately. The period of evaluation is 90 days.
	2012	Ongoing with quarterly evaluations conducted

	2013	Ongoing with quarterly evaluation conducted
Identify and reward effective staff and remove ineffective staff	2011	Implementation will begin immediately.
	2012	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
	2013	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
Provide ongoing, high quality, job-embedded professional development	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Comprehensive Instructional Reform		
Strategy and/or Activity	**Time Frame**	**Action**
Implement a research-based, data-informed instructional program aligned to standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Increased Learning Time and Community-Oriented Schools		
Strategy and/or Activity	**Time Frame**	**Action**
Establish schedules and strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide ongoing mechanisms for family and community engagement	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs

Operational Flexibility and Sustained Support		
Strategy and/or Activity	**Time Frame**	**Action**
Provide operational flexibility	2011	Implementation will begin immediately. Progress will be monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Provide ongoing, intensive technical assistance	2011	Implementation will begin immediately. Progress will be initially monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly planning and evaluation
	2013	Ongoing with quarterly planning and evaluation

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME LANGSTON (324)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Instructional Support Coordinator	**65,000.00**
Teacher Extra Service Pay for Extended Day Instruction	**22,000.00**
Teacher Extra Service Pay for Professional Development	**31,497.00**
Curriculum- 20 hours @ $26 per hour = $520	
Staff Development- 32 hours @ $26 per hour = $832	
Vendor- 16 hours @ $26 per hour = $416	**11,364.00**
TOTAL- 68 hours @ $26 per hour = $1,768	**17,727.00**
.091 – 1 FTE Asst Supt of Innovation .091 – 4 FTE Turnaround/Accountability Specialist	
6100 Subtotal	**$147,588.00**
6150: Non-Certificated Salaries	
Non-cert Staff Extra Service Pay for Extended Day Instruction	**2,000.00**
Non-cert Extra Service Pay for Professional Development	**6,808.00**
Curriculum- 20 hours @ $14 per hour = $280	
Staff Development- 32 hours @ $14 per hour = $448	
Vendor- 16 hours @ $14 per hour = $224	
TOTAL- 68 hours @ $14 per hour = $952	**2,727.00**
.091 – 1 FTE Executive Assistant	
6150 Subtotal	**$11,535.00**
6200: Employee Benefits *(optional categories)*	

FTE Blended Benefits Rate (41%) Hourly Blended Benefits Rate (11%)	**46,549.00**
6200 Subtotal	**$46,549.00**
6300: Purchased Services .091 Development and Implementation contract with Synesi	**1,500.00**
6300 Subtotal	**$1,500.00**
6400: Materials/Supplies Instructional materials and supplies (Scholastics Tiered Intervention – READ 180,System 44, Expert 21) Instructional materials and supplies (Periodical, Leveled book sets, Student portfolio materials) Professional development materials and supplies (Inquiry-based Learning text, Marzano strategies, Unpacking the Standards) Family center materials and supplies	**208,716.00** **10,000.00** **8,691.00** **2,000.00**
6400 Subtotal	**$229,407.00**
6100-6400 Subtotal	**$436,579.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0.00**
TOTAL	**$436,579.00**

Budget Narrative

Langston Middle School requires (1) full time Instruction Support Coordinator in order to assure providing the students a quality educational experience. It is necessary to have additional staffing and instructional resources. The budget reflects hiring an Instruction Support Coordinator to assist the principal in instructional support and the health, safety and welfare of students and staff.

Standardized test scores reflect deficiencies in the academic ability of the Langston Middle School student body thus resulting in the need of communication arts and math interventions that will be met with the purchase of the Scholastic Tiered Intervention materials and supplies.

In order to effectively meet the instructional needs of the students, extra service pay is necessary to provide professional development for both certificated and non-certificated staff.

At this time Langston Middle School is disconnected from the community and the implementation of a concert band will solidify its presence in the community and make a stronger connection to all stakeholders.

Surveys indicate that parents are in need of resources to better provide a solid instructional foundation at home for their child/ren. Langston Middle School will develop a Parent Family Center that will supply resources, to include access to community social services, information and technology access.

District home office support and communication is vital to the success of the programs and initiatives at Langston Middle School. The creation of the Office of Innovation will meet these needs. The accountability and monitoring of instructional effectiveness needs will be met by the Assistant Superintendent of Innovation. This staff member will serve as the liaison between Langston and the district to make sure that the needs of Langston that are not covered in the grant budget are met. This Assistant Superintendent will also assist in helping Langston connect with other stakeholders to help enhance the teaching, learning, and other academic opportunities that are available in the community at-large.

Turnaround/Accountability Specialist will provide the necessary oversight to not only make sure Langston is following the effective practices of the success Turn Around methods, but also to make sure the processes and practices directly align with the Districts CSIP plan.

The executive assistant will keep accurate records and assist the Office of Innovation to meet the needs of Langston.

APPENDIX

Statement of Assurances

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

Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

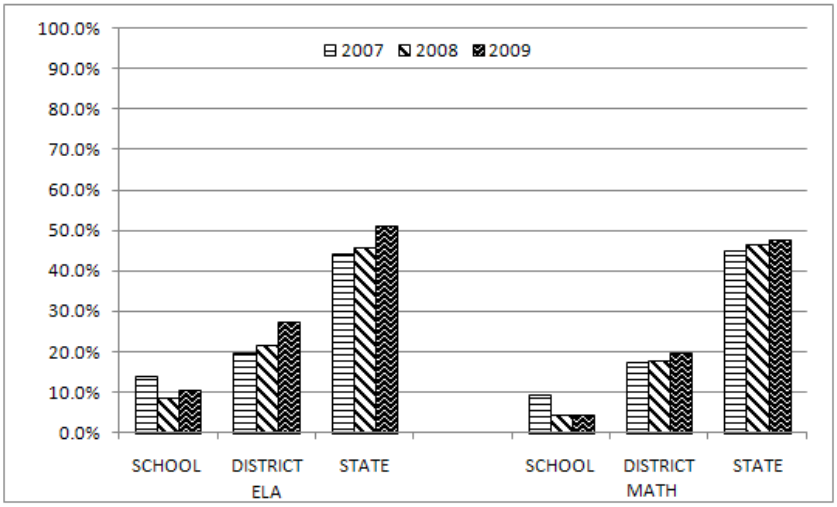
☐ The LEA/district approves The Department's use of grant funds to provide improvement services directly to the LEAs/districts and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

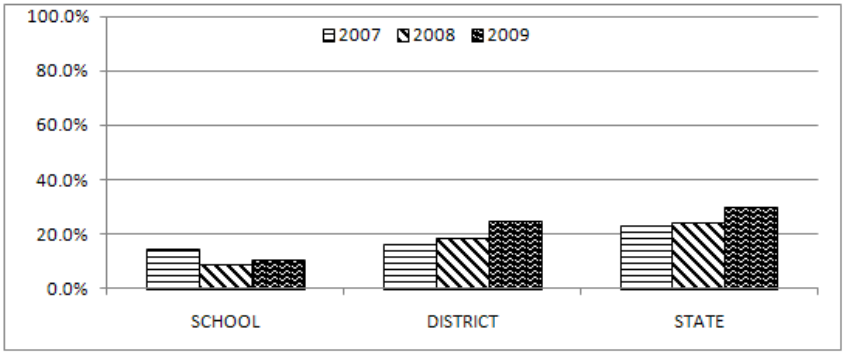
Langston Middle School Data

School Total Proficiency



Communication Arts Proficiency : ASIAN

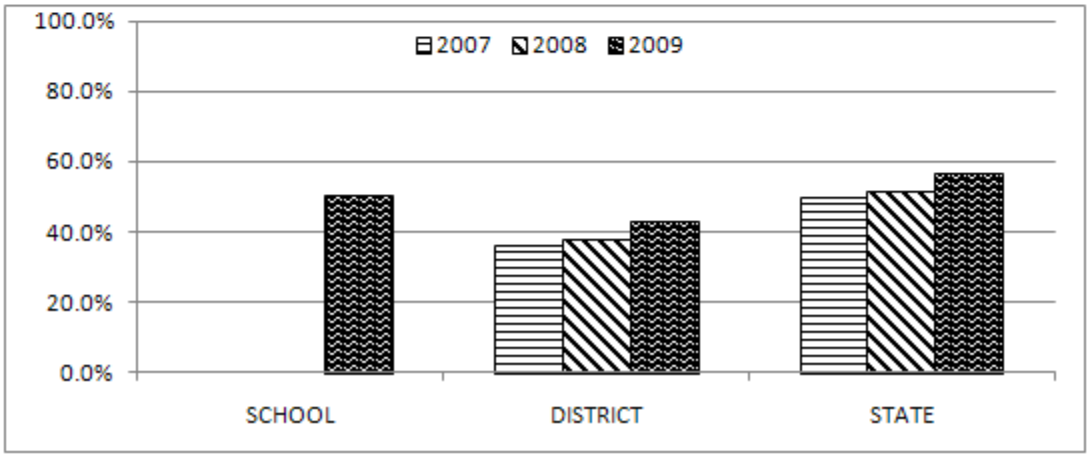
Communication Arts Proficiency : BLACK



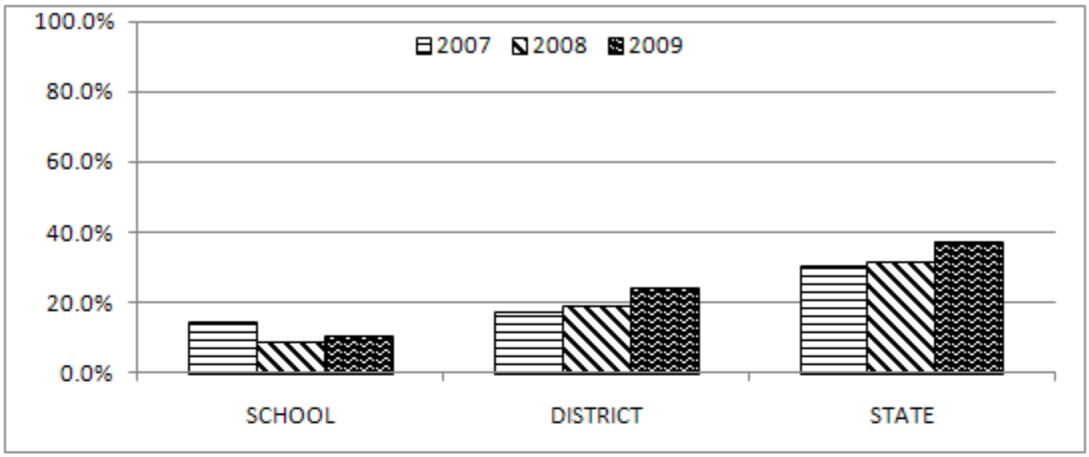
Communication Arts Proficiency : HISPANIC

Communication Arts Proficiency : AMERICAN INDIAN

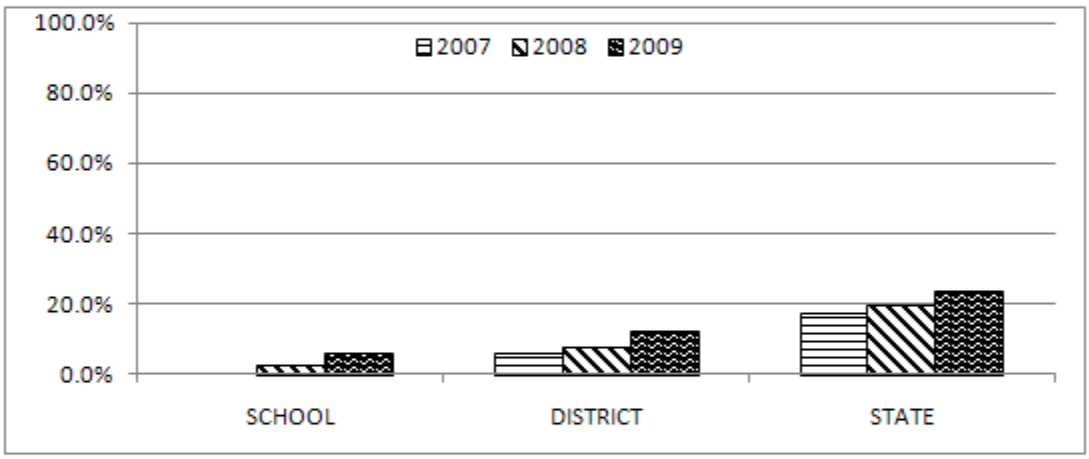
Communication Arts Proficiency : WHITE



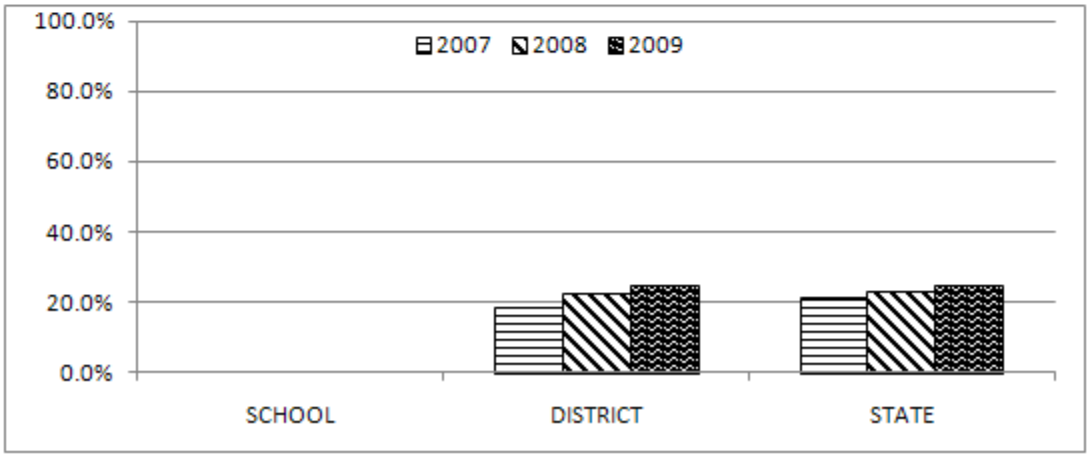
Communication Arts Proficiency : FREE/REDUCED LUNCH



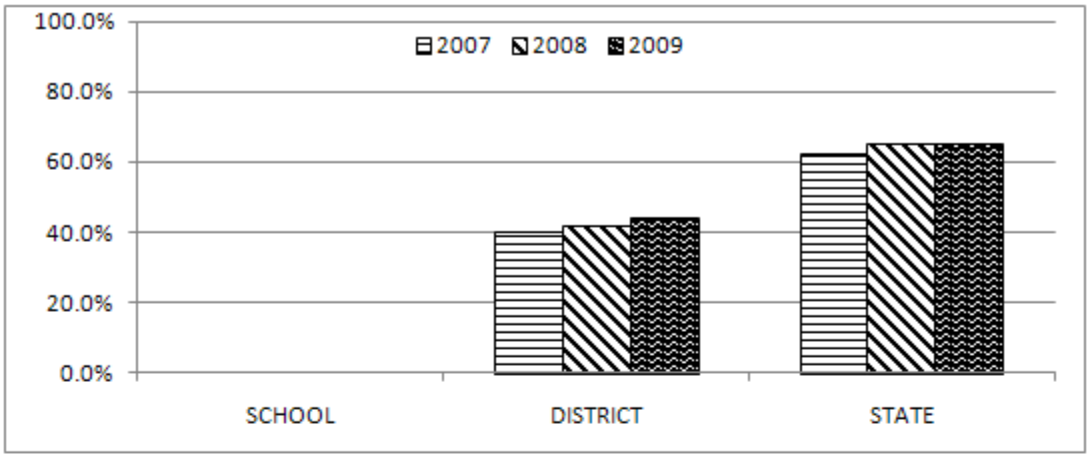
Communication Arts Proficiency : IEP



Communication Arts Proficiency : LEP



MATH Proficiency : ASIAN



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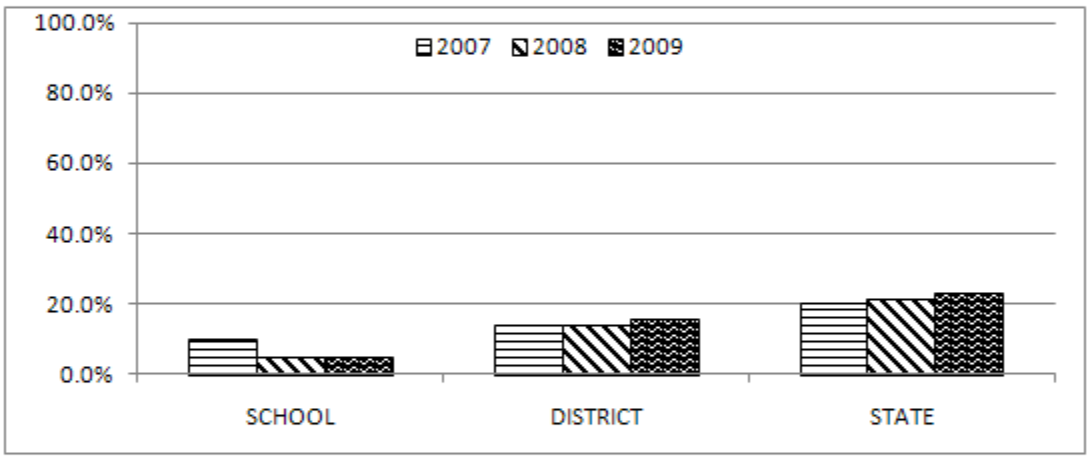

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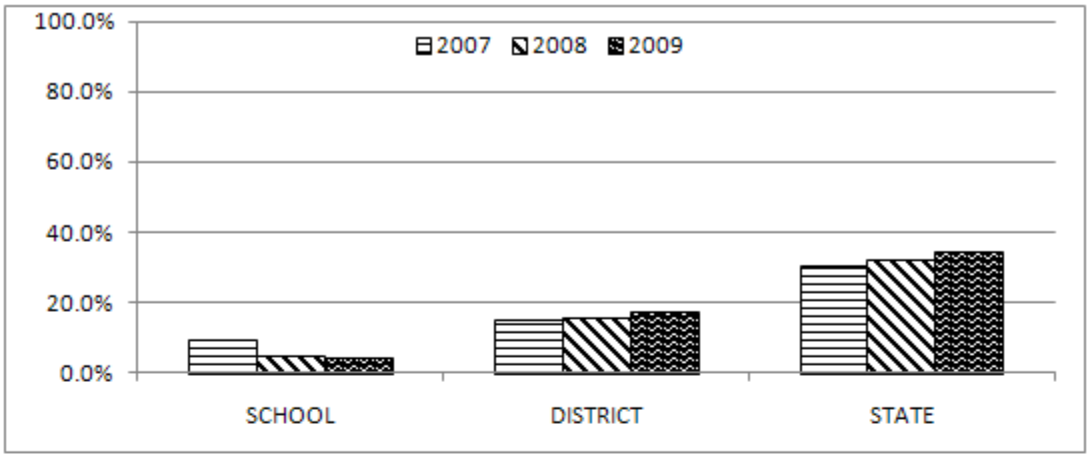
MATH Proficiency : AMERICAN INDIAN

MATH Proficiency : WHITE

MATH Proficiency : FREE/REDUCED LUNCH



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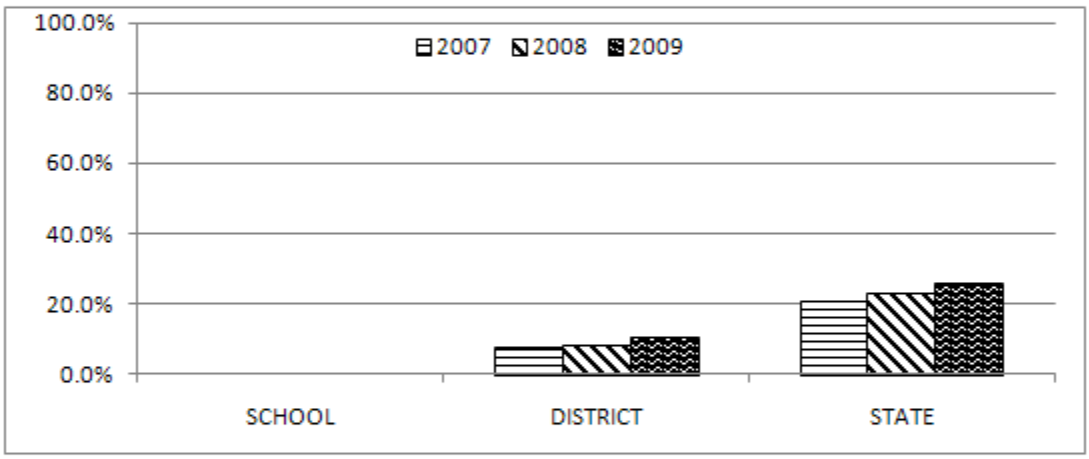
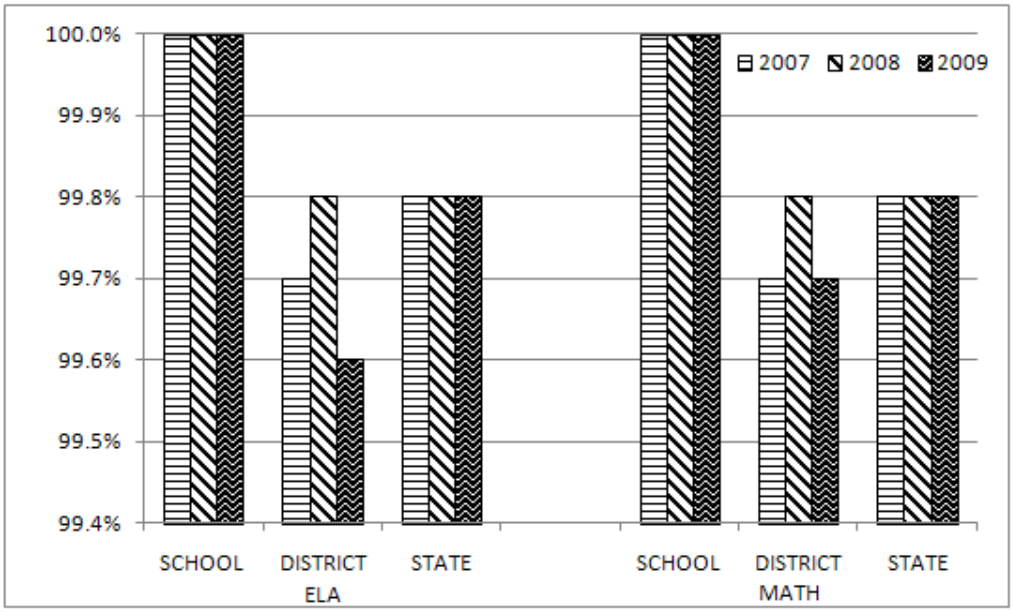
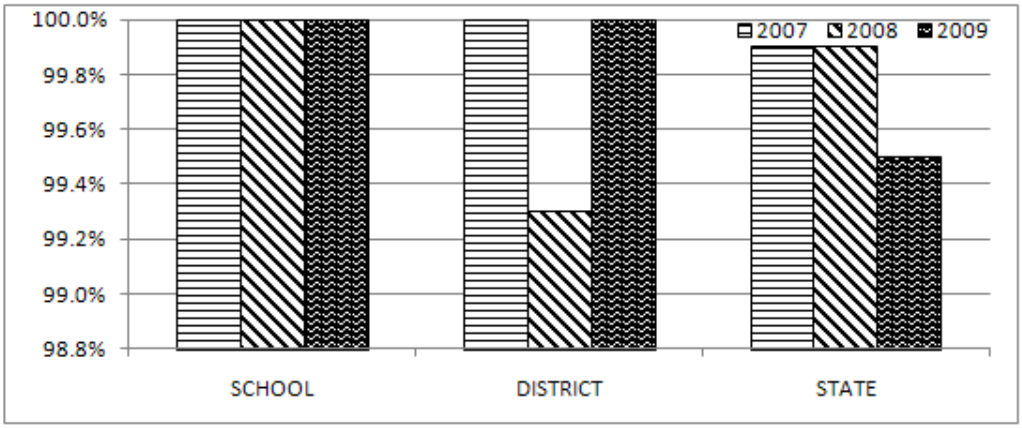


MATH Proficiency : LEP

School Total: Participation



Communication Arts Participation : ASIAN



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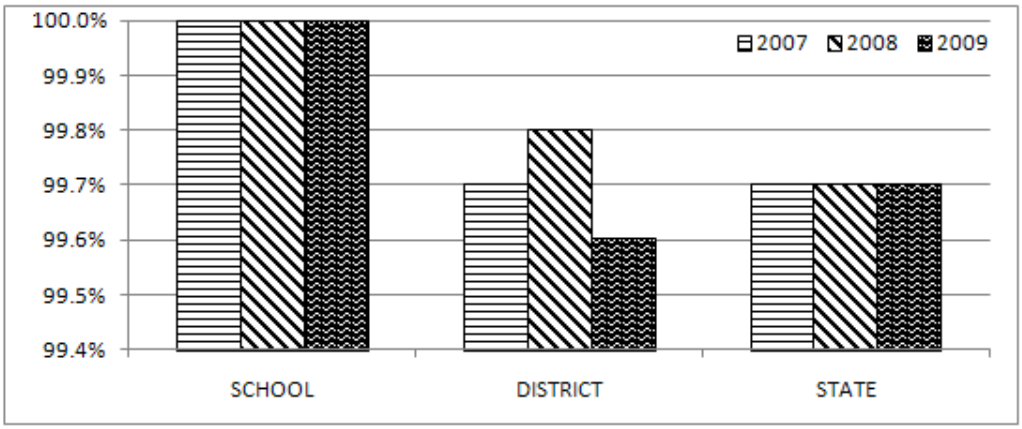

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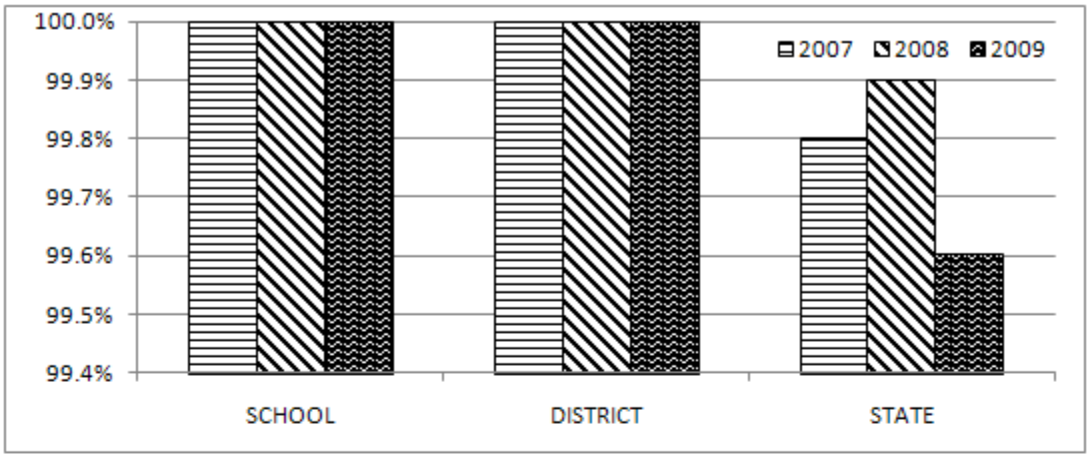

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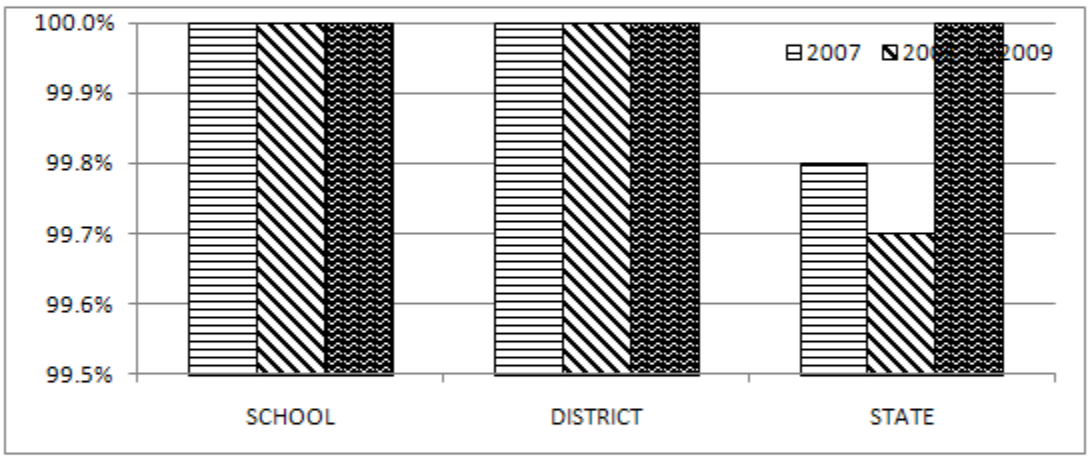

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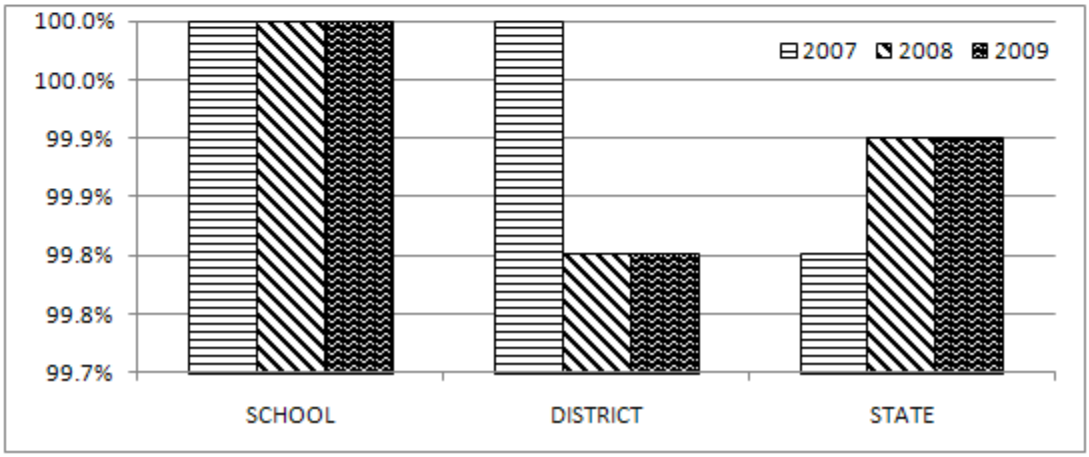
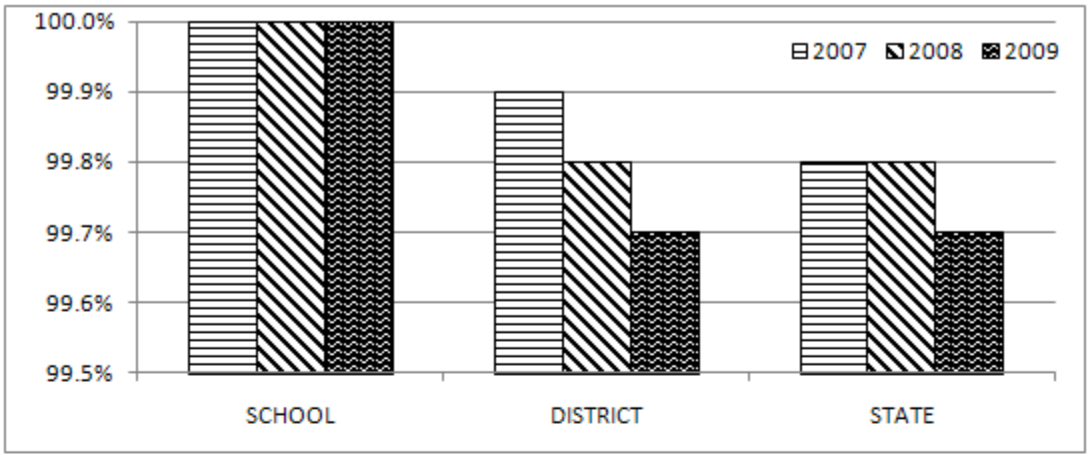


Communication Arts Participation : FREE/REDUCED LUNCH



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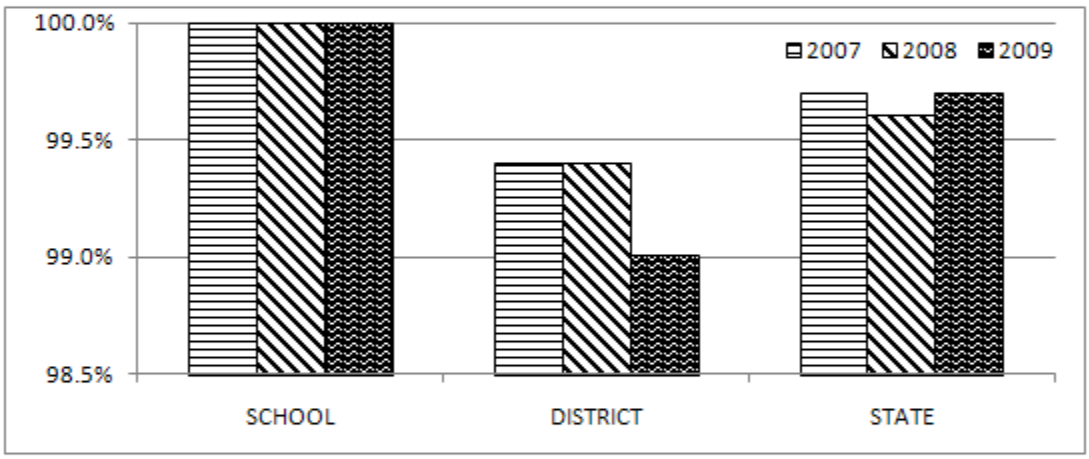
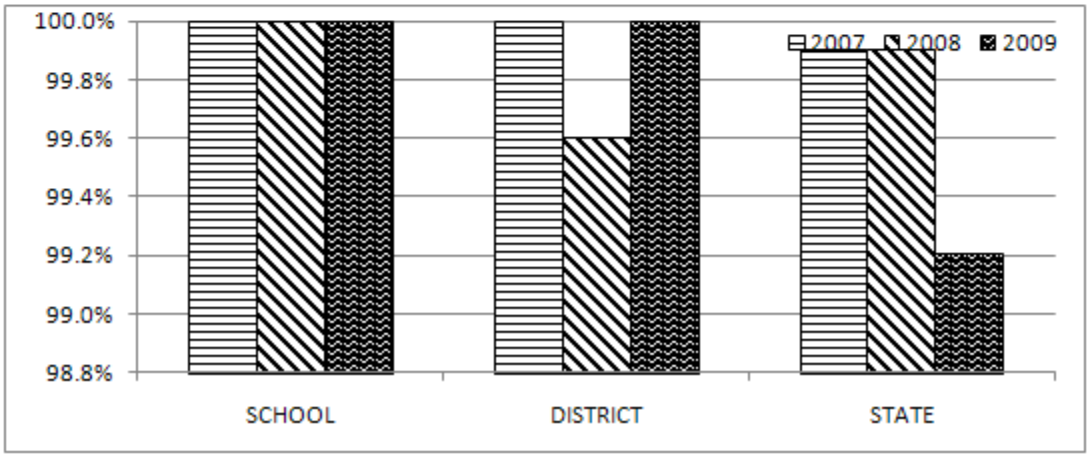


Communication Arts Participation : LEP



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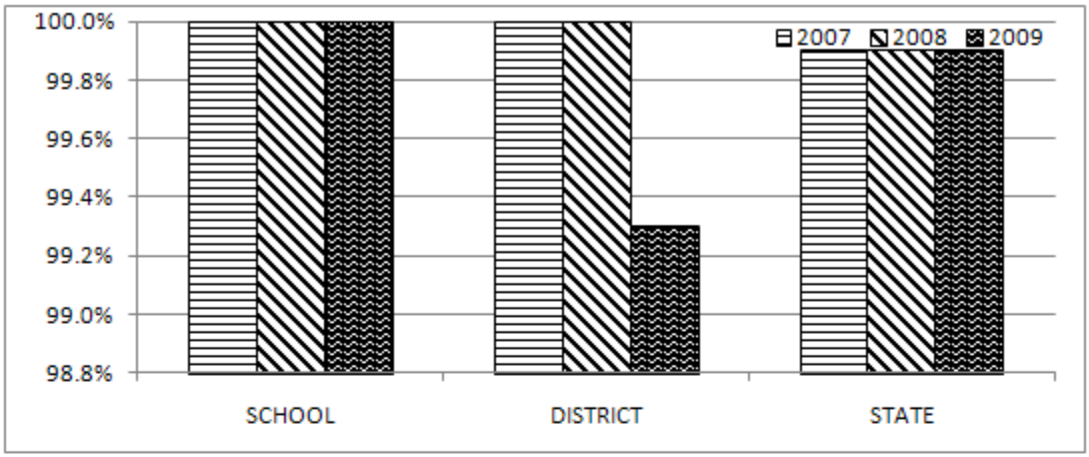

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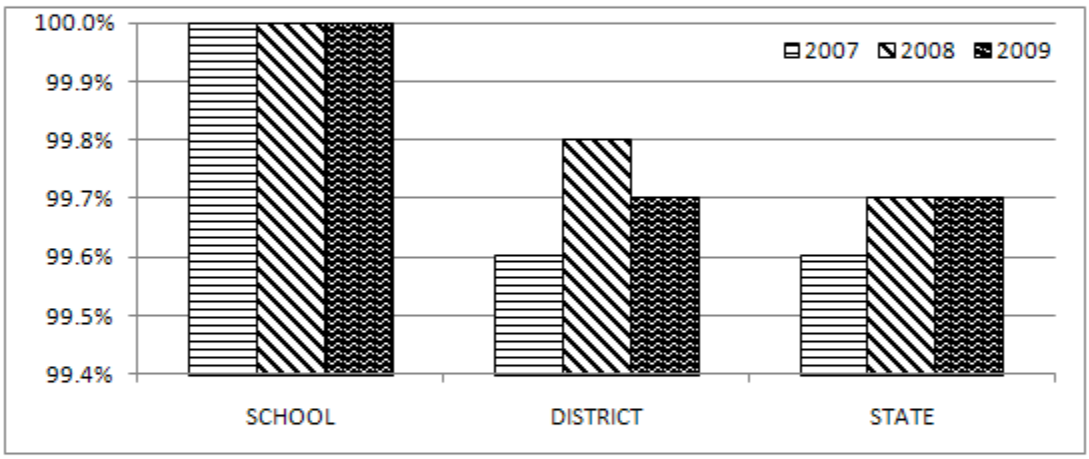

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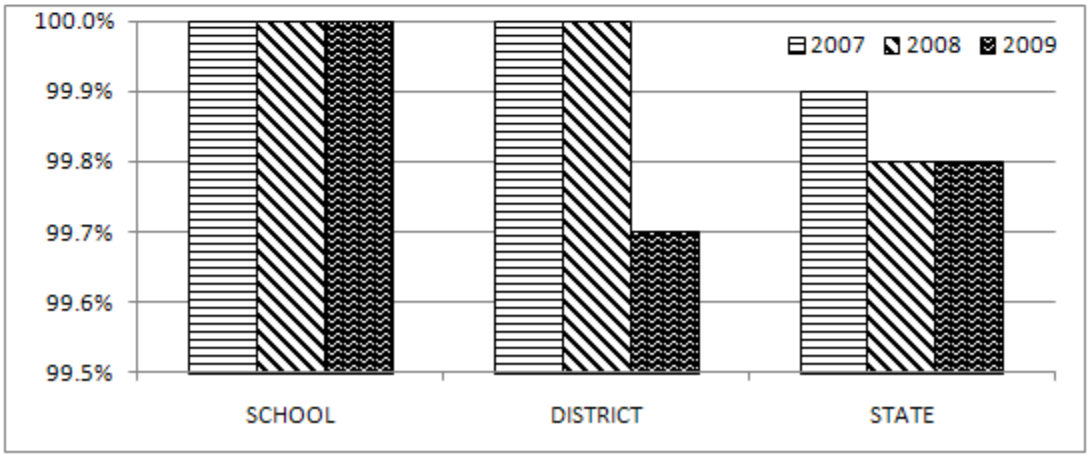

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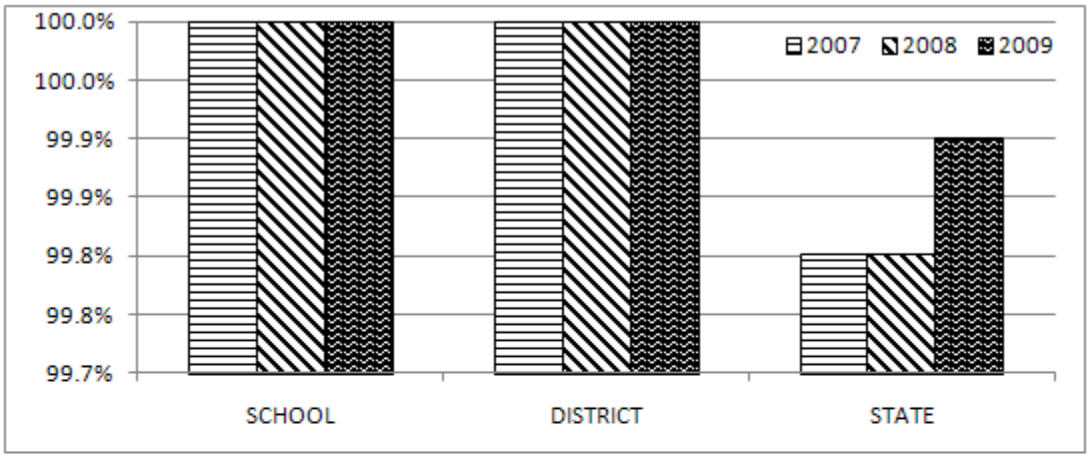

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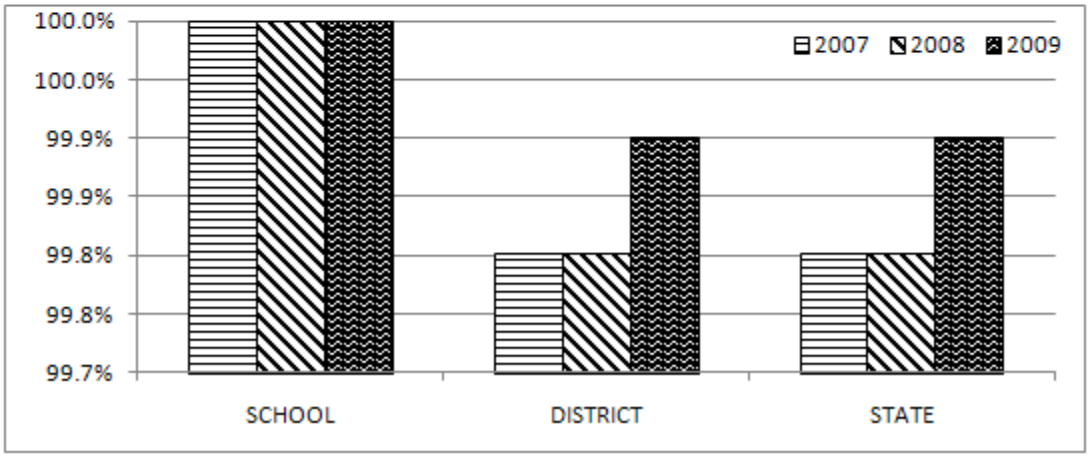

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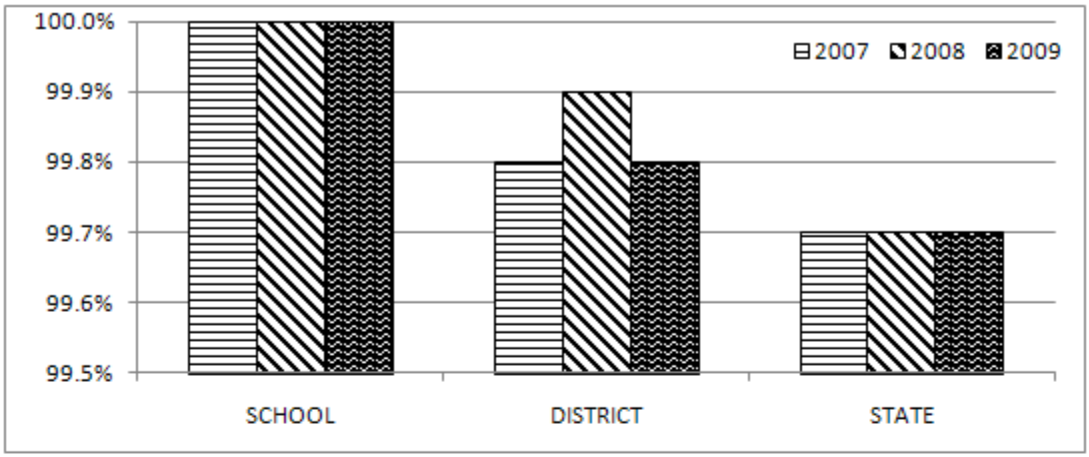

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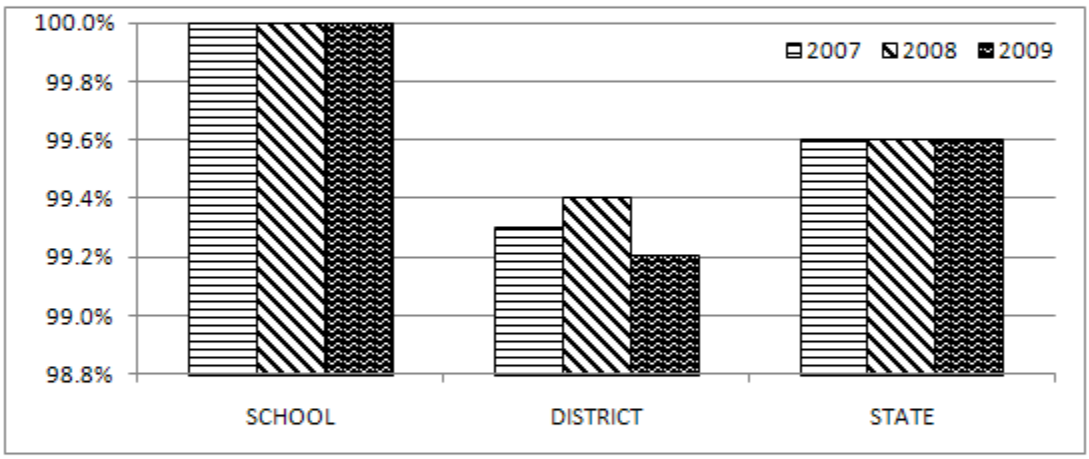
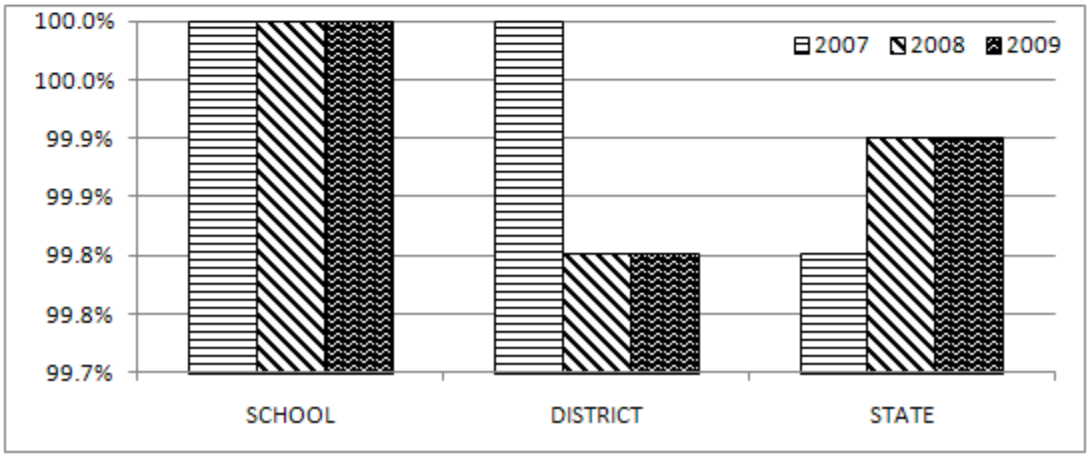


MATH Participation : LEP



PROFICIENCY	2009	2008	2007
At/Above ELA (SCHOOL)	10.6%	8.7%	14.0%

At/Above ELA (DISTRICT)	27.5%	21.6%	19.5%
At/Above ELA (STATE)	51.2%	45.7%	44.4%
At/Above MATH (SCHOOL)	4.4%	4.4%	9.4%
At/Above MATH (DISTRICT)	19.6%	17.6%	17.2%
At/Above MATH (STATE)	47.6%	46.7%	44.9%
At/Above ASIAN (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above ASIAN (DISTRICT) (ELA)	36.3%	33.8%	32.2%
At/Above ASIAN (STATE) (ELA)	61.7%	57.3%	55.5%
At/Above BLACK (SCHOOL) (ELA)	10.3%	8.7%	14.0%
At/Above BLACK (DISTRICT) (ELA)	24.2%	18.2%	16.2%
At/Above BLACK (STATE) (ELA)	29.7%	24.0%	22.8%
At/Above HISPANIC (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above HISPANIC (DISTRICT) (ELA)	32.2%	22.7%	24.1%
At/Above HISPANIC (STATE) (ELA)	37.7%	32.5%	31.4%
At/Above AMER IND (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (ELA)	37.5%	25.0%	23.5%
At/Above AMER IND (STATE) (ELA)	51.1%	42.3%	40.7%
At/Above WHITE (SCHOOL) (ELA)	50.0%	0.0%	0.0%
At/Above WHITE (DISTRICT) (ELA)	43.0%	37.5%	36.0%
At/Above WHITE (STATE) (ELA)	56.6%	51.1%	49.8%
At/Above FREE LUNCH (SCHOOL) (ELA)	10.2%	8.5%	14.3%
At/Above FREE LUNCH (DISTRICT) (ELA)	23.9%	18.8%	17.2%
At/Above FREE LUNCH (STATE) (ELA)	36.9%	31.6%	29.9%
At/Above IEP (SCHOOL) (ELA)	5.7%	2.2%	0.0%
At/Above IEP (DISTRICT) (ELA)	12.2%	7.4%	5.7%
At/Above IEP (STATE) (ELA)	23.6%	19.1%	17.2%
At/Above LEP (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above LEP (DISTRICT) (ELA)	24.3%	22.2%	18.1%
At/Above LEP (STATE) (ELA)	24.7%	22.9%	20.8%
At/Above ASIAN (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above ASIAN (DISTRICT) (MATH)	43.7%	41.4%	39.8%
At/Above ASIAN (STATE) (MATH)	64.8%	64.8%	62.3%

At/Above BLACK (SCHOOL) (MATH)	4.4%	4.4%	9.4%
At/Above BLACK (DISTRICT) (MATH)	15.4%	13.5%	13.7%
At/Above BLACK (STATE) (MATH)	23.0%	21.2%	20.1%
At/Above HISPANIC (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above HISPANIC (DISTRICT) (MATH)	23.9%	21.8%	19.4%
At/Above HISPANIC (STATE) (MATH)	35.8%	34.4%	32.3%
At/Above AMER IND (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (MATH)	42.4%	26.5%	27.3%
At/Above AMER IND (STATE) (MATH)	44.0%	41.8%	39.3%
At/Above WHITE (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above WHITE (DISTRICT) (MATH)	38.1%	35.6%	33.8%
At/Above WHITE (STATE) (MATH)	53.6%	52.8%	51.0%
At/Above FREE LUNCH (SCHOOL) (MATH)	3.9%	4.7%	9.2%
At/Above FREE LUNCH (DISTRICT) (MATH)	16.9%	15.3%	14.8%
At/Above FREE LUNCH (STATE) (MATH)	34.1%	31.8%	30.2%
At/Above IEP (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above IEP (DISTRICT) (MATH)	10.1%	7.9%	7.1%
At/Above IEP (STATE) (MATH)	25.9%	22.7%	20.7%
At/Above LEP (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above LEP (DISTRICT) (MATH)	27.3%	22.7%	17.0%
At/Above LEP (STATE) (MATH)	28.6%	28.4%	23.2%
PARTICIPATION	**2009**	**2008**	**2007**
TEST PARTICIPATION ELA (SCHOOL)	100.0%	100.0%	100.0%
TEST PARTICIPATION ELA (DISTRICT)	99.6%	99.8%	99.7%
TEST PARTICIPATION ELA (STATE)	99.8%	99.8%	99.8%
TEST PARTICIPATION MATH (SCHOOL)	100.0%	100.0%	100.0%
TEST PARTICIPATION MATH (DISTRICT)	99.7%	99.8%	99.7%
TEST PARTICIPATION MATH (STATE)	99.8%	99.8%	99.8%
TEST PARTICIPATION ASIAN (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION ASIAN (DISTRICT) (ELA)	100.0%	99.3%	100.0%
TEST PARTICIPATION ASIAN (STATE) (ELA)	99.5%	99.9%	99.9%
TEST PARTICIPATION BLACK (SCHOOL) (ELA)	100.0%	100.0%	100.0%

TEST PARTICIPATION BLACK (DISTRICT) (ELA)	99.6%	99.8%	99.7%
TEST PARTICIPATION BLACK (STATE) (ELA)	99.7%	99.7%	99.7%
TEST PARTICIPATION HISPANIC (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (DISTRICT) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (STATE) (ELA)	99.6%	99.9%	99.8%
TEST PARTICIPATION AMER IND (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (DISTRICT) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (STATE) (ELA)	100.0%	99.7%	99.8%
TEST PARTICIPATION WHITE (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION WHITE (DISTRICT) (ELA)	99.8%	99.8%	100.0%
TEST PARTICIPATION WHITE (STATE) (ELA)	99.9%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (ELA)	99.7%	99.8%	99.9%
TEST PARTICIPATION FREE LUNCH (STATE) (ELA)	99.7%	99.8%	99.8%
TEST PARTICIPATION IEP (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (ELA)	99.0%	99.4%	99.4%
TEST PARTICIPATION IEP (STATE) (ELA)	99.7%	99.6%	99.7%
TEST PARTICIPATION LEP (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (ELA)	100.0%	99.6%	100.0%
TEST PARTICIPATION LEP (STATE) (ELA)	99.2%	99.9%	99.9%
TEST PARTICIPATION ASIAN (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION ASIAN (DISTRICT) (MATH)	99.3%	100.0%	100.0%
TEST PARTICIPATION ASIAN (STATE) (MATH)	99.9%	99.9%	99.9%
TEST PARTICIPATION BLACK (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION BLACK (DISTRICT) (MATH)	99.7%	99.8%	99.6%
TEST PARTICIPATION BLACK (STATE) (MATH)	99.7%	99.7%	99.6%
TEST PARTICIPATION HISPANIC (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (DISTRICT) (MATH)	99.7%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (STATE) (MATH)	99.8%	99.8%	99.9%
TEST PARTICIPATION AMER IND (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (DISTRICT) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (STATE) (MATH)	99.9%	99.8%	99.8%

TEST PARTICIPATION WHITE (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION WHITE (DISTRICT) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION WHITE (STATE) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (MATH)	99.8%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (STATE) (MATH)	99.7%	99.7%	99.7%
TEST PARTICIPATION IEP (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (MATH)	99.2%	99.4%	99.3%
TEST PARTICIPATION IEP (STATE) (MATH)	99.6%	99.6%	99.6%
TEST PARTICIPATION LEP (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (MATH)	99.8%	99.8%	100.0%
TEST PARTICIPATION LEP (STATE) (MATH)	99.9%	99.9%	99.8%

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

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION		
LEA/DISTRICT/AGENCY NAME **St. Louis Public Schools—L'Ouverture School**		COUNTY-DISTRICT CODE
NAME OF BOARD-AUTHORIZED REPRESENTATIVE **Dr. Kelvin Adams**	ADDRESS **801 N. 11th Street**	CITY.STATE, ZIP **St. Louis, MO 63101**
EMAIL ADDRESS **Kelvin.Adams@Slps.org**	TELEPHONE NUMBER **(314) 345-2296**	FAX NUMBER **(314) 345-2261**
NAME OF GRANT CONTACT **Michael Haggen**	ADDRESS **801 N. 11th Street**	CITY, STATE, ZIP **St. Louis, MO 63101**
EMAIL ADDRESS **Michael.Haggen@slps.org**	TELEPHONE NUMBER **(314) 345-2233**	FAX NUMBER **(314) 345-2261**

THE DEPARTMENT'S APPROVAL			
The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

St. Louis Public Schools & L'Ouverture Middle School Improvement Grant Application— Transformation

The St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Lisa Nuyens and the L'Ouverture Middle School Community are pleased to present this School Improvement Grant proposal for your review and consideration. We look forward to a partnership between the central office, L'Ouverture Middle School, and the greater L'Ouverture educational community to provide a comprehensive Transformational Strategy for our principal, faculty, families, and students, to improve the quality of leadership, instruction, student performance, and community involvement, with the ultimate goal being to improve the number of choices are students can make in regards to their future as a result of receiving an excellent education. We hope that this letter and the accompanying SIG Application demonstrate the SLPS policies, processes, and procedures supporting the implementation of the building's transformation plan, while at the same time sets aggressive targets for improvement for not only the student body, but for teachers, principals, support staff, and non certified staff. L'Ouverture has been in School Improvement mode for several years, but the professional staff and school community now have the support and drive to create bold, specific, transformative change. Further, we strongly feel that our plan calls for the design and

implementation of an aggressive model for recruiting, evaluating, and retaining the best teachers and leaders, while providing the infrastructure and data/technology systems to replace those not demonstrating the appropriate gains in their classrooms. Finally, it is our commitment to develop and implement the training, bold instructional models, and rigorous coursework so that every student in the school is given the best possible chance to succeed. With all these pieces in place, our teachers have demonstrated the commitment to our plan, and will work tirelessly towards its success.

Background

L'Ouverture Middle School serves 300 seventh and eighth grade students in the downtown, south, and near north area of St. Louis. 98% of students are African American, 1% are White, while 1% is Asian. Of these students, 22% are classified for special education. 96% of all students are eligible for free or reduced-price lunch. English language learners (ELL) account for 0% of the population. L'Ouverture's average daily attendance rate is 86% and student enrollment has decreased in the past four years.

Recognizing the negative trend in L'Ouverture's attendance, enrollment, and student achievement rate, the Superintendent and SAB appointed a new principal to the school for the 2009-2010 school year. L'Ouverture's current principal is in her first and the vice principal is in her third year in these positions, with a veteran staff of 19% (veteran staff have been at L'Ouverture for 7+ years). 33% possess advanced degrees and 79% are highly qualified. The current principal represents the third change in administration since 2003.

L'Ouverture received designation by the MDOE because, in each of the past three years, this school ranked among the lowest achieving five percent of MO ES/MS/HS schools with regard to the percentage of students who met AYP.

1. Statement of Assurances

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

2. Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

3. **Reporting Metrics**
    a. SIG PROGRAM TYPE
        i. Transformation
    b. AYP Targets Missed/Made
        i. ELA: Not Met, Math: Not Met, Additional Indicators: Met
    c. School Improvement Status
        i. School Improvement Level 5, Restructuring, Continuing
    d. Instructional Minutes Per Year
        i. 67,338
    e. Average Student : Teacher Ratio
        i. 16:1
    f. Discipline Incidents
        i. 42
4. **Professional Staff**
    a. The Leadership team is comprised of the administrative team, the teacher learning facilitator (TLF), the counselor, and the grade team leaders.
    b. The leadership team focuses on the needs of the school and together develops solutions that drive student achievement, increase student attendance, and promote a more positive school climate and culture. Data is the centerpiece of the leadership team's work; at each meeting the most current available student achievement data, attendance rate, and classroom observation forms are used to plan immediate next steps, while retaining a focus on the big picture goals. The team takes a systemic approach. The team works around the question: what needs to happen at the school wide level, the team level, the classroom level, and for individual teachers and students to make a particular initiative or approach successful?
    c. The administrative team meets twice a week while the leadership team meets biweekly. During meetings the leadership team discusses school wide improvement. The administrative team also meets in order to discuss the instructional focus for the upcoming week and conducts focused daily walkthroughs to observe instructional strategies being implemented, student engagement, environmental issues, and student/teacher interaction. Upon completion of the walkthroughs, instant constructive feedback in the form of professional conversations or feedback forms are issued. As an administrative team, the walk throughs are discussed to compare notes, establish trends, and to plan professional development for Professional Learning Communities that are directly aligned to the needs of the school.

STATEMENT OF NEED

Beginning in 2009, the L'Ouverture School community began using the motto "BE THE CHANGE!" to focus the school's daily work and conversations. This is based on the concept that every day is an opportunity for change in both little and big ways. As a result, the professional conversations are focused in terms of change and transformation regarding individual student success, student achievement, behavior, and teaching strategies. "Be the Change" is referenced daily in grade level morning meetings, at parent meetings, and staff meetings. It is the school community's intention to take this concept to the next level. L'Ouverture's discipline, attendance, and achievement data show clearly that the charge at L'Ouverture is to change the culture of the school, impact the community relationship to the school and create a culture where high achievement is the expectation, not the exception.

The examination of both quantitative and qualitative data in regards to student achievement and school culture has yielded a comprehensive analysis of the needs of L'Ouverture Middle School. Documentation is archived and available for review.

In order to determine the individual needs at L'Ouverture Middle School, the following assessments/audits have been conducted:

1. **School Quality Review/ Performance Audit**

   From 2006-2008 school year, all schools were reviewed be the Accountability office and given the task to create School Performance Teams. The teams were charged with meeting monthly, review student data, make staffing or instructional adjustments based on the review of data. The SPT's were assigned a central office facilitator. Each school at the beginning of the year was given a needs assessment.

   Quarterly Academic team meetings were held during the 2009-2010 school years with clusters of schools and their respective Associate Superintendent. Both principals and TLFs were to share specific data points and take questions from their colleagues.

   L'Ouverture's leadership team completed the template for the PDK audit describing the different types of programmatic offerings that were unique to their school in addition to the ones that were district mandated.

2. **Collaborative Assessment for Planning and Achievement**

   Throughout the 2007-2009 school years, Education Officers (now Associate Superintendents) utilized processes such as Critical Friends and Sub Clusters for principals to meet regularly to discuss assessment and instructional data from their individual schools.

   These processes were modeled for principals in order for them to transfer back to their school buildings to facilitate vertical and horizontal planning time for staff

L'Ouverture utilizes the Professional Learning Community structure to regularly review student performance. Further, through L'Ouverture's current partnership with New York School Turnaround, data is analyzed quickly and specifically following each benchmark assessment. The data is analyzed at the school, team, classroom and individual student level to determine immediate supports needed for teachers, focus standards, and trends across the school.

3. School Climate Assessment

Over the past several years, principals and have worked with various consultants or providers to provide school climate data. Education for the Future shared climate survey results during the summer of 2009. Before that, Victoria Berhnardt's work was used for principals to administer surveys to their individual staffs. Some schools have also utilized the Character Plus School Climate Survey to identify areas of strength and weaknesses in their school climate and culture.

L'Ouverture in the 2009-2010 school year was in a unique position due to the merging of L'Ouverture with a SLPS middle school which was closed (Blewett). As a result, two schools who had a historical rivalry with each other as well as individual school climate challenges merged to one school. When tracking achievement data through benchmark tests and discipline event data by types, a reduction of serious discipline events and an increase in student achievement is shown for the first three quarters of the 2009-2010 school year, however, the data still shows endemic climate issues that must be addressed vigorously.

L'Ouverture's principal designed (with the support of New York School Turnaround) an exit survey for students and staff which was administered in the spring of 2010. These results were compiled and analyzed for trends and needs. This survey will be given again, and expanded to include parents, in the fall of 2010, winter and spring of 2011.

Review of the school's discipline data, general reputation in the community, and exit survey results confirm the significant concern regarding the need for transformation of the climate and culture of the school. An attendance rate at 86% with over 2 actionable discipline events per student shows a school culture that desperately needs to re-focus on specific, measurable success and student achievement. However, Staff Exit Survey Data shows that the school does have a staff that is ready to take on the challenge of transformation:

1. As a staff member at L'Ouverture, I:	Strongly Agree	Agree	Somewhat Disagree	Disagree
Understand and am invested in the concept of "Be the Change!"	71%	29%	0%	0%
Am willing to do "extra" to help turn the school around	64%	56%	0%	0%

Believe that true change is possible at this school	71%	25%	4%	0%

4. Student Assessment

Principals and staffs have engaged in root cause analysis in drafting school improvement plans. Assessment data has been drilled down to individual students by using the living data wall and individual academic plans. Principals and staffs have reviewed Crystal reports from the DESE website to identify the grade level expectations that students performed poorly on and target instruction to help students demonstrate master on those specific grade level expectations.

After each benchmark test leading to the MAP test, students' data profiles are analyzed this includes their results on the Terra Nova, the previous year's MAP test, and the current and prior benchmark tests. In that way, value added is tracked for each student, analyzing whether students are growing with each new assessment as a result of instruction in the classroom.

L'Ouverture leadership accesses the PULSE system daily to track student attendance, discipline, and performance on the state assessment. The data platform also aggregates the data by teacher.

5. Community Assessment

The Greater St. Louis Foundation audited the number of non profits that were providing services and resources to the district and concluded that over 700 different organizations were involved in some shape or form with our schools. As a result, one of the strategies to best harness the services of these non profits is for organizations to establish MOU's with the district if they want to serve individual schools,

In 2009, L'Ouverture established its first year in two faith-based partnerships. The faith based initiative was established by the district to build a relationship between the school district and area churches, mosques and synagogues. The partnership is beneficial for the faith community and the schools that they partner with because often they share the same families. Mentoring, joint events, volunteering and supporting families are some of the activities that take place. L'Ouverture has active partnerships with two area churches and these congregations provide support and events to students and staff.

6. **Local Identification of Root Causes**

The previous assessments listed have all been used to identify the root causes of the persistent academic failure at L'Ouverture. The leadership team also developed and conducted an exit survey to determine additional causes or perceptions. Through research, the leadership team understands that good instruction is the most decisive factor in mitigating other circumstances in a child's life and producing high achievement among students. The exit survey results show that teachers need more and specific support in providing the best instruction for our students.

As a classroom teacher, I:	Strongly Agree	Agree	Somewhat Disagree	Disagree
Understood and could implement the lesson plan template and unit plan template	58%	38%	0%	4%
Received constructive feedback on my lesson plans	42%	33%	21%	4%
Understand the purpose for the BBC	67%	33%	0%	0%
Understand how to use the BBC in my daily lesson.	64%	36%	0%	0%
Felt comfortable asking for help or support in planning my lessons or units.	64%	32%	4%	0%
Felt that the leadership team knew what was happening in my classroom instruction.	39%	48%	4%	9%
Found walk through feedback helpful	39%	39%	22%	0%
Would like more specific and regular feedback on my instruction	27%	50%	14%	9%

As a result of the needs analysis and overview of extensive data involving the functioning of the school, the following areas have been determined as immediate areas of need for the school.

1. Student Performance

- **Communication Arts**

In the past three previous years, 88% or more of L'Ouverture's student population has failed to score proficient or advanced on the Missouri Assessment Program for Communication Arts. L'Ouverutre's professional staff and school community agree and understand that our most important step in preparing students for the future is making sure that they can read, write, and critically think on grade level. We

recognize that the achievement gap is largely a literacy gap, and this trend shows in our school's data. The staff's main concern is meeting the students' needs in the area of literacy, and sending them to high school prepared to participate in advanced placement and college preparatory courses.

- Student assessment of Reading Ability is determined by use of Scholastic Reading Inventory.
- The SRI (Scholastic Reading Inventory) will now be used to place students in the expanded Scholastic READ 180 program which includes System 44 for the lowest achieving readers and Expert 21 for those transitioning out of READ 180. All English/Language Arts teachers will be trained in all 3 levels of Scholastic's Reading Program. Purchase of student licenses for SRI, READ 180, System 44 and Expert 21 will be a need. The programs have a heavy focus on teacher instruction but they also require technology such as computers, headsets, microphones, CD players and a DVD player. As part of the purchase, classroom libraries are provided, CD's and DVD's are provided as well as student RBooks. Extensive professional development is an integral part of the success of this program along with technical support and program management at both the company and district levels.

- **Mathematics**

  Mathematics is the second greatest area of concern for L'Ouverture. For the past three years, 90% or more of L'Ouverture's students have failed to score proficient or advanced on the Missouri Assessment Program in Mathematics. Because of this, middle school students are going on to the high school without the necessary preparation to take higher level math courses. This has caused high schools to be unable to enroll many of their ninth graders in Algebra. The goal of L'Ouverture Middle School is to send each of our eighth graders to the high school prepared to take high school level math courses without remediation.

  - The Renaissance Learning program has been expanded to include students in grades 6-8 to better prepare them be successful on the MAP tests and the 9th grade Algebra 1 EOC exam. The Renaissance Program for mathematics is being introduced to grades 6-8 for the new school year. To ensure continued success of the students enrolled in the Renaissance Program (STAR Math Diagnostic Test, Accelerated Mat, and Math Facts in a Flash) additional materials are needed; such as student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be required to help maintain teacher quality throughout the life of the program's use (3 years).

- **Science**

  Saint Louis Public School District students have over the past 5 years continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points.

L'Ouverture is in need of laboratory materials, working gas hookups, and running water. The school's science lab, at this point, is a big room with tables. Science instruction this year will be laboratory based so that students can gain a profound understanding of scientific concepts and experience science first hand. This, partnered with our increased focus on nonfiction reading and writing strategies, will equip our students to take higher level science classes at the high school level.

- **Social Studies**
  - Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for proficiency in the area of social studies.

  - Although social studies is not an area for accreditation to meet AYP, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level. The school's focus for social studies will be non-fiction reading and writing, as well as a project based curriculum that requires students to connect and synthesize information, thus increasing the high order thinking skills of the students.

ELL Programs

L'Ouverture does not serve an ELL population at this time.

SPED Programs

Our special education students make up over twenty percent of our population. We need an in-house behavior/personality inventory that teachers can use. This is often missing in students' files and leaves us with very little idea of what our students needs are socially and emotionally. We need a social worker to work specifically with our SET (special education transition students), as they are transitioning out of private special education settings into a regular public school, they need a lot of support.

Assessing Student Performance

L'Ouverture currently uses the Terra Nova, School Turnaround Benchmark Tests, SRI. We would like to add Renaissance Math Diagnostic with the program, as well as expand the use of the SRI to

all the students in the school. In this way, we will have real, immediate, actionable data for use in the classroom without having to wait for state test results or only rely on benchmark results.

2. Curriculum Development and Learning Management

Scheduling

This upcoming year L'Ouverture is adjusting the master schedule to include 2.5 hours of communication arts and math in order to meet our students' needs in this area and ensure they are up to grade level and prepared to be successful in high school. Students will receive 90 minutes a day of grade level GLE instruction, and 60 minutes a day of targeted needs-based instruction, using the common assessment and benchmark assessment data to create flexible groupings of students based on the objectives they most need to master. Each student will also have a project based social studies class, a science laboratory class, physical education, and a choice between visual arts and instrumental music.

Magnet/Themed Program

Our purpose is to engage students to take personal responsibility for their development of employable and college-ready skills while creating positive change in their community.

While completing a root cause analysis of low student achievement, the principals in L'Ouverture's feeder pattern discovered two of the root causes of persistent low achievement among our students are low self esteem and low expectations. As shown through the sociological research of Albert Bandura, self esteem is not raised through telling someone "good job!", self esteem is raised by building efficacy with students by showing them and then expecting them to do good and powerful work that has an impact in their world. Our students must learn and experience that they can have an effect on the world around them. One of the ways to teach them this is to participate in service learning.

The concept is that each grade level team or grade level homeroom will participate in a year long service learning project. The project will be deep, based on the needs of the community, and on students' interests. Each student will have a specific role, developed in partnership with the teacher, and a required number of hours and product that must be developed. This will not only have a positive impact on our community and

our students lives, but also will help students develop employable skills and skills that will be able to be referenced on a college application.

We currently have a strong partnership with the office of our Alderwoman Kacie Starr Triplett. This will be crucial to the development of our theme. We are also in the beginning stages of a partnership with our feeder pattern (Dunbar and Vashon) and Wells Fargo. This will be a centerpiece to that partnership, as well.

We will need strong district support, marketing support, materials, and funding for a part time Service Learning Coordinator.

3. Professional Development

Teachers: Currently, the school's site based PD is based solely on what teachers need according to the overall walk through data collected by the administration team and TLFs, as well as benchmark assessment data. Teachers need further PD on cross curricular thematic unit planning, use of data in "real time", differentiation and targeted skills lessons, use of Smartboards and technology. Most of this training can be done in house with teacher leader experts, but some will require an outside trainer. We also need funding for time. Also, our staff will require planning time and a staff retreat to build our team mentality, one voice/unity, and building our new magnet theme. Also, the coaching model used by the TLF needs to expanded and supported. To do this, a headset would be purchased so the TLF can coach teachers in real time during instruction. This is a very innovative use of technology, and would be used for teachers for whom modeling and co-teaching have not been successful.

Administrators- Administrators will continue training and mentorship through New York School Turnaround. This turnaround specialist has had a profound impact in how the administrative team is able to function and focus their time and energy on the needs of the students. Through visiting the site for an entire school day one time per month, the specialist is able to take a big picture view of the campus, its growth, and its areas of need. Further, the administration team, to support new initiatives, can use professional development on building capacity, transforming culture, and visiting schools that have been successful in creating transformations in a short amount of time. The leadership team should make site visits to urban, high performing schools that are not enrollment-controlled.

Support staff- School support staff, including school secretary, cafeteria workers, and custodians need professional development to build their mindset that everyone has a role to play in helping L'Ouverture's students achieve. It must be clear and specific in everyone's mind- what their personal and specific role is in terms of student achievement. This should be included in job expectations, as well as evaluations. Also,

the entire staff (instructional, support, and admin) needs professional development on positive behavior support, so everyone is speaking the same language to students.

4. Safe, Secure and Engaging Environment

L'Ouverture has a need to address student behavior concerns and discipline concerns in a new way. Suspending students out of school does not work- it does not change behavior and it harms academic growth and achievement. As a school, we are committed to designing and implementing a three tier positive behavior support pyramid to address the needs of our students and support them emotionally and socially. This will reduce conflicts in the classroom and increase learning time.

5. Information Technology and Data Management

L'Ouverture has a need for updated computers in the classroom for student use as well as an update computer lab. Many of these needs will be addressed through the addition of computers in the communication arts classrooms for the use of Scholastic Programming. The school is looking at innovative partnerships with Wells Fargo and Sprint to address the additional needs in this area.

6. Human Resources

In order to achieve the schedule outlined above, L'Ouverture will need: 5 math teachers, 5 communication arts teachers, 1 social studies teacher, 1 science, teacher, 1 full time PE teacher, 1 art teacher, 1 instrumental music teacher, 1 reading specialist, and 1 math specialist. A full time PE teacher is needed in order to ensure all students receive the required amount of minutes of PE as required by the state. A full time reading specialist is needed to continue the 3 tiered reading program. An art and instrumental music teacher will be used to provide additional enrichment as well as additional support to core teachers by providing targeted lessons that address non mastered grade level expectations by infusing art and music. Also L'Ouverture is slated to receive approximately 300 students this year with 150 students on each team. We need at least 5 teachers on the related arts team to keep class sizes at a minimum of 25 students or at least the desired state minimum. Further we have the need of an Instructional Support Coordinator, specifically outlined in the project description to support the curricular innovation within the school.

7. Leadership and Governance

We have no needs in this area at this time.

8. Fiscal and Budget

Fiscal support is needed to implement the project. A full detailed description of this is found under the "Budget Narrative" section of this application.

SUMMARY OF SURVEY RESULTS

The Administrative Team and staff conducted an extensive review of the 2009 MAP data and the 2008 Terra Nova data. Terra Nova, Communication Arts and Mathematics MAP were studied to determine the academic status of our students. The data indicated the majority of students are not achieving. 8.7% of the total student population was Proficient or Advanced in Communication Arts on the 2009 MAP. No subgroups reached AYP under Safe Harbor provision. The Item Benchmark Descriptions of the 2009 MAP showed school-wide weaknesses in the areas of: following the writing process, choosing and using the appropriate graphic organizer, interpreting and analyzing text. 9.2% of the total student population was Proficient or Advanced in Mathematics on the 2009 MAP. No subgroups out of seven subgroups, reached AYP under Safe Harbor provision. The Item Benchmark Descriptions of the 2009 MAP showed school-wide weaknesses in the areas of answering constructed response questions, applying measurement skills, and multiplication and division of rational numbers.

As a result of the comprehensive look at the school, the following needs, trends and priorities have emerged. These highlighted results are the basis for change and improvement at L'Ouverture. They are:

- Low use of rigorous standards based curriculum
- Lou use of differentiated instructional methods
- Low expectations for students
- Students do not feel good about their school
- Lack of a safe and orderly environment
- Lack of self respect
- Low academic performance

PROJECT DESCRIPTION

L'Ouverture Middle School will implement the Transformation Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance.

ACADEMIC DOMAIN

ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Teachers at L'Ouverture Middle Academy will work with the teaching learning facilitator and Instructional Support Coordinator to utilize exemplar units and lessons developed through the aforementioned curricular programs in English/Language Arts, Mathematics, Science, and Social Studies. L'Ouverture will use the SLPS Acuity Benchmark Assessment tools to track and analyze student growth three times per year, as required of all SIG schools. Teachers will meet with the support of the teaching learning facilitator and coordination of the Instructional Support Coordinator to create common assessments that are both formative and summative in nature to gain a deeper understanding of the gaps in student knowledge. The expanded schedule, which permits students additional time in mathematics and communication arts daily, will be used to create flexible groupings of students, small groups, and target mini lessons delivered by teachers so that each student receives the instruction that is specific to his or her area of specific, immediate need.

The Instructional Support Coordinator is a necessary position, to be used as an instructional coordinator, to oversee the implementation of the exemplar units, the tight vertical alignment of curriculum and lessons, and the analysis and response to data immediately. This position will also be used to add a necessary level of professional support to

classroom teachers in increasing their capacity to provide more rigorous, data driven instruction that meets the individual needs of students.

Modeling these materials, the SLPS Innovation Office, curriculum coaches, Instructional Support Coordinator and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skills mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons. This too, will be facilitated by layers of additional, mandatory; job embedded professional development that will be required by all SIG eligible schools.

The school will continue/begin to implement:

- ELA
  - The SRI (Scholastic Reading Inventory) will now be used to place students in the expanded Scholastic READ 180 program which includes System 44 for the lowest achieving readers and Expert 21 for those transitioning out of READ 180. All English/Language Arts teachers will be trained in all 3 levels of Scholastic's Reading Program. Purchase of student licenses for SRI, READ 180, System 44 and Expert 21 will be a need. The programs have a heavy focus on teacher instruction but they also require technology such as computers, headsets, microphones, CD players and a DVD player. As part of the purchase, classroom libraries are provided, CD's and DVD's are provided as well as student RBooks. Extensive professional development is an integral part of the success of this program along with technical support and program management at both the company and district levels.
- Mathematics
  - The Renaissance Learning program has been expanded to include students in grades 6-8 to better prepare them be successful on the MAP tests and the 9th grade Algebra 1 EOC exam. The Renaissance Program for mathematics is being introduced to grades 6-8 for the new school year. To ensure continued success of the students enrolled in the Renaissance Program (STAR Math Diagnostic Test, Accelerated Mat, and Math Facts in a Flash) additional materials are needed; such as student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team

will be required to help maintain teacher quality throughout the life of the program's use (3 years).

- Science
  - Saint Louis Public School District students have over the past 5 years continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points
- Social Studies
  - Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level.

During each year of the grant, teachers will participate in training on the Curriculum and Assessment exemplars and establish pacing guides and vertical alignment in a particular content domain (Year 1-Communication Arts; Year 2-mathematics; and Year 3 – science and social studies). L'Ouverture teachers will continue to participate in Professional Learning Communities, both across grade levels and with content area alike colleagues. The Professional Learning Communities will be planned and coordinated by the Academic Dean in conjunction with the principal and Teaching Learning Facilitator to ensure that the needs and areas of weakness noted in daily classroom walk throughs are addressed in the following week's PLC. In this way, teachers will constantly be participating in job-embedded professional development that reflects the instructional state of their classroom at any given time.

IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPS Innovation administrators, will conduct walk through protocols to collect information/data on the instructional strategies used to implement the curriculum. Teachers will be initially informed and trained on "look for" elements in the walk through, to raise teacher's investment and understanding of the instructional strategies that must be present each day during instruction. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans, as well as to plan the agenda for weekly Professional Learning Communities. Ongoing data collection will be reviewed with the Innovation Office, principals, and teachers to ensure fidelity of curriculum implementation. In Years 1 through 3,

the principal (and other school leaders) will continue to conduct a long observation of the classroom instruction of each core curriculum teachers three times a year, and provide feedback to strengthen each teacher's practice.

Further, it is the current practice and future goal of L'Ouverture's leadership team that each teacher receives a short, focused feedback sheet each day from either the Teaching Learning Facilitator, the principal, or the Instructional Support Coordinator. In the upcoming year, this data will be collected by the individual core teachers and analyzed for trends. Each teacher will meet with the Principal or Instructional Support Coordinator one time per quarter to discuss trends in their walk through data, identify areas for improvement, set goals for the next quarter, and identify support or resources needed.

In Year 1, L'Ouverture will establish and use model classrooms as a key job-embedded professional development activity to raise implementation fidelity levels. Starting in Year 1, the L'Ouverture principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms. In Years 2 and 3, these teachers will implement model classrooms that will serve an essential delivery method for job-embedded professional development, and increase the internal capacity of the school at the same time.

USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

L'Ouverture teachers previously received a day long professional development workshop on tracking individual student objective mastery and using this data to make instructional decisions as well as motivate students. Teachers were initially exposed to this concept and a small number of the teachers applied this professional development to their classrooms. In Year 1 of the grant, all L'Ouverture staff will receive initial or refresher training on individual student objective tracking, using this data for instructional decision making and student investment. L'Ouverture literacy and mathematics coaches will attend district data coach training in summer 2010. In turn, these coaches will conduct training for L'Ouverture Staff. Subject area coaches will lead design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis and integration into instruction, differentiated instruction, infusion of technology, and time and classroom management strategies. Quarterly sessions will be conducted during the school year. Teachers will employ demonstrated student learning best practices, Response to Intervention (RtI), one-on-one instruction, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content. Once again, teachers will also take advantage of informal, 'mini assessments' to make sure of student mastery on an individual basis.

Teachers will be able to differentiate instruction based on formative assessment data, as they learned from the SLPS Innovation Office, all content area coaches in Year 1. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies. Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks. L'Ouverture teachers will provide students with a grade report each week, so students are constantly apprised of their progress in class.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program. L'Ouverture will institute a new three tiered academic support program, as well as a three tiered behavior support program.

Three Tiers of Academic Support

Tier One	Tier Two	Tier Three
• Core Curriculum/adopted textbooks • Formative assessment with feedback • Co-planning and collaboration (PLCs) • Differentiated instruction (Socratic Seminar and Literature Circles) • Targeted Skills classes • Backwards planning- unit plan design • School wide grading policy • Parent contact • Weekly grade updates • Student academic goal setting • Objective mastery tracking	• Parent/Guardian Involvement (classroom obs) • Co-teaching • Targeted TLF support • Targeted skills lessons for small groups • Read 180, Renaissance Math • AVID • Resource/CWC support • After school tutoring • Sylvan	• Self Contained classroom with academic center rotations • 504 Plan, IEP eligibility determination • Tutoring during the school day • Meet daily with academic mentor for check in • UrbanFUTURE tutor

SCHOOL LEARNING ENVIRONMENT DOMAIN

Providing staff with ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. L'Ouverture will use the Curriculum and Benchmark Assessments and informal, 'mini assessments' to collect formative assessment data and equip teachers and school leaders with the skills to analyze assessment data, customize instructional interventions based on these data, and continuously monitor student progress towards proficiency.

The SLPS Innovation Office, content area coaches and various external professional development providers will offer mandatory job-embedded professional development throughout the school year in formats such as weekly grade-level common planning time, monthly cross-grade common planning periods, and quarterly small group sessions. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. The following is a breakdown of the professional development, which will be coordinated by the Innovation Office, that L'Ouverture faculty and staff will be provided:

- AFT Professional Development
    - The AFT affiliate in St Louis will be partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
    - SIG Professional Development Liaison – This individual will proved guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. He/She will work to ensure program fidelity and high levels of implementation
    - Teacher Center - A teacher center will be developed and open to bring support to the teachers in all the impacted schools. A director , two city wide coordinators, a site coordinator and two administrative assistants will provide this ongoing support which will concentrate on help with school Improvement Grant priorities, support for new teachers, relevant professional development, innovative assistance, grant finding and writing and certification issues.

- Program specific training in ELA, Mathematics, Science, and Social Studies
    - Program specific training will be provided consistently by external providers, as per the contracts with the company, to ensure fidelity of implementation and mastery of instructional techniques.
- Instructional and Content Area training by SLPS instructional coaching staff

- SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for these identified schools. They will also assist DESE with monthly Saturday Institutes for teachers on relevant topics to be determined as the need arises, but highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas

- NY Turnaround Professional Development
  - NY Turnaround will assist the school in the development of school leadership teams. They will also bring in the services of a Transformation Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management and environment issues that often impact successful instruction
- National Consultant/Innovation Services Professional Development
  - A national consultant is in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. A national consultant will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process the national consultant will develop a master PD schedule, and fill in as a provider of professional development, as necessary.
  - Also, the national consultant staff will act as the professional development liaison with the rest of SLPS, so that the development provided at SIG schools is consistent, in both spirit and goals, as all other systemic professional development. As such, the national consultant will meet consistently with the Superintendent, Chief Academic Officer, and the Accountability office to ensure consistency across the district.

During Year 1, the district will identify and coordinate specified program providers that L'Ouverture can select to conduct training to increase pedagogical knowledge of all teachers in each content area. Starting in Year 1 and continuing in Years 2 and 3, job-embedded professional development will be facilitated in different formats such as weekly common planning time, observations of exemplary instructional practice in onsite demonstration classrooms, and professional learning community study groups.

The selected professional development providers will consult with the SLPS Office of Innovation, as well as L'Ouverture staff to analyze SLPS benchmark data, classroom performance data, and any other performance evaluation data to refine content of professional development. In Years 2 and 3, teachers will be trained in how to use student portfolios to track and assess student progress toward proficiency and to advance proficiency over time.

Additionally, beginning in year 1, L'Ouverture will implement a three tier positive behavior support pyramid to address the needs of the students outlined in the needs analysis. L'Ouverture serves a population that is high needs in terms of mental health support, school attendance support, behavior support, conflict resolution, and building pro social skills. L'Ouverture's greater community, as demonstrated by the Alderwoman's Office, the PTO, and our Faith Based Partners, recognize the social and emotional needs of the students which must be attended to in order for learning time to be maximized. The proposed three tier system will be carefully monitored with data collected and analyzed by the principal, social worker, counselor, and Parent Support Specialist.

L'Ouverture's Positive Behavior Support Pyramid:

Tier One	Tier Two	Tier Three
• School wide rules and procedures • Explicit teaching of expected behaviors • Consistent acknowledgement and correcting of student behaviors • Active supervision • Transition (student movement) plan • Guidance curriculum • After school participation • Morning meeting • Attendance Tracking • Leopard spots • Celebrations/ceremonies • Classroom management plans • Bi-weekly phone calls home	• Extended morning meeting with 3 highest discipline referral classrooms for one week • Counselor schedules to reteach desired behavior for those three classes 2 times per week • Classroom teacher reteaches procedures (documented in lesson plans and observed by admin, counselor, or social worker) • Teachers with 3 highest referral numbers will meet with admin to reevaluate and revise management plan • Students will be referred to Adopt a Student Program • Parents have meeting with counselor or admin • In school suspension/behavior reflection and planning	• The top 10% of discipline students will meet weekly with the counselor • Student will be referred to the CARE team (parent, teacher, counselor, admin, social worker, nurse) to conduct a functional behavior assessment and create a Behavior Improvement Plan. • Student assigned to Professional Behavior Academy for 2 weeks with specific behavior goals and a contract. • Student referred to K-Life for a mentor or Big Brothers/Big Sisters

STUDENT AND PARENT SCHOOL ENGAGEMENT

In addition to the implementation of a Positive Behavior Support structure, L'Ouverture will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students.

L'Ouverture will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, adult education classes. L'Ouverture recognizes the need for increased parent involvement. As such, the school community would use part of the grant to create a Parent Resource Center that will serve to bring parents into the school and will serve to aid parents in viewing the school as a cornerstone in the life of their family, and a place where help and resources are available for the children and adults within the family.

The parent community specialist, counselor, social worker and nurse will be the key people in the creation of our new **PARENT RESOURCE CENTER**. Although we are no longer technically a neighborhood school, L'Ouverture is the most stable and safe place in the lives of many of our students and our parents. This year, we will implement an innovative and strategic plan to bring parents into the school as a place to support the family in not only the development of successful children, but a more stable, happy and fulfilled family overall.

The plan:

- To use the former home economics room as a Parent Resource Center
- To equip that room not only with literature, magazines, and books, but with 5 computers that parents can use (after signing an acceptable use agreement) for research, job applications, email etc.
- To bring in a guest speaker once a month on topics that are important to parents- financial planning, college admissions, advocating for their child, scholarships for schooling and extra curricular activities/sports, career development, conflict resolution, community and political action, etc.
- To create a parent focus group that meets with the principal once a month to advise on pressing issues and help make decisions regarding a course of action for the school
- To have parents participate and help create service learning experiences for students
- To have parents serve as mentors and volunteers with the students, especially to share their expertise regarding their jobs, hobbies, and employable skills with students
- To offer a few days a month where we provide transportation (bus fare/ cab) for parents who want to come access the center, but have no way to get here

Starting in Year 1, and continuing in Years 2 and 3, External partners will be identified to develop and conduct school-wide campaigns to promote healthy choices and positive behavior.

SCHOOL LEADERSHIP

SCHOOL LEADERSHIP

During the 2009-2010 school year, L'Ouverture School's principal was in her first year serving as principal. The principal partnered with New York School Turnaround in creating a Turnaround Design for the school, and participated in weekly calls, monthly site visits, and quarterly web conferences with New York School Turnaround. This school leadership support will continue during Year 1 of the grant. During Year 1, the L'Ouverture principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school transformation process by attending the local, state and national conferences during the school year. The

L'Ouverture principal will demonstrate management skills and effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Innovation Office and other central office administrators.

During Years 2 and 3, if warranted, the contract with the L'Ouverture Principal will be renewed, and training and ongoing support will continue to be offered by the Office of Innovation, and other appropriate central office personnel.

Throughout the grant period, the L'Ouverture principal will report directly to the District's SIG Coordinator, Associate Superintendent of Innovative Services, Michael Haggen and work under the close guidance of the Office of Innovation. The Office of Innovation will assist the Superintendent, the Chief Academic Officer, and Dr. Haggen in supporting the implementation of the transformation activities named in this grant. The Office of Innovation will work with the L'Ouverture principal and staff to monitor fidelity and progress of the transformation school plan, help to build leadership capacity and problem-solving skills, and coordinate communications and activities across SIG-funded schools.

Additionally, time will be allotted for school staff to work with the new school leadership on vision building and implementing the model.

HUMAN RESOURCES; USING DATA TO SELECT, RETAIN, AND INCENTIVIZE HIGHLY QUALIFIED STAFF

In order to attract and retain the appropriate staff to implement school transformation efforts, The Innovation Office and the L'Ouverture principal will ensure that each new teacher (both new to the profession and experienced teachers new to L'Ouverture) is paired with a seasoned teacher who has been trained to provide mentoring services during a teacher's first year.

During Year 1, the Office of Innovation will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or demonstration classrooms. They will provide mentor training to teachers who are identified to serve in this mentoring or demonstration capacity. New teachers will participate in new teacher orientation on mentoring component and be paired with mentors. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, L'Ouverture will continue to use the Innovation Office to implement a performance evaluation process to screen and hire teacher candidates, ensure there are no vacancies, and replace teachers who do not improve performance.

Monitoring for Continuous Improvement and Long-Range Strategic and Sustainability Planning for continued development and implementation of L'Ouverture reform efforts. Starting in Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

GOALS, OBJECTIVES AND INDICATORS

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

Objective 1: The percentage of student achieving proficient or advanced on the MAP communication arts and math assessment will increase by 15% annually.

MAP Assessment	**Baseline**	**Target Achievement Goals**				
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
Communication Arts	8.7	23.7	38.7	53.7	68.7	83.7
Mathematics	9.2	24.2	39.2	54.2	69.2	84.2

Strategy 1: Implement the rigorous curriculum including the Scholastic Reading Programs and Renaissance Mathematics, by the end of year 1.

Alignment to Needs Analysis: School Quality Review and Student Assessment

Persons Responsible: Principal, Teaching Learning Facilitator, Instructional Support Coordinator, Classroom Teachers

Resources: Funding for programs (Scholastic and Renaissance Math), extra service pay, funding for professional development

Date/When	**Method/How**
August 2010	Develop a walk through process to monitor and improve instructional methods
Quarterly	Conduct daily walk throughs to monitor instructional methods and programming, meet with teachers for goal setting.
Quarterly	Teachers receive professional development for implementation and use of curriculum by AFT, NY School Turnaround, and district leadership
Weekly	Teachers meet in grade level professional learning communities to address a need shown by walk through data trends

August 2010	Provide specific support to teachers through the hiring of a Teaching Learning Facilitator and Instructional Support Specialist

Action Step 1: Continue curriculum and assessment development and review to ensure a rigorous, standards-based curriculum and alignment to readiness for freshman level courses.

- August 2010: Provide departments with extra service pay to meet after the school day to develop common lesson and assessment with the support of the TLF and the Instructional Support Coordinator.
- Monthly: Continue department meetings for common planning and data analysis.
- Monthly: Conduct classroom observations to ensure alignment among grade levels and courses and implementation of common lessons and assessments

Action Step 2: Use student achievement data to inform classroom instruction

- August 2010: TLF and Instructional Support Coordinator will train all teachers on individual objective mastery tracking and use
- Quarterly: TLF and Instructional Support Coordinator will review the objective tracking of each teacher to ensure that students are being re-taught and reassessed to mastery.
- Quarterly (after each Benchmark): Teachers will meet in PLCs to analyze classroom and student data, find trends, and use the data to plan mini lessons and flexible groups of target students.

Strategy 2: Develop comprehensive coordinated, high quality, job embedded, professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the district improvement plan and the parameters as reviewed by the School Improvement Grant. Complete by the end of year 1 and monitor in ensuring years

Persons Responsible: National Consultant, District's SIG Coordinator, New York School Turnaround Consultants

Resources: Funding for Professional Development, extra service pay

Date/When	Method/How
August 2010 and ongoing	Provide leadership through a national consultant to coordinate, monitor and review all professional development opportunities for the entire 3 years
August 2010 and on going	Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This is done each year.
December 2010	Provide professional development on management related issues through the use of New

	York School Turnaround during the first year and ongoing as needed
August 2010 and quarterly	Provide professional development for staff on improving student efficacy through the use of the service learning model

Objective 2: Increase student attendance by at least 3% per year from 86% (current) to 95% by the end of the2012-2012 school year

	Baseline	**Target Achievement Goals**		
	2009-2010	**2010-2011**	**2011-2012**	**2012-2013**
Attendance (ADA)	86%	89%	92%	95%

Strategy 1 – Create a system by which every student absence is monitored and receives some type of response from school staff.

Persons Responsible: Principal, Counselor, Social Worker, Classroom Teachers, Parent Support Specialist

Resources: extra service pay if necessary

Date/When	Method/How
August 2010	Principal will meet with each grade level to stress the importance of attendance
August 2010 and on going	Homeroom teachers will begin public tracking of attendance
Bi-Quarterly	Students with 90% or above attendance will receive some sort of prize or special privilege
Weekly	Principal will meet with counselor and social worker to review attendance records and adjust responses as necessary

Action Step 1- At the beginning of the school year, there will be a consistent and clear message to students about the importance of attendance via morning meetings, homeroom conversations, and grade level meetings with social worker.

Action Step 2 – Parent Support Specialist and Counselor will review attendance data at the beginning of each day

Action Step 3 – Parent Support Specialist and Counselor will call each absent student to determine reason for absence and any barriers that are affecting the student's attendance. List will be copied and turned in to principal and social workers box EACH DAY.

Action Step 4: After the 3rd, 5th, 7th absence parent will receive a letter from the principal and social worker indicating the importance of attendance and possible consequences of continued poor attendance, on the 10th

students will receive a court referral via the social worker. On the 3rd absence the social worker will meet with the student and personally deliver the letter.

Action Step 5: Biweekly, every home room teacher will make a parent contact (positive as well as negative) to discuss student progress and possible attendance issues. This will be documented on a call list and turned in to the principal every other Wednesday.

Action Step 6: Teachers will post and publicly track daily attendance for their homeroom, reflect student personal percentages.

Action Step 7: Parent Support Specialist will track and post weekly homeroom attendance averages. Principal will target the three lowest homerooms for intervention.

Action Step 8: The Parent Support Specialist and the Counselor will identify a "target group" of attendance students each quarter (data will be used to determine the bottom 10% of students) and interact with that group of students on a weekly basis. (program will have to be conceptualized and approved by principal)

Action Step 9: Students can earn a point for every day they are at school (Leopard Spots) which will be tracked by each homeroom teacher and student during advisory time (3 points each day- here, on time, uniform). They will use their points to participate in activities such as Fun Fridays, Dances, Field Trips, and Promotion Activities.

Strategy 2: Instructional Support Coordinator (ISC) will increase academic engagement by reducing the failure rate of students in core content areas by 25% as measured by quarterly report card grades.

Persons Responsible: Instructional Support Coordinator, Classroom Teachers

Resources: Salary of Instructional Support Coordinator

Action Step 1: Each teacher will adhere to a five step daily lesson structure that includes checks for understanding and is also reflected within the Blackboard Configuration (BBC- Lorraine Monroe), as taught and monitored by the ISC.

Action Step 2: CWC/Special Education teachers will plan with their co teacher. All pull out or self contained special education environments will utilize differentiated centers.

Action Step 3: Teachers will include differentiation in each unit (documented on unit plan/lesson plan) including choice assignments, leveled assignments, thematic instruction, centers, menus, etc. The differentiation will be informed by data collection (pre-assessment) at the beginning of the unit.

Action Step 4: Teachers will produce weekly grade reports for all students to be handed out each Friday.

Action Step 5: Each homeroom teacher and team, with the support of the instructional coordinator, will complete targeted goal sheets with every student at each marking period.

Action Step 6: Daily Instructional Support Coordinator monitoring of intervention classes and Leopard Spot points.

Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

Objective 1 : Provide student support system to improve student self esteem and school climate by building relationships and decreasing discipline events.

Strategy 1: Increase student engagement by utilizing alternative measures to decrease discipline referrals and out of school suspensions by 50%.

Persons Responsible: Principal, TLF, Classroom teachers, Counselor, ISS monitor

Action Step 1: Leadership team will provide professional development on creating a management plan and teaching expected behaviors.

Action Step 2: Data will be collected by the ISS monitor/disciplinarian on the highest number of referrals by homeroom, teacher, and student each Friday.

Action Step 3: Administration will meet with the teachers and homerooms with the highest number of referrals to determine necessary interventions.

Action Step 4: Students who are referred to ISS will complete a reflection sheet which must be read and approved by the ISS monitor, then the student must make an appointment to meet with the referring teacher to "negotiate" their way back to class.

Action Step 5: ISS monitor will follow a daily schedule with at least one 30 minute character lesson per day and basic skill practice. Each student assigned to ISS will have a folder where they chart their infractions, and must complete their checklist in order to be released back to regular class.

Action Step 6: Leadership Team and teachers will create and enforce school wide rules and expectations.

Action Step 7: Principal will provide professional development on appropriate use and documentation of referrals. Referrals will be on a tiered system.

Action Step 8: Monthly staff meetings will have a review of referral and disciplinary action data for identifying patterns and problem solving.

Action Step 9: Counselor will provide a once a month lesson to each homeroom on age appropriate social skills.

Action Step 10: Teachers will construct and implement a management plan which includes procedures on movement, material distribution, enter/exit, time management, and rules/consequences/incentives.

Action Step 11: Teams will construct a team wide behavior plan to outline consequence for students with minor offenses and reward those who comply.

Action Step 12: The homerooms with the highest number of discipline referrals will have an extended morning meeting with an administrator for one week.

Action Step 13: The Counselor will schedule appointments to REteach desired behavior for those 3 class 2 times per week for at least 1 week, until mastery is reached (as measured by number of referrals/disciplinary actions).

Action Step 14: Homeroom teacher will re teach procedures to be documented in lesson plans and observed by an administrator, TLF, counselor, or social worker.

Action Step 15: Teachers with the highest number of referrals will meet with administration to reevaluate their management plan and rewrite as necessary.

Action Step 16: The top 10% of students with discipline referrals will meet weekly with the counselor.

Action Step 17: Students will be referred to the CARE Team (parent, homeroom teacher, counselor, social worker, administration, and nurse/psychological examiner if necessary) to conduct a functional behavior assessment and create a behavior improvement plan.

Action Step 18: Student assigned to Professional Behavior Academy for a minimum of one week, with a behavior contract, must meet goal to return to regular class.

Action Step 19: Student will be referred to faith partners or Big Brothers/Big Sisters for a mentor.

Strategy 2: Provide opportunities for extended day and extended year learning activities for all 3 years

- Indicator 2.2a: Increase the instructional day through the implementation of extended day programming in the core areas and in areas of extracurricular activities for the students for each year

Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local education agency)/District mission, goals, and objectives

Objective: To ensure that 100% of the teachers and administrators are highly qualified in each of the Turnaround schools.

Strategy 1: The District will develop and implement a comprehensive teacher recruitment and training program

Action Step 1: Train all administrators on interviewing/selecting of quality candidates; how to leverage university and college partnerships for candidates for staffing

- Date of Implementation: October 2010
- Date of Completion: Ongoing

Administrators are, in theory, hiring managers. In order to select and obtain highly qualified teachers for the District, administrators must be able to effectively interview and select those candidates. Currently the District recruitment team participates in job fairs held at local colleges/universities and obtains certificated and soon to be certificated candidates.

Action Step 2: Use a structured screening process in conjunction with the District's web-based application system-Habermann Star Teacher Questionnaire

- Date of Implementation: May 2009
- Date of Completion: Ongoing

The Habermann Star Administrator Questionnaire has been utilized in the hiring process for Administrators. The Habermann Questionnaire predicts which candidates will succeed as school administrators serving diverse children and youth in urban school districts. It analyzes respondents' answers to thirteen dimensions of urban school administration. These dimensions were identified in studies of star urban principals who led effective schools in major urban districts or who turned failing schools into effective ones.

Action Step 3: Develop and implement a 2-year Beginning Teacher Assistance and Mentoring program that includes a structured and effective New Teacher Induction Model

- Date of Implementation: August 2009
- Date of Completion: Ongoing

This has begun through our Peer Assistance Review Program. There are veteran teachers that have been chosen to mentor, support and evaluate teachers that are new to SLPS. The veteran teachers' job is to mentor, support, and evaluate only, they do not manage a classroom or office simultaneously. This ensures that the focus is on the mentees and that the consultant teachers are available to the new teachers when they are needed. The consultant teachers and mentee teachers meet and/or communicate regularly. This should improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District.

Action Step 4: The District will develop and implement a week-long SLPS induction model for all staff new to the SLPS

- Date of Implementation: July 2011
- Date of Completion: Ongoing

The Human Resources Department and the Professional Development Department will collaborate to ensure that all new staff are orientated and given the opportunity to participate in Professional Development. This will ensure that new hires feel welcomed and prepared in their new positions, in turn giving them the confidence and resources to make an impact within the District, and ultimately become positive assets to the District as a whole.

Strategy 2: The District will strengthen and expand partnerships with local universities such as the University of Missouri and outside organizations such as Teach For America

Action Step 1: To attract the top college graduates, recruiting team will attend college sponsored job fairs to speak with graduates about SLPS opportunities. Recruiting team will also follow up with each student by email, phone, written correspondence

- Date of Implementation: March 2010
- Date of Completion: Ongoing

The District recruitment team has been participating in job fairs held at local colleges/universities and has obtained certificated and soon to be certificated candidates. The recruitment team is able to follow up with candidates via its School Recruiter on-line application system.

Action Step 2: Recruiting team will meet with all University Career Placement offices and Deans of Education to establish relationships with the colleges and universities and to attract graduating students to SLPS

- Date of Implementation: February 2009
- Date of Completion: Ongoing

The District hosted its first meeting with the Deans of Education of 7 local colleges/universities. This meeting was a roundtable discussion to share ideas concerning effective recruitment processes for their graduates. The result of this partnership is to facilitate an influx of local students of Education into the District.

Action Step 3; Recruiting team will post all teaching vacancies on college universities' job boards and will also e-blast teaching vacancies to university careers services and Deans of Education to increase school partnerships and teacher placement

- Date of Implementation: October 2010
- Date of Completion: Ongoing

The District recruiting team currently e-blasts open positions to various colleges. The District has also created a Facebook page and a Linkedin account in order to utilize the trend of social networking. Moving forward the recruiting team will post to local colleges/universities as well as neighboring state colleges/universities.

Action Step 5: Recruiting team will meet with Teach For America (TFA) leadership team to indentify teaching candidates for the upcoming school year. Recruiting team will also set up interviews and orientation for all TFA candidates

- Date of Implementation: 2002
- Date of Completion: Ongoing

The District has had an ongoing relationship with Teach For America since 2002. This relationship will continue throughout the future. The recruiting team of SLPS works with the TFA recruiting team to coordinate interviews and obtain teaching placements for the TFA members.

Action Step 6: Increase student teaching program candidates in SLPS by partnering with local colleges and universities to establish processes and guidelines to ensure program effectiveness.

- Date of Implementation: July 2009
- Date of Completion: Ongoing

Human Resources has become more involved in student placements within the District. In becoming more involved, this creates a conduit to become more strategic in connecting student teachers to teaching positions in the following year(s).

Strategy 3: The principal and at least 50% of the staff at each Turnaround School will be replaced to ensure that a highly capable staff is in place to raise achievement

Action Step 1: New principals will be selected and assigned by the superintendent with input from a team representing a variety of key stakeholders at each school. Key characteristics indicative of turnaround leadership will be determining criteria

- Date of Implementation: June 2010
- Date of Completion: July 2010

Action Step 2: Returning teachers are determined using record of raising student achievement and commitment to improvement

- Date of Implementation: June 2010
- Date of Completion: July 2010

Human Resources partnered with the administrators of the Turnaround Schools to interview and select

Action Step 3: Establish and implement a comprehensive, collaborative, uniform interview and selection process for incoming (and returning teachers) to each school

- Date of Implementation: May 2010
- Date of Completion: July 2010

Strategy 4: Institute a rigorous evaluation system for all pedagogical personnel that is tied to student growth data

Action Step 1: Teachers will set measurable targets for each class/section at the beginning of the year and determine a plan for his/her individual professional development needs and end-of-year evaluations will be based on hitting these targets

- Date of Implementation: October 2010
- Date of Completion: Ongoing
-

Action Step 2: School leaders will meet with teachers after each benchmark to assess progress toward annual goals for student achievement (and course correct as necessary)

- Date of Implementation: October 2010
- Date of Completion: Ongoing
-

Action Step 3: Each teacher will receive informal written feedback from an administrator or coach every day.

- Date of Implementation: October 2010

- Date of Completion: Ongoing
-

Action Step 4: New teachers will receive additional support from a highly qualified mentor teacher

- Date of Implementation: August 2009
- Date of Completion: Ongoing

This has begun through our consultant teacher program. There are veteran teachers that have been chosen to mentor teachers that are new to SLPS. The veteran teachers' job is to mentor only, they do not manage a classroom or office simultaneously. This ensures that the focus is on the mentees and that the consultant teachers are available to the new teachers when they are needed. The consultant teachers and mentee teachers meet and/or communicate regularly. This should improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District.

Action Step 5: The district commits to expediting the process for removing or reassigning ineffective teachers as determined by the new evaluation system

- Date of Implementation: October 2010
- Date of Completion: June 2011

Administrators will be trained on how to document behaviors and activities that support the decision to remove or reassign an ineffective teacher in their building. This training will include how to document specifically and objectively.

Strategy 5: To provide internal and external leadership development of principals and other administrators focused on student engagement, rigor, accountability, school and school district reform model, PLC and Data Team

Action Step 1: Establish a cohort to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous improvement model, accountability during the 2010-11 school year and beyond
Action Step 2: Utilization of retired administrators who have demonstrated evidence of success, particularly in the area of student achievement; in collaboration with the Professional Development Office, the administrators are charged with supporting the evaluation and coaching processes necessary for improved teaching quality

Action Step 3: Deliver intensive training regarding the state mandated 18-week improvement process to principals as well as teaching staff; the primary driver is improved teacher performance; however, expected outcomes will be clearly defined and employees held accountable for attaining these outcomes

- Date of Implementation: October 2010
- Date of Completion: Ongoing
-

Strategy 6: Design and implement a comprehensive incentive/merit pay plan for school administrators

Action Step 1: Develop an active, viable compensation incentive structure that includes well defined goals, objectives, a clear delineation of job accountabilities and potential compensation for addressing areas of importance to the District

Key outcomes will include improvement in the following areas:

1. Student Achievement
2. Evidence of Leadership
3. Active Parental Engagement
4. Attendance

- Date of Implementation: October 2010
- Date of Completion: Ongoing

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

Objective 1: Increase parent involvement by at least 30% as measured by attendance at Parent Teacher Conferences and PTO meetings in order to reinforce the parent's continued involvement in their child's education, or foster a new commitment to involvement in their child's education.

Persons Responsible: Principal, Parent Support Specialist,

Action Step 1: Parents will receive a monthly newsletter from the principal and parent support specialist. Classroom teachers will have the opportunity to submit news and features to the newsletter.

Action Step 2: Parents will receive phone calls from the homeroom teacher to personally invite them to open house.

Action Step 3: Parent Support Specialist and Principal will hold monthly PTO meetings on the 3rd Thursday of each month; meetings will include guest speakers, focus groups, and surveys. Parents will receive a flyer reminding them of each meeting.

Action Step 4: Principal will create at Parent Advisory Council of at least 5 and no more than 10 parents to meet with monthly to plan programming for parents, discuss concerns, and support the work of students and teachers.

Action Step 5: Parent Support Specialist will create a master parent email list to get news and announcements to parents easily. Homeroom teachers will send home a parent information form and will offer an incentive to all who return the form.

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

The LEA/District does not claim lack of capacity to serve the identified Tier I school.

B (3) District Implementation Plan

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school
    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
    a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application

Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
    a. Hire Associate Superintendent for the Office of Innovation
    b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
        i. Develop process to manage and monitor each schools through:
            1. Project management dashboard with benchmarks and timelines for accountability
            2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
            3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions
            Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders
Date: June 2010 – On going through out funding period, at least quarterly

Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
    - Teachers are expected to infuse common process standards into every classroom, everyday
    - At any time, staff should be able to query students regarding the process standards
- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.
- Teachers will….
    - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
    - Develop lessons using the identified strategy for the first quarter
    - Practice the strategy within the PLC/Grade level meeting

- Teach the strategy
- Observe other colleagues using the strategy and provide feedback
- Analyze student work on the strategy
- Reflect and revise the implementation of the strategy
- Provide opportunities for extra support for students who have not mastered the strategy
- Add the next strategy
- Continue the cycle

Analyzing Student Work

- Staff will analyze student work to strengthen the instructional quality and delivery
- Staff will utilize the Tuning Protocol from David Allen and Joe McDonald at the Coalition of Essential Schools
- Staff and Curriculum Supervisors will create MAP-like constructed responses quarterly to assess as a staff
- An analysis of the teaching issues will be conducted and shared with staff to adjust teaching strategies

District Implementation Timeline

Teachers and School Leader Effectiveness		
Strategy and/or Activity	**Time Frame**	**Action**
Replace the principal	2011	Implemented in June 2010 and completed in July 2010
	2012	No further action necessary
	2013	No further action necessary
Implement strategies for recruiting, hiring, and retaining high-quality staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Use rigorous, transparent, and equitable evaluation systems	2011	Implementation will begin immediately. The period of evaluation is 90 days.
	2012	Ongoing with quarterly evaluations conducted
	2013	Ongoing with quarterly evaluation conducted
Identify and reward effective staff and remove ineffective staff	2011	Implementation will begin immediately.
	2012	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
	2013	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
Provide ongoing, high quality, job-embedded professional development	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Comprehensive Instructional Reform		

Strategy and/or Activity	Time Frame	Action
Implement a research-based, data-informed instructional program aligned to standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Increased Learning Time and Community-Oriented Schools		
Strategy and/or Activity	**Time Frame**	**Action**
Establish schedules and strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide ongoing mechanisms for family and community engagement	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs
Operational Flexibility and Sustained Support		
Strategy and/or Activity	**Time Frame**	**Action**
Provide operational flexibility	2011	Implementation will begin immediately. Progress will be monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Provide ongoing, intensive technical assistance	2011	Implementation will begin immediately. Progress will be initially monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly planning and evaluation
	2013	Ongoing with quarterly planning and evaluation

BUDGET NARRATIVE

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME LOUVERTURE (328)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Instructional Support Coordinator	**55,000.00**
Teacher Extra Service Pay for Extended Day Instruction	**23,725.00**
Teacher Extra Service Pay for Professional Development	**29,094.00**
Curriculum- 20 hours @ $26 per hour = $520	
Staff Development- 32 hours @ $26 per hour = $832	
Vendor- 16 hours @ $26 per hour = $416	
TOTAL- 68 hours @ $26 per hour = $1,768	**11,364.00**
.091 – 1 FTE Asst Supt of Innovation .091 – 4 FTE Turnaround/Accountability Specialist	**17,727.00**
6100 Subtotal	**$136,910.00**
6150: Non-Certificated Salaries	
Non-cert Staff Extra Service Pay for Extended Day Instruction	**3,250.00**
Non-cert Extra Service Pay for Professional Development	**4,760.00**
Curriculum- 20 hours @ $14 per hour = $280	
Staff Development- 32 hours @ $14 per hour = $448	
Vendor- 16 hours @ $14 per hour = $224	
TOTAL- 68 hours @ $14 per hour = $952	
.091 – 1 FTE Executive Assistant	**2,727.00**
6150 Subtotal	**$10,737.00**
6200: Employee Benefits *(optional categories)*	

FTE Blended Benefits Rate (41%) Hourly Blended Benefits Rate (11%)	**42,286.00**
6200 Subtotal	**$42,286.00**
6300: Purchased Services .091 Development and Implementation contract with Synesi	 **1,500.00**
6300 Subtotal	**$1,500.00**
6400: Materials/Supplies Instructional materials and supplies (Scholastics Tiered Intervention – READ 180,System 44, Expert 21) Instructional materials and supplies (Periodical, Leveled book sets, Student portfolio materials) Professional development materials and supplies (Inquiry-based Learning text, Marzano strategies, Unpacking the Standards) Family center materials and supplies	 **233,371.00** **10,000.00** **5,000.00** **2,000.00**
6400 Subtotal	**$250,371.00**
6100-6400 Subtotal	**$441,804.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0.00**
TOTAL	**$441,804.00**

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

[redacted]

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools—Mann Elementary School		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE **Dr. Kelvin Adams**	ADDRESS **801 N. 11th Street**	CITY.STATE, ZIP **St. Louis, MO 63101**
EMAIL ADDRESS **Kelvin.Adams@Slps.org**	TELEPHONE NUMBER **(314) 345-2296**	FAX NUMBER **(314) 345-2261**
NAME OF GRANT CONTACT **Michael Haggen,** **Associate Superintendent**	ADDRESS **801 N. 11th Street**	CITY, STATE, ZIP **St. Louis, MO 63101**
EMAIL ADDRESS **Michael.Haggen@slps.org**	TELEPHONE NUMBER **(314) 345-2233**	FAX NUMBER **(314) 345-2261**

[redacted]

The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

St. Louis Public Schools & Horace Mann Elementary

School Improvement Grant Application— Turnaround

The St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Nicole Conaway and Mann Elementary School Community are pleased to present this School Improvement Grant proposal for your review and consideration. We look forward to a partnership between the central office, Horace Mann Elementary School, and the greater Horace Mann Elementary School educational community to provide a comprehensive Turnaround Strategy for our principal, faculty, families, and students, to improve the quality of leadership, instruction, student performance, and community involvement.

We look forward to implementing our key goals which are Response to Intervention (RTI), Guided Reading, and Positive Behavior Interventions and Systems (PBIS), as well as working with New York Turnaround to set targets for our learners. In order to drive motivation of our students, staff, and community, we will adopt the message, "Make it Happen, No Exceptions, No Excuses". We will focus on expectations for learning through a PBIS system which includes the three values of Respect, Responsibility, and Readiness. Children will be given "Mann Money" for appropriate expectations.

We will begin with previous data and then using our current data to make decisions. Additionally, all students will be benchmarked and progress monitored by reading fluency. With this data, we are planning to will identify the specific needs of learners and implement research based interventions to small groups as seen in the RTI model. Our schedule will be created to include "Power Hours". "Power Hours" are one half-hour period per day for every grade level where all service providers push-in to implement these small group interventions. Morning meetings will be held to look at data and encourage fluid grouping and meeting individual needs in a timely manner. We have one special education teacher, two ESL teachers, and one counselor and one classroom size reduction teacher allotted who are used to push in and deliver these interventions during "Power Hours".

We will see a major improvement in the culture of the building. Children will be on task and engaged in rigorous instruction that is driven by our goals and principal walk-throughs. Walk-throughs will be conducted daily and all classrooms will be visited at least once. Additionally,

the Teaching and Learning Facilitator (TLF) will conduct walk-throughs. Through this technique, we will be able to identify the professional development needs of the teachers and we will then provide modeling in the classroom to improve instruction toward best practice.

While we have plans to create systems to increase student achievement, we lack resources such as specialists in the area of reading and behavior intervention as well as research based interventions to implement during Power Hour.

We look forward to gaining these resources to assist all of our kids to be successful through the School Improvement Grant.

HORACE MANN MISSION STATEMENT

The mission of Mann eMINTS Academy is to provide a quality education for the whole child in the following domains: cognitively, affectively, socially, and behaviorally. This education process will be research-based, data-driven, rich in character education development and will include a balance of curriculum, instruction, and assessment to guarantee learner development. The primary goal is to produce well prepared citizens with the requisite tools to be active, pro-social, caring participants in an increasingly diverse and technological society.

Background

Horace Mann Elementary School is nestled in the up and coming community of South Tower Grove Park in St. Louis, Missouri. The area is rich with culture as the school represents over twenty different languages. Horace Mann Elementary serves children in grades Pre-School through 6th grade. The school currently enrolls 247 students with the following demographics:

- 61% of students are African American
- 11% are White
- 11% are Hispanic
- 17% are Asian. Of these students
- 11% are classified for special education
- 5% of which have been identified with learning disabilities
- 62% of all students are eligible for free or reduced-price lunch
- 42% of the population is ESL (English as a Second Language)
- Mann’s average daily attendance rate is 94%

- Mobility rate is 52%

Principal, Nicole Conaway has been selected as the new principal. This is her first year at Horace Mann. However, she comes to SLPS with twelve years of special education teaching experience and three years of administrative experience. In June, the teaching staff was interviewed and recommendations were made to reduce by 66%. Therefore, the staff has become diverse in experience and expertise. First year teachers will make up 36% of the staff while the remainder 64% are experienced teachers with twelve years or more experience. (45% of the staff have been at Mann for 8+ years). 57% possess advanced degrees and 97% are highly qualified. The principal represents the 4th change in administration since 2003.

Mann received designation by the MDOE because, in each of the past three years, this school ranked among the lowest achieving five percent of MO ES/MS/HS schools with regard to the percentage of students who met AYP.

1. Statement of Assurances

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

2. Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

3. **<u>Reporting Metrics</u>**
    a. SIG PROGRAM TYPE
        i. Turnaround
    b. AYP Targets Missed/Made
        i. Communication Arts: Not Met, Math: Not Met, Additional Indicators: Met
    c. School Improvement Status
        i. School Improvement Level 4, Restructuring, Planning
    d. Instructional Minutes Per Year
        i. 67,338
    e. Average Student : Teacher Ratio
        i. 16:1
    f. Discipline Incidents
        i. None

STATEMENT OF NEED

The Needs Analysis is a compilation of data collected from:

- Accountability Office Audit
- Parent Surveys
- Teacher Surveys
- Student Surveys

These findings are based on the needs assessment administered to teachers in identified Title I and NCLB School Improvement buildings, review of longitudinal data and input from the district parent meetings.

- Teachers were not well trained in the implementation of the curriculum.
- There is a low level of rigor in instruction and assessment/differentiated instruction did not occur regularly in all classrooms Students do not receive adequate support to ensure physical and mental health in order to promote student achievement. Graduation rate is not at the required state rate. Few buildings make AYP.
- The school did not practice distributed leadership
- There is a lack of alignment between student needs and programs that were offered
- Professional development was not specifically aligned to the analysis of student achievement data and teacher needs.

1. **School Quality Review**

During the 2006-2008 school years, all schools were reviewed be the Accountability Office and given the task to create School Performance Teams. The teams were charged with meeting monthly, reviewing student data, making staffing or instructional adjustments based on the review of data. The SPT's were assigned a central office facilitator. Each school at the beginning of the year was given a needs assessment.

All schools completed the template for the PDK audit describing the different types of programmatic offerings, level of rigor in instruction, alignment of resources with stated goals and focus group input as to climate and culture.

Changes for 2010-2011

Reaction to Assessment

Horace Mann Elementary shows a need for structuring the time during the day to utilize instructional time with integrity. To do this, we have partnered with the New York Turnaround Group. The principal, counselor, and second grade teacher will travel to New York in July, 2010 for a conference. Given that support, we will implement daily walk-throughs. Additionally, we will look at all the special programs that were occurring during instructional time such as Urban Future, Little Bit Foundation, Youth in Need, and Springboard. We will meet with these groups to discuss where and when they would bring their services to our schools. We will come to an understanding that these services must take place outside of instructional time unless they were to support instruction rather than take the place of instruction.

Also the schedule will be set by the principal so that all grades are teaching communication arts and math at the same time. This allows teachers to collaborate as well as creating a situation where instruction could be easily monitored by administration.

Additionally, there is a need for extended time for learning. To do this, we would like to provide after school tutoring sessions for our learners.

Needs to Support Changes for 2010-2011

- Compensation for teachers after school
- Materials for tutoring
- Snacks for students
- Transportation

2. <u>Collaborative Assessment for Planning and Achievement</u>

Throughout the 2007-2009 school years, Education Officers (now Associate Superintendents) utilized processes such as Critical Friends and Sub Clusters for principals to meet regularly to discuss assessment and instructional data from their individual schools. Common planning time was available during the 2009-2010 school year but no formal structure was in place to ensure the efficacious use of that time nor was it monitored to ensure collaborative planning meetings were occurring.

Changes for 2010-2011

Reaction to Assessment

Horace Mann staff will meet every day at 7:30 am before school starts to desegregate the data from fluency progress monitoring. Within the first two weeks of school, all students will be tested with fluency passages both for benchmarking and progress monitoring. This information will be used to group students by ability and specific needs so that we can determine the appropriate intervention program for the students.

We will also implement "Power Hours" which are explained above. Service providers will use small group instruction during that time to deliver interventions.

Additionally, we will practice inclusion with all of our students with special needs and those with English as a Second Language. However, it is difficult to support all of our students with the current personnel of one teacher and one teacher assistant. Push-in services benefit all of our learners.

Needs to Support Changes for 2010-2011

- Qualified Intervention Specialists
- Research Based Intervention Programs
- Professional Development to implement Intervention Programs

3. School Climate Assessment

When staff and parents were interviewed, they were all given the opportunity to provide input on climate. It was revealed that while the culture was friendly, there was a lack of support from administration in the past with regard to setting the tone for appropriate interaction between and among students and staff. Additionally, the vision was not clear as administration was inconsistent and not visible.

There was an inconsistent message regarding uniforms as they were not mandatory, but suggested which caused confusion for families. Students feel safe and enjoy coming to Horace Mann Elementary.

Changes for 2010-2011

Reaction to Assessment

A committee will be formed to design the process for initiating the implementation of the PBIS program. Thus, it will be decided when we should begin implementation. Once per week, a PBIS lesson will be prepared and delivered to the students. This will become our theme of the week and students will be rewarded with Mann Money for showing the appropriate expectations set forth.

Additionally, to increase morale among teachers, the "Happy Horace" system will be put in place. Teachers and staff can award each other with a "Happy Horace" slip. They may then place them in a raffle bin for educational prizes.

Needs to Support Changes for 2010-2011

- Behavior Intervention Specialists
- Incentives for students
- Professional Development for PBIS
- Educational prizes for teachers

4. Student Assessment

We have engaged in root cause analysis in drafting school improvement plans. Assessment data has been drilled down to individual students by using the living data wall and individual academic plans. We have reviewed Crystal reports from the DESE website to identify the grade level expectations that students performed poorly on and target instruction to help students demonstrate master on those specific grade level expectations.

Schools have access to the PULSE systems to track student attendance and performance on the state assessment.

Changes for 2010-2011

Reaction to Assessment

It was clear that our students lacked instruction at their individual level. Differentiated Instruction is a priority to meet all learner needs. PULSE will be used at morning meetings to determine individual needs. Data will be scrutinized to determine specific needs in order to deliver appropriate research based interventions. While PULSE is a useful tool, we find it difficult to make projections for student achievement. AIMSWEB would be a very effective tool to help us determine needs and allow us to make changes in programming often based on projection data.

To facilitate reading instruction at individual levels, we will implement Guided Reading and Literature Circles. The principal will provide professional development on the practical use of Guided Reading and Literature Circles.

Needs to Support Changes for 2010-2011

- AIMSWEB Program for all student
- Professional Development on AIMSWEB
- Guided Reading and Literature Circle books at various levels
- Professional Development on Guided Reading and Literature Circles

5. **Community Assessment**

The Greater St. Louis Foundation audited the number of non profits that were providing services and resources to the district and concluded that over 700 different organizations were involved in some shape or form with our schools. Horace Mann has been involved with many community organizations such as Little Friends, Little Bit Foundation, Urban Future, Springboard, Youth in Need, and Latch Key. We will continue to foster those relationships.

Additionally, we will have a part-time Parent Community Specialist (PCS). In the past, the PCS has worked diligently to create opportunities for parents to be involved in the school.

Changes for 2010-2011

Reaction to Assessment

It is clear that we need more opportunities for the parents and community to be involved in the school. We will do this by providing Family/Community Night Events with activities, food, and babysitting as needed.

Needs to Support Changes for 2010-2011

- Additional Parent Community Specialist
- Advertising
- Activities
- Food

6. **Title One Assessment**

An evaluation of Title I programs was completed in 2009 to include recommendations specific to Mann in the areas of professional development, academic achievement, parental involvement and highly qualified staff. It was found through observation, parent surveys and interviews, and teacher feedback that many of the root causes directly related to the persistent academic failure were perceived to be caused by the numerous changes in administration over the past two years; with a lack of parental involvement/support being named as the next main issue.

Changes for 2010-2011

Reaction to Assessment

The lack of parental involvement stems from the diversity of the population. When working with different countries, other customs are evident. It is imperative that parents understand their role in education in the United States. Additionally, the PCS will facilitate communication for all. Additionally, despite our Title One status, we lack reading teachers for intervention. However, we do have a Teaching and Learning Facilitator (TLF) who has been very successful in the past creating best practice in the classroom by modeling.

Needs to Support Changes for 2010-2011

- Qualified Reading Specialists
- Additional Parent Community Specialist

Local needs from district title plan

- Teachers were not well trained in the implementation of the curriculum
- There is a low level of rigor in instruction and assessment/differentiated instruction did not occur regularly
- Schools did not practice distributive leadership
- Lack of alignment between student needs and programs that were offered
- PD was not specifically aligned to the analysis of student achievement data and teacher needs

“PAINT THE PICTURE REPORT”

January 2010

Mann School

Was instructional activity observed? ❑ Yes___ 98 ❑ No____2_____ Other _____

Learning Objective(s): Were learning objectives for the lesson clearly identifiable? ❑ Yes__83_ ❑ No___17_____

Did the students appear to understand the learning objective? ❑ Yes _ 96__ ❑ No 4___

Was the instructional activity aligned to the learning objective(s)? ❑ Yes__ 95 ❑ No___5_____

Were students focused o the learning objectives? ❑ Yes____93 ❑ No___7_____

Was differentiated instruction observed? ❑ Yes___25__ ❑ No__75_

Was the teacher engaged I the learning activity? ❑ Yes___100__ ❑ No____0_

Did feedback elicit respectful communication in the classroom? ❑ Yes__ 98__ ❑ No__2___

Did feedback drive instruction in the classroom? ❑ Yes___85_ ❑ No__15_____

TLF __Rosalyn Williamson_____

“PAINT THE PICTURE REPORT”

February 2010

Mann School

Was instructional activity observed? ❑ Yes___ 98 ❑ No____2_____ Other _____

Learning Objective(s): Were learning objectives for the lesson clearly identifiable? ❑ Yes__85_ ❑ No___15____

Did the students appear to understand the learning objective? ❑ Yes _ 96__ ❑ No 4___

Was the instructional activity aligned to the learning objective(s)? ❑ Yes__ 93 ❑ No___7_____

Were students focused o the learning objectives? ❑ Yes____935 ❑ No___5____

Was differentiated instruction observed? ❑ Yes___25__ ❑ No__75_

Was the teacher engaged I the learning activity? ❑ Yes___100__ ❑ No____0_

Did feedback elicit respectful communication in the classroom? ❑ Yes__ 99__ ❑ No__1__

Did feedback drive instruction in the classroom? ❑ Yes___85_ ❑ No__15_____

“PAINT THE PICTURE REPORT”

March 2010

Mann School.

Was instructional activity observed? ❑ Yes___ 99 ❑ No____1_____ Other _____

Learning Objective(s): Were learning objectives for the lesson clearly identifiable? ❑ Yes__75_ ❑ No___25_____

Did the students appear to understand the learning objective? ❑ Yes _ 85__ ❑ No 15

Was the instructional activity aligned to the learning objective(s)? ❑ Yes__ 82 ❑ No___18_____

Were students focused o the learning objectives? ❑ Yes___95 ❑ No___5_____

Was differentiated instruction observed? ❑ Yes___25__ ❑ No__75_

Was the teacher engaged I the learning activity? ❑ Yes___100__ ❑ No_____

Did feedback elicit respectful communication in the classroom? ❑ Yes__ 99__ ❑ No__1___

Did feedback drive instruction in the classroom? ❑ Yes___80_ ❑ No__20_____

TLF __Rosalyn Williamson_____

“PAINT THE PICTURE REPORT”

May 2010

Mann School

Was instructional activity observed? ❑ Yes___ 99 ❑ No____1_____ Other _____

Learning Objective(s): Were learning objectives for the lesson clearly identifiable? ❑ Yes__88_ ❑ No___12_____

Did the students appear to understand the learning objective? ❑ Yes _ 97__ ❑ No 3____

Was the instructional activity aligned to the learning objective(s)? ❑ Yes__ 98 ❑ No___2_____

Were students focused o the learning objectives? ❑ Yes____87 ❑ No___13_____

Was differentiated instruction observed? ❑ Yes___45__ ❑ No__55_

Was the teacher engaged I the learning activity? ❑ Yes___99__ ❑ No____1_

Did feedback elicit respectful communication in the classroom? ❑ Yes__ 99_ ❑ No__1___

Did feedback drive instruction in the classroom? ❑ Yes___87_ ❑ No__13_____

TLF __Rosalyn Williamson_____

1. **Mann Elementary School Core Instructional Programs:**
   - Communication Arts
     - Reading Street by Pearson Learning is an instructional support program for Communication Arts Pre-K-5. This core instructional program supports Depth of Knowledge integration, cross-curricular instruction and Tier II Response to Intervention instruction.

     - Another program is Scott Foresman Reading Street that is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and reliable teaching tools. The reading program supports differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students.

       Additionally, guided reading books are available for small group, but the amount of books is limited.
   - Mathematics
     - The core instructional program for Mathematics is enVisionMath (Scott Foresman /Pearson Learning), a daily problem-based interactive Math program that is followed by visual learning strategies. These strategies deepen conceptual understanding by making meaningful connections for students and delivering sequential/visual and verbal connections through the Visual Learning Bridge in each lesson. There is an on-going diagnosis and intervention and daily data-driven differentiation.
   - Science
     - The core instructional program for science is Pearson Science. This science program has inquiry-based science books & other resources with scaffolded activities that are correlated to standards and presented in interactive media. There are detailed science kits that accompany the Science series that allow students to experience hands-on experiments and the scientific method.

- Social Studies
    - The core instructional program for social studies was newly adopted for the 2010-2011 school year and it is Pearson Social Studies. This program contains pertinent content, direct reading and writing instruction and skills instruction that encourages all students to succeed on independent levels.

2. **Student supports**
    - Limited Guided Reading Library
3. **Assessment Programs**
    - Acuity with Reading Street, Curriculum Based Measurement Fluency
4. **ELL Programs**
    - Rigby Series
5. **SPED Programs**
    - Inclusionary Model
6. **Magnet (themed) Programs**
    - Positive Behavior Interventions and Support (PBIS) will be implemented for the school year 2010-2011.
    - Additional Programs:
        - Family Night at the Zoo
        - Monthly PBS Awards Ceremonies
        - Family Awards Night
        - Family Social
7. **PD Programs**
    - Guided Reading, Literature Circles, RTI, and PBS will be provided by principal
8. **What has been done, locally at the school, to identify root causes of persistent academic failure?**
    - Professional Conversations
    - Data from PULSE, Acuity, and Fluency has been reviewed
9. **Title I Assessment**
    - Fluency Probes

10. Benchmark assessment data-Acuity Results

School	Grade	Category	Avg 2007	Avg 2008	Avg 2009	08-09 Improve
Mann ES	4	Language Arts	6	41.4	47.35	5.95
Mann ES	5	Language Arts	46.6	51.55	49.13	-2.42
Mann ES	6	Language Arts	42.38	43.33	41.33	-2
Mann ES	All	Language Arts	43.25	45.09	45.33	0.24
Mann ES	4	Math	11	41.46	54.56	13.1
Mann ES	5	Math	48.85	60.95	47.04	-13.92
Mann ES	6	Math	45.21	46.73	46.19	-0.54
Mann	All	Math	45.91	49.32	49.58	0.25

PARENT TEACHER CONFERENCE ATTENDANCE

Year 2009-2010	Total Attending
Parent-Teacher Conference Attendance	101

School Report Card

ST. LOUIS CITY School District (115115)

School: MANN ELEM.
(5260)

Grade Span: PK -06

Title I School: No

In School Improvement: School Improvement Level 4, Restructuring, Planning

Achieved AYP: No

Preschool Enrollment

	2005	2006	2007	2008	2009
MANN ELEM.	17	13	15	0	15

K-12 ENROLLMENT

MANN ELEM.	2005	2006	2007	2008	2009
Total	271	347	274	210	247
Asian	11.1%	13.0%	18.6%	18.6%	17.4%
Black	67.9%	67.1%	62.4%	63.8%	61.1%
Hispanic	10.3%	8.6%	9.1%	7.1%	10.5%
Indian	0.0%	0.6%	0.4%	0.5%	0.4%
White	10.7%	10.7%	9.5%	10.0%	10.5%

Attendance

	2005	2006	2007	2008	2009
MANN ELEM.	92.5	91.9	94.0	93.9	93.8

Students Eligible for Free or Reduced-Price Lunch

MANN ELEM.	2005	2006	2007	2008	2009
Percent	95.5%	78.2%	73.2%	76.0%	61.8%
Number	273	259	191	152	160

Staffing Ratios

MANN ELEM.	2005	2006	2007	2008	2009
Students to classroom teachers	14	25	19	16	16
Students to administrators	271	347	274	210	247

Certification Status of Teachers

MANN ELEM.	2005	2006	2007	2008	2009
Teachers with Regular Certificates	95.7%	85.7%	94.7%	94.4%	95.0%
Temporary or Special Assignment Certificates	4.3%	9.5%	5.3%	0.0%	0.0%
Substitute, Expired or No Certificate	0.0%	4.8%	0.0%	5.6%	5.0%
Classes Taught by Highly Qualified Teachers	96.7%	92.9%	100.0%	95.2%	96.9%

Years of Experience of Professional Staff

	2005	2006	2007	2008	2009
MANN ELEM.	9.8	9.1	10.3	10.6	11.1

Professional Staff with Advanced Degrees

	2005	2006	2007	2008	2009
MANN ELEM.	39.9	53.2	58.1	57.9	57.1

Average Teacher Salaries

Missouri	2005	2006	2007	2008	2009
Average Regular Term Salary	$35,321	$36,488	$37,636	$38,214	$39,066
Average Total Salary	$36,835	$38,103	$39,280	$39,786	$40,676
MANN ELEM.	**2005**	**2006**	**2007**	**2008**	**2009**
Average Regular Term Salary	$37,850	$41,547	$45,379	$48,502	$47,303
Average Total Salary	$37,850	$41,547	$45,379	$49,109	$47,303

Disciplinary Actions

MANN ELEM.	2009
Suspensions of 10 or More Consecutive Days (number | rate)	0| 0.0
Expulsions (number | rate)	0| 0.0
Definition | More Data |	

NCLB -- Adequate Yearly Progress

2009 MANN ELEM.	Groups *	Met	DISTRICT	Groups *	Met	STATE	Groups *	Met
Communication Arts	4	0	Communication Arts	10	0	Communication Arts	10	5
Mathematics	4	0	Mathematics	10	1	Mathematics	10	4

		SCHOOL		DISTRICT		STATE	
Overall Status		**2008**	**2009**	**2008**	**2009**	**2008**	**2009**
Communication Arts Status		**Met**	**Not Met**	**Not Met**	**Not Met**	**Not Met**	**Not Met**
Mathematics Status		**Not Met**	**Not Met**	**Not Met**	**Not Met**	**Not Met**	**Not Met**
COMMUNICATION ARTS		**2008**	**2009**	**2008**	**2009**	**2008**	**2009**
Annual Proficiency Target		**51.0**	**59.2**	**51.0**	**59.2**	**51.0**	**59.2**
School Total (All Kids)	PROF	5.1 * NP	12.3 * NP	.	.	45.7 * G	51.2 * G
	LND/PR	1.3	0	.	.	0.2	0.2
Asian/Pacific Isl.	PROF	0 --	100 --	.	.	57.3* Y	61.7* Y
	LND/PR	0	0	.	.	0.1	0.7
Black	PROF	5.5 * NP	8.9 * NP	.	.	24.0 * NP	29.7 * NP
	LND/PR	1.4	0	.	.	0.3	0.3
Hispanic	PROF	0 --	35.3 --	.	.	32.5* NP	37.7* NP
	LND/PR	0	0	.	.	0.1	0.7
American Indian	PROF	0 --	0 --	.	.	42.3* G	51.1* G
	LND/PR	0	0	.	.	0.3	0.0
White	PROF	0 --	11.1 --	.	.	51.1 * Y	56.6 * G
	LND/PR	0	0	.	.	0.1	0.1
Other/Non-Response	PROF	85.7 --	26.7 --	.	.	52.8* Y	60.3* Y
	LND/PR	0	0	.	.	3.2	1.1
F/R Lunch	PROF	13.5 * NP	14.9 * SC	.	.	31.6 * NP	36.9 * NP
	LND/PR	0	0	.	.	0.2	0.3
IEP	PROF	0 --	90 --	.	.	19.1 * NP	23.6* NP
	LND/PR	0	0	.	.	0.4	0.4
LEP	PROF	3.4	0	.	.	22.9*	24.7*

		--	--			NP	NP
	LND/PR	0	0	.	.	0.1	1.1
		SCHOOL		**DISTRICT**		**STATE**	
MATHEMATICS		**2008**	**2009**	**2008**	**2009**	**2008**	**2009**
Annual Proficiency Target		**35.8**	**45.0**	**45.0**	**54.1**	**45.0**	**54.1**
School Total (All Kids)	PROF	5.9 * NP	8.5 * NP	.	.	46.7 * Y	47.6 * G
	LND/PR	0	0	.	.	0.2	0.2
Asian/Pacific Isl.	PROF	33.3 --	100 --	.	.	64.8* Y	64.8* Y
	LND/PR	0	0	.	.	0.1	0.1
Black	PROF	0 * NP	2.5 * NP	.	.	21.2 * NP	23.0 * NP
	LND/PR	0	0	.	.	0.3	0.4
Hispanic	PROF	0 --	17.6 --	.	.	34.4* NP	35.8* NP
	LND/PR	0	0	.	.	0.2	0.2
American Indian	PROF	0 --	0 --	.	.	41.8* G	44.0* NP
	LND/PR	0	0	.	.	0.2	0.1
White	PROF	0 --	0 --	.	.	52.8 * Y	53.6 * G
	LND/PR	0	0	.	.	0.2	0.1
Other/Non-Response	PROF	80 --	26.7 --	.	.	58.9 * Y	65.1 * Y
	LND/PR	0	0	.	.	3.2	0.3
F/R Lunch	PROF	28 * S	9.2 * NP	.	.	31.8 * NP	34.1 * NP
	LND/PR	0	0	.	.	0.3	0.3
IEP	PROF	4 --	23.8 --	.	.	22.7 * NP	25.9 * NP
	LND/PR	0	0	.	.	0.4	0.4
LEP	PROF	0 --	0 --	.	.	28.4 * NP	28.6 * NP
	LND/PR	0	0	.	.	0.1	0.1
		SCHOOL		**DISTRICT**		**STATE**	
ADDITIONAL INDICATOR		**2008**	**2009**	**2008**	**2009**	**2008**	**2009**
Attendance Rate		92.5	94.7	.	.	94.0 Met	94.4 Met
Graduation Rate		0	0	.	.	85.8 Met	84.7 Not Met

SUMMARY OF SURVEY RESULTS

As a result of the comprehensive look at the school, the following needs, trends and priorities have emerged. These highlighted results are the basis for change and improvement at Mann. They are:

- Poor administration of the curriculum
- Low level of data use on the part of the school based teams and leadership
- Low expectations for students
- Poor levels of parental involvement
- Poor leadership
- Poor administration of professional development targeted to school needs
- Low levels of teacher collaboration
- Low levels of community support and involvement
- Lack of differentiated instruction and student centered learning

PROJECT DESCRIPTION

Mann Elementary School will implement the Turnaround Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance. Additionally, we will implement Guided Reading, Literature Circles, PBIS, and RTI.

ACADEMIC DOMAIN

ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all aforementioned curricular programs in English/Language Arts, Mathematics, Science and Social Studies, the SLPS Benchmark Assessment tools, required by the state for SIG schools. The Curriculum and Assessments consist of many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. The principal will serve as an instructional leader by visiting every classroom every day to observe and give input. Professional development will be determined based on the needs observed by these walk-throughs. Additionally, modeling of best practice will take place with principal and TLF.

Modeling these materials, the SLPS Office of Innovation, curriculum coaches, principal, TLF and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skills mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, assess and group children for guided reading, and implement student centered lessons. This too, is facilitated by layers of additional, mandatory, job embedded professional development.

The school will continue/begin to implement:

- Communication Arts
  - Reading Street by Pearson Learning is an instructional support program for Communication Arts Pre-K-5. This core instructional program supports Depth of Knowledge integration, cross-curricular instruction and Tier II Response to Intervention instruction.
  -

    Another program is Scott Foresman Reading Street that is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and reliable teaching tools. The reading program supports differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students.
  - Students will participate in AimsWeb a minimum of three times per week to provide for differentiated instruction in key reading skills.
- Mathematics
  -

    The core instructional program for Mathematics is enVisonMath. Envision provides teacher assistance for each teacher to bring more individualized attention to the child. It also includes textbooks, workbooks, manipulatives, software and smart boards Envision provides monthly after school professional development for teachers as well as a Teacher Learning Facilitator to coordinate all activities and processes. The program includes components in its instructional design that addresses concept development at a deep conceptual level with the use of manipulatives as well as a differentiated instruction piece that requires the use of structured mathematics centers that facilitate the differentiated instruction component.
  - Students will participate in AimsWeb a minimum of three times per week to provide for differentiated instruction in key math skills.

- Science

  The core instructional program for Science is Pearson Scott Foresman Science. This science program has inquiry-based science books & other resources with scaffold activities that are correlated to standards and presented in interactive media. There are detailed science kits that accompany the Science series that allow students to experience hands-on experiments and the scientific method.
  - Students will participate in student-centered, hand-on science lessons a minimum of two to three times per week to provide for a more rigorous level of instruction.

- Social Studies

  The core instructional program for social studies was newly adopted for the 2010-2011 school year and it is Pearson Scott Foresman Social Studies. This program contains pertinent content, direct reading and writing instruction and skills instruction that encourages all students to succeed on independent levels.
  - Students will participate in inquiry-based lessons focusing on identified grade level standards a minimum of two to three times per week.

During each year of the grant, teachers will participate in mandatory training on implementing the Curriculum with fidelity and establish pacing guides and vertical alignment in a particular content domain (Year 1-English language arts; Year 2- mathematics; and Year 3 – science and social studies). In terms of the SLPS Assessment Program, we will re evaluate their assessment program on an annual basis to make certain that the benchmarks are aligned to instruction, and at the same time, develop classroom, informal 'mini assessments' to provide unit by unit quizzes, use of running records and fluency checks to provide and more consistent data and to help shape instructional priorities and better meet the precise learning needs of each student. Additionally, the implementation of AIMSWEB will facilitate a focused discussion during grade level meetings to determine needs and match specific research based interventions for individual students. Grade level meetings will be grounded in Professional Learning Community processes to provide teacher support in the more effective analysis of student work.

IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPS Innovation administrators and Central Office staff, will conduct walk through protocols to collect information/data on the instructional strategies used to implement the curriculum. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed with the Office of Innovation, principals, and teachers to ensure fidelity of curriculum implementation. In Years 1 through 3, the principal (and other school/district leaders) will continue to observe the classroom instruction of each core curriculum teachers a minimum of quarterly, and provide feedback to strengthen each teacher's practice. These walk-throughs will occur daily in every classroom by principal and TLF. The TLF will provide immediate intervention and support to identified teachers.

In Year 1, Mann will have established and used model classrooms as a key job-embedded professional development activity to raise implementation fidelity levels through the guidance of School Turnaround. Starting in Year 1, the principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms and assist identified staff in the creation of model classrooms. In Years 2 and 3, these teachers will implement model classrooms that will serve an essential delivery method for job-embedded professional development, and increase the internal capacity of the school at the same time.

USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

Teachers will be trained to make instructional decisions based on relevant formal and informal data. Horace Mann Teaching Learning Facilitator will attend district data coach training in summer 2010. In turn, the TLF will conduct training for Mann Staff. The TLF will lead design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis and integration into instruction, differentiated instruction, infusion of technology, and time and classroom management strategies. Monthly sessions will be conducted during the school year. Teachers will employ demonstrated student learning best practices, Response to Intervention (RtI), one-on-one instruction, modify assignments, and provide multiple opportunities for students to

demonstrate mastery of content as evidenced by lesson plans and walk-through data. Once again, teachers will also take advantage of informal, 'mini assessments' to make sure of student mastery on an individual basis. Individual Academic Plans will be developed and maintained on all students to monitor progress and provide more differentiated interventions.

Once groups have been established by needs found through data, we will implement interventions provide targeted, explicit instruction and then progress monitor using the processes and assessments previously mentioned. All teachers will learn how to collect formal and anecdotal data to make meaningful decisions. In turn, students will be involved in the progress monitoring and be able to establish personal goals based on their progress when appropriate. This becomes the child's portfolio for learning.

Teachers will be able to differentiate instruction based on formative assessment data, as they learned from the SLPS Office of Innovation, in the area of reading including but not limited to Guided Reading and Literature Circles-and also PBIS implementation all content area coaches in Year 1. In Years 2 the focus will be on math and Year 3 will focus on Science and Social Studies. Teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies. Classroom observations and review of class assignments and student work will be used to assess implementation progress in all years. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks. Progress monitoring with Running Records and fluency probes will be determined based on the child's needs and progress which will be either weekly or bi-weekly. Intensive needs students will be monitored more often.

Starting in Year 1 and continuing in Years 2 and 3, teachers and administrators will continuously use data to inform and differentiate instruction through the implementation and use of the SLPS data dashboard, PULSE, Running Records, fluency checks, anecdotal assessments by teachers and Acuity benchmark testing. The Instructional Management System facilitated by content area coaches. All teachers will use tools to analyze formative and summative data to inform classroom instruction.–Teachers will also analyze student work using Professional Learning Community processes to aid in informing differentiated classroom instruction.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program.

SCHOOL LEARNING ENVIRONMENT DOMAIN

Training and Professional Development

Providing staff with ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. Ongoing, focused and differentiated professional development is key to initiating and maintaining changes in instructional practices. Mann will use the Curriculum and Benchmark Assessments, Running Records, fluency checks, student observational data and informal, 'mini assessments' to collect formative assessment data and equip teachers and school leaders with the skills to analyze assessment data, customize instructional interventions based on these data, and continuously monitor student progress towards proficiency. Results of these data sets will also provide information for targeted, differentiated professional development for staff.

The SLPS Office of Innovation, Teaching Learning Facilitator and various external professional development providers will offer mandatory job-embedded and differentiated professional development throughout the school year in formats such as weekly grade-level common planning time, monthly cross-grade common planning periods, and monthly small group sessions. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; examination of student work; cross-curricular activities/thematic unit planning; discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. The following is a breakdown of the professional development, which will be coordinated by the Office of Innovation, that Mann faculty and staff will be provided:

- AFT Professional Development
    - The AFT affiliate in St Louis will be partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
        - SIG Professional Development Liaison – This individual will proved guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. He/She will work to ensure program fidelity and high levels of implementation
        - Teacher Center - A teacher center will be developed and open to bring support to the teachers in all the impacted schools. A director , two city wide coordinators, a site coordinator and two administrative assistants will provide this ongoing support which will concentrate on help with School Improvement Grant priorities, support for new teachers, relevant professional development, innovative assistance, grant finding and writing and certification issues.
- Instructional and Content Area training by SLPS instructional coaching staff

  SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for these identified schools. They will also assist DESE with monthly Saturday Institutes for teachers on relevant topics to be determined as the need arises, but highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas.
    - Focused, differentiated professional development will be provided as needed in:
        - Guided Reading, Running Records, Literature Circles, anecdotal note-taking on the reading process & PBIS (Year 1)
        - Use of manipulatives in teaching math concepts, anecdotal note-taking on math processing, critical thinking, portfolio assessment (introduction) (Year 2)
        - Inquiry based learning, teaching content area reading strategies for transfer, portfolio assessment (Year 3)
    - NY Turnaround will assist the school in the development of school leadership teams.

- NY Turnaround Professional Development
    - NY Turnaround will assist the school in the development of school leadership teams
    - They will also bring in the services of a Turnaround Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management and environment issues that often impact successful instruction
- National Consultant/Innovation Services Professional Development
    - National Consultant is in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. National Consultant will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process National Consultant will develop a master PD schedule, and fill in as a provider of professional development, as necessary.
    - Also, National Consultant staff will act as the professional development liaison with the rest of SLPS, so that the development provided at SIG schools is consistent, in both spirit and goals, as all other systemic professional development. As such, National Consultant will meet consistently with the Superintendent, Chief Academic Officer, and the Accountability office to ensure consistency across the district.

During Year 1, the district will identify and coordinate specified program providers that Mann can select to conduct training to increase pedagogical knowledge of all teachers in each content area as indicated in the schedule above. Starting in Year 1 and continuing in Years 2 and 3, job-embedded professional development will be facilitated in different formats such as weekly common planning time, observations of exemplary instructional practice in onsite demonstration classrooms, and professional learning community study groups.

The selected professional development providers will consult with the SLPS Office of Innovation, as well as Mann staff to analyze SLPS benchmark data, classroom performance data,

and any other performance evaluation data to refine content of professional development. In Years 2 and 3, teachers will be trained in how to use student portfolios to track and assess student progress toward proficiency and to advance proficiency over time.

STUDENT AND PARENT SCHOOL ENGAGEMENT

Mann will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers, students and families.

A Parent-School-Community Specialist (PSCS) will be an integral part of the Leadership team and work closely with the counselor and social worker to provide support to families in connecting with needed community resources. In Year 1 the PSCS will work with the counselor and social worker to identify a variety of community resources needed by Mann families, facilitate monthly parent meetings with the Mann parent group and quarterly meetings focusing on activities to help parents become instructional partners in their child's/children's education. In Year 2 the PSCS will work with the counselor in offering parenting and parent education classes and to identify additional community resources as well as community partners in providing for Mann student and parent needs. In Year 3 the PSCS will work with community resources to bring them onsite to aid in parents' utilization of various community resources. In all years Columbia will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, and adult education classes.

The Leadership Team will ensure that the parent representatives serving on the team represent the demographics of the ELL population in the school. Additionally, monthly celebrations of various ELL students' countries and languages will be held to celebrate the diversity and richness of cultures within the school.

SCHOOL LEADERSHIP

During Year 1, the Mann principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school turnaround process by attending the local, state and national conferences during the school year. The Mann principal will demonstrate management skills and effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Office of Innovation and other central office administrators. . Additionally, a model for distributive leadership will be designed with a vertical building leadership team serving as the decision making body for the school. Team membership shall include representation from all constituencies including staff, parent and community members as well as administration and reflect the cultural demographics within the school. A weekend retreat to assist the team in understanding the parameters and responsibilities will be held within the first quarter of the school year and a Spring retreat will be held in May/June, 2011 to evaluate the year and plan for the 2011-2012 school year.

During Years 2 & 3 a week long summer retreat will be held to further refine leadership team member skills in the designated responsibilities of the team. Topics to be addressed during this retreat will be determined in part by the team based on perceived need. Additionally during the retreat the annual calendar to review formative data and intervention processes and activities to accelerate student achievement will be developed and/or reviewed.

Finally, time will be allotted for school staff to work with the new school leadership on vision building and implementing the model. Distributive leadership and collaboration is key to ensuring improved student performance. It is only through shared ownership that true change can occur and be sustained.

During Years 2 and 3, if warranted, the contract with the Mann Principal will be renewed, and training and ongoing support will continue to be offered by the Office of Innovation, and other appropriate central office personnel.

Throughout the grant period, the Mann principal will report directly to the district's SIG Coordinator, Associate Superintendent of Innovative Services, Mr. Haggen and work under the

close guidance of the Office of Innovation. The Office of Innovation will assist the Superintendent, the Chief Academic Officer, and Mr. Haggen in supporting the implementation of the turnaround activities named in this grant. The Office of Innovation will work with the Mann principal and staff to monitor fidelity and progress of the turnaround school plan, help to build leadership capacity and problem-solving skills, and coordinate communications and activities across SIG-funded schools.

Additionally, time will be allotted for school staff to work with the new school leadership on vision building and implementing the model.

HUMAN RESOURCES; USING DATA TO SELECT, RETAIN, AND INCENTIVIZE HIGHLY QUALIFIED STAFF

In order to attract and retain the appropriate staff to implement school turnaround efforts, The Office of Innovation and the Mann principal will ensure that each new teacher (both new to the profession and experienced teachers new to Mann) is skilled in ELL instruction and then is paired with a seasoned teacher who has been trained to provide mentoring services during a teacher's first year. Selected mentor teachers will be well versed in cultural sensitivity and ELL instructional practices to provide support in meeting the needs of ELL learners.

During Year 1, the Office of Innovation will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or demonstration classrooms. They will provide mentor training to teachers who are identified to serve in this mentoring or demonstration capacity. New teachers will participate in new teacher orientation on mentoring component and be paired with mentors. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, Mann will continue to use the Office of Innovation to implement a performance evaluation process to screen and hire teacher candidates, ensure there are no vacancies, and replace teachers who do not improve performance.

Monitoring for Continuous Improvement and Long-Range Strategic and Sustainability-Planning for continued development and implementation of Mann reform efforts

Starting in Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

In the spirit of continuous improvement the SLPS Performance Based Teacher Evaluation instrument and process will be used for all staff. In this process regularly scheduled observations occur multiple times throughout the year (non-tenured = 3 times per year; tenured = 2 times per year) and these observations provide the baseline for Performance Improvement Plans (PIPs). In the PIP process the principal and teacher meet regularly. The initial meeting results in collaboratively agreed upon goals for improved performance. If the goals are not met then a movement to terminate the staff member is initiated. Meetings are generally held on a monthly basis but can be held more often at either the principal's or staff member's request.

GOALS, OBJECTIVES AND INDICATORS

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

- Objective 1.1: Implement the managed CLEAR curriculum by the end of year 1-All students will experience the managed CLEAR curriculum implemented with fidelity as evidenced by walk through data and teacher lesson plan review by November of each of the next three years. (Year 1 – Reading; Year 2 – Math; Year 3 – Science and Social Studies)
    - Indicator 1.1a: In year 1 Develop a walk through process to monitor and improve instructional methods(Persons responsible: Asst. Supt. , Principal, Leadership Team)

      Indicator 1.1b: In each of the 3 years
- provide additional professional development to assist teachers in implementing the standards based curriculum(Year 1 – Reading; Year 2 – Math; Year 3 – Science and Social Studies)through the assistance of the AFT, NY Turnaround and district leadership

  (Persons responsible: Asst. Supt. , Principal, Leadership Team, NY Turnaround Representative)

Indicator 1.1c: In year 1 Provide support to teachers with the hiring of a Teaching and Learning facilitator to act as a coach and to model good instruction (Persons responsible: Principal, Leadership Team)

Objective 1.2: Increase the use of data as instructional tool over the three year period

- All staff will use data as a tool in providing differentiated instruction for students as evidenced by lesson plans, meeting minutes and walk through data no later than November of each of the next three years (Year 1 = Reading; Year 2 = Math; Year 3 = Science & Social Studies)

- Indicator 1.2a: Provide support for grade level and vertical team meetings that concentrate of the use of data as a tool for teachers for all three years (Persons responsible: Principal, Leadership Team, TLF)
- Indicator 1.2b: Develop data walls in year 1 (Persons responsible: TLF, Teachers)
- Indicator 1.2c: Provide external professional development support through the use of the AFT and SLPS leadership beginning in year 1 and ongoing(Persons responsible: AFT representatives, Leadership Team, SLPS leadership)

- Objective 1.3: The percentage of students scoring at the Proficient and above levels on the MAP in Communication Arts and Math will increase by a minimum of 10% annually through the use of a challenging, rigorous and differentiated instructional program.
  - Indicator 1.3a. Provide necessary staff development on rigor and relevance. (Persons responsible: Principal, Outside consultants)
  - Indicator 1.3b: Provide guidance and staff development on student centered (Year 1) and inquiry-based (Year 3) teaching methods. (Persons responsible: Principal, Outside consultants)
  - Indicator 1.3c: Develop schedule for students to use AimsWeb (Persons responsible: Principal, Leadership Team)
  - Indicator 1.3d: Develop schedule for students to participate in differentiated instruction a minimum of three times per week [Year 1 = Reading; Year 2 = Math] (Persons responsible: Principal, Teachers)

- Objective 1.4: 100% of staff will participate in a minimum of 80 hours of high quality professional development activities per annum and effectively apply learned practices as evidenced by attendance logs, lesson plans and walk through data. (Refer to previous text for yearly foci and schedule). Develop comprehensive coordinated, high quality, job embedded professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the district improvement plan and the parameters as reviewed by the School Improvement Grant. Complete by the end of year 1 and monitor in ensuring years

- Indicator 1.4a: Provide leadership through National Consultant Associates to coordinate monitor and review all professional development opportunities for the entire 3 years (Persons responsible: Principal, National Consultant Associates)
- Indicator 1.4b: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This is done each year (Persons responsible: Principal, National Consultant Associates)
- Indicator 1.4c: Provide professional development on management related issues through the use of NY Turnaround during the first year and ongoing as needed (Persons responsible: NY Turnaround staff, Principal)
- Indicator 1.4d: Conduct needs assessment with staff to guide development of individual professional development plans [to be conducted annually] (Persons responsible: Principal, Leadership Team)

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

I.

Objective2.1: To ensure that 100% of the teachers and administrators are highly qualified in each of the Turnaround schools. 100% of Mann staff will be highly qualified by September, 2010 or prior to hiring as evidenced by Certification Notebook data.

II.

Indicator 2.1a: The District will develop and implement a comprehensive teacher recruitment and training program

- beginning December, 2010 (Persons
- responsible: Principal, Office of
- Professional Development, Assoc. Supt.)

- Indicator 2.1b: Train all administrators and
- on effective interviewing and staff selection beginning December, 2010 (Persons responsible: Principal, Outside consultants)
- Indicator 2.1c: Attend hiring fairs and immediately retain highly qualified candidates beginning Spring, 2011 & ongoing (Persons responsible: Principal and designated staff)

- Train all administrators on interviewing/selecting of quality candidates; how to leverage university and college partnerships for candidates for staffing

- Date of Implementation: October 2010
- Date of Completion: Ongoing

Administrators are, in theory, hiring managers. In order to select and obtain highly qualified teachers for the District, administrators must be able to effectively interview and select those candidates. Currently the District recruitment team participates in job fairs held at local colleges/universities and obtains certificated and soon to be certificated candidates.

- Use a structured screening process in conjunction with the District's web-based application system-Habermann Star Teacher Questionnaire
  - Date of Implementation: May 2009
  - Date of Completion: Ongoing

The Habermann Star Administrator Questionnaire has been utilized in the hiring process for Administrators. The Habermann Questionnaire predicts which candidates will succeed as school administrators serving diverse children and youth in urban school districts. It analyzes respondents' answers to thirteen dimensions of urban school administration. These dimensions were identified in studies of star urban principals who led effective schools in major urban districts or who turned failing schools into effective ones.

- Indicator 2.1e: Ensure 100% of new staff retained participate in the state/district mandated 2 year Beginning Teacher Assistance and Mentoring Program beginning September, 2010 and ongoing. (Persons responsible: Principal, Office of Professional Development)
- Develop and implement a 2-year Beginning Teacher Assistance and Mentoring program that includes a structured and effective New Teacher Induction Model
  - Date of Implementation: August 2009
  - Date of Completion: Ongoing

This has begun through our Peer Assistance Review Program. There are veteran teachers that have been chosen to mentor, support and evaluate teachers that are new to SLPS. The veteran teachers' job is to mentor, support, and evaluate only, they do not manage a classroom or office simultaneously. This ensures that the focus is on the mentees and that the consultant teachers are available to the new teachers when they are needed. The consultant teachers and mentee teachers meet and/or communicate regularly. This should improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District.

- Indicator 2.1f: Ensure all new staff attend the weeklong SLPS Induction Program beginning August, 2010 and ongoing (Persons responsible: Principal, Human Resources representative, PD Office representative)
- The District will develop and implement a week-long SLPS induction model for all staff new to the SLPS
  - Date of Implementation: July 2011
  - Date of Completion: Ongoing

The Human Resources Department and the Professional Development Department will collaborate to ensure that all new staff are orientated and given the opportunity to participate in Professional Development. This will ensure that new hires feel welcomed and prepared in their new positions, in turn giving them the confidence and resources to make an impact within the District, and ultimately become positive assets to the District as a whole.

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Objective 2.2: The number and/or breadth of university partnerships will expand by 10% per annum over the next three years as evidenced by the number of activities on each university's activity roster or number of universities on the partnership roster beginning November, 2010 The District will strengthen and expand partnerships with local universities such as the University of Missouri and outside organizations such as Teach For America

- To attract the top college graduates, recruiting team will attend college sponsored job fairs to speak with graduates about SLPS opportunities. Recruiting team will also follow up with each student by email, phone, written correspondence
  - Date of Implementation: March 2010
  - Date of Completion: Ongoing

The District recruitment team has been participating in job fairs held at local colleges/universities and has obtained certificated and soon to be certificated candidates. The recruitment team is able to follow up with candidates via its School Recruiter on-line application system.

- Recruiting team will meet with all University Career Placement offices and Deans of Education to establish relationships with the colleges and universities and to attract graduating students to SLPS
  - Date of Implementation: February 2009
  - Date of Completion: Ongoing

The District hosted its first meeting with the Deans of Education of 7 local colleges/universities. This meeting was a roundtable discussion to share ideas concerning effective recruitment processes for their graduates. The result of this partnership is to facilitate an influx of local students of Education into the District.

- Recruiting team will post all teaching vacancies on college universities' job boards and will also e-blast teaching vacancies to university careers services and Deans of Education to increase school partnerships and teacher placement
  - Date of Implementation: October 2010
  - Date of Completion: Ongoing

The District recruiting team currently e-blasts open positions to various colleges. The District has also created a Facebook page and a Linkedin

account in order to utilize the trend of social networking. Moving forward the recruiting team will post to local colleges/universities as well as neighboring state colleges/universities.

- Recruiting team will meet with Teach For America (TFA) leadership team to indentify teaching candidates for the upcoming school year. Recruiting team will also set up interviews and orientation for all TFA candidates
  - Date of Implementation: 2002
  - Date of Completion: Ongoing

The District has had an ongoing relationship with Teach For America since 2002. This relationship will continue throughout the future. The recruiting team of SLPS works with the TFA recruiting team to coordinate interviews and obtain teaching placements for the TFA members.

Indicator 2.2a: Etablish and/or refine processes and guidelines to increase the number of student teachers beginning December, 2010 and ongoing (Persons responsible: Principal, HR Representatives)

- Increase student teaching program candidates in SLPS by partnering with local colleges and universities to establish processes and guidelines to ensure program effectiveness.
  - Date of Implementation: July 2009
  - Date of Completion: Ongoing

Human Resources has become more involved in student placements within the District. In becoming more involved, this creates a conduit to become more strategic in connecting student teachers to teaching positions in the following year(s).

Indicator2.2b: Identify and work with appropriate university staff to obtain college student tutoring for Mann students beginning January 2011 and ongoing (Persons responsible: Principal or designated Leadership Team member(s))

- **Objective 2.3:** Replace the **principal and at least 50% of the staff at each Turnaround School will be replaced to ensure that a highly capable staff is in place to raise achievement**

Indicator 2.3a: New principals will be selected and assigned by the superintendent with input from a team representing a variety of key stakeholders at each school. Key characteristics indicative of turnaround leadership will be determining criteria beginning June, 2010 & completed July, 2010(Persons responsible: Superintendent, Key stakeholders)

- Date of Implementation: June 2010
- Date of Completion: July 2010

Indicator 2.3b: Returning teachers are determined using record of raising student achievement and commitment to improvement beginning June 2010 and completed July, 2010. (Persons responsible: Supt., Key stakeholders, HR representatives)

- Date of Implementation: June 2010
- Date of Completion: July 2010

Human Resources partnered with the administrators of the Turnaround Schools to interview and select

- Indicator 2.3c: Establish and implement a comprehensive, collaborative, uniform interview and selection process for incoming (and returning teachers) to each school beginning May, 2010 and completed July, 2010. (Persons responsible: Supt. , HR representatives)
  - Date of Implementation: May 2010
  - Date of Completion: July 2010

- **Objective 2.4: Revise existing SLPS Performance Based Teacher Evaluation process/instrument to include a rigorous element of evaluation tied to student growth data** to be completed and implemented October, 2010 as indicated by teacher evaluation records for all pedagogical staff. **Institute a rigorous evaluation system for all pedagogical personnel that is tied to student growth data**
- Indicator 2.4a: Teachers will set measurable targets for each class/section at the beginning of the year and determine a plan for his/her individual professional development needs and end-of-year evaluations will be based on hitting these targets beginning October, 2010 and ongoing (Persons responsible: Principal, Teachers)
  - Date of Implementation: October 2010
  - Date of Completion: Ongoing

Indicator 2.4b: School leaders will meet with teachers after each benchmark to assess progress toward annual goals for student achievement (and course correct as necessary) beginning October, 2010 and ongoing. (Persons responsible: Principal, Teachers)

- Date of Implementation: October 2010
- Date of Completion: Ongoing

Indicator 2.4c: Each teacher will receive informal written feedback from an administrator or coach every day beginning October, 2010 and ongoing. (Persons responsible: Principal, TLF, Central Office staff)

- Date of Implementation: October 2010
- Date of Completion: Ongoing

- Indicator 2.4d: New teachers will receive additional support from a highly qualified mentor teacher beyond the state mandated assigned mentor beginning August, 2009 and ongoing

Note: This has begun through our consultant teacher program. There are veteran teachers that have been chosen to mentor teachers that are new to

SLPS. The veteran teachers' job is to mentor only, they do not manage a classroom or office simultaneously. This ensures that the focus is on the mentees and that the consultant teachers are available to the new teachers when they are needed. The consultant teachers and mentee teachers meet and/or communicate regularly. This should improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District.

- Date of Completion: June 2011

- Indicator 2.4e: Administrators will be trained on how to document behaviors and activities that support the decision to remove or reassign an ineffective teacher in their building. This training will include how to document specifically and objectively. The district commits to expediting the process for removing or reassigning ineffective teachers as determined by the new evaluation system beginning October, 2010 and completed June, 2011.

Objective 2.5: 100% of principals and other administrators will be provided To provide internal and external leadership development of principals and other administrators focused on student engagement, rigor, accountability, school and school district reform model, PLC and Data Team as evidenced by professional development agendas and attendance rosters beginning Fall, 2010 and ongoing based on participant need.

III.

Indicator 2.5a: Establish a cohort to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous improvement model, accountability during the 2010-11 school year and beyond (Persons responsible: Assoc. Supt., Principals)

- Indicator 2.5b:Utilization of retired administrators who have demonstrated evidence of success, particularly in the area of student achievement; in collaboration with the Professional Development Office, the administrators are charged with supporting the evaluation and coaching processes necessary for improved teaching quality (Persons responsible: Assoc. Supt., Office of Professional Development representatives)
- Indicator 2.5c: Deliver intensive training regarding the state mandated 18-week improvement process to principals as well as teaching staff; the primary driver is improved teacher performance; however, expected outcomes will be clearly defined and employees held accountable for attaining these outcomes beginning October, 2010 and ongoing. (Persons responsible: Assoc. Supt., Designees)
  - Date of Implementation: October 2010
  - Date of Completion: Ongoing
- **Objective 2.6: 100% of Principals will be placed on a Design and implement a comprehensive incentive/merit pay plan for school administrators as evidenced by individual target roster beginning October, 2010 and ongoing.**

- Indicator 2.6a: Develop an active, viable compensation incentive structure that includes well defined goals, objectives, a clear delineation of job accountabilities and potential compensation for addressing areas of importance to the District (Persons responsible: Assoc. Supt., Designees/Design Team)
- Indicator 2.6b: Key outcomes will include improvement in the following areas:
    1. Student Achievement
    2. Evidence of Leadership
    3. Active Parental Engagement
    4. Attendance
    - Date of Implementation: October 2010

    Supt., Designees/Design Team)

Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

- Objective 3.1: Remove and replace school leadership and faculty as mandated by the Turnaround guidelines prior to year 1
    - Indicator 3.1a: Under district leadership, replace the principal and the staff prior to the opening of the school year.
- Objective 3.2: Establish a recruitment and retention plan to ensure high quality, highly qualified teachers in all classrooms during year 1
    - Indicator 3.2a: Monitor and review teacher certifications at the school to ensure that all new staff are highly qualified as an ongoing process
- Objective 3.3: Develop a teacher evaluation system that includes performance indicators during year 1
    - Indicator 3.3a: Develop a district team to institute a comprehensive teacher evaluation system that includes performance indicators as part of the process. Prior to year 1
- Objective 3.4: Ensure a process is established to hire the best people for critical positions at the school and district
    - Indicator 3.4a: Utilize National Consultant to assist with key hirings for the 3 year period
- Objective 3.5: Provide leadership support to the new administration in the development of school leadership teams and Turnaround advice during the 3 year period

- Indicator 3.5a: Utilize the services of NY Turnaround to provide the necessary leadership training and guidance on issues relating to Turnaround for the entire 3 year periods

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

- Objective 4.1: Increase parent involvement by 10% per annum (baseline 2009-2010 school year) beginning with 2010-2011 school year and ongoing. as an ongoing priority
    - Indicator 4.1a: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the first year and continuing (Persons responsible: Parent School Community Specialist, Principal, Leadership Team)
    - Indicator 4.1b: Develop a parent handbook as a tool for parents during year 1 (Persons responsible: Principal, Leadership Team)
    - Indicator 4.2c: Review the success of PTOs, PTAs in the building and provide opportunities and leadership to improve or institute their work. During year 1 (Persons responsible: Principal, Leadership Team, Parent-School-Community Specialist)
    - Facilitate the occurrence of a minimum of quarterly parent meetings whose foci is that of becoming an educational partner beginning October, 2010 and beyond. (Persons responsible: Parent School Community Specialist, Parent School Community Specialist Liasion)
    - Provide interpreters for parent teacher conferences when needed beginning October, 2010 and ongoing (Persons responsible: ELL staff, Principal)

- Objective 4.2: Increase meaningful community partnerships within the school
    - Indicator 4.2a: Identify potential community partnerships
    - Indicator 4.2b: Reach out to the community partners in a meaningful way

MANN ELEMENTARY SCHOOL PROJECT ACTIVITY PLAN

Goal Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.			
Objective: Objective 1.1: Implement the managed CLEAR curriculum by the end of year 1			
Indicator: Indicator 1.1a: In year 1 Develop a walk through process to monitor and improve instructional methods			
Year 1			
Action	**Person Responsible**	**Resources**	**Indicators of Success**
Review current process of leadership team and implement grade level RTI meetings by September 7, 2010	Principal, district	No resources	Completed review, Data will be available for Power Hour Groups to begin by September 13, 2010
Ensure that walk-throughs have a focus on student achievement	NY Turnaround, Principal, District	Resources are cost of facilitator	Completed protocols are the outcomes
Provide necessary training in the use of data to make instructional decisions by August 30, 2010	NY Turnaround, District, Principal	PD for training on data	Improved test scores and flexible grouping , Target students will increase by one grade level in reading by June, 2010
Monitor and ensure fidelity of the process by going into every classroom every day and providing feedback on instruction to begin on August 23, 2010	Principal	no costs	Improved test score outcomes as seen on the MAP. We will increase from 51.2 % proficient to 65%.

Fully implement Envision in Math classrooms	Consultants, Principal	Related consultant costs	Improved test scores in Math as shown on AIMSWEB. Students will increase one grade level in math by June, 2010
Utilize school based instructional coaches as TLF to model and enhance instruction to higher level thinking beginning August 30, 2010	Principal, Leadership team, Teachers	District costs for personnel	Walk Throughs will demonstrate the use of higher level thinking skills
Implement AIMSWEB to monitor student data	Principal, Grade Level Teams	Consulting fees, program fees	Children will increase in reading and math by one grade level by June, 2010
Year 2 and 3			
Ongoing monitoring of walkthrough process and retraining of new personnel	Principal, school leadership	No cost	Completed walk-throughs, Data will be utilized as a measure of retaining personnel
Indicator: Indicator 1.1b: In each of the 3 years Provide additional professional development to assist teachers in implementing the standards based curriculum through the assistance of the AFT, NY Turnaround and district leadership			
Provide guidance to leadership team and staff on standards based instruction on July 9-11, 2010 and continue	Principal NY Turnaround, District	PD training costs	Students will increase to 65% proficient in Communication Arts as shown on the MAP by October, 2011
Incorporate standards based instructional	Leadership team	no resources	Students will show improvement in

review in walk throughs to begin on August 30, 2010 and continue			reading as shown on CBM and Acuity increasing by one grade level by June, 2010
Ongoing professional development coordination and review	NY Turnaround and AFT Teacher Center	NYT, AFT Consultant costs	Teacher Surveys will indicate appropriateness of PD
Provide professional development on Guided Reading to begin August 20, 2010 and continue to June, 2011	Principal	Consultant costs	Children will increase by one grade level in reading as shown on AIMSWEB by June, 2010
Provide Professional Development on Response to Intervention (RTI) to begin August 30, 2010	Principal	Consultant Costs, Intervention Programs such as Read Naturally, Six Minute Solution, Heggerty Phonemic Awareness, Great Leaps	Data will be used to create groups and deliver scientifically based intervention programs by October, 2010
Indicator: Indicator 1.1c: In year 1 Provide support to teachers with the hiring of a Teaching and Learning Facilitator to act as a coach and to model good instruction			
Hire a TLF through district funds beginning August 9, 2010	Principal, leadership team	district personnel costs	improved test scores as shown on AIMSWEB, MAP scores will increase to 65% proficient in Communication Arts and Mathematics
Monitor success of TLF beginning August 16, 2010	Principal	no costs	Completed evaluations through March, 2010 at which time recommendations will be made

Ongoing support by the TLF in coaching and modeling in the classroom daily beginning August 30, 2010	principal	TLF, district costs	Students will increase one grade level in reading as shown on AIMSWEB by June, 2010
<u>Objective:</u> Objective 1.2: Increase the use of data as instructional tool over the three year period			
<u>Indicator:</u> Indicator 1.2a: Provide support for grade level, subject area and vertical team meetings that concentrate of the use of data as a tool for teachers for all three years			
Schedule grade level and vertical team meetings into classroom teacher schedule by August 16, 2010	Principal NY Turnaround, AFT	Related consultant costs	Completed schedules implemented by September 1, 2010
Create teacher schedules that allow all grade levels to be teaching Communication Arts at the same time by August 16, 2010	Principal	Consulting fees	Completed Schedules implemented by September 1, 2010
Monitor and review processes	Principal	no costs	Completed observations
Implement AIMSWEB by September 1, 2010 to monitor student progress	Principal	Consulting Fees, Training, Cost per child	Students will increase by one grade level in reading by June, 2010
Provide professional development on data collection beginning September 1, 2010	AFT, NYT, District, principal	related consultant costs	Data will be displayed in secure data room and students will create personal portfolios to set goals from data by October 1, 2010

Ongoing support for new staff members with continuing assistance for existing staff to continue through three consecutive years	AFT, NYT	Consultant costs	Children will increase one grade level in reading and math by June, 2010
Indicator: Indicator 1.2b: Develop data walls in year 1			
Provide external professional development for data walls	External consultants, principal	Costs of consultants	Completed data walls by September 15, 2010
Monitor and review using AIMSWEB by September 1, 2010	Principal, leadership teams	Program Costs per child	Children will increase one grade level in reading by June, 2010
Ongoing support for new staff members	Principal, leadership team, AFT, TLF	Consultant costs	Improved test scores as shown on Acuity and Teacher surveys by June, 2010
Indicator: Indicator 1.2c: Provide external support through the use of the AFT and SLPS leadership beginning in year 1 and ongoing			
Utilize outside consultants for PD as needed for Guided Reading by August 20, 2010	Principal, Leadership Team	Consultant Costs	Retention Rate of Teachers will increase by 98% by June, 2010 Students will increase in reading by one grade level by June, 2010
Ongoing support for new staff members	Principal, leadership team, AFT	consultant costs	Improved test scores as shown on acuity as well as staff surveys

Objective: Objective 1.3: Implement a challenging and rigorous instructional program that includes student centered instructional methods beginning in year 1 and ongoing			
Indicator: Indicator 1.3a. Provide necessary staff development on rigor and relevance.			
Provide assistance through the AFT consultant group and the teacher center.	District, AFT	Related consultant costs	Observations
Hire a full time Instructional Support Coordinator to assist teachers in alignment of curriculum and instruction delivery	Principal, District	1 Full Time Equivalent	Student Achievement will increase as shown on Acuity by June, 2010
Ongoing support for new staff members beginning August 20, 2010	Principal, leadership team, AFT	Consultant costs	Improved test scores as shown on Acuity
Hire 2 Full Time Qualified Reading Specialists to work with small, intensive tier two and three students	Principal, District	2 Full Time Equivalents	Increased Fluency Scores to one grade level, Increased scores in Communication Arts, and increased Acuity scores by June, 2010
Indicator: Indicator 1.3b: Provide guidance and staff development on student centered teaching method			
Provide assistance through AFT teacher center	Principal, district, AFT related consultant costs	Consultant costs	Teacher Evaluation System will show satisfactory and above for 95% of staff by June, 2010
Ongoing support for new staff members	Principal, leadership team, AFT	Consultant costs	Improved test scores as shown on Acuity

Objective: Objective 1.4: Develop comprehensive coordinated, high quality, job embedded professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the district improvement plan and the parameters as reviewed by the School Improvement Grant. Complete by the end of year 1 and monitor in ensuring years.			
Indicator: Indicator 1.4a: Provide leadership through National Consultant Associates to coordinate monitor and review all professional development opportunities for the entire 3 years			
Provide assistance through AFT teacher center	Principal, district, AFT	Related consultant costs	Teacher observation and Teacher Retention rate
ongoing support for new staff members	Principal, leadership team, AFT	Consultant costs	Improved test scores as shown on AIMSWEB by June, 2010
Indicator: Indicator 1.4b: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This is done each year			
Complete a master schedule prior to opening of school year and minimize additional items except when absolutely necessary August 16, 2010	National Consultants	Consultant costs	Completed schedule by August 16, 2010
Indicator: Indicator 1.4c: provide professional development on management related issues through the use of NY Turnaround during the first year and ongoing as needed			
Identify needs of teachers with school management issues	NYT, Principal	related consultant costs	List of those in need
Offer job embedded professional development to identified teachers in need by September 1, 2010	NYT, Principal	Related consultant costs	Principal observations

Ongoing support for new staff members beginning August 16, 2010	Principal, leadership team, AFT	Consultant Costs	Improved Test scores as shown on Acuity
Objective: Objective 1.5: Increase attendance for students and staff over the three year period to exceed the level of AYP guidelines			
Indicator: Indicator 1.5a: Develop an action plan of rewards and motivation for increasing attendance. Principal, leadership team, staff, minimal cost for prizes, increased student and teacher attendance			
Super Sundaes given to class with highest percentage of average daily attendance	Principal, leadership team	Related costs of purchasing prizes	Improved attendance to increase to 98% as shown in PULSE
Set attendance goals for all staff and students	Principal, leadership team	No costs	Improved attendance to 98% as shown in PULSE by June, 2010
Provide PBIS system in which children receive "Mann Money" for attendance goals beginning August 20, 2010	Principal	Copying Costs, School Store inventory costs	Increased average daily attendance to 98% as shown in PULSE by June, 2010
Create a school store for children to spend their "Mann Money" by September 1, 2010	Principal	Cost of incentives for store	Increased average daily attendance to 98% as shown in PULSE by June, 2010

Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities			
Objective: Objective 2.1 Provide the necessary technology to support and enhance the instructional program for the entire three year period			
Review technology needs at the schools by October1, 2010	District	No costs	Completed needs assessment by November 1, 2010
Provide ongoing professional development	District	No costs, district initiative	Increase use of technology through observations by June, 2010
Monitor technology as needed	Principal, Leadership team	No costs	Increased use of technology through observations by June, 2010
Indicator: Indicator 2.1a: Provide mobile computer labs for the school to increase the use of time for technology as it relates to instruction by the end of year 1			
Provided labs at the school	District	No Costs, District Initiative	Increase number and use of mobile labs in the school through observation
Monitor technology as needed	Principal, leadership team	No costs	Increased use of technology as seen in walk-throughs
Indicator: Indicator 2.1b. Provide classroom libraries in the core subject areas as an added instructional tool in year 1			
Provide libraries through district initiative *Beginning August 1, 2010*	District	No local costs	Observation and inventory by September 15, 2010

Create Teacher Resource Room that contains guided reading books at all levels for small group and individual instruction beginning August1, 2010	Principal	Cost of Guided Reading Books	Children will set goals and increase one grade level in reading as shown on AIMSWEB by June, 2010
Objective: Objective 2.2: Provide opportunities for extended day and extended year learning activities for all 3 years			
Indicator: Indicator 2.2a: Increase the instructional day through the implementation of extended day programming in the core areas and in areas of extracurricular activities for the students for each year			
Provide extended day learning as after school tutoring for one hour to begin September 1, 2010	District	District Initiative	Increase MAP scores in the area of communication arts and math to 65%, Increased CBM reading scores by one grade level by June, 2010
Goal: Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives			
Objective: Objective 3 1: Remove staff as mandated under the turnaround guidelines			
Indicator: Indicator 3.1a: Under district leadership, replace the principal and the staff prior to the opening of the school year			
Complete the process of removal and re-selection by July1, 2010	District Leadership	No local costs	complete review of certificates and qualifications

Objective: Objective 3.2 Establish a recruitment and retention plan to ensure high quality, highly qualified teachers in all classrooms during year 1			
District level process to work with all impacted schools	District	No School level costs	Completed plan
Completed recruitment plan by midyear one	District	No local costs	
Indicator: Indicator 3.2a: Monitor and review teacher certifications at the school to ensure that all new staff are highly qualified as an ongoing process			
Create a review process to monitor and ensure certification alignment	District	No local school costs	All highly qualified staff
Objective: Objective 3.3: Develop a teacher evaluation system that includes performance indicators during year 1			
Indicator: Indicator 3.3a: Develop a district team to institute a comprehensive teacher evaluation system that includes performance indicators as part of the process. Prior to year 1			
Develop and complete a teacher evaluation system tied to performance	District Consultants	No local costs	Completed Plan
Objective: Objective 3.4: Ensure a process is established to hire the best people for critical positions at the school and district			
Indicator: Indicator 3.4a: Utilize National Consultant to assist with key hirings for the 3 year period			
Identify key positions needed to be hired or replaced	National Consultant, District	Consultant costs	Completed List
Hire individuals as needed using outside support	National Consultant, District	Consultant costs	Completed Leadership Roster

Continue to utilize consultant services for new hires	District, National Consultant	Consultant Costs	Improved Performance
Objective: Objective 3.5: Provide leadership support to the new administration in the development of school leadership teams and Turnaround advice during the 3 year period			
Indicator: Indicator 3.5a: Utilize the services of NY Turnaround to provide the necessary leadership training and guidance on issues relating to Turnaround for the entire 3 year period			
Hire a full time social worker to work with students in small groups or individually by October 1, 2010	Principal, District	1 Full Time Equivalent	Performance of students will increase as shown in Acuity, as well as a decrease in behavioral referrals by June, 2010
Hire individuals such as social worker and Family Educator as needed using outside support	National Consultant, District	Consultant costs	Completed Leadership Roster
Goal: Goal 4: Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs			
Objective: Objective 4.1: Increase parent involvement as an ongoing priority			
Indicator: Indicator 4.1a: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the first year and continuing			
Reach out to the community for increased use of building	Principal	No costs	Increased use of facility by June, 2010
Develop guidelines for usage	Principal, Leadership Team, District	No cost	Increased facility usage by community and parents
Ongoing outreach to the community, parents	Leadership Team	No costs	Increase involvement

Hire a full time Family Educator to show families from other countries the role of parents in the educational system in the US by September 1, 2010	Principal, District	1Full Time Equivalent	Last Parent Meeting was 15% Parental involvement will increase to 50% by June, 2010
Indicator: Indicator 4.1b. Develop a parent handbook as a tool for parents during year 1			
Review current handbook and make necessary changes or review comparable handbooks and complete one for the school by August 20, 2010	Principal, Leadership Team	No cost	Completed book to be given to all families by August 20, 2010
Objective: Objective 4.2: Increase meaningful community partnerships within the school			
Indicator: Indicator 4.2a: Identify potential community partnerships			
Develop a list of possible partners	School Leadership Team	No costs	Completed lists by September 1, 2010
Continue partnerships with Urban Future, Youth in Need, Little Bit Foundation, Faithful Friends, Assistance League beginning July, 2010	Principal	No costs	Work together to integrate services within the school while keeping instructional time sacred by June, 2010
Indicator: Indicator 4.2b: Reach out to the community partners in a meaningful way			
Schedule meetings and visits with identified potential partners by September 1, 2010	Principal	No costs	Increased number of partnerships by June, 2010

Ongoing outreach to the community through monthly parent night time activities that center around education for the entire family	Parent, Leadership Team, Parent Community Specialist, Parent Involvement Team	No costs	Increased involvement as shown by parent attendance at monthly meetings to 40% by June, 2010

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

The LEA/District does not claim lack of capacity to serve the identified Tier I school.

B (3) District Implementation Plan

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school
    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
    a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application
    Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
    a. Hire Associate Superintendent for the Office of Innovation

b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
    i. Develop process to manage and monitor each schools through:
        1. Project management dashboard with benchmarks and timelines for accountability
        2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
        3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions
        Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders
Date: June 2010 – On going through out funding period, at least quarterly

Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
    - Teachers are expected to infuse common process standards into every classroom, everyday
    - At any time, staff should be able to query students regarding the process standards
- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.

- Teachers will….
    - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
    - Develop lessons using the identified strategy for the first quarter
    - Practice the strategy within the PLC/Grade level meeting
    - Teach the strategy
    - Observe other colleagues using the strategy and provide feedback
    - Analyze student work on the strategy
    - Reflect and revise the implementation of the strategy
    - Provide opportunities for extra support for students who have not mastered the strategy
    - Add the next strategy
    - Continue the cycle

Analyzing Student Work

- Staff will analyze student work to strengthen the instructional quality and delivery
- Staff will utilize the Tuning Protocol from David Allen and Joe McDonald at the Coalition of Essential Schools
- Staff and Curriculum Supervisors will create MAP-like constructed responses quarterly to assess as a staff
- An analysis of the teaching issues will be conducted and shared with staff to adjust teaching strategies

B (4) Tier I School Implementation LEA Timeline

Strategy and/or Activity	Time Frame	Action
Replace the principal	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Grant new principal operational flexibility in order to substantially improve student achievement outcomes and increase high school graduation rates	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Screen all existing staff and rehire no more than 50 percent	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Select new staff	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Implement strategies to recruit, place, and retain staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Provide staff ongoing, high-quality job-embedded professional development that is aligned with school's instructional program	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation

Adopt a new governance structure	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Establish schedules and implement strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide appropriate social-emotional and community-oriented services and supports for students	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs

BUDGET NARRATIVE

In order to successfully implement the three goals that have been decided on by staff and community, we are in need of additional resources. At Horace Mann, we will make it happen! Therefore, we will implement RTI, Guided Reading and PBIS with fidelity. In order to do this, we need help.

To successfully implement RTI, we will need additional professional development in the RTI process. Additionally, in order to monitor data, we will need a system to manage our data such as AIMSWEB. We would like to utilize AIMSWEB data organization to drive grade level meetings and contribute to our data wall. This system will help to manage data so that teacher time can be used for instruction instead of data recording.

To successfully implement Guided Reading, we need additional professional development on the use of small group instruction that is data driven. Additionally, we need books at all levels in order to reach all learners.

To successfully implement PBIS, we will need professional development. Additionally, we will need to purchase incentives to stock our "school store" where children spend their "Mann Money". This will decrease behavioral referrals and engage parents in the learning process. Along with this, we will need a full time social worker to observe students and create plans for success as well as working in a collaborative teaming environment with teachers.

To successfully engage parents, we will need a full time
Family Educator to address the various needs of our diverse population as Horace Mann represents over 20 different languages. This person will assist parents in understanding their role in the educational process in the United States.

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME MANN (526)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Worker	**30,000.00**
1 – FTE Instructional Support Coordinator	**55,000.00**
Teacher Extra Service Pay for Extended Day Instruction	**24,648.00**
Teacher Extra Service Pay for Professional Development	**37,128.00**
Curriculum- 20 hours @ $26 per hour = $520	
Staff Development- 32 hours @ $26 per hour = $832	
Vendor- 16 hours @ $26 per hour = $416	**11,364.00**
TOTAL- 68 hours @ $26 per hour = $1,768	**17,727.00**
.091 – 1 FTE Asst Supt of Innovation .091 – 4 FTE Turnaround/Accountability Specialist	
6100 Subtotal	**$175,867.00**
6150: Non-Certificated Salaries	
1 – FTE Family Educator	**25,000.00**
Non-cert Staff Extra Service Pay for Extended Day Instruction	**5,936.00**
Non-cert Extra Service Pay for Professional Development	**5,712.00**
Curriculum- 20 hours @ $14 per hour = $280	
Staff Development- 32 hours @ $14 per hour = $448	
Vendor- 16 hours @ $14 per hour = $224	
TOTAL- 68 hours @ $14 per hour = $952	
.091 – 1 FTE Executive Assistant	**2,727.00**

6150 Subtotal	**$39,375.00**
6200: Employee Benefits *(optional categories)* FTE Blended Benefits Rate (41%) Hourly Blended Benefits Rate (11%)	 **66,222.00**
6200 Subtotal	**$66,222.00**
6300: Purchased Services Instructional Consultants .091 Development and Implementation contract with Synesi	 **20,000.00** **1,500.00**
6300 Subtotal	**$21,500.00**
6400: Materials/Supplies Instructional materials and supplies (leveled library, student assessment portfolio materials) Professional development materials and supplies (Inquiry-based Learning text, Marzano strategies, Unpacking the Standards) Family center materials and supplies Pupil support materials and supplies	 **48,960.00** **12,813.00** **2,000.00** **13,682.00**
6400 Subtotal	**$77,455.00**
6100-6400 Subtotal	**$380,419.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0.00**
TOTAL	**$380,419.00**

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

[redacted]

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools—Sigel Elementary School		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY.STATE, ZIP
Dr. Kelvin Adams	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Kelvin.Adams@Slps.org	**(314) 345-2296**	**(314) 345-2261**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Michael Haggen	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Michael.Haggen@slps.org	**(314) 345-2233**	**(314) 345-2261**

[redacted]

The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

St. Louis Public Schools & Sigel Elementary School Improvement Grant Application— Turnaround

The St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Evelyn Woods and Sigel Elementary School Community are pleased to present this School Improvement Grant proposal for your review and consideration. We look forward to a partnership between the central office, Sigel Elementary School, and the greater Sigel Elementary School educational community to provide a comprehensive Turnaround Strategy for our principal, faculty, families, and students, to improve the quality of leadership, instruction, student performance, and community involvement. We hope that this letter and the accompanying SIG Application demonstrate the SLPS policies, processes, and procedures supporting the implementation of the building's turn-around plan, while at the same time sets aggressive targets for improvement for not only the student body, but for teachers, principals, support staff, and non certified staff. Further, we strongly feel that our plan calls for the design and implementation of an aggressive model for recruiting, evaluating, and retaining the best teachers and leaders, while providing the infrastructure and data/technology systems to replace those not demonstrating the appropriate gains in classrooms.

Finally, it is our hope to develop and implement the training, bold instructional models, and rigorous coursework so that every student in the school is given the best possible chance to succeed. With all these pieces in place, our teachers have demonstrated the commitment to our plan, and will work tireless towards its success.

Background

Sigel Elementary Community Education Full Service School is located at 2050 Allen, in the south part of St. Louis, Missouri. We are a low socio-economic school serving 295 students in grades Pre-K through 6th grade. We have a diverse student population that consist of 82% black, 12% white, 1% Asian, and 5% Hispanic. Students are immigrants from nine different countries with the predominant being from Somalia. Twenty-two percent (22.7%) are considered English Language Learners (ELL) and 15.6 % receive special education services. The average daily attendance rate is 92.6% and mobility rate is 52% which did not meet the state goal of 95%. Discipline data indicated that 414 student referrals were submitted to the administrator for action. Infractions included 38% disorder/disruption in the classroom, 14.7% insubordination/disrespect, 22.2% physical contact, and 7% bullying. The data revealed a need for a school wide discipline model and interventions.

Sigel has not succeeded in acquiring Adequate Yearly Progress (AYP) since 2005. As a result, we have been identified as Level 3 School Improvement in corrective action. Recently, Sigel has been identified by the state as 1/21 lowest performing schools in the St. Louis Public School District and state. Additionally, communication arts and math scores have consistently declined over the past four years according to the Missouri Assessment Program (MAP). The 2008-09 communication arts scores indicated only 5.4% of total students were proficient and math scores indicated only 1.8% are proficient. During the 2009-10 year quarterly Acuity benchmark assessments indicated 35% of the students were expected to perform at the proficient level on the 2010 MAP. Although MAP scores does not indicate progress, Diagnostic Reading Assessment scores indicated that at least 80% or more of students reading scores increased from the assessment given in October and May.

Sigel's current principal is in her first year and a veteran staff (71% of the staff have been at Sigel for 7+ years) of which 46% possess advanced degrees and 76% are highly qualified. The current principal represents the 4th change in administration since 2003.

Sigel received designation by the MDOE because, in each of the past three years, this school ranked among the lowest achieving five percent of MO ES/MS/HS schools with regard to the percentage of students who met AYP.

Statement of Assurances

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

1. Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

2. **Reporting Metrics**

a. SIG PROGRAM TYPE

i. Turnaround

b. AYP Targets Missed/Made

i. ELA: Not Met, Math: Not Met, Additional Indicators: Met

c. School Improvement Status

i. School Improvement Level 3, Corrective Action

d. Instructional Minutes Per Year

i. 67,338

e. Average Student : Teacher Ratio

i. 16:1

f. Discipline Incidents

i. 414

3. **Professional Staff**

Sigel consist of the following certificated and non-certificated staff members: 2-Preschool Teacher, 1-Early Childhood Special Education Teacher, 2-Kindergarten Teachers, 9-Regular Classroom Teachers, 2-Cross Categorical Teachers, 1-English as Second Language Teacher, 1-Physical Education Teacher, 1-Art Teacher (.6 shared), 1-Music Teacher (.6 shared), 1-Librarian (.4 shared), 2-Preschool Teacher Asst., 1-ECSE Instructional Care Aide, 1-ESOL Teacher Asst., 1-Librarian Asst. (.6 shared), 1-Secretary, 1-Parent Support Specialist, 1-Counselor (.8 shared), 1-Social Worker (.4 shared), 1-Principal.

The principal has only been in place for one calendar year. A leadership team was developed during the 2009-10 school year which includes the principal, ELL teacher, 3rd grade teacher, SPED teacher, PK teacher, developmental reading teacher, counselor, parent support specialist, parents, community council chairman, community collaborative specialist, and the TLF. The leadership team meets twice a month.

STATEMENT OF NEED

In order to determine the individual needs at Sigel Elementary School, the following assessments/audits have been conducted:

1. School Quality Review/ Performance Audit

From 2006-2008 school year, all schools were reviewed be the Accountability office and given the task to create School Performance Teams (SPT). The teams were charged with meeting monthly, reviewing student data, and making staffing or instructional adjustments based on the review of data. The SPT's were assigned a central office facilitator. Each school at the beginning of the year was given a needs assessment.

Quarterly Academic team meetings were held during the 2009-2010 school years with clusters of schools and their respective Associate Superintendent. Both principals and TLF's were to share specific data points and take questions from their colleagues.

All schools completed the template and interviews for the PDK audit describing the different types of programmatic offerings that were unique to their school in addition to the ones that were district mandated and examined the level of instructional rigor and teacher expertise in providing rigorous instruction.

2. Collaborative Assessment for Planning and Achievement

Throughout the 2007-2009 school years, Education Officers (now Associate Superintendents) utilized processes such as Critical Friends and Sub Clusters for principals to meet regularly to discuss assessment and instructional data from their individual schools.

These processes were modeled for principals in order for them to transfer back to their school buildings to facilitate discussion of data results and recommendations during vertical and horizontal planning times for staff.

All schools utilize either professional learning communities or grade level meetings to regularly discuss and analyze student performance.

3. School Climate Assessment

Over the past several years, principals and have worked with various consultants or providers to provide school climate data. While undergoing MSIP review in the Fall 2008, the state gathered school climate data from students, parents and staff.

Staff Questions	Agree	Disagree	Neutral
My school administers assessments throughout the school year that are used to guide instruction	68.8	12.5	18.8
My school uses assessment data to evaluate and align the curriculum	60.0	13.3	26.7
Students are provided with opportunities to construct and work on long-term projects of their own design	7.1	50.5	42.9
There are effective supports in place to assist students who are in jeopardy of academic failure	18.8	50.1	31.3
There is adequate collaboration between special education staff and classroom teachers in our school	31.3	25.0	43.8
The is adequate professional development for teachers working with special education students in our school	20.0	46.7	33.3
I routinely analyze disaggregated student data and use it to plan my instruction	50.0	6.3	43.8
The amount of essential content that has been identified can be addressed in the instructional time available to teachers	18.8	50.1	31.3
The essential content is organized and sequenced in a way that students have ample opportunity to learn it	37.5	43.8	18.8
All staff in our school hold high expectations for student learning	50.1	25.1	25
	Regular/ often	Occasional	Rarely
Organize students into flexible groups based on their understanding of the content and skill level	66.7	13.3	20.0
Have students keep track of their own performance on the learning goals	35.7	35.7	28.6
Make use of cooperative groups	60.0	30.8	15.4
Have students construct metaphors and analogies	35.7	50	14.2

Parent Questions	Agree	Disagree	Neutral
The school values and respects differences among students and their families	66.5	10.2	28.2
Effective assistance is provided for children having difficulty in school	52.5	25.0	22.5
I feel my child is safe at school	63.4	12.2	24.4
I receive information about the educational services available to my child at school	73.1	7.3	19.5
The school encourages parents to be involved	82.5	5.0	12.5
The school offers suggestions about how I can help my child learn at home	77.5	10.0	12.5

Student Questions Grade 3-5	Agree	Disagree	Neutral
Teachers in my school really care about me	88.3	1.3	10.4
I like going to this school	79.5	11.5	9.0
If a student has a problem there are teachers who will listen and help	84.6	7.7	7.7
My teachers think I can learn	89.8	7.7	2.6
My teachers expect very good work from me	90.0	2.6	6.6
I do well in school, it will help me when I grow up	97.3	1.3	1.3

Student Questions Grade 6	Agree	Disagree	Neutral
My teachers place students in small groups	94.7	5.3	0
I am asked to use pictures, graphs, maps, or charts to present my information	63.1	21.1	15.8
I am asked to identify similarities and differences	83.4	11.1	5.6
I am given opportunities to present what I have learned to other students	79.0	10.5	10.6
Clear rules regarding behavior have been established in most of my classes	73.7	10.5	15.8
My teachers think I can learn	94.8	5.3	0

All of these factors contribute to an overall concern and a need to improve the learning environment at Sigel Elementary

Student Assessment

Principals and staffs have engaged in root cause analysis in drafting school improvement plans. Assessment data has been drilled down to individual students by using the living data wall and individual academic plans. Principals and staffs have reviewed Crystal reports from the DESE website to identify the grade level expectations that students performed poorly on and target instruction to help students demonstrate mastery on those specific grade level expectations.

Schools have access to the PULSE systems to track student attendance and performance on the state assessment. The data platform also aggregates the data by teacher.

4. Community Assessment

The Greater St. Louis Foundation audited the number of non profits that were providing services and resources to the district and concluded that over 700 different organizations were involved in some shape or form with our schools. As a result, one of the strategies is to for organizations to establish MOU's with the district if they want to serve individual schools.

A couple of years prior, the faith based initiative were created to establish a relationship between the school district and area churches, mosques and synagogues. The partnership is beneficial for the faith community and the schools that they partner with because they often share the same families. Mentoring, joint events, volunteering and supporting families are some of the activities that take place.

5. Title One Assessment

An evaluation of Title I programs was completed in 2009 to include recommendations specific to Sigel in the areas of professional development, academic achievement, parental involvement and highly qualified staff. It was found through observation, parent surveys and interviews, and teacher feedback that many of the root causes directly related to the persistent academic failure were perceived to be caused by the numerous changes in administration over the past two years; with a lack of parental involvement/support being named as the next main issue.

1. Sigel Elementary School Core Instructional Programs:

- ELA
    - Scott Foresman's Reading Street is an instructional support program for Communication Arts Pre-K-5. This core instructional program supports Depth of Knowledge integration, cross-curricular instruction and Tier II Response to Intervention instruction.

      Scott Foresman's Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and reliable teaching tools.

The reading program supports differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students.

- Mathematics
  - The core instructional program for Mathematics is enVisionMath (Scott Foresman /Pearson Learning), a daily problem-based interactive Math program that is followed by visual learning strategies. These strategies deepen conceptual understanding by making meaningful connections for students and delivering sequential/visual and verbal connections through the Visual Learning Bridge in each lesson. There is an on-going diagnosis and intervention and daily data-driven differentiation.
- Science
  - The core instructional program for science is Scott Foresman Science. This science program has inquiry-based science books & other resources with scaffold activities that are correlated to standards and presented in interactive media. There are detailed science kits that accompany the Science series that allow students to experience hands-on experiments and the scientific method.
- Social Studies
  - The core instructional program for social studies was newly adopted for the 2010-2011 school year and it is Scott Foresman's Social Studies. This program contains pertinent content, direct reading and writing instruction and skills instruction that encourages all students to succeed on independent levels.

2. Student supports

- The following are supports provided for student academic growth:
  - Youth in Need: a before/after school program that provides homework assistance/tutoring, breakfast, dinner, and supervision for Sigel students.
  - Saturday School: 8 week pilot program offered to students in grades 5-6 who scored in the high range of "Basic" on the MAP assessment. The focus of the program was reading comprehension skills. Students were administered pre/post assessments.
  - Developmental Reading Program: Pull-out intervention provided for students in grades 3-6 5 days a week for 60 minutes a day.
  - Sylvan After-school Tutoring: Qualifying students (F/R lunch, low academic achievement in math and/or reading) received free tutoring 3 days a week for 90 minutes a day.
  - Speech: pull-out speech lessons for qualifying students in grades 1-6 and push-in speech assistance in Pre-K and Kg as determined by students' IEPs.
  - ESOL: pull-out ESOL model used to provide content and language support to ELL students in grades 1-6 who qualify to receive ESOL services as determined by the annual LAS Links Assessment. Push-in model used in Kg. It is supported by the ESOL TA.

3. **Assessment Programs**
   - Terra Nova 1 x year, Acuity benchmark (math & comm. Arts) 3 x year, Diagnostic Reading Assessment 3 x year, textbook pre-post test, teacher made assessments
4. **ELL Programs**
   - Pull-out and Push-in ESOL model used to provide content and language support to ELL students in grades 1-6 who qualify to receive ESOL services as determined by the annual LAS Links Assessment. Push-in model used in Kg. It is supported by the ESOL TA.

5. **SPED Programs**
   - Two cross categorical classrooms are utilized for students who qualify for special education services. The services are provided as indicated in their individualized education plan (IEP). In the past students were pulled out. However, research indicates that students are exposed to grade level skills when the cross categorical teacher pushes in. Therefore, majority of the students will receive push-in services utilizing the class-within-a-class method (CWC).
6. **PD Programs**
   - Teachers
     - Conducted a needs assessment survey during the 2009-10 school year which identified that teachers are in need of additional professional development in the areas of differentiated instruction, research-based instructional strategies for ELL students, classroom management, integration of technology, Guided Reading instruction (small group) and Literature Circles. Teachers were provided with professional development that aligned with district goals i.e. differentiated instruction, new textbook curriculum, rigor in classroom, Marzano strategies, MAP assessment, research-based instructional delivery methods and instructional strategies. In an attempt to provide ongoing professional development to staff we utilized the Professional Learning Community (PLC) model to meet and discuss student data, lesson planning, and differentiation. Staff meetings were transformed from information giving to opportunities to engage, model and provide teachers with instructional strategies that could be utilized in classrooms.
     - Sigel's teachers have 4.5 hours of planning time per week. In addition, we have established weekly afterschool time for professional development labs/collaborative work time. They are provided an opportunity for input in determining the content of professional development sessions, and experience a wide variety of delivery, including book studies, professional learning communities, observation/specific feedback/coaching and whole group presentations.
     - Sigel has moved and will continue to follow the use of data-informed professional development program that is developed with significant input from instructional staff leadership. The leadership team currently works with administration to plan and organize sessions responsive to student performance and classroom walkthrough data. Peer

presentations have proved to be a successful means of delivery, in addition to those of contracted external providers.

  - Embedded into weekly PLC meetings, a data team process will be utilized as a means to monitor and assess the progress of each individual student.

- Administrators
  - Sigel's leadership team consistently provides data-informed professional development relevant to instructional staff needs. Analysis shows that providing access to quality resources to support the professional development is a significant need. As well, instructional staff expressed a need for developing skill in data analysis and using data to make instructional decisions.
  - Staff continually participates in professional development around building capacity among staffing the areas of differentiated instruction, rigor, and analyzing and assessing data. The district required principals to participate in monthly professional development sessions facilitated by the leadership development office.
- Support staff
  - (same as above)

7. What has been done, locally at the school, to identify root causes of persistent academic failure?

- School Quality Review/Performance Audit
  - Outside of the annual review of the Title I School wide and School Improvement Plans (SIP), I have no knowledge of a school audit or review. The District did conduct a district wide audit in January of 2010 which included Sigel.
- Collaborative Assessment for Planning and Achievement
  - PLCs are held every Monday during common planning periods to discuss assessment results, analyze data, drill down to specific students and prescribe for individual student needs.
- School Climate Assessment
  - In the fall 2008 school climate survey was administered to staff, students and parents. 90% of students felt that their teachers' think they can learn, 77% fell like they at safe at school, 87% felt they could do well in school, 93% thought they learned a lot in school, & 88% reported that teachers in the school really cared about them. 70% of parents reported that the school promotes an environment of mutual respect among students, 40% reported that the school had a program that teaches and reinforces student self-discipline and responsibility. 52% reported that effective assistance is provided for children having difficulty in school, 62% reported that they feel their child is safe at school, 83% reported that the school encourages parents to be involved. 18.8% of teachers reported that there are effective supports in place to assist students who are jeopardy of academic failure, 56.3% reported that teachers use effective practices to keep students actively engaged in learning, 19% of teachers reported that they are

routinely involved in formulating school-wide decisions and policies, and 40% reported that staff held high expectations for student learning. As a result of analyzing data during the 2009-10 school year, a leaderships team, discipline team and Teacher Advisory Committee was established to allow teachers an opportunity to take part in school decisions, PLCs were established and required to meet weekly and submit agenda's, staff meetings were used as professional development opportunities where new instructional strategies were shared and modeled for teacher classroom use. Teachers participated in data analysis and peer to peer presentations. Positive Behavior Intervention Support discipline model was adopted for implementation in the 2010-11 school year.

- Student Assessment
    - Missouri Assessment Program (MAP), Acuity Benchmark, and Diagnostic Reading Assessment DRA), Terra Nova, and teacher made tests are used to assess student academic achievement. Portfolios, learning inventories and IAPs were used to gather data and samples of student academic performance.
- Business Community
    - Community assessments are conducted by the district Office of Community Education Services in conjunction with and coordinated by the community collaborative specialist and the Community Council. In 2009, the community council completed a needs assessment. The following were a list of services that were identified as priority needs: #1-Health Service, #2 Academic Support, #3 City Services, and #4 Job Training. It has been the mission of the council to locate and develop partnerships with the above providers who will be located in the community school.
    - We have identified several root causes for low academic achievement utilizing multiple measures of data which included demographic data, student assessment data (MAP, Terra Nova, DRA, Acuity Benchmark, teacher made assessments, and observations), and perception data (teacher survey, parent survey and student surveys) In addition, our community education council conducted a community needs assessment that has assisted us in identifying needs that can be addressed by establishing community partnerships and increasing the number of on-site social service agencies that can provide support services to our families. We currently have the State of Missouri Children's Division, Youth in Need (provide before/after school care), Hope is Moving In (provide financial support to prevent homelessness). We have established a partnership with Human Development Corporation (HDC) to provide wraparound services and support to families in the areas of employment, housing, energy, food, and education.

- University community
    - During the 2009-10 school year, Sigel Elementary hosted interns from University of Missouri St. Louis who were working toward teacher certification for a semester.

8. Title I Assessment

- Buildings conduct annual assessment of all Title I plans. Additionally an annual assessment/evaluation of District Title I plan is conducted by the state.

9. School report cards, benchmark assessment data

10. Quarterly report cards, fifth week of each quarter progress reports, and face to face conferences twice per year (fall/spring) are the means by which data is traditionally reported. In addition to this measure Sigel hosted two curriculum nights designed to deliver information on student achievement and provide at home tools for parents to use to support student achievement in reading and math.

11. Safe and Drug Free School Data

- Student engagement and discipline is a major concern. The data indicated that there were 414 referrals entered into the student information system (SIS). These referrals led to 84 out of school suspensions and 53 In-school suspensions.
- Walkthrough data also indicated the lack of student engagement. Providing an engaging environment must be a school priority and this can be addressed through relationship/community building among staff and students, sill-based curriculum which engages students in real-world, hand-on learning experiences.
- In April 2010 a behavior expectation survey was administered to staff. 42% of teachers thought that the school had a simple process for teachers to ask for assistance, 42% thought that student expectations are clear for both classroom and non-classroom settings, 50% reported expectations were clear sometimes. 33% reported consequences for problem behaviors are clearly defined, 58% reported that problem behaviors were defined sometimes. Again, the data showed the need for a consistent means of defining, teaching, modeling school-wide expectations. In order to fully address school-wide behavioral concerns and student engagement, the leadership team reviewed and adopted Positive Behavior Supports model to support and encourage students to display acceptable behavior in an out of the classroom. A discipline committee was established during the 2009-10 year and individuals were trained in PBIS during the summer months. The planning phase will begin during the 2010-11 school year. Ongoing training and data collection will be ongoing throughout the planning year.

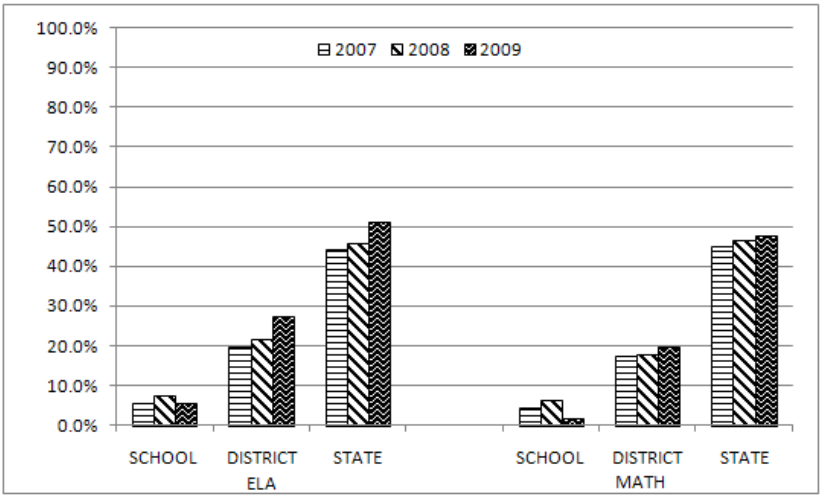
SUMMARY OF SURVEY RESULTS

As a result of the comprehensive look at the school, the following needs, trends and priorities have emerged. These highlighted results are the basis for change and improvement at Sigel. They are:

- Poor administration of the curriculum
- Low level of data use on the part of the school based teams and leadership
- Low expectations for students
- Poor levels of parental involvement
- Unstable/poor leadership
- Poor administration of professional development targeted to school needs
- Low levels of teacher collaboration
- Low levels of community support and involvement
- Lack of differentiated instruction and student centered learning

SIGEL ELEMENTARY SCHOOL RELEVANT SCHOOL DATA

School Total Proficiency



Communication Arts Proficiency : ASIAN

Communication Arts Proficiency : BLACK

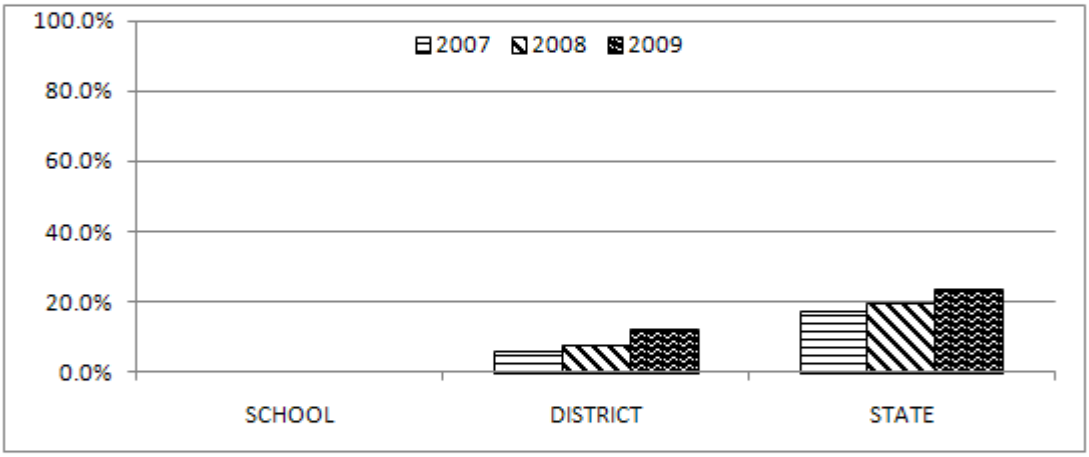
Communication Arts Proficiency : HISPANIC

Communication Arts Proficiency : AMERICAN INDIAN

Communication Arts Proficiency : WHITE

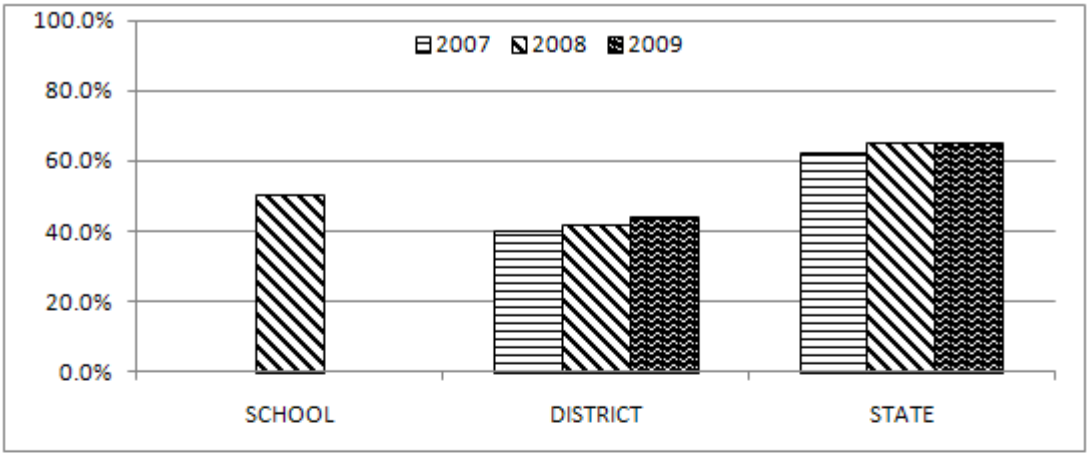
Communication Arts Proficiency : FREE/REDUCED LUNCH

Communication Arts Proficiency : IEP

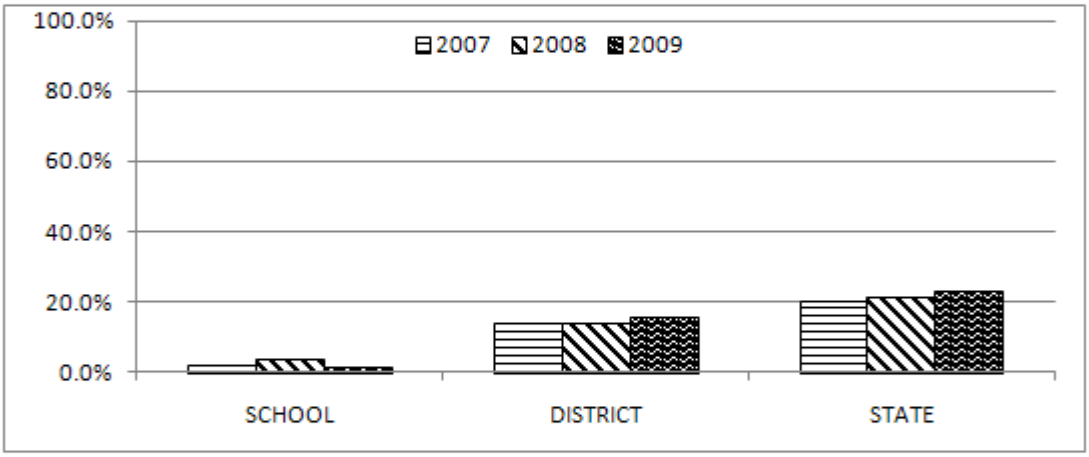


Communication Arts Proficiency : LEP

MATH Proficiency : ASIAN



MATH Proficiency : BLACK



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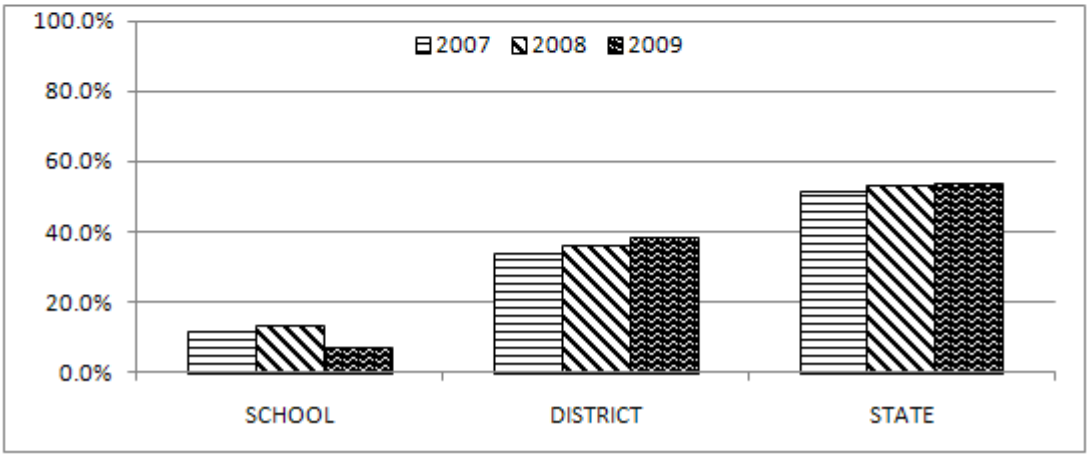
MATH Proficiency : AMERICAN INDIAN

MATH Proficiency : WHITE



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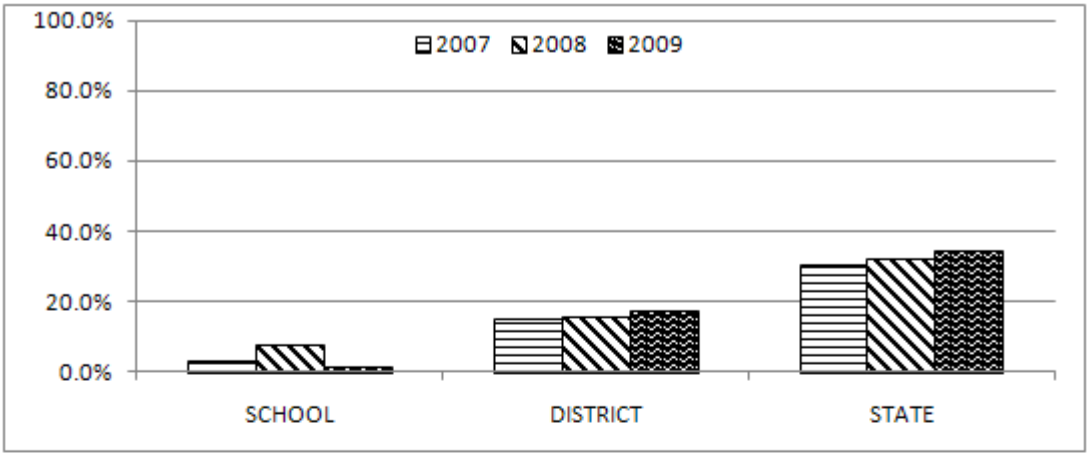
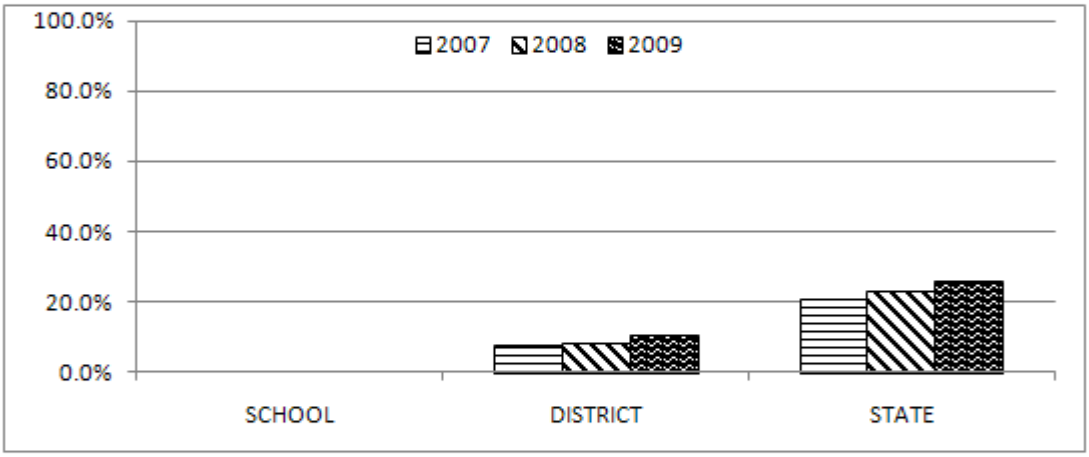
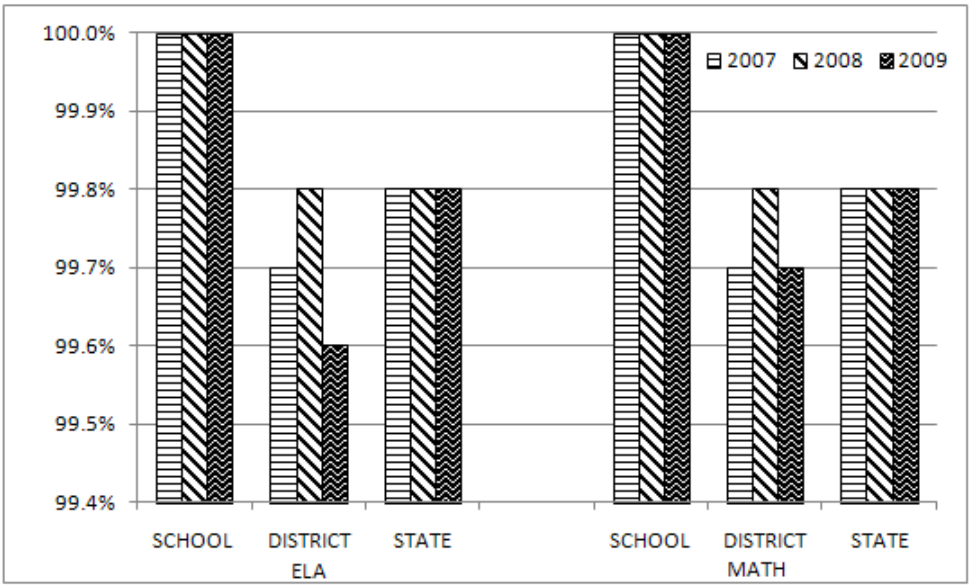


MATH Proficiency : IEP

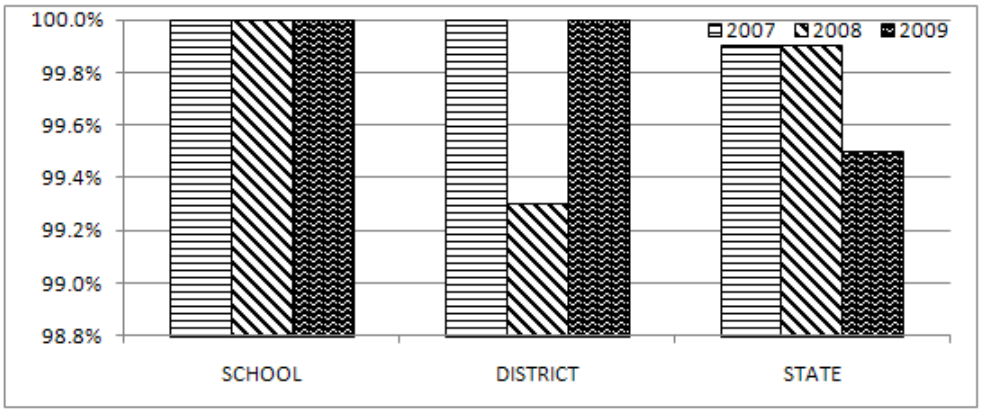


MATH Proficiency : LEP

School Total: Participation



Communication Arts Participation : ASIAN



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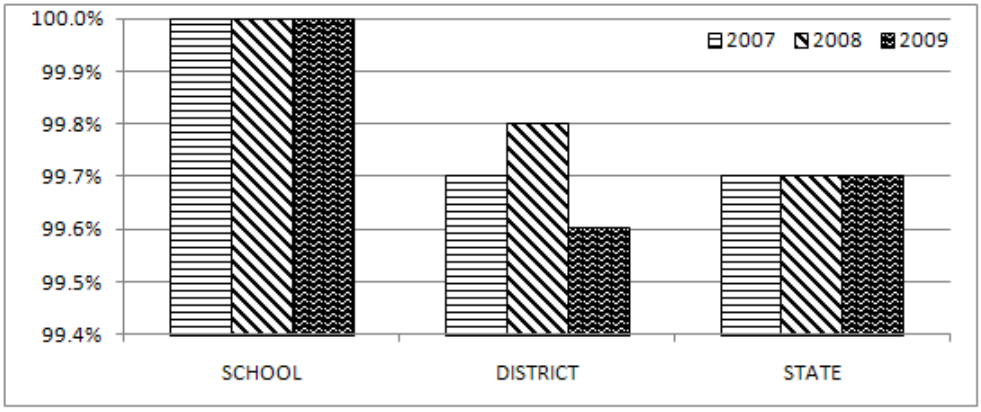
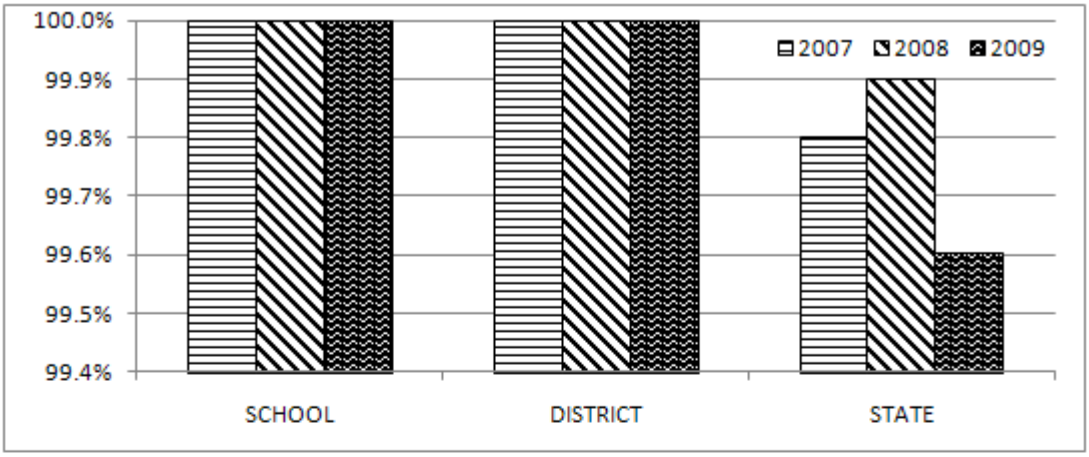
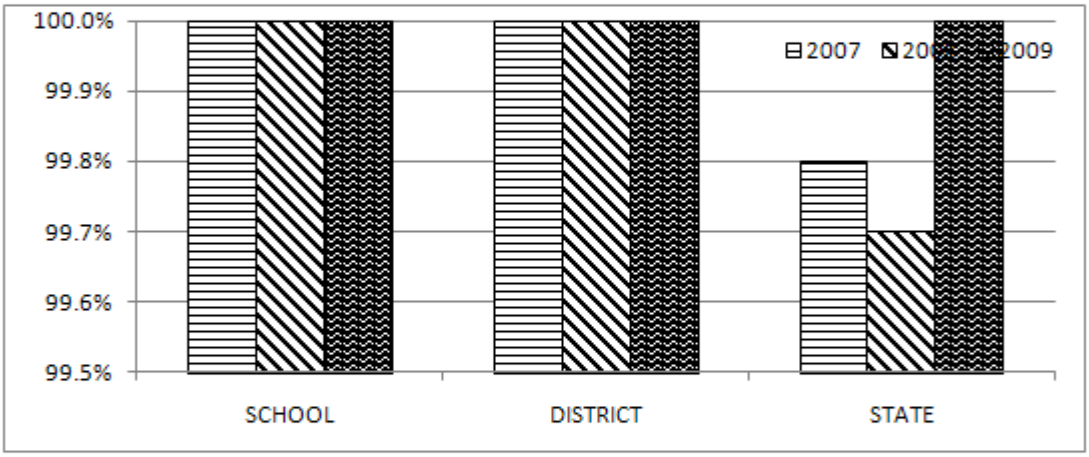


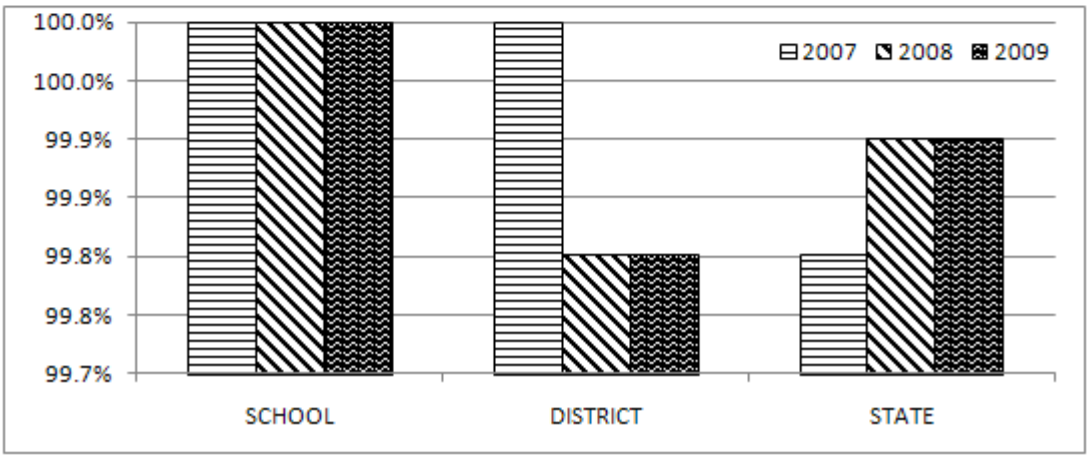
Communication Arts Participation : HISPANIC



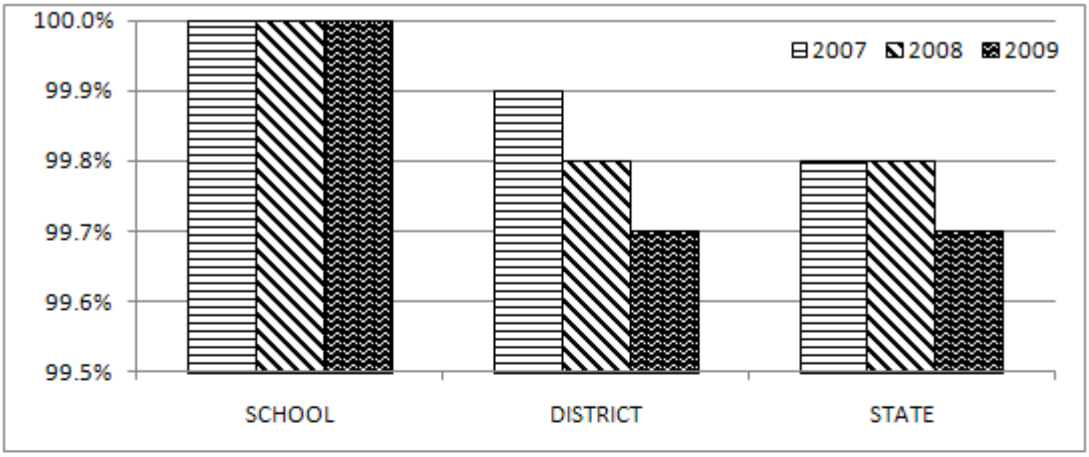
Communication Arts Participation : AMERICAN INDIAN



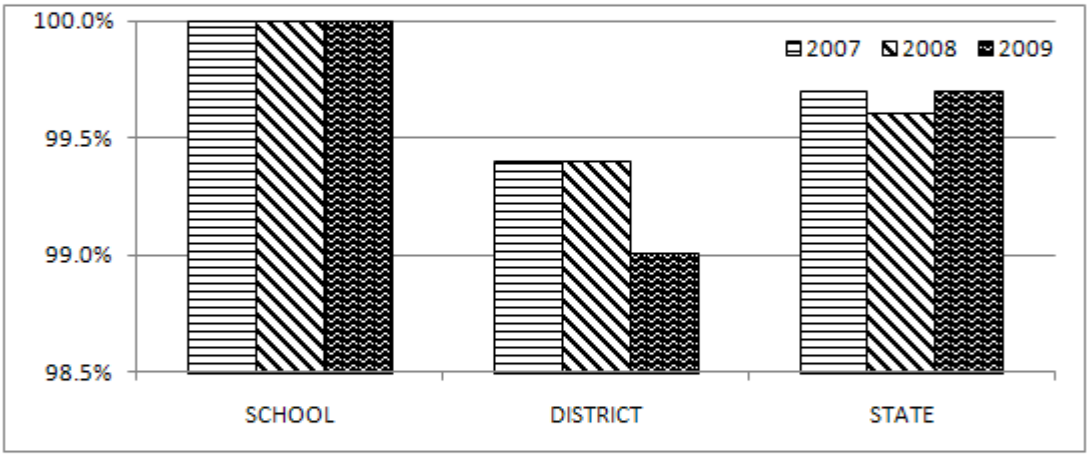
Communication Arts Participation : WHITE



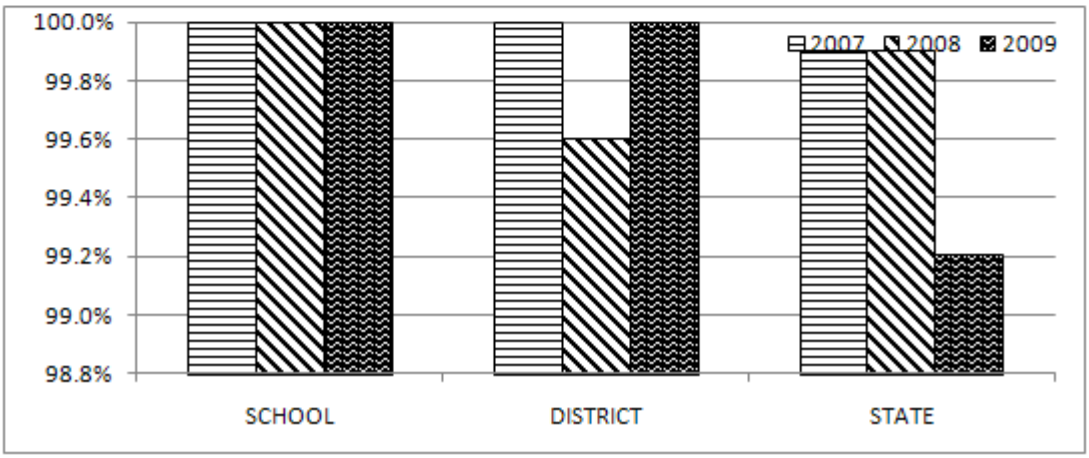
Communication Arts Participation : FREE/REDUCED LUNCH



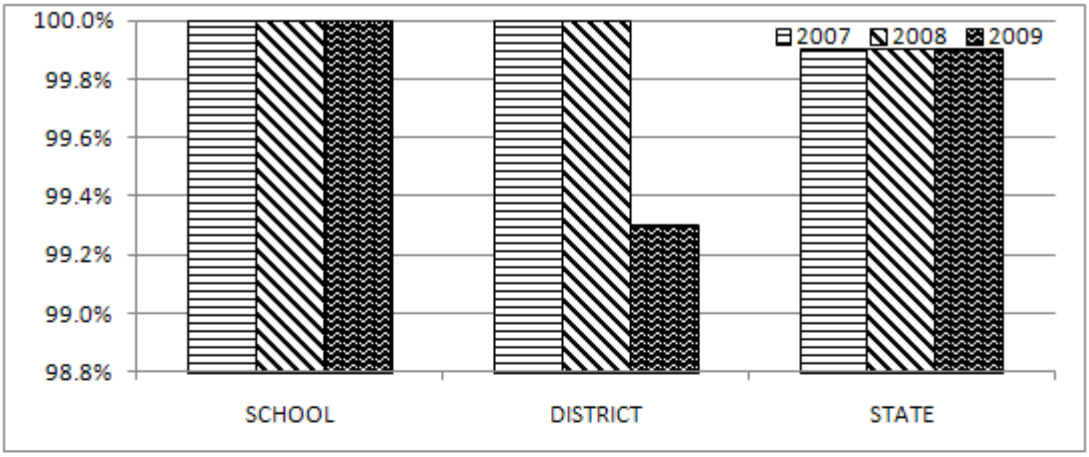
Communication Arts Participation : IEP



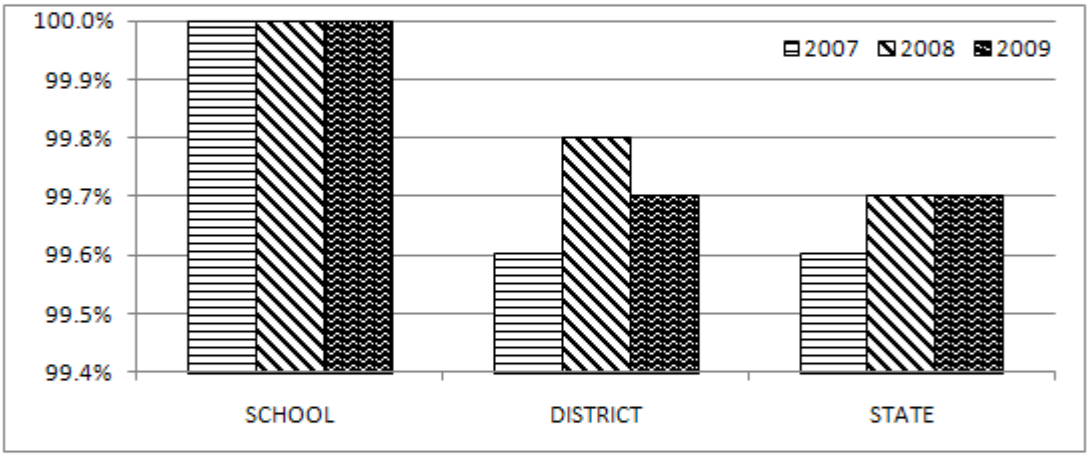
Communication Arts Participation : LEP



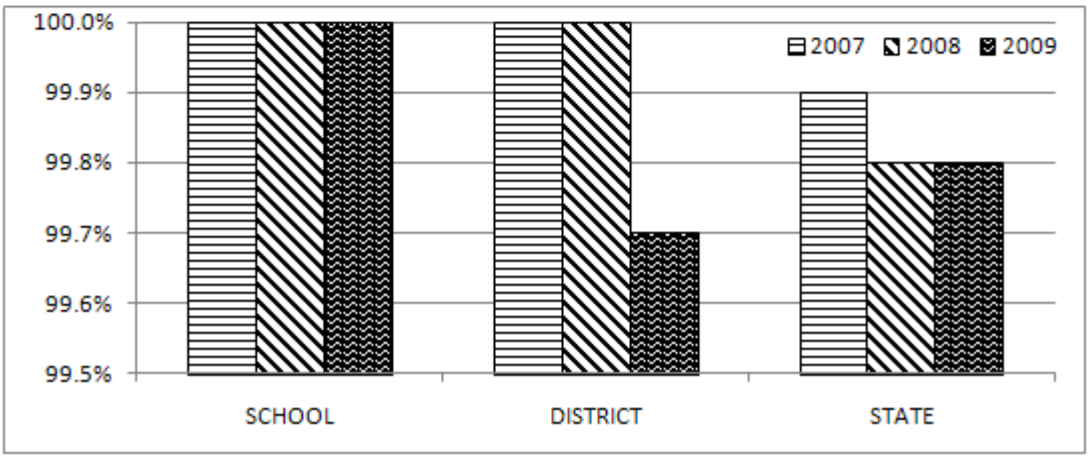
MATH Participation : ASIAN



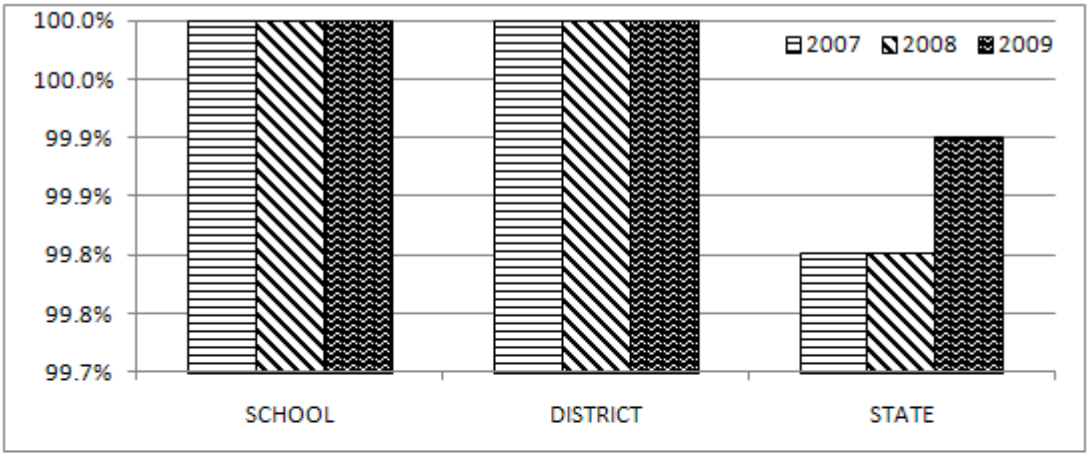
MATH Participation : BLACK



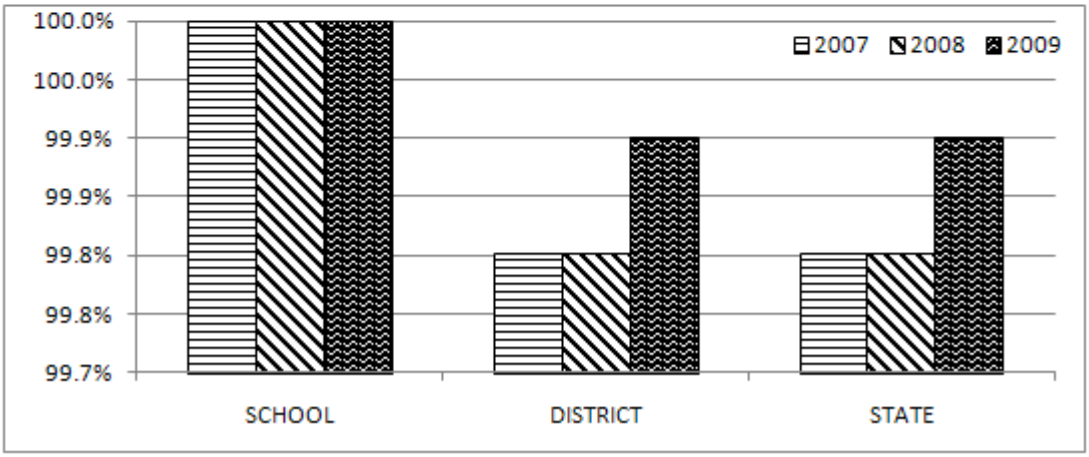
MATH Participation : HISPANIC



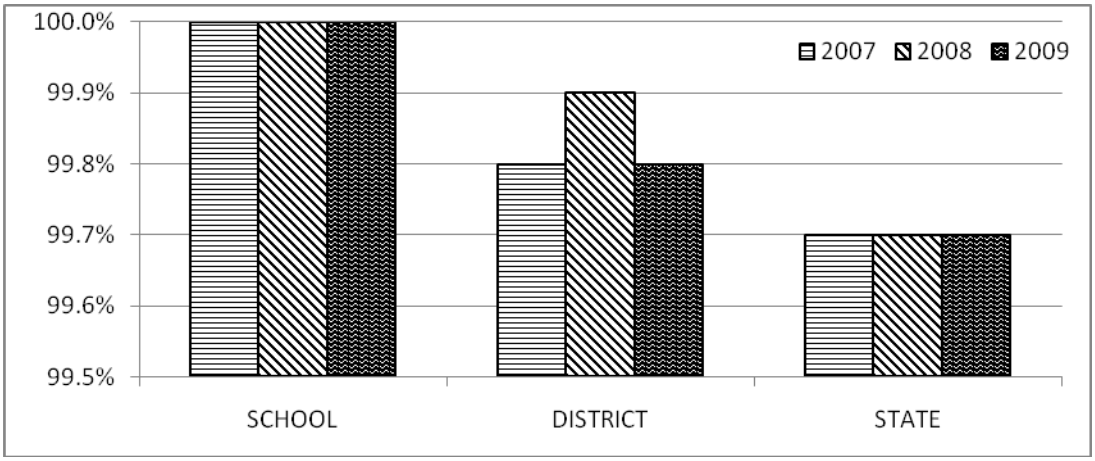
MATH Participation : AMERICAN INDIAN



MATH Participation : WHITE



MATH Participation : FREE/REDUCED LUNCH



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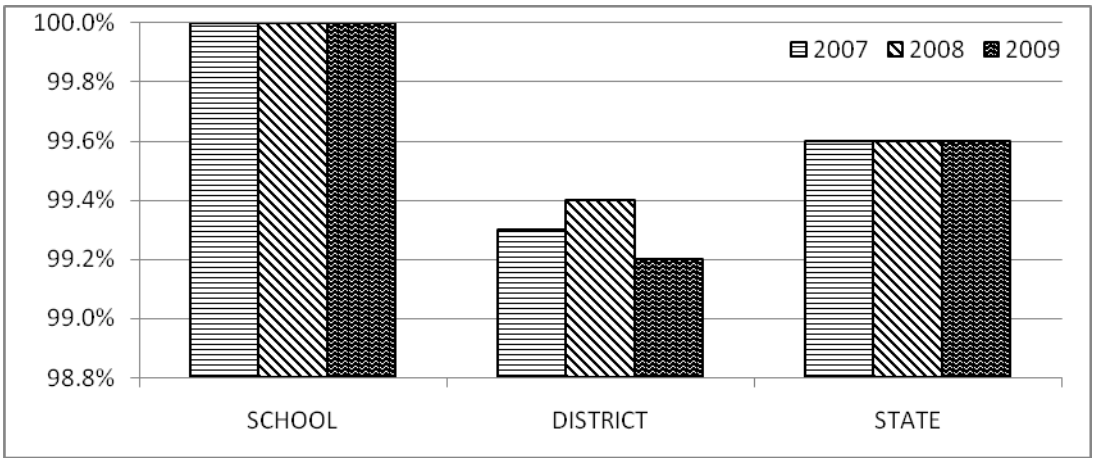
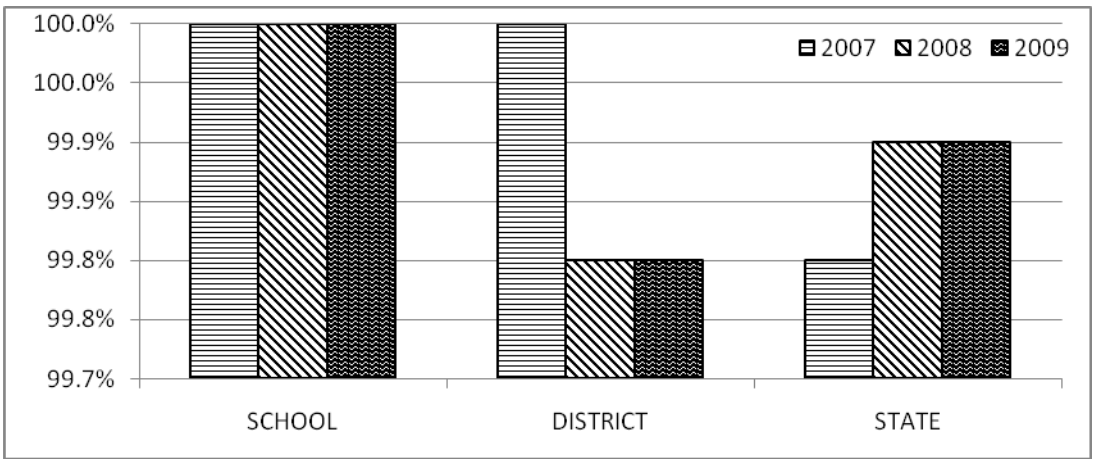


MATH Participation : LEP



PROFICIENCY	2009	2008	2007
At/Above ELA (SCHOOL)	5.4%	7.6%	5.6%
At/Above ELA (DISTRICT)	27.5%	21.6%	19.5%
At/Above ELA (STATE)	51.2%	45.7%	44.4%
At/Above MATH (SCHOOL)	1.8%	6.3%	4.2%
At/Above MATH (DISTRICT)	19.6%	17.6%	17.2%
At/Above MATH (STATE)	47.6%	46.7%	44.9%
At/Above ASIAN (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above ASIAN (DISTRICT) (ELA)	36.3%	33.8%	32.2%
At/Above ASIAN (STATE) (ELA)	61.7%	57.3%	55.5%
At/Above BLACK (SCHOOL) (ELA)	6.3%	3.4%	3.6%
At/Above BLACK (DISTRICT) (ELA)	24.2%	18.2%	16.2%
At/Above BLACK (STATE) (ELA)	29.7%	24.0%	22.8%
At/Above HISPANIC (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above HISPANIC (DISTRICT) (ELA)	32.2%	22.7%	24.1%
At/Above HISPANIC (STATE) (ELA)	37.7%	32.5%	31.4%
At/Above AMER IND (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (ELA)	37.5%	25.0%	23.5%
At/Above AMER IND (STATE) (ELA)	51.1%	42.3%	40.7%
At/Above WHITE (SCHOOL) (ELA)	6.7%	22.7%	22.2%
At/Above WHITE (DISTRICT) (ELA)	43.0%	37.5%	36.0%
At/Above WHITE (STATE) (ELA)	56.6%	51.1%	49.8%
At/Above FREE LUNCH (SCHOOL) (ELA)	4.9%	8.7%	4.7%
At/Above FREE LUNCH (DISTRICT) (ELA)	23.9%	18.8%	17.2%
At/Above FREE LUNCH (STATE) (ELA)	36.9%	31.6%	29.9%
At/Above IEP (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above IEP (DISTRICT) (ELA)	12.2%	7.4%	5.7%
At/Above IEP (STATE) (ELA)	23.6%	19.1%	17.2%
At/Above LEP (SCHOOL) (ELA)	2.3%	8.3%	0.0%
At/Above LEP (DISTRICT) (ELA)	24.3%	22.2%	18.1%

At/Above LEP (STATE) (ELA)	24.7%	22.9%	20.8%
At/Above ASIAN (SCHOOL) (MATH)	0.0%	50.0%	0.0%
At/Above ASIAN (DISTRICT) (MATH)	43.7%	41.4%	39.8%
At/Above ASIAN (STATE) (MATH)	64.8%	64.8%	62.3%
At/Above BLACK (SCHOOL) (MATH)	1.3%	3.4%	1.8%
At/Above BLACK (DISTRICT) (MATH)	15.4%	13.5%	13.7%
At/Above BLACK (STATE) (MATH)	23.0%	21.2%	20.1%
At/Above HISPANIC (SCHOOL) (MATH)	0.0%	0.0%	20.0%
At/Above HISPANIC (DISTRICT) (MATH)	23.9%	21.8%	19.4%
At/Above HISPANIC (STATE) (MATH)	35.8%	34.4%	32.3%
At/Above AMER IND (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (MATH)	42.4%	26.5%	27.3%
At/Above AMER IND (STATE) (MATH)	44.0%	41.8%	39.3%
At/Above WHITE (SCHOOL) (MATH)	6.7%	13.3%	11.1%
At/Above WHITE (DISTRICT) (MATH)	38.1%	35.6%	33.8%
At/Above WHITE (STATE) (MATH)	53.6%	52.8%	51.0%
At/Above FREE LUNCH (SCHOOL) (MATH)	1.0%	7.2%	3.1%
At/Above FREE LUNCH (DISTRICT) (MATH)	16.9%	15.3%	14.8%
At/Above FREE LUNCH (STATE) (MATH)	34.1%	31.8%	30.2%
At/Above IEP (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above IEP (DISTRICT) (MATH)	10.1%	7.9%	7.1%
At/Above IEP (STATE) (MATH)	25.9%	22.7%	20.7%
At/Above LEP (SCHOOL) (MATH)	0.0%	8.3%	10.0%
At/Above LEP (DISTRICT) (MATH)	27.3%	22.7%	17.0%
At/Above LEP (STATE) (MATH)	28.6%	28.4%	23.2%
PARTICIPATION	2009	2008	2007
TEST PARTICIPATION ELA (SCHOOL)	100.0%	100.0%	100.0%
TEST PARTICIPATION ELA (DISTRICT)	99.6%	99.8%	99.7%
TEST PARTICIPATION ELA (STATE)	99.8%	99.8%	99.8%
TEST PARTICIPATION MATH (SCHOOL)	100.0%	100.0%	100.0%

TEST PARTICIPATION MATH (DISTRICT)	99.7%	99.8%	99.7%
TEST PARTICIPATION MATH (STATE)	99.8%	99.8%	99.8%
TEST PARTICIPATION ASIAN (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION ASIAN (DISTRICT) (ELA)	100.0%	99.3%	100.0%
TEST PARTICIPATION ASIAN (STATE) (ELA)	99.5%	99.9%	99.9%
TEST PARTICIPATION BLACK (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION BLACK (DISTRICT) (ELA)	99.6%	99.8%	99.7%
TEST PARTICIPATION BLACK (STATE) (ELA)	99.7%	99.7%	99.7%
TEST PARTICIPATION HISPANIC (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (DISTRICT) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (STATE) (ELA)	99.6%	99.9%	99.8%
TEST PARTICIPATION AMER IND (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (DISTRICT) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (STATE) (ELA)	100.0%	99.7%	99.8%
TEST PARTICIPATION WHITE (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION WHITE (DISTRICT) (ELA)	99.8%	99.8%	100.0%
TEST PARTICIPATION WHITE (STATE) (ELA)	99.9%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (ELA)	99.7%	99.8%	99.9%
TEST PARTICIPATION FREE LUNCH (STATE) (ELA)	99.7%	99.8%	99.8%
TEST PARTICIPATION IEP (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (ELA)	99.0%	99.4%	99.4%
TEST PARTICIPATION IEP (STATE) (ELA)	99.7%	99.6%	99.7%
TEST PARTICIPATION LEP (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (ELA)	100.0%	99.6%	100.0%
TEST PARTICIPATION LEP (STATE) (ELA)	99.2%	99.9%	99.9%
TEST PARTICIPATION ASIAN (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION ASIAN (DISTRICT) (MATH)	99.3%	100.0%	100.0%
TEST PARTICIPATION ASIAN (STATE) (MATH)	99.9%	99.9%	99.9%

TEST PARTICIPATION BLACK (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION BLACK (DISTRICT) (MATH)	99.7%	99.8%	99.6%
TEST PARTICIPATION BLACK (STATE) (MATH)	99.7%	99.7%	99.6%
TEST PARTICIPATION HISPANIC (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (DISTRICT) (MATH)	99.7%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (STATE) (MATH)	99.8%	99.8%	99.9%
TEST PARTICIPATION AMER IND (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (DISTRICT) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (STATE) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION WHITE (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION WHITE (DISTRICT) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION WHITE (STATE) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (MATH)	99.8%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (STATE) (MATH)	99.7%	99.7%	99.7%
TEST PARTICIPATION IEP (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (MATH)	99.2%	99.4%	99.3%
TEST PARTICIPATION IEP (STATE) (MATH)	99.6%	99.6%	99.6%
TEST PARTICIPATION LEP (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (MATH)	99.8%	99.8%	100.0%
TEST PARTICIPATION LEP (STATE) (MATH)	99.9%	99.9%	99.8%

PROJECT DESCRIPTION

Sigel Elementary School will implement the Turnaround Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance.

During the past four years a variety of school improvement efforts have been implemented at Sigel Elementary. The approach can be characterized as "soft touch" and designed to more easily integrate into existing school structures, rather than "bold and innovative" approach which will disrupt the status quo to produce rapid, significant results. The following implementation of strategies to achieve dramatic change, rapid improvement and significant results include:

I. ACADEMIC DOMAIN

1. A ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all aforementioned curricular programs in Communication Arts, Mathematics, Science and Social Studies, the SLPS Benchmark Assessment tools, required by the state for SIG schools. The Curriculum and Assessments consist of many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. Further, several levels of professional support will be offered to classroom teachers to increase their capacity to provide more rigorous, and data driven instruction that tends to the individual needs of students.

Modeling these materials, the SLPS Innovation Office, curriculum coaches and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skills mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons. This too, will be facilitated by layers of additional, mandatory; job embedded professional development that will be required by all SIG eligible schools.

The school will continue/begin to implement with fidelity:

- Communication Arts
  - Reading Street by Pearson Learning is an instructional support program for Communication Arts Pre-K-5. This core instructional program supports Depth of Knowledge integration, cross-curricular instruction and Tier II Response to Intervention instruction.

  - Scott Foresman Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and reliable teaching tools. The reading program supports differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students.
- Mathematics
  - The core instructional program for Mathematics is enVisonMath. Envision provides teacher assistants for each teacher to bring more individualized attention to the child. It also includes textbooks, workbooks, manipulatives, software and smart boards. Envision provides monthly after school professional development for teachers as well as a Teacher Learning Facilitator to coordinate all activities and processes. The program includes components in its instructional design that addresses concept development at a deep conceptual level with the use of manipulatives as well as a differentiated instruction piece that requires the use of structured mathematics centers that facilitate the differentiated instruction component.
- Science
  - The core instructional program for Science is Pearson Scott Foresman Science. This science program has inquiry-based science books & other resources with scaffolded activities that are correlated to standards and presented in interactive media. There are detailed science kits that accompany the Science series that allow students to experience hands-on experiments and the scientific method.

- Social Studies
  - The core instructional program for social studies was newly adopted for the 2010-2011 school year and it is Pearson Scott Foresman Social Studies. This program contains pertinent content, direct reading and writing instruction and skills instruction that encourages all students to succeed on independent levels.

During each year of the grant, teachers will participate in mandatory training on the Curriculum and establish pacing guides and vertical alignment in a particular content domain (Year 1-English language arts; Year 2- mathematics; and Year 3 – science and social studies). In terms of the SLPS Assessment Program, SIG schools will re evaluate their assessment program on an annual basis to make certain that the benchmarks are aligned to instruction, and at the same time, develop classroom, informal ‘mini assessments’ to provide unit by unit quizzes, and more consistent data, to help shape instructional priorities and tend the precise learning needs of each student.

1. B IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPA Innovation administrators, will conduct walk through protocols to collect information/data on the instructional strategies used to implement the curriculum. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed with the Innovation Office, principals, and teachers to ensure fidelity of curriculum implementation. In Years 1 through 3, the principal (and other school leaders) will continue to observe the classroom instruction of each core curriculum teachers three times a year, and provide feedback to strengthen each teacher's practice. Additionally, Sigel will establish Response to Intervention (RTI) framework as a means to identifying and creating supports for students at risk both academically and behaviorally.

In Year 1, Sigel will establish and use exemplary classroom instructional teaching methods as a key job-embedded professional development activity to raise implementation fidelity levels. Starting in Year 1, the Sigel principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms and/or offer professional development sessions. Implementation of research based strategies such teachers will act as mentors. In Years 2 and 3, these teachers will implement model classrooms that will serve an essential delivery method for job-embedded professional development, and increase the internal capacity of the school at the same time.

1. C USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

Teachers will be trained to make instructional decisions based on relevant data. Teachers will analyze and triangulate multiple measures of student data to include: assessment, benchmarks, survey, learning inventories and anecdotal records. The results will be used to create learning targets and provide differentiated instruction for each student. Sigel literacy and mathematics coaches will attend district data coach training in summer 2010. In turn, these coaches will conduct training for Sigel Staff. Subject area coaches will lead the design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis and integration into instruction, differentiated instruction, infusion of technology, and time and classroom management strategies. Monthly sessions will be conducted during the school year. Teachers will employ demonstrated student learning best practices, Response to Intervention (RtI), one-on-one instruction, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content. Once again, teachers will also take advantage of informal, ‘mini assessments’ to make sure of student mastery on an individual basis.

Teachers will be able to differentiate instruction based on formative assessment data, as they learned from the SLPS Innovation Office, all content area coaches in Year 1. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies. Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement throughout the year.

Starting in Year 1 and continuing in Years 2 and 3, teachers and administrators will continuously use data to inform and differentiate instruction through the implementation of the SLPS data and the Instructional Management System facilitated by content area coaches. All teachers will use the data team process to analyze formative and summative data to inform classroom instruction. Teachers will examine grade level expectations, develop a curriculum map, create common post and pre-assessments that will be administered to students, collect and chart data, analyze strengths and obstacles, establish SMART goals, review and revise as necessary, select instructional strategies and determine results indicator.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. The Student Intervention Team (SIT) will assess individual students needs based on academic and discipline data, identify targeted goals, monitor data on student progress, use data to create academic success plan for student. RtI strategies will include but not limited to teacher directed instruction, use of models and hands on demonstration, explicit problem solving, focused instruction on deficit areas, think- aloud and providing student with corrective feedback. Intervention strategies will include, but not limited to small group instruction, one-on-one tutoring, guided practice, independent practice, peer tutoring, and computer assisted instruction. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program.

1. SCHOOL LEARNING ENVIRONMENT DOMAIN

2A Training and Professional Development

Sigel has increased the amount of time provided for teacher collaboration and planning, along with offering differentiated professional development that is specifically targeted to identified needs and teacher requests for additional training. Utilization of the teaching and learning facilitator (TLF) and utilizing external consultants will be essential in providing staff with ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. Sigel will use the Curriculum and Benchmark Assessments and informal, 'mini assessments' to collect formative assessment data and equip teachers and school leaders with the skills to analyze assessment data, customize instructional interventions based on these data, and continuously monitor student progress towards proficiency.

The SLPS Office of Innovation, content area coaches and various external professional development providers will offer mandatory job-embedded professional development throughout the school year in formats such as weekly grade-level common planning time, monthly cross-grade common planning periods, and quarterly small group sessions. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. The following is a breakdown of the professional development, which will be coordinated by the Office of Innovation, that Sigel faculty and staff will be provided:

- AFT Professional Development
    - The AFT affiliate in St Louis will be partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
        - SIG Professional Development Liaison – This individual will proved guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. He/She will work to ensure program fidelity and high levels of implementation
        - Teacher Center - A teacher center will be developed and open to bring support to the teachers in all the impacted schools. A director , two city wide coordinators, a site coordinator and two administrative assistants will provide this ongoing support which will concentrate on help with school Improvement Grant priorities, support for new teachers, relevant professional development, innovative assistance, grant finding and writing and certification issues.

- Instructional and Content Area training by SLPS instructional coaching staff
    - SLPS will provide additional support focused on the development of classroom libraries, leveled book rooms and the mobile computer lab. They will also assist DESE with monthly Saturday Institutes for teachers on relevant topics to be determined as the need arises, but highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas.
- NY Turnaround Professional Development
    - NY Turnaround will assist the school in the development of school leadership teams. They will also bring in the services of a Turnaround Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management, and environment issues that often impact successful instruction.
- National Consultant/Innovation Services Professional Development
    - National Consultant is in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. National Consultant will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process National Consultant will develop a master PD schedule, and fill in as a provider of professional development, as necessary.
    - Also, National Consultant staff will act as the professional development liaison with the rest of SLPS, so that the development provided at SIG schools is consistent, in both spirit and goals, as all other systemic professional development. As such, National Consultant will meet consistently with the Superintendent, Chief Academic Officer, and the Accountability office to ensure consistency across the district.

During Year 1, the district will identify and coordinate specified program providers that Sigel can select to conduct training to increase pedagogical knowledge of all teachers in each content area. Starting in Year 1 and continuing in Years 2 and 3, job-embedded professional development will be facilitated in different formats such as weekly common planning time, observations of exemplary instructional practice in onsite demonstration classrooms, and professional learning community study groups.

The selected professional development providers will consult with the SLPS Office of Innovation, as well as Sigel staff to analyze SLPS benchmark data, classroom performance data, and any other performance evaluation data to refine content of professional development. In Years 2 and 3, teachers will be trained in how to use student portfolios to track and assess student progress toward proficiency and to advance proficiency over time.

2B STUDENT AND PARENT SCHOOL ENGAGEMENT

Sigel will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students. Sigel will increase its contacts with parents through the use of monthly newsletters, school and classroom websites, quarterly parent forums, offer parent workshops to enhance skills needed to assist students with schoolwork, utilize the existing school reach telephone system to notify parents of activities and school events. Starting in Year 1 and continuing in Years 2 and 3, External partners will be identified to develop and conduct school-wide campaigns to promote healthy choices and positive behavior.

2. SCHOOL LEADERSHIP/GOVERNANCE

3A SCHOOL LEADERSHIP

During Year 1, the Sigel principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school turnaround process by attending the local, state and national conferences during the school year. The Sigel principal will demonstrate management skills and effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Office of Innovation and other central office administrators.

During Years 2 and 3, if warranted, the contract with the Sigel Principal will be renewed, and training and ongoing support will continue to be offered by the Office of Innovation, and other appropriate central office personnel.

Throughout the grant period, the Sigel principal will report directly to the district's SIG Coordinator, Associate Superintendent of Innovation Services Michael Haggen and work under the close guidance of the Office of Innovation. The Office of Innovation will assist the Superintendent, the Chief Academic Officer, and the Dr. Haggen in supporting the implementation of the turnaround activities named in this grant. The Office of Innovation will work with the Sigel principal and staff to monitor fidelity and progress of the turnaround school plan, help to build leadership capacity and problem-solving skills, and coordinate communications and activities across SIG-funded schools.

Additionally, time will be allotted for school staff to work with the new school leadership on vision building and implementing the model.

3B HUMAN RESOURCES; USING DATA TO SELECT, RETAIN, AND INCENTIVIZE HIGHLY QUALIFIED STAFF

In order to attract and retain the appropriate staff to implement school turnaround efforts, The Office of Innovation and the Sigel principal will ensure that each new teacher (both new to the profession and experienced teachers new to Sigel) is paired with a seasoned teacher who has been trained to provide mentoring services during a teacher's first year.

During Year 1, the Office of Innovation will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or demonstration classrooms. They will provide mentor training to teachers who are identified to serve in this mentoring or demonstration capacity. New teachers will participate in new teacher orientation on mentoring component and be paired with mentors. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, Sigel will continue to use the Office of Innovation to implement a performance evaluation process to screen and hire teacher candidates, ensure there are no vacancies, and replace teachers who do not improve performance.

Monitoring for continuous improvement and long-range strategic and sustainability planning for continued development and implementation of Sigel reform efforts. Starting in Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

GOALS, OBJECTIVES AND INDICATORS

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

- Objective 1.1: Differentiated instruction will be provided to 100% of students a minimum of five days a week as evidenced by lesson plans and classroom walkthrough data beginning August, 2010 and ongoing.
    - Indicator 1.1a: In year 1 Develop a walk through process to monitor and improve instructional methods
    - Indicator 1.1b: In each of the 3 years Provide additional professional development to assist teachers in implementing the standards based curriculum through the assistance of the AFT, NY Turnaround and district leadership
    - Indicator 1.1c: In year 1 Provide support to teachers with the hiring of a Teaching and Learning facilitator to act as a coach and to model good instruction

- Objective 1.2: Increase the use of data as instructional tool by 75% over the three year period beginning August, 2010 as evidenced by lesson plan review and PLC meeting minutes.
    - Indicator 1.2a: Provide support for grade level and vertical team meetings that concentrate of the use of data as a tool for teachers for all three years
    - Indicator 1.2b: Develop data walls in year 1
    - Indicator 1.2c: Provide external support through the use of the AFT and SLPS leadership beginning in year 1 and ongoing

- Objective 1.3: All students will receive a challenging and rigorous instructional program that includes student centered instructional methods beginning in year 1 and ongoing as evidenced by lesson plan review and walkthrough data.
    - Indicator 1.3a. Provide necessary staff development on rigor and relevance.
    - Indicator 1.3b: Provide guidance and staff development on student centered teaching methods.

- Objective 1.4: 100% of staff will participate in a comprehensive coordinated, high quality, job embedded professional development program and apply strategies/information learned as evidenced by attendance rosters, lesson plan review and classroom observations beginning in August, 2010 and ongoing.

- Indicator 1.4a: Provide leadership through National Consultant Associates to coordinate monitor and review all professional development opportunities for the entire 3 years
- Indicator 1.4b: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This is done each year
- Indicator 1.4c: provide professional development on management related issues through the use of NY Turnaround during the first year and ongoing as needed

Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

- Objective 2.1: All students will participate in technology enhanced instruction and use appropriately leveled materials a minimum of three times per week as evidenced by lesson plans and walk-through data beginning September, 2010 and ongoing.
    - Indicator 2.1a: Provide mobile computer labs for the school to increase the use of time for technology as it relates to instruction by the end of year 1
    - Indicator 2.1b. Provide classroom libraries in the core subject areas as an added instructional tool in year 1
- Objective 2.2: A minimum of 50% of Sigel students will participate in opportunities for extended day and extended year learning activities as evidenced by attendance rosters and program evaluation data beginning in September, 2010 and ongoing.
    - Indicator 2.2a: Increase the instructional day through the implementation of extended day programming in the core areas and in areas of extracurricular activities for the students for each year

Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

Objective 3.1: 100% of the teachers and administrators will be highly qualified and effective as evidenced by the building's Certification Notebook and student achievement data beginning May, 2011. Indicator 3.1a: The District will develop and implement a comprehensive teacher recruitment and training program

- Indicator se 3.1b: Use a structured screening process in conjunction with the District's web-based application system-Habermann Star Teacher Questionnaire
- Indicator 3.1c: Develop and implement a 2-year Beginning Teacher Assistance and Mentoring program that includes a structured and effective New Teacher Induction Model
- Indicator 3.1d: improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District.

- Indicator 3.1e: The District will develop and implement a week-long SLPS induction model for all staff new to the SLPS
- Indicator 3.1f: The Human Resources Department and the Professional Development Department will collaborate to ensure that all new staff are orientated and given the opportunity to participate in Professional Development. This will ensure that new hires feel welcomed and prepared in their new positions, in turn giving them the confidence and resources to make an impact within the District, and ultimately become positive assets to the District as a whole.
- Indicator 3.1g: All staff not currently highly qualified will design an educational program to ensure Highly Qualified status is reached by May, 2011. Tuition Assistance through the Office of State and Federal Programs will assist in meeting the fiscal responsibilities tied to this indicator.

Objective 3.2: **The number and/or breadth of university partnerships will expand by 10% per annum over the next three years as evidenced by the number of activities on each university's activity roster or number of universities on the partnership roster beginning November, 2010**

- Indicator 3.2a: To attract the top college graduates, recruiting team will attend college sponsored job fairs to speak with graduates about SLPS opportunities. Recruiting team will also follow up with each student by email, phone, written correspondence
- Indicator 3..2b: Recruiting team will meet with all University Career Placement offices and Deans of Education to establish relationships with the colleges and universities and to attract graduating students to SLPS
- Indicator 3.2c: Recruiting team will post all teaching vacancies on college universities' job boards and will also e-blast teaching vacancies to university careers services and Deans of Education to increase school partnerships and teacher placement
- Indicator 3:2d: Recruiting team will meet with Teach For America (TFA) leadership team to indentify teaching candidates for the upcoming school year. Recruiting team will also set up interviews and orientation for all TFA candidates
- Indicator 3.2e: Increase student teaching program candidates in SLPS by partnering with local colleges and universities to establish processes and guidelines to ensure program effectiveness.

Objective 3.3: The principal and at least 50% of the Sigel staff will be replaced to ensure that a highly capable staff is in place to raise achievement as evidenced by a comparative analysis of staff rosters from the 09-10 school year to the present by August, 2010.

- Indicator 3.3a: New principals will be selected and assigned by the superintendent with input from a team representing a variety of key stakeholders at each school. Key characteristics indicative of turnaround leadership will be determining criteria
- Indicator 3.3b: Returning teachers are determined using record of raising student achievement and commitment to improvement
- Indicator 3.3c: Establish and implement a comprehensive, collaborative, uniform interview and selection process for incoming (and returning teachers) to each school

Objective 3.4: **Revise existing SLPS Performance Based Teacher Evaluation process/instrument to include a rigorous element of evaluation tied to student growth data** to be completed and implemented October, 2010 as indicated by teacher evaluation records for all pedagogical staff**.**

- Indicator 3.4a: Teachers will set measurable targets for each class/section at the beginning of the year and determine a plan for his/her individual professional development needs and end-of-year evaluations will be based on hitting these targets

- Indicator 3.4b: School leaders will meet with teachers after each benchmark to assess progress toward annual goals for student achievement (and course correct as necessary)

- Indicator 3.4c: Each teacher will receive informal written feedback from an administrator or coach every day
- Indicator 3.4d: New teachers will receive additional support from a highly qualified mentor teacher

- Indicator 3.4e: The district commits to expediting the process for removing or reassigning ineffective teachers as determined by the new evaluation system

Objective 3.5: **100% of principals and other administrators will be provided internal and external leadership development focused on student engagement, rigor, accountability, school and school district reform model, PLC and Data Team as evidenced by professional development agendas and attendance rosters beginning Fall, 2010 and ongoing based on participant need.**

- Indicator 3.5a: Establish a cohort to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous improvement model, accountability during the 2010-11 school year and beyond

- Indicator 3.5b: Utilization of retired administrators who have demonstrated evidence of success, particularly in the area of student achievement; in collaboration with the Professional Development Office, the administrators are charged with supporting the evaluation and coaching processes necessary for improved teaching quality

- Indicator 3.5c: Deliver intensive training regarding the state mandated 18-week improvement process to principals as well as teaching staff; the primary driver is improved teacher performance; however, expected outcomes will be clearly defined and employees held accountable for attaining these outcomes

Objective 3.6: 100% of principals and other administrators will be provided a comprehensive incentive/merit pay plan as evidenced by individual target rosters beginning October, 2010 and ongoing.

- Indicator 3.6a: Develop an active, viable compensation incentive structure that includes well defined goals, objectives, a clear delineation of job accountabilities and potential compensation for addressing areas of importance to the District

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

- Objective 4.1: Parent involvement will increase by 20% per annum over the next three years as evidenced by attendance rosters.
    - Indicator 4.1a: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the first year and continuing
    - Indicator 4.1b: Develop a parent handbook as a tool for parents during year 1
    - Indicator 4.2c: Review the success of PTOs, PTAs in the building and provide opportunities and leadership to improve or institute their work. During year 1

- Objective 4.2: Community partnerships will increase by 10% per annum over the next three years as indicated by community partnership rosters.
    - Indicator 4.2a: Identify potential community partnerships
    - Indicator 4.2b: Reach out to the community partners in a meaningful way

SIGEL ELEMENTARY SCHOOL PROJECT ACTIVITY PLAN

GOALS, OBJECTIVES AND INDICATORS

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

- Objective 1:1 Differentiated instruction will be provided to 100% of students a minimum of five days a week as evidenced by lesson plans and classroom walkthrough data beginning in August,2010 and ongoing

Strategy/Indicator	Person Responsible	Resources	Timeline	Indicator of Success
1.1a: Develop a walkthrough process to monitor and improve instructional	Principal, district, TLF, Instructional Support Coordinator (ISC), New York Turnaround consultants, school leadership team	Facilitator cost, professional development training, Consultant fees, ISC salary	August 2010	Completed review, completed review of protocols, improved test scores in reading and math, completed evaluations
1.1b: Provide additional professional development to assist teachers in implementing the standards based curriculum through the assistance of the AFT, NY Turnaround and district leadership	Principal, TLF, Consultant, District, Curriculum supervisors	Consultant fees	August 2010-Ongoing Yrs. 1-3	Teacher lesson plans, professional development agendas
1.1c: Provide support to teachers with the hiring of a Teaching and Learning facilitator to act as a coach and to model good instruction	Principal, Leadership team	Human Resources	August 2010 Year 1	Employment documentation
1.1d: Implement a comprehensive Response to Intervention program as part of an "early warning system" to identify and support at risk students	Counselor, Social Worker, Behavior Specialist	Hire Resource Specialist	Sept. 2010 Ongoing Yrs 1-3	Student data of movement from one tier to the next
1.1e: Provide students technological tools necessary to expand access to educational/instructional programs and extended learning opportunities.	Teachers, TLF , Principal	Computers, software, Professional Development Training for staff	Sept. 2010 Ongoing Yrs. 1-3	Study Island Pre/Post test scores,

- Objective 1.2
- Increase the use of data as instructional tool [to include formal, diagnostic, formative and summative data by 75% over the three year period beginning August, 2010 as evidenced by lesson plan review and PLC meeting minutes.

Strategy/Indicator	Person Responsible	Resources	Timeline	Indicator of Success
1.2a: Provide support for grade level and vertical team meetings that concentrate of the use of data as a tool for teachers for all three years	Principal, TLF, New York Turnaround Consultant	related consultant costs	Aug. 2010 Weekly monitoring	completed schedules PLC agenda's & sign in sheets
1.2b: Develop data keeping tool for teachers to be used during PLC meetings	Principal, TLF, Data Team Consultant	Related consultant fees	September 2010 Ongoing Yrs. 1-3	Agenda's, Teacher portfolios,
1.2c: Provide external support through the use of the cooperating school district and SLPS leadership	Principal, TLF, Data Team Consultant	Related consultant fees	September 2010 Ongoing Yrs. 1-3	Consultant agreement, PLC agenda's

- Objective 1.3: Implement a challenging and rigorous instructional program that includes student centered instructional methods beginning in year 1 and ongoing

Strategy/Indicator	Person Responsible	Resources	Timeline	Indicator of Success
1.3a. Provide necessary staff development on rigor and relevance.	TLF, Principal, District Curriculum supervisors, NY Turnaround consultant	Professional Development time Materials Extra service pay	May 2010 Ongoing Year 1-3	Walkthrough Data Lesson plans Observations
1.3b: Provide guidance and staff development on student centered teaching methods.	TLF, Principal, District Curriculum supervisors, NY Turnaround consultant	Professional Development time Materials Extra service pay	May 2010 Ongoing Year 1-3	Walkthrough Data Lesson plans Observations

- Objective 1.4: Develop comprehensive coordinated, high quality, job embedded professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the district improvement plan and the parameters as reviewed by the School Improvement Grant. Complete by the end of year 1 and monitor in ensuring years

Strategy/Indicator	Person Responsible	Resources	Timeline	Indicator of Success
1.4a: Provide leadership through National Consultant Associates to coordinate monitor and review all professional development opportunities	principal, district, AFT, leadership team	related consultant costs	July 2010 Ongoing Year 1-3	teacher observation Walkthrough data PD agendas & sign-in sheets MAP scores
1.4b: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time.	National Consultant, Principal	Consultant Cost Extra Service Pay Time	Aug. 2010 Weekly Ongoing Yrs. 1-3	completed schedule
1.4c: provide professional development on management related issues through the use of NY Turnaround	principal, district, AFT	related consultant costs	Aug. 2010 Monthly/Ongoing Yrs. 1-3	teacher observation

- Objective 1.5: Increase attendance for students and staff over the three year period to exceed the level of AYP guidelines

Strategy/Indicator	Person Responsible	Resources	Timeline	Indicator of Success
1.5a: Develop an action plan of rewards and motivation for increasing attendance.	principal, leadership team, social worker,	Minimal cost for prizes, increased student and teacher attendance.	Sept. 2010 Monthly Ongoing Yrs. 1-2	Improved attendance data (95%)

Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

- Objective 2.1: Provide the necessary technology to support and enhance the instructional program for the entire three year period

Strategy/Indicator	Person Responsible	Resources	Timeline	Indicator of Success
2.1a: Provide mobile computer labs for the integration of technology as it relates to instruction	Principal, District Technology Liaison	Cost for computers and software	Sept. 2010 Ongoing Yrs. 1-3	completed needs assessment walkthrough data
2.1b. Provide classroom libraries in the core subject areas as an added instructional tool	District curriculum supervisors,	Cost for leveled classroom libraries	Oct. 2010 Ongoing Year 1	observation and inventory

- Objective 2.2: Provide opportunities for extended day and extended year learning activities for all 3 years

Strategy/Indicator	Person Responsible	Resources	Timeline	Indicator of Success
2.2a: Increase the instructional day through the implementation of extended day programming in the core areas and in areas of extracurricular activities for the students for each year	Principal, District, Community Collaborative Specialist	Afterschool transportation, Extra Service Pay Quality afterschool programs	Sept. 2010 Daily Ongoing Yrs 1-3	Improved attendance and test scores Student Attendance Logs, Parent Permission Forms
2.2b: Establish schedules and strategies that provide increased learning time by using people strategically and time intentionally	Principal, Leadership Team	Professional Development	Aug. 2010 Ongoing Yrs. 1-2	Master schedule to include instructional blocks (reading & math)

Objective 2.3: The percentage of students who receive referrals will decrease by 50% from 414 in 2010 to 207 in 2011.

Strategy/Indicator	Person Responsible	Resources	Timeline	Indicator of Success
2.3a: Establish a supportive climate and an effective approach to discipline	Principal, Positive Behavior Support Committee, Instructional Support Coordinator	Professional Development Workshop Fees Time ISC salary	June 2010 Monthly Ongoing Yrs. 1-3	Decreased incidents of behavior infractions as identified in behavior data

Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

Objective: To ensure that 100% of the teachers and administrators are highly qualified in each of the Turnaround schools.

Strategy/Indicator	Person Responsible	Resources Needed	Timeline	Indicator of Success
3.1a: The District will develop and implement a comprehensive teacher recruitment and training program	District Leadership Human Resources Principal	None	October 2010 Ongoing	School fully staffed with highly qualified, high quality teachers
3.1b: Use a structured screening process in conjunction with the District's web-based application system-Habermann Star Teacher Questionnaire	Human Resources	Web-based Habermann System	May 2009 Ongoing	School fully staffed with highly qualified, high quality teachers
3.1c: Develop and implement a 2-year Beginning Teacher Assistance and Mentoring program that includes a structured and effective New Teacher Induction Model	Human Resources Professional Development Office	None	August 2009 Ongoing	Agendas Sign-in Sheets

3.1d: improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District	Principal Human Resources	None	July 2011 Ongoing	School fully staffed with highly qualified, high quality teachers
3.1e: The District will develop and implement a week-long SLPS induction model for all staff new to the SLPS	Human Resources	Extra service pay	July 2011 Ongoing	Agendas Sign-in Sheets

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- Objective 3.2: The District will strengthen and expand partnerships with local universities such as the University of Missouri and outside organizations such as Teach For America

Strategy/Indicator	Person Responsible	Resources Needed	Timeline	Indicator of Success
3.2a: To attract the top college graduates, recruiting team will attend college sponsored job fairs to speak with graduates about SLPS opportunities. Recruiting team will also follow up with each student by email, phone, written correspondence	Human Resources	None	March 2010 Ongoing	Complete review of certificates and qualifications
3..2b: Recruiting team will meet with all University Career Placement offices and Deans of Education to establish relationships with the colleges and universities and to attract graduating students to SLPS	Human Resources	None	February 2009 Ongoing	MOU Partnership Agreement
3.2c: Recruiting team will post all teaching vacancies on college universities' job boards and will also e-blast teaching vacancies to university careers services and Deans of Education to	Human Resources	District Website	October 2010 Ongoing	Job Announcements

increase school partnerships and teacher placement				
3:2d: Recruiting team will meet with Teach For America (TFA) leadership team to indentify teaching candidates for the upcoming school year. Recruiting team will also set up interviews and orientation for all TFA candidates	Human Resources	Partnership with TFA	June 2002 Ongoing	Roster of eligible TFA candidate TFA Contract
3.2e: Increase student teaching program candidates in SLPS by partnering with local colleges and universities to establish processes and guidelines to ensure program effectiveness.	Principal Human Resources Office of Innovation	University Partnership	July 2009 Ongoing	Student Teacher Application

- Objective 3.3: The principal and at least 50% of the staff at each Turnaround School will be replaced to ensure that a highly capable staff is in place to raise achievement

Strategy/Indicator	Person Responsible	Resources Needed	Timeline	Indicator of Success
3.3a: New principals will be selected and assigned by the superintendent with input from a team representing a variety of key stakeholders at each school. Key characteristics indicative of turnaround leadership will be determining criteria	District Leadership Consultants	None	August 6, 2010 – June 1, 2011	Modified teacher evaluation with performance indicators.
3.3b: Returning teachers are determined using record of raising student achievement and commitment to improvement	Principal, TLF	None	June 2010	Teacher understanding of the evaluation tool and its implications as measured by written

				feedback professional development evaluation form.
3.3c: Establish and implement a comprehensive, collaborative, uniform interview and selection process for incoming (and returning teachers) to each school	Human Resource Office of Innovation	None	May 2010 July 2010	Interview Selection forms

- Objective 3.4: Institute a rigorous evaluation system for all pedagogical personnel that is tied to student growth data

Strategy/Indicator	Person Responsible	Resources Needed	Timeline	Indicator of Success
3.4a: Teachers will set measurable targets for each class/section at the beginning of the year and determine a plan for his/her individual professional development needs and end-of-year evaluations will be based on hitting these targets	Teachers Principal Professional Development Office	None	October 2010 Ongoing	Teacher Professional Development Plans
3.4b: School leaders will meet with teachers after each benchmark to assess progress toward annual goals for student achievement (and course correct as necessary)	Principal, TLF	None	October 2010 Ongoing	Teacher evaluation
3.4c: Each teacher will receive informal written feedback from an administrator or coach every day	TLF Principal	None	August 2009 Ongoing	Teacher Evaluation Focused Walkthrough Data Teacher observation feedback
3.4e: The district commits to expediting the process for removing or	Human Resources Office of Innovation	None	October 2010 June 2011	Teacher evaluations

reassigning ineffective teachers as determined by the new evaluation system				

Objective 3.5: To provide internal and external leadership development of principals and other administrators focused on student engagement, rigor, accountability, school and school district reform model, PLC and Data Team

Strategy/Indicator	Person Responsible	Resources Needed	Timeline	Indicator of Success
3.5a: Establish a cohort to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous improvement model, accountability during the 2010-11 school year and beyond	Principal Leaderships Development Office Office of Innovation	None	October 2010 Ongoing	Improvements in teacher performance. Improvements in student achievement. Removal of barriers to high-quality instruction.
3.5b: Utilization of retired administrators who have demonstrated evidence of success, particularly in the area of student achievement; in collaboration with the Professional Development Office, the administrators are charged with supporting the evaluation and coaching processes necessary for improved teaching quality	Human Resources Office of Innovation	Consultant fees	October 2010 Ongoing	Improved principal evaluation
3.5c: Deliver intensive training regarding the	Principal	None	October 2010	Teacher Improvement

state mandated 18-week improvement process to principals and teaching staff; the primary driver is improved teacher performance; expected outcomes will be clearly defined and employees held accountable for attaining these outcomes			Ongoing	Plans

- Objective 3.6: Design and implement a comprehensive incentive/merit pay plan for school administrators

Strategy/Indicator	Person Responsible	Resources Needed	Timeline	Indicator of Success
3.6a: Develop an active, viable compensation incentive structure that includes well defined goals, objectives, a clear delineation of job accountabilities and potential compensation for addressing areas of importance to the District	Human Resource Office of Innovation	Salary	October 2010 Ongoing	Student Achievement Evidence of Leadership Active Parental Engagement Attendance

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

- **Objective 4.1:** Increase parent involvement as an ongoing priority.

Strategy/Indicator	Person Responsible	Resources Needed	Timeline	Indicator of Success
4.1a Identify multiple measures of parental involvement utilize to document parent participation in child's education.	Principal Family Educator	None	September 2010 – June 2011 Monitor monthly	Parental Involvement Matrix
4.1b Provide after school and evening opportunities for	Principal, parent Educator, Parent Specialist	Extra Service Pay	September 2010 – June 2011	Parent Sign in Sheets

parents to use the building for a variety of appropriate purposes				
4.1c Establish and maintain quality communication with parents. · Develop a communication plan that addresses how the school will communicate with parents · Develop a parent handbook · Implement monthly school and grade level newsletters · Establish weekly take home folders to allow parents to view graded student work and progress · Establish and maintain the school website as well as grade level websites · Utilize ESOL office to arrange translators and other written translations for parents that need that service.	Principal Parent Community Support Specialist	Fees for Translators/ Document Translation Services	July 1, 2010 – August 1, 2010	Increase in the number of parents who respond positively about the school. Portfolio of communiqués. Parent attendance at school events and parent response to school communications.

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

The LEA/District does not claim lack of capacity to serve the identified Tier I school.

B (3) District Implementation Plan

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school
    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
    a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application
    Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
    a. Hire Associate Superintendent for the Office of Innovation
    b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools

i. Develop process to manage and monitor each schools through:
    1. Project management dashboard with benchmarks and timelines for accountability
    2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
    3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions
       Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders
   Date: June 2010 – On going through out funding period, at least quarterly

Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
    - Teachers are expected to infuse common process standards into every classroom, everyday
    - At any time, staff should be able to query students regarding the process standards
- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.
- Teachers will….
    - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
    - Develop lessons using the identified strategy for the first quarter
    - Practice the strategy within the PLC/Grade level meeting
    - Teach the strategy
    - Observe other colleagues using the strategy and provide feedback
    - Analyze student work on the strategy
    - Reflect and revise the implementation of the strategy

- Provide opportunities for extra support for students who have not mastered the strategy
- Add the next strategy
- Continue the cycle

Analyzing Student Work

- Staff will analyze student work to strengthen the instructional quality and delivery
- Staff will utilize the Tuning Protocol from David Allen and Joe McDonald at the Coalition of Essential Schools
- Staff and Curriculum Supervisors will create MAP-like constructed responses quarterly to assess as a staff
- An analysis of the teaching issues will be conducted and shared with staff to adjust teaching strategies

B (4) Tier I School Implementation LEA Timeline

Strategy and/or Activity	Time Frame	Action
Replace the principal	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Grant new principal operational flexibility in order to substantially improve student achievement outcomes and increase high school graduation rates	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Screen all existing staff and rehire no more than 50 percent	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Select new staff	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Implement strategies to recruit, place, and retain staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Provide staff ongoing, high-quality job-embedded professional development that is aligned with school's instructional program	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Adopt a new governance structure	2011	Implementation begun in June 2010.

	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Establish schedules and implement strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide appropriate social-emotional and community-oriented services and supports for students	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs

Teachers and School Leader Effectiveness

Strategy and/or Activity	Time Frame	Action
Replace the principal	2011	Implemented in June 2010 and completed in July 2010
	2012	No further action necessary
	2013	No further action necessary
Implement strategies for recruiting, hiring, and retaining high-quality staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Use rigorous, transparent, and equitable evaluation systems	2011	Implementation will begin immediately. The period of evaluation is 90 days.
	2012	Ongoing with quarterly evaluations conducted

	2013	Ongoing with quarterly evaluation conducted
Identify and reward effective staff and remove ineffective staff	2011	Implementation will begin immediately.
	2012	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
	2013	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
Provide ongoing, high quality, job-embedded professional development	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Comprehensive Instructional Reform		
Strategy and/or Activity	**Time Frame**	**Action**
Implement a research-based, data-informed instructional program aligned to standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Increased Learning Time and Community-Oriented Schools		
Strategy and/or Activity	**Time Frame**	**Action**
Establish schedules and strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide ongoing mechanisms for family and community engagement	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs

Operational Flexibility and Sustained Support		
Strategy and/or Activity	**Time Frame**	**Action**
Provide operational flexibility	2011	Implementation will begin immediately. Progress will be monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Provide ongoing, intensive technical assistance	2011	Implementation will begin immediately. Progress will be initially monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly planning and evaluation
	2013	Ongoing with quarterly planning and evaluation

BUDGET NARRATIVE

Budget Codes	Related Strategies and Activities
6100 Certificated Salaries	Goal 1, Objective 1.1, Strategy 1.1d-$30,000 Goal 4, Objective 4.1, Strategy 4.1a-$25,000 Goal 1, Objective 1.1, Strategy 1.1a-$55,000 Goal 2, Objective 2.2, Strategy 2.2a-$24,648 Goal 2, Objective 2.2, Strategy 2.2a-$5,936 Goal 1, Objective 1.3, Strategy 1.3b-$44,200 Goal 1, Objective 1.3, Strategy 1.3b-$8,568 Goal 3, Objective 3.1, Strategy 3.1a-$11,364 Goal 3, Objective 3.5, Strategy 3.5a-$17,727 Goal 3, Objective 3.1, Strategy 3.1a-$2,727
6200 Employee benefits	Goal 1, Objective 1.1, Strategy 1.1d-$67,229
6300 Purchases Services	Goal 1, Objective 1.2, Strategy 1.2b-$20,000 Goal 3, Objective 3.5, Strategy 3.5a-$2,182
6400 Materials/Supplies	Goal 2, Objective 2, Strategy 2.1b-$40,042 Goal 1, Objective 1.3, Strategy 1.3b-$12,813 Goal 4, Objective 4.1, Strategy 4.1c-$2,000 Goal 2, Objective 2.1, Strategy 2.1b-$13,000
6100-6400 Subtotal	$382,436.00

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME SIGEL (586)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Worker	**30,000.00**
1 – FTE Instructional Support Coordinator	**55,000.00**
Teacher Extra Service Pay for Extended Day Instruction	**24,648.00**
Teacher Extra Service Pay for Professional Development	**44,200.00**
Curriculum- 20 hours @ $26 per hour = $520	
Staff Development- 32 hours @ $26 per hour = $832	
Vendor- 16 hours @ $26 per hour = $416	
TOTAL- 68 hours @ $26 per hour = $1,768	**11,364.00**
.091 – 1 FTE Asst Supt of Innovation	**17,727.00**
.091 – 4 FTE Turnaround/Accountability Specialist	
6100 Subtotal	**$182,939.00**
6150: Non-Certificated Salaries	
1 – FTE Family Educator	**25,000.00**
Non-cert Staff Extra Service Pay for Extended Day Instruction	**5,936.00**
Non-cert Extra Service Pay for Professional Development	**8,568.00**
Curriculum- 20 hours @ $14 per hour = $280	
Staff Development- 32 hours @ $14 per hour = $448	
Vendor- 16 hours @ $14 per hour = $224	
TOTAL- 68 hours @ $14 per hour = $952	**2,727.00**
.091 – 1 FTE Executive Assistant	
6150 Subtotal	**$42,231.00**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	**67,229.00**
Hourly Blended Benefits Rate (11%)	

6200 Subtotal	**$67,229.00**
6300: Purchased Services Instructional Consultants .091 Development and Implementation contract with Synesi	 **20,000.00** **1,500.00**
6300 Subtotal	**$21,500.00**
6400: Materials/Supplies Instructional materials and supplies (leveled library, student assessment portfolio materials) Professional development materials and supplies (Inquiry-based Learning text, Marzano strategies, Unpacking the Standards) Family center materials and supplies Pupil support materials and supplies	 **40,042.00** **12,813.00** **2,000.00** **13,682.00**
6400 Subtotal	**$68,537.00**
6100-6400 Subtotal	**$382,436.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0.00**
TOTAL	**$382,436.00**

Vashon High School

"Honoring a Tradition of Excellence"

Principal

Derrick Mitchell

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

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION		
LEA/DISTRICT/AGENCY NAME **St. Louis Public Schools—Vashon High School**		COUNTY-DISTRICT CODE
NAME OF BOARD-AUTHORIZED REPRESENTATIVE **Dr. Kelvin Adams**	ADDRESS **801 N. 11th Street**	CITY.STATE, ZIP **St. Louis, MO 63101**
EMAIL ADDRESS **Kelvin.Adams@Slps.org**	TELEPHONE NUMBER **(314) 345-2296**	FAX NUMBER **(314) 345-2261**
NAME OF GRANT CONTACT **Michael Haggen**	ADDRESS **801 N. 11th Street**	CITY, STATE, ZIP **St. Louis, MO 63101**
EMAIL ADDRESS **Michael.Haggen@slps.org**	TELEPHONE NUMBER **(314) 345-2233**	FAX NUMBER **(314) 345-2261**

THE DEPARTMENT'S APPROVAL			
The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

St. Louis Public Schools Vashon High School Improvement Grant Application—Turnaround

The mission of Vashon High School is to help each student become confident in his/her learning, improve the academic skills needed for success in high school, and establish a foundation for learning beyond the high school years. Our vision is, "A School of Excellence, where every student will demonstrate learning." Working with the New York Turnaround Model, we will be provided with the opportunity to better serve our students academically and prepare them to become lifelong learners and productive citizens. In order to improve the quality of instruction at Vashon High School, we have developed a plan to hire and retain highly qualified teachers, present professional development opportunities designed to increase student achievement, develop interventions in math and communication arts, promote partnerships with families and the community, and provide a school climate that is safe and conducive to learning. With the assistance and guidance from the New York Turnaround Model, we will create a learning environment that will promote growth both academically and socially for the students at Vashon High School. By improving the overall instruction within the school, we will continue to honor the tradition of excellence that was established when Vashon High School opened for African American students in the City of St. Louis eighty-five years ago.

1. Statement of Assurances

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

2. Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

❑ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

❑ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

3. **Reporting Metrics**
    a. SIG PROGRAM TYPE
        i. Turnaround School (Tier 1)
    b. AYP Targets Missed/Made
        i. ELA: Not Met, Mathematics: Not Met, Additional Indicators: Not Met
    c. School Improvement Status
        i. School Improvement Level 1
    d. Instructional Minutes Per Year
        i. 67,338
    e. Average Student : Teacher Ratio
        i. 24:1
    f. Discipline Incidents
        i. 238
4. **Professional Staff**
        i. 1 Principal
        ii. 1 Assistant Principal
        iii. 1 Data Processor
        iv. 3 Teaching and Learning Facilitators
        v. 2 Counselors
        vi. 1 Social Worker
        vii. 1 Nurse
        viii. Part-time Speech Pathologist
        ix. 38 certified Staff Members
            5 Communication Arts
            5 Math
            4 English
            3 Social Studies
            1 Gym
            2 Business Education
            1 Fashion
            1 College Summit
            1 Industrial Technology
            13 Special Education Teachers
            2 Military Science (JROTC)

B(1) Needs Analysis

Background

Vashon High School is a 9-12th grade High school. The high school opened in its original address at 3026 Laclede Avenue (the current location of Harris-Stowe State University) on September 6, 1927. In the early 1960's, the enrollment of Vashon had severely declined. With the population now declining at fast rate, operating Vashon was not cost effective. The St. Louis Board of Education voted to relocate Vashon High School due to the cost of maintaining the location at the Laclede site. At the beginning of the 1963-1964 school years, Vashon re-opened at 3405 Bell Avenue. The ground breaking ceremony for the new Vashon was held on May 3, 1999. On September 3, 2002, after fifteen years of struggle and waiting, Vashon High School opened in its third location, 3035 Cass Avenue. When the new facility opened, the enrollment increased to nearly twelve hundred students. In order to accommodate the growing number of students, the Vashon Ninth Grade Center was opened during the second semester of the 2005/2006 school year. However, the enrollment began to diminish, and the ninth grade staff and students returned to Vashon during the 2009/2010 school year.

Currently, the school enrolls 678 student of which hundred percent are African Americans. Thirty percent of these students are classified for special education; thirteen percent have been identified with learning disabilities; twenty-seven percent are identified as having a behavior disability; and seventy- three percent of all the students are eligible for free or reduced-price lunch. Vashon's average daily attendance rate is seventy-nine percent and the mobility rate is eighty-one percent. The student population has decreased in the past four years. The dropout rate for Vashon is thirty-nine percent. The graduation for Vashon, which has decreased since 2007, is thirty-seven percent. The percentage of student who goes on to post secondary education is sixty-six percent.

The current principal, Derrick Mitchell and the assistant principal, James Nesbitt, are both in their first year at Vashon . Vashon employs a veteran staff : twenty percent of the staff has been employees of Vashon for seven years or more; sixty percent of the staff has been at Vashon for less than five years; forty-six percent of the staff possess advanced degrees; and eighty percent of the staff are highly qualified. The current principal represents the sixth change in administration since 2003.

Vashon received designation by the Missouri Department of Education because, in each of the past three years, Vashon has ranked among the lowest, achieving five percent of Missouri's Elementary/Middle/Secondary Schools with regard to the percentage of students who met AYP.

STATEMENT OF NEED

In order to determine the individual needs at Vashon High School, the following assessments/audits have been conducted:

- **School Quality Review/ Performance Audit**

  From 2006-2008 school year, all schools were reviewed by the Accountability office and given the task to create School Performance Teams. The teams were charged with meeting monthly, review student data, make staffing or instructional adjustments based on the review of data. The SPT's were assigned a central office facilitator. Each school at the beginning of the year was given a needs assessment.

  Quarterly Academic team meetings were held during the 2009-2010 school years with clusters of schools and their respective Associate Superintendent. Both principals and tiff's were to share specific data points and take questions from their colleagues.

  All schools completed the template for the PDK audit describing the different types of programmatic offerings that were unique to their school in addition to the ones that were district mandated.

- **Collaborative Assessment for Planning and Achievement**

  Throughout the 2007-2009 school years, Education Officers (now Associate Superintendents) utilized processes such as Critical Friends and Sub Clusters for principals to meet regularly to discuss assessment and instructional data from their individual schools.

  These processes were modeled for principals in order for them to transfer back to their school buildings to facilitate vertical and horizontal planning time for staff

  All schools utilize either professional learning communities or grade level meeting to regularly discuss student performance

- **School Climate Assessment**

  Over the past several years, principals and have worked with various consultants or providers to provide school climate data. Education for the Future shared climate survey results during the summer of 2009. Before that, Victoria Berhnardt's work was used for principals to administer surveys to their individual staffs. Some schools have also utilized the Character Plus School Climate Survey to identify areas of strength and weaknesses in their school climate and culture.

- **Student Assessment**

  Principals and staffs have engaged in root cause analysis in drafting school improvement plans. Assessment data has been drilled down to individual students by using the living data wall and individual academic plans. Principals and staffs have reviewed Crystal reports from the DESE website to identify the grade level expectations that students performed poorly on and target instruction to help students demonstrate master on those specific grade level expectations.

  Schools have access to the PULSE systems to track student attendance and performance on the state assessment. The data platform also aggregates the data by teacher.

- **Community Assessment**

  The Greater St. Louis Foundation audited the number of non profits that were providing services and resources to the district and concluded that over 700 different organizations were involved in some shape or form with our schools. As a result, one of the strategies is to for organizations to establish MOU's with the district if they want to serve individual schools,

  A couple of years prior, the faith based initiative was created to establish a relationship between the school district and area churches, mosques and synagogues. The partnership is beneficial for the faith community and the schools that they partner with because often the share the same families. Mentoring, joint events, volunteering and supporting families are some of the activities that take place.

1. **Vashon High School Core Instructional Programs:**
   - ELA
     - In order for our students to succeed, there is a strong need for an intervention reading program for our ninth and tenth grade students. It is important the program be able to assess students reading ability and provide teachers with information to guide instruction. Renaissance's Learning Accelerated Reading program has been chosen for this intervention. The program has a vast body of scientific research and has been favorably reviewed by the National Center on Student Progress Monitoring and What Works Clearinghouse. Program needs include: classroom libraries of books at appropriate levels; student licenses to access materials; hosting licenses; STAR Reading Assessment component to determine student placement, instructional needs, and growth; 1 mobile computer lab and printers for each teacher; and company technical and project manager support. To provide the necessary reading/writing connection purchase of two sets (one set for grade 9 and one set for grade 10) of handheld NEO units are required. These are computer-like devices that work solely with the Renaissance Program. Extensive professional development is a major component required for the success of the program.

- Mathematics
    - The Renaissance Learning Program was used during this past school year as an intervention program to help our 9th grade students to help master the concepts that would were tested on the EOC exam. To address one of the schools needs, we want to establish a high priority to enhance the integration of technology into the academic program and to be able to implement with fidelity the Renaissance Math programs. We will need computer labs to accommodate these classes in addition to a computer lab technician to oversee them. During this past school term Renaissance Learning was implemented at the 9th grade Algebra 1 course. The Renaissance program should also be extended to the 10th grade Geometry course to help students continue being successful at mastering mathematical concepts needed for graduation. To implement the Renaissance Learning Math program effectively in the Algebra 1 and Geometry courses an additional two math teachers trained to implement the program are needed. Also, needed are additional materials such student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be required to help maintain teacher quality throughout the life of the program's use.
- Science
    - Saint Louis Public School District students have over the past 5 years continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points.

      The main focus is to try to get some type of benchmark for data analysis and to make informed decisions on improvement. Most of this work is in collaboration with the Accountability Office but they will need support/funding as science has not been supported in prior years.

- Social Studies
    - Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for

proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level.

2. **Student supports**
   - **Counselors, Social Worker, Communication Education Center (CEC), Tutoring, College Summit, Gear-Up, Care Team made up of staff members**
3. **Assessment Programs**
   - Scholastic Reading Inventory (SRI) – Lexile Reading Score for each student
   - Voyager Reading Program- Reading Levels for students
   - Renaissance Math – Math equivalent grade level for students
   - Benchmark Examinations – Core Content Area Assessments
   - End of Course Examinations – Algebra 150, World Literature, and Biology
   - Teacher Made Assessments
4. **ELL Programs**
   - To date there is 0% of students that are in the need of ELL services.
5. **SPED Programs**
   - Class within a Class (CWC)
   - Resource Self – Contained Classes -4 teachers – math, science, social studies, and communication arts
   - Students Towards Employment Program (STEP) – 4 teachers – math, science, social studies, and communication arts
   - Transitional Counselor – Helps SPED students find employment
6. **Magnet (themed) Programs**
   - **Comprehensive**
7. **PD Programs**
   - Teachers
     - District Level
     - Building Level
     - Professional Learning Communities (PLC)
     - PLC Leadership Team
     - PLC's in each content area meet once a week during common planning time
   - Administrators
     - District Level
     - Building Level
   - Support staff
     - District Level
     - Building Level

8. **What has been done, locally at the school, to identify root causes of persistent academic failure?**
   - School Quality Review/Performance Audit
     - Quarterly Meeting with the Assistant Superintendent for Secondary Education. Participants: Principal, Assistant Principals, Teaching and Learning Facilitators, Department Chairs, Data Processor, and Instructional Support Administrator. The meetings were held to discuss student achievement data.
   - Collaborative Assessment for Planning and Achievement
     - Administrative Meetings held weekly to discuss grades (high failure rates of students), attendance, and high rate of discipline infractions impacting student achievement.
     - Strategies, policies and procedures developed to increase student achievement.
     - Developed Data Conference form and held data conferences with teachers in regards to grades, student achievement, and discipline issues.
   - School Climate Assessment
     - Building Level Survey
     - District Level Survey
   - Student Assessment
     - HABARI – Student Leadership Group – met with principal to develop strategies to improve the climate of the school.
   - Business community
     - Partnership with Laclede Gas: mentoring, student internships, and workshops held with students in regards to job and career paths.
   - University community
     - Partnership with University of Missouri St. Louis (GEAR-Up)
9. **Title I Assessment**
   - Title 1 School Improvement Plan Submitted
10. **School report cards, benchmark assessment data**
   - Data Conferences held with teachers in regards to grades
     - High Failure Rates
     - Parent notification in regards to student achievement
     - Re-teaching and re-testing
     - Policies for make-up assignments
     - Tutoring
   - Benchmark data is used in PLC's to establish trends of failures in regards to standards and objectives. Teachers participating in the PLC's developed strategies to help students improve in the content areas. Teachers used tracking data on CLE's and GLE's to establish what objectives needed to be re-taught, and what objectives will be focused on in the content area.

11. Safe and Drug Free School Data

- n/a

SUMMARY OF SURVEY RESULTS

As a result of the comprehensive look at the school, the following needs, trends and priorities have emerged. These highlighted results are the basis for change and improvement at Vashon HS. They are:

- poor implementation of curriculum
- poor efficacy of support for expectations for high student achievement
- low teacher impact on students
- students not respected or valued
- teacher centered instruction
- poor leadership
- poor learning environment
- low levels of teacher collaboration
- low levels of effective professional development
- low numbers of students going on to post secondary education
- low levels of student attendance and punctuality
- high student dropout rate

VASHON HIGH SCHOOL RELEVANT SCHOOL DATA

Communication Arts

2008	2009	2010
3.3	25.4	38

Mathematics

2008	2009	2010
1.8	15.9	8.2

Biology

2008	2009	2010
---	7.2	9

Attendance Rates

2007	2008	2009
66.9	74.5	79.0

Graduation Rate

2007	2008	2009
44.9	35.7	37.1

Dropout Rate

2007	2008	2009
21.1	29.4	39.4

PROJECT DESCRIPTION

Vashon High School will implement the Turnaround Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance.

ACADEMIC DOMAIN

ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all aforementioned curricular programs in English/Language Arts, Mathematics, Science and Social Studies, the SLPS Benchmark Assessment tools, required by the state for SIG schools. The Curriculum and Assessments consist of many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. Further, several levels of professional support will be offered to classroom teachers to increase their capacity to provide more rigorous, and data driven instruction that tends to the individual needs of students.

Modeling these materials, the SLPS Innovation Office, curriculum coaches and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skills mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons. This too, will be facilitated by layers of additional, mandatory, job embedded professional development that will be required by all SIG eligible schools.

The school will continue/begin to implement:

- Comm Arts
  - In order for our students to succeed, there is a strong need for an intervention reading program for our ninth and tenth grade students. It is important the program be able to assess students reading ability and provide teachers with information to guide instruction. Renaissance's Learning Accelerated Reading program has been chosen for this intervention. The program has a vast body of scientific research and has been favorably reviewed by the National Center on Student Progress Monitoring and What Works Clearinghouse. Program needs include: classroom libraries of books at appropriate levels; student licenses to access materials; hosting licenses; STAR Reading Assessment component to determine student placement, instructional needs, and growth; 1 mobile computer lab and printers for each teacher; and company technical and project manager support. To provide the necessary reading/writing connection

purchase of two sets (one set for grade 9 and one set for grade 10) of handheld NEO units are required. These are computer-like devices that work solely with the Renaissance Program. Extensive professional development is a major component required for the success of the program.

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- Science
  - for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points.

    The main focus is to try to get some type of benchmark for data analysis and to make informed decisions on improvement. Most of this work is in collaboration with the Accountability Office but they will need support/funding as science has not been supported in prior years.
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  - Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for

proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level.

During each year of the grant, teachers will participate in mandatory training on the Curriculum and establish pacing guides and vertical alignment in a particular content domain (Year 1-English language arts; Year 2- mathematics; and Year 3 – science and social studies). In terms of the SLPS Assessment Program, SIG schools will re evaluate their assessment program on an annual basis to make certain that the benchmarks are aligned to instruction, and at the same time, develop classroom, informal 'mini assessments' to provide unit by unit quizzes, and more consistent data, to help shape instructional priorities and tend the precise learning needs of each student.

IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPS Innovation administrators, will conduct walk through protocols to collect information/data on the instructional strategies used to implement the curriculum. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed with the Innovation Office, principals, and teachers to ensure fidelity of curriculum implementation. In Years 1 through 3, the principal (and other school leaders) will continue to observe the classroom instruction of each core curriculum teachers three times a year, and provide feedback to strengthen each teacher's practice.

In Year 1, Vashon will establish and use model classrooms as a key job-embedded professional development activity to raise implementation fidelity levels. Starting in Year 1, the Vashon principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms. Almost a mentor program. In Years 2 and 3, these teachers will implement model classrooms that will serve an essential delivery method for job-embedded professional development., and increase the internal capacity of the school at the same time.

USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

Teachers will be trained to make instructional decisions based on relevant data. Vashon literacy and mathematics coaches will attend district data coach training in summer 2010. In turn, these coaches will conduct training for Vashon Staff. Subject area coaches will lead design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis and integration into instruction, differentiated instruction, infusion of technology, and time and classroom management strategies. Quarterly sessions will be conducted during the school year. Teachers will employ demonstrated student learning best practices, Response to Intervention (RTI), one-on-one instruction, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content. Once again, teachers will also take advantage of informal, 'mini assessments' to make sure of student mastery on an individual basis.

Teachers will be able to differentiate instruction based on formative assessment data, as they learned from the o SLPS Innovation Office, all content area coaches in Year 1. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies. Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks.

Starting in Year 1 and continuing in Years 2 and 3, teachers and administrators will continuously use data to inform and differentiate instruction through the implementation of the SLPS data and the Instructional Management System facilitated by content area coaches. All teachers will use tools to analyze formative and summative data to inform classroom instruction.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program.

SCHOOL LEARNING ENVIRONMENT DOMAIN

Providing staff with ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. Vashon will use the Curriculum and Benchmark Assessments and informal, 'mini assessments' to collect formative assessment data and equip teachers and school leaders with the skills to analyze assessment data, customize instructional interventions based on these data, and continuously monitor student progress towards proficiency.

The SLPS Innovation Office, content area coaches and various external professional development providers will offer mandatory job-embedded professional development throughout the school year in formats such as weekly grade-level common planning time, monthly cross-grade common planning periods, and quarterly small group sessions. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. The following is a breakdown of the professional development, which will be coordinated by the Innovation Office, that Vashon faculty and staff will be provided:

- AFT Professional Development
    - The AFT affiliate in St Louis will be partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
    - SIG Professional Development Liaison – This individual will proved guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. He/She will work to ensure program fidelity and high levels of implementation
    - Teacher Center - A teacher center will be developed and open to bring support to the teachers in all the impacted schools. A director , two city wide coordinators, a site coordinator and two administrative assistants will provide this ongoing support which will concentrate on help with school Improvement Grant priorities, support for new teachers, relevant professional development, innovative assistance, grant finding and writing and certification issues.

- Program specific training in ELA, Mathematics, Science, and Social Studies
    - Program specific training will be provided consistently by external providers, as per the contracts with the company, to ensure fidelity of implementation and mastery of instructional techniques.

- Instructional and Content Area training by SLPS instructional coaching staff
    - SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for these identified schools. They will also assist DESE with monthly Saturday Institutes for teachers on relevant topics to be determined as the need arises, but highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas
- NY Turnaround Professional Development
    - NY Turnaround will assist the school in the development of school leadership teams. They will also bring in the services of a Turnaround Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management and environment issues that often impact successful instruction
- National Consultant/Innovation Services Professional Development
    - National Consultant is in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. National Consultant will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process National Consultant will develop a master PD schedule.
    - Also, National Consultant staff will lead in the completion of a series of executive searches to assist the district in bringing the best candidates for district leadership for the SLPS. We anticipate 5 to 7 searchers throughout the year as the district finalizes its need for positions and evaluates current district leadership

During Year 1, the district will identify and coordinate specified program providers that Vashon can select to conduct training to increase pedagogical knowledge of all teachers in each content area. Starting in Year 1 and continuing in Years 2 and 3, job-embedded professional development will be facilitated in different formats such as weekly common planning time, observations of exemplary instructional practice in onsite demonstration classrooms, and professional learning community study groups.

The selected professional development providers will consult with the SLPS Office of Innovation, as well as Vashon staff to analyze SLPS benchmark data, classroom performance data, and any other performance evaluation data to refine content of professional development. In Years 2 and 3, teachers will be trained in how to use student portfolios to track and assess student progress toward proficiency and to advance proficiency over time.

STUDENT AND PARENT SCHOOL ENGAGEMENT

Vashon will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students.

Vashon will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, adult education classes.

Starting in Year 1, and continuing in Years 2 and 3, External partners will be identified to develop and conduct school-wide campaigns to promote healthy choices and positive behavior.

SCHOOL LEADERSHIP

During Year 1, the Vashon principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school turnaround process by attending the local, state, and national conferences during the school year. The Vashon principal will demonstrate management skills and effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Innovation Office and other central office administrators.

During Years 2 and 3, if warranted, the contract with the Vashon Principal will be renewed, and training and ongoing support will continue to be offered by the Innovation Office, and other appropriate central office personnel.

Throughout the grant period, the Vashon principal will report directly to the district's SIG Coordinator, Associate Superintendent of Innovative Services, Michael Haggen and work under the close guidance of the Office of Innovation. The Office of Innovation will assist the Superintendent, the Chief Academic Officer, and Vashon High School in supporting the implementation of the turnaround activities named in this grant. The Office of Innovation will work with the Vashon principal and staff to monitor fidelity and progress of the turnaround school plan, help build leadership capacity and problem-solving skills, and coordinate communications and activities across SIG-funded schools.

Additionally, time will be allotted for school staff to work with the new school leadership on vision building and implementing the model.

HUMAN RESOURCES; USING DATA TO SELECT, RETAIN, AND INCENTIVIZE HIGHLY QUALIFIED STAFF

In order to attract and retain the appropriate staff to implement school turnaround efforts, The Office of Innovation and the Vashon principal will ensure that each new teacher (both new to the profession and experienced teachers new to Vashon) is paired with a seasoned teacher who has been trained to provide mentoring services during a teacher's first year.

During Year 1, the Office of Innovation will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or demonstration classrooms. They will provide mentor training to teachers who are identified to serve in this mentoring or demonstration capacity. New teachers will participate in new teacher orientation on mentoring component and be paired with mentors.. The teacher mentoring process will be evaluated to identify strengths, opportunities sand limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, Vashon will continue to use the Innovation Office to implement a performance evaluation process to screen and hire teacher candidates, ensure there are no vacancies, and replace teachers who do not improve performance.

Monitoring for Continuous Improvement and Long-Range Strategic and Sustainability Planning for continued development and implementation of Vashon reform efforts:

Starting in Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

GOALS, OBJECTIVES AND INDICATORS

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

- Objective 1.1: Implement the managed rigorous curriculum by the end of year 1
    - Indicator 1.1a: In year 1, develop a walk through process to monitor and improve instructional methods
    - Indicator 1.1b:In each of the 3 years, provide additional professional development to assist teachers in implementing the standards based curriculum through the assistance of the AFT, NY Turnaround and district leadership
    - Indicator 1.1c: In year 1, provide support to teachers with the hiring of a Teaching and Learning Facilitator to act as a coach and to model good instruction
- Objective 1.2: By the end of the 2010/2011 school year, 45 % of the sophomores successfully the English II courses will meet or exceed the annual proficiency targets measured by the EOC which will result in a score meeting Safe Harbor.
    - Indicator 1.2a: Teachers will utilize effective teaching strategies including, but not limited to graphic organizers, advance organizers, daily note taking including Cornell notes, learning logs, cooperative learning, projects based on scoring guides, differentiated instruction, Socratic seminars, and other research based learning activities.
    - Indicator 1.2b: To increase writing skills, students will utilize 6+1 Writing Traits Programs, engage in peer editing to evaluate conventions, participate in daily writing practices (informal) journal entries, Cornell notes, learning logs, reflections, summarizing. Students will also participate in formal writing such as essays and research papers and evaluate writing by the use of scoring guides and the writer's checklist.
    - Indicator 1:2c: Utilize the academic intervention plan based on the Response to Intervention model to improve student academic achievement.
    - Indicator 1:2d: Create one section of a sophomore level remedial reading course focused specifically on improving the reading comprehension skills of the lowest performing students taking the English EOC
    - Indicator 1:2e: Professional development will be provided related to the improvement of student achievement in Communication Arts.
    - Indicator 1:2f: Provide extended learning opportunities for students in the area of Communication Arts.

- Indicator 1:2g: Teaching and Learning Facilitators and administrators will provide job embedded professional development to improve instruction in the area of Communication Arts.

- Objective 1.3: By the end of 2010/2011 school year, 21% of the students successfully completing the Algebra I courses will meet or exceed the annual proficiency targets measured by the EOC which will result in a score meeting Safe Harbor.

  - Indicator 1.3a: Teachers will utilize effective teaching strategies including, but not limited to graphic organizers, advance organizers, daily note taking including Cornell notes, learning logs, cooperative learning, projects based on scoring guides, differentiated instruction, Socratic seminars, and other research based learning activities.
  - Indicator 1.3b: To increase math skills, students will utilize a variety of learning activities provided by teachers.
  - Indicator 1.3c: Utilize the academic intervention plan based on the Response to Intervention model to improve student academic achievement.
  - Indicator 1.4d: Create two sections of a freshman level Algebra 150 double dose course focused on improving the algebra skills of all the students taking the Algebra I EOC.
  - Indicator 1:5e: Professional development will be provided related to the improvement of student achievement in Mathematics.
  - Indicator 1.6f: Provide extended learning opportunities for students in the area of mathematics.
  - Indicator 1.7g: Teaching and Learning Facilitators will provide job embedded professional development to improve instruction in the area of Mathematics
- Objective 1.4: By the end of 2010/2011 school year, 21% of the students successfully completing the Algebra I courses will meet or exceed the annual proficiency targets measured by the EOC which will result in a score meeting Safe Harbor.
  - Indicator 1.4a: Teachers will utilize effective teaching strategies including, but not limited to graphic organizers, advance organizers, daily note taking including Cornell notes, learning logs, cooperative learning, projects based on scoring guides, differentiated instruction, Socratic seminars, and other research based learning activities
  - Indicator 1:4b: To increase science skills, students will utilize a variety of learning activities provided by teachers.
  - Indicator 1:4c: Utilize the intervention plan based on the Response to Intervention model to improve student academic achievement.
  - Indicator 1:4d: Identify equipment necessary to support the teaching and learning of science, specifically in the area of Biology.
  - Indicator 1:4e: Professional development will be provided related to the improvement of student achievement in Science.

- Indicator 1:5f: Teaching and Learning Facilitators and administrators will provide job embedded professional development to improve instruction in the area of science
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- Objective: 1.5: By the end of the 2010/2011 school year, 10% of the students successfully completing the American Government courses will meet or exceed the annual proficiency targets measured by the EOC which will result in a score meeting Safe Harbor.

  - Indicator 1.5a: Teachers will utilize effective teaching strategies including, but not limited to graphic organizers, advance organizers, daily note taking including Cornell notes, learning logs, cooperative learning, projects based on scoring guides, differentiated instruction, Socratic seminars, and other research based learning activities
  - Indicator 1.5b:Increase social study skills, students will utilize a variety learning activities provided by teachers.
  - Indicator 1.5c: Utilize the academic intervention plan based on the Response to Intervention model to improve student academic achievement.
  - Indicator 1.5d: Professional development will be provided related to the improvement of student achievement in Social Studies.
  - Indicator 1.5e: Provide extended learning opportunities for students in the area of social studies
  - Indicator 1.5d: Teaching and Learning Facilitators and administrators will provide job embedded development to improve instruction in the area of Communication Arts
  - Indicator 1.5 e: Purchase supplies, software and equipment to support new learning opportunities in the area of Social Studies

- Objective 1.6: Increase the use of data as instructional tool over the three year period
  - Indicator 1.6a: Provide support for grade level, subject area and vertical team meetings that concentrate of the use of data as a tool for teachers for all three years
  - Indicator 1.6b: Develop data walls in year 1
  - Indicator 1.6c: Provide external support through the use of the AFT and SLPS leadership beginning in year 1 and ongoing

- Objective 1.7: Implement a challenging and rigorous instructional program that includes student centered instructional methods beginning in year 1 and ongoing
  - Indicator 1.7a: Provide necessary staff development on rigor and relevance.
  - Indicator 1.7b: Provide guidance and staff development on student centered teaching methods.

- Objective 1.8: Develop comprehensive coordinated, high quality, job embedded professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the district improvement plan and the parameters as reviewed by the School Improvement Grant. Complete by the end of year 1 and monitor in ensuring years
    - Indicator 1.8a: Provide leadership through National Consultants to coordinate monitor and review all professional development opportunities for the entire 3 years
    - Indicator 1.8b: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This is done each year
    - Indicator 1.8c: provide professional development on management related issues through the use of NY Turnaround during the first year and ongoing as needed
    - Indicator 1.8d: Provide staff development for teachers on improving student issues of self esteem

- Objective 1.9: By the end of the 2010/2011 school year, the average daily attendance will increase from 79% to 85%.
    - Indicator 1:9a: Utilize the attendance intervention plan based on the Response to Intervention model to improve student attendance outcomes.
    - Intervention Specialists will be trained in the RTI model and develop plans that will be used to support its implementation.
- Objective 1:10: Decrease the number of dropouts by 25% annually over the next three years to reach a reduced dropout rate of no more than 3% (state target) in 2012/2013 school year.
    - Indicator 1:10a: Create a Dropout Prevention and Recovery Committee, to include but not limited to Leadership Team members, key staff, and parent and community members.

Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

- Objective 2.1 Provide student support system to improve student self esteem issues and to improve self confidence
    - Indicator 2.1a: Provide external assistance through staff development on issues related to student self esteem, student goal setting and student interaction with peers for all three years, concentrating on entering students each year. Principal, School Team, Consultants, cost of consultants. An improved school climate for students
- Objective 2.2: Provide opportunities for extended day and extended year learning activities for all 3 years

- Indicator 2.2a: Increase the instructional day through the implementation of extended day programming in the core areas and in areas of extracurricular activities for the students for each year

Goal 3(school): Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

- Objective 3 1: Remove staff as mandated under the Turnaround guidelines
  - Indicator 3.1a: Under district leadership, replace the principal and the staff prior to the opening of the school year.
- Objective 3.2 Establish a recruitment and retention plan to ensure high quality, highly qualified teachers in all classrooms during year 1
  - Indicator 3.2a: Monitor and review teacher certifications at the school to ensure that all new staff are highly qualified as an ongoing process
- Objective 3.3: Develop a teacher evaluation system that includes performance indicators during year 1
  - Indicator 3.3a: Develop a district team to institute a comprehensive teacher evaluation system that includes performance indicators as part of the process. Prior to year 1
- Objective 3.4: Ensure a process is established to hire the best people for critical positions at the school and district
  - Indicator 3.4a: Utilize National Consultants to assist with key hiring for the 3 year period
- Objective 3.5: Provide leadership support to the principal in the development of school leadership teams and Turnaround advice during the first year and determine if retention is warranted for year 2

Indicator 3.5a: Utilize the services of NY Turnaround to provide the necessary leadership training and guidance on issues relating to Turnaround for the entire 3 year periods

Goal 3(district): Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local education agency)/District mission, goals, and objectives

I. **Objective: To ensure that 100% of the teachers and administrators are highly qualified in each of the Turnaround schools.**

   a. **Strategy: The District will develop and implement a comprehensive teacher recruitment and training program**

      i. Train all administrators on interviewing/selecting of quality candidates; how to leverage university and college partnerships for candidates for staffing
         - Date of Implementation: October 2010
         - Date of Completion: Ongoing

Administrators are, in theory, hiring managers. In order to select and obtain highly qualified teachers for the District, administrators must be able to effectively interview and select those candidates. Currently the District recruitment team participates in job fairs held at local colleges/universities and obtains certificated and soon to be certificated candidates.

ii. Use a structured screening process in conjunction with the District's web-based application system-Habermann Star Teacher Questionnaire
    - Date of Implementation: May 2009
    - Date of Completion: Ongoing

The Habermann Star Administrator Questionnaire has been utilized in the hiring process for Administrators. The Habermann Questionnaire predicts which candidates will succeed as school administrators serving diverse children and youth in urban school districts. It analyzes respondents' answers to thirteen dimensions of urban school administration. These dimensions were identified in studies of star urban principals who led effective schools in major urban districts or who turned failing schools into effective ones.

iii. Develop and implement a 2-year Beginning Teacher Assistance and Mentoring program that includes a structured and effective New Teacher Induction Model
    - Date of Implementation: August 2009
    - Date of Completion: Ongoing

This has begun through our Peer Assistance Review Program. There are veteran teachers that have been chosen to mentor, support and evaluate teachers that are new to SLPS. The veteran teachers' job is to mentor, support, and evaluate only, they do not manage a classroom or office simultaneously. This ensures that the focus is on the mentees and that the consultant teachers are available to the new teachers when they are needed. The consultant teachers and mentee teachers meet and/or communicate regularly. This should improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District.

iv. The District will develop and implement a week-long SLPS induction model for all staff new to the SLPS
    - Date of Implementation: July 2011
    - Date of Completion: Ongoing

The Human Resources Department and the Professional Development Department will collaborate to ensure that all new staff are orientated and given the opportunity to participate in Professional Development. This will ensure that new hires feel welcomed and prepared in their new positions, in turn giving them the confidence and resources to make an impact within the District, and ultimately become positive assets to the District as a whole.

b. Strategy: The District will strengthen and expand partnerships with local universities such as the University of Missouri and outside organizations such as Teach For America

i. To attract the top college graduates, recruiting team will attend college sponsored job fairs to speak with graduates about SLPS opportunities. Recruiting team will also follow up with each student by email, phone, written correspondence
    - Date of Implementation: March 2010
    - Date of Completion: Ongoing

The District recruitment team has been participating in job fairs held at local colleges/universities and has obtained certificated and soon to be certificated candidates. The recruitment team is able to follow up with candidates via its School Recruiter on-line application system.

ii. Recruiting team will meet with all University Career Placement offices and Deans of Education to establish relationships with the colleges and universities and to attract graduating students to SLPS
    - Date of Implementation: February 2009
    - Date of Completion: Ongoing

The District hosted its first meeting with the Deans of Education of 7 local colleges/universities. This meeting was a roundtable discussion to share ideas concerning effective recruitment processes for their graduates. The result of this partnership is to facilitate an influx of local students of Education into the District.

iii. Recruiting team will post all teaching vacancies on college universities' job boards and will also e-blast teaching vacancies to university careers services and Deans of Education to increase school partnerships and teacher placement
   - Date of Implementation: October 2010
   - Date of Completion: Ongoing

The District recruiting team currently e-blasts open positions to various colleges. The District has also created a Facebook page and a Linkedin account in order to utilize the trend of social networking. Moving forward the recruiting team will post to local colleges/universities as well as neighboring state colleges/universities.

iv. Recruiting team will meet with Teach For America (TFA) leadership team to indentify teaching candidates for the upcoming school year. Recruiting team will also set up interviews and orientation for all TFA candidates
   - Date of Implementation: 2002
   - Date of Completion: Ongoing

The District has had an ongoing relationship with Teach For America since 2002. This relationship will continue throughout the future. The recruiting team of SLPS works with the TFA recruiting team to coordinate interviews and obtain teaching placements for the TFA members.

v. Increase student teaching program candidates in SLPS by partnering with local colleges and universities to establish processes and guidelines to ensure program effectiveness.
   - Date of Implementation: July 2009
   - Date of Completion: Ongoing

Human Resources has become more involved in student placements within the District. In becoming more involved, this creates a conduit to become more strategic in connecting student teachers to teaching positions in the following year(s).

c. Strategy: The principal and at least 50% of the staff at each Turnaround School will be replaced to ensure that a highly capable staff is in place to raise achievement

i. New principals will be selected and assigned by the superintendent with input from a team representing a variety of key stakeholders at each school. Key characteristics indicative of turnaround leadership will be determining criteria
   - Date of Implementation: June 2010
   - Date of Completion: July 2010

ii. Returning teachers are determined using record of raising student achievement and commitment to improvement
   - Date of Implementation: June 2010
   - Date of Completion: July 2010

Human Resources partnered with the administrators of the Turnaround Schools to interview and select

iii. Establish and implement a comprehensive, collaborative, uniform interview and selection process for incoming (and returning teachers) to each school

- Date of Implementation: May 2010
- Date of Completion: July 2010

d. Strategy: Institute a rigorous evaluation system for all pedagogical personnel that is tied to student growth data

i. Teachers will set measurable targets for each class/section at the beginning of the year and determine a plan for his/her individual professional development needs and end-of-year evaluations will be based on hitting these targets
   - Date of Implementation: October 2010
   - Date of Completion: Ongoing

ii. School leaders will meet with teachers after each benchmark to assess progress toward annual goals for student achievement (and course correct as necessary)
   - Date of Implementation: October 2010
   - Date of Completion: Ongoing

iii. Each teacher will receive informal written feedback from an administrator or coach every day
   - Date of Implementation: October 2010
   - Date of Completion: Ongoing

iv. New teachers will receive additional support from a highly qualified mentor teacher
   - Date of Implementation: August 2009
   - Date of Completion: Ongoing

This has begun through our consultant teacher program. There are veteran teachers that have been chosen to mentor teachers that are new to SLPS. The veteran teachers' job is to mentor only, they do not manage a classroom or office simultaneously. This ensures that the focus is on the mentees and that the consultant teachers are available to the new teachers when they are needed. The consultant teachers and mentee teachers meet and/or communicate regularly. This should improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District.

v. The district commits to expediting the process for removing or reassigning ineffective teachers as determined by the new evaluation system
   - Date of Implementation: October 2010
   - Date of Completion: June 2011

Administrators will be trained on how to document behaviors and activities that support the decision to remove or reassign an ineffective teacher in their building. This training will include how to document specifically and objectively.

e. Strategy: To provide internal and external leadership development of principals and other administrators focused on student engagement, rigor, accountability, school and school district reform model, PLC and Data Team

i. Establish a cohort to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous improvement model, accountability during the 2010-11 school year and beyond

ii. Utilization of retired administrators who have demonstrated evidence of success, particularly in the area of student achievement; in collaboration with the Professional Development Office, the administrators are charged with supporting the evaluation and coaching processes necessary for improved teaching quality

iii. Deliver intensive training regarding the state mandated 18-week improvement process to principals as well as teaching staff; the primary driver is improved teacher performance; however, expected outcomes will be clearly defined and employees held accountable for attaining these outcomes
   - Date of Implementation: October 2010
   - Date of Completion: Ongoing

f. **Strategy: Design and implement a comprehensive incentive/merit pay plan for school administrators**
   i. Develop an active, viable compensation incentive structure that includes well defined goals, objectives, a clear delineation of job accountabilities and potential compensation for addressing areas of importance to the District
   ii. Key outcomes will include improvement in the following areas:
      1. Student Achievement
      2. Evidence of Leadership
      3. Active Parental Engagement
      4. Attendance
      - Date of Implementation: October 2010
      - Date of Completion: Ongoing

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

- Objective 4.1: Increase parent involvement as an ongoing priority
  - Indicator 4.1a: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the first year and continuing
  - Indicator 4.1b. Develop a parent handbook as a tool for parents during year 1
  - Indicator 4.2c: Review the success of PTOs, PTAs in the building and provide opportunities and leadership to improve or institute their work. During year 1

- Objective 4.2: Increase meaningful community partnerships within the school
  - Indicator 4.2a: Identify potential community partnerships
  - Indicator 4.2b: Reach out to the community partners in a meaningful way

VASHON HIGH SCHOOL PROJECT ACTIVITY PLAN

YEAR 1 - PROJECT ACTIVITY PLAN

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

Objective 1.1: Implement the managed rigorous curriculum by the end of year 1

- Indicator 1.1a: In year 1 Develop a walk through process to monitor and improve instructional methods

Date	Actions	Person(s) Responsible	Resources	Indicators of Success
August 2010	Action 1: Review current walkthrough process of the leadership team	Principal, Assistant Principal, Teaching and Learning Facilitators	None	Completion of Review
August 2010	Action 2: Ensure that walkthroughs have a focus on student achievement	Principal, Assistant Principal, TLF's	Walkthrough Forms	Completed Protocol
August 2010	Action 3: Provide necessary Training	Principal and District Personnel	PD – Funds for Training	Improved walkthrough form Improved feedback on instruction for teachers
August 2010 – June 2011	Action 4: Monitor and ensure fidelity of the walkthrough process	Principal	None	Improved instruction Improved test scores
August 2010 – June 201	Action 5: Fully implement Renaissance Leaning in Math classrooms and Scholastic for support with Communication Arts	Principal, TLF's, Department Chairs, Math Teachers, Communication Arts Teachers	Funding for PD Funding for Materials and supplies related to Renaissance and Scholastic	Improved Instruction Improved Math and Communication scores
August 2010 – June 2011	Action 6: Utilize School Based Teaching and Learning Facilitators	Principal and District Personnel	Funding for PD District costs for personnel	Improved instructional practices in the classroom. Improved student achievement.
Year 2 and 3	Ongoing monitoring of walkthroughs and retaining of new personnel	Principal and leadership team	No costs	Completed walkthroughs Improved student achievement.

- **Indicator 1.1b**: In each of the three years provide additional professional development to assist teachers in implementing the standards based curriculum through the assistance of the AFT, NY Turnaround and district leadership.

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Action 1: Provide guidance to leadership team and staff on standards based instruction.	Principal, NY Turnaround, and District Personnel	PD Training Cost Cost for Turnaround Specialist	Improved test scores. Improved classroom instruction
August 2010 – June 2011	Action 2: Incorporate standards based instructional review in walkthroughs	Leadership Team	No resources	Improved test scores. Improved classroom instruction.
Year 2 and 3	Ongoing Professional Development Coordination and Review	NY Turnaround and AFT Teacher Center	NYT, AFT, Consultant	Increased test scores. Improved classroom instruction.

- **Indicator 1.1c**: In year 1 Provide support to teachers with the hiring of a Teaching and Learning Facilitator to act as a coach and to model good instruction

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Action 1: Hire a Teaching and Learning Facilitator through district funds	Principal and Leadership Team, District Officials	District Personnel Costs	Improved test scores. Improved classroom instruction.
August 2010 – June 2011	Action 2: Monitor success of TLF	Principal, District TLF Supervisor	No Costs	Completed Evaluations
Year 2 and 3	Action: Ongoing support by the TLF in coaching and modeling	Principal, District TLF Supervisor	TLF, District Costs	Improved test scores and improved instruction.

- **Objective 1.2: By the end of the 2010/2011 school year, 45% of the sophomores successfully enrolled in the English II courses will meet or exceed the annual proficiency targets measured by the EOC which will result in a score meeting or exceeding Safe Harbor.**

  Indicator: 1.2a: Teachers will utilize effective strategies including, but not limited to graphic organizers, advance organizers, daily note taking including Cornell notes, learning logs, cooperative learning, projects based on scoring guides, differentiated instruction, Socratic seminars, and other research based learning activities.

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010-June 2011	All site based leaders will meet to review needs assessments and to make plans relevant to professional development for the 2010/2011 school year.	Principal and Leadership Team	Costs for professional development	Improve schedule of professional development Increased student achievement

Indicator: 1.2b: To increase writing skills, students will utilize 6+1 Writing Traits Programs, engage in peer editing to evaluate conventions, participate in daily writing practices (informal) journal entries, Cornell notes, learning logs, reflections, and summarizing. Students will participate in formal writings such as essays and research papers and evaluate writing by the use of scoring guides and writer's checklist.

Date: August 2010 – June 2011
Actions: Teachers will meet regularly in Professional Learning Communities to generate, compare, and analyze student achievement data. Teaching and Learning Facilitators will support the teaching of writing through regular observations, feedback, and recommendations for improvement. Administration will regularly observe and provide feedback to teachers as well as initiate the purchase of materials needed to support the writing process.
Person(s) Responsible: Teachers, Principal and Leadership Team
Resources Needed: Materials for writing program, and Professional Development Costs
Indicators of Success: Improve student achievement, Improved classroom instruction.

Indicator 1.2c: Utilize the academic intervention plan based on the Response to Intervention model to improve student academic achievement.

Date: August 2010 – June 2011
Actions: Teachers will give students grade sheets every two weeks to better communicate academic progress and mastery of standards. All students will receive Tier I interventions outlined in the schools intervention plan. Students who need extra support will move to Tier II interventions including the use of Academic Recovery Plan created with parent input. Students at risk of failing a course in a semester will receive Tier III Interventions.
Person(s) Responsible: Principal, TLF's, Communication Arts Department Chair
Resources Needed: Paper, envelops, stamps, and printing accessories
Indicators of Success: Improved student achievement, Improved parental involvement in regards to grades

Indicator 1.2d: Create two sections of sophomore level remedial reading classes to focus specifically on improving the reading comprehension skills of the lowest performing students taking the English II EOC.

Date: August 2010 – June 2011
Actions: Purchase a class set of 60 replacement packs of Voyager materials that will be implemented in the remedial reading classes to improve reading comprehension. Provide professional development the Communication Arts teacher in the use and implementation of the Voyager Program.
Person(s) Responsible: TLF, Principal, Communication Arts Teachers
Resources Need: Voyager Materials, Professional Development, Technology (Computers) for the Voyager Reading Program
Indicators of Success: Increased Reading Levels of students, Improved classroom Instructions, Improved Scores on the EOC

Indicator 1.2e: Professional development will be provided for the improvement of student achievement in Communication Arts.

Date: August 2010 – June 2011
Actions: Identify professional development opportunities that will help staff accomplish the objective for Communication Arts. Identify specific staff members to attend the professional development sessions and present information to other staff members in the building.
Person(s) Responsible: Administrators, TLF's, Communication Arts Teachers
Resources Needed: Costs for Professional Development
Indicators of Success: Improved classroom instruction, Improved student achievement

Indicator 1.2f: Provided extended learning opportunities for students in the area of Communication Arts.

Date: August 2010-June 2011
Actions: Purchase Study Island software for 700 high school students. Pay teachers to tutor after school and facilitate the Study Island Program.
Person(s) Responsible: Leadership Team, Principal, Teachers, TLF's
Resources: License for Study Island Program, Costs for Professional Development
Indicators of Success: Increased student achievement

Indicator 1.2g: Teaching and Learning Facilitators and Administrators will provide job embedded professional development to improve instruction in the area of Communication Arts.

Date: August 2010-June 2011
Actions: Teaching and Learning Facilitators will conduct frequent walk-through and classroom observations. TLF's will model lessons and engage in professional dialogue centered on student improvement. TLF's and administrators will provide feedback to teachers and engage in professional dialogue centered on implementation of research-based strategies to use in the classroom. TLF's, administrators, and teachers will attend various professional development opportunities focused on improving student achievement.
Person(s) Responsible: Teaching and Learning Facilitators, Principal, District Officials
Resources Needed: Costs for Professional Development
Indicators of Success: Improved classroom instruction, Improved student achievement.

- **Objective 1.3: By the end of 2010/2011 school year, 21% of the students successfully completing the Algebra I courses will meet or exceed the annual proficiency targets measured by the EOC which will result in a score meeting or exceeding Safe Harbor.**

  Indicator: 1.3a: Teachers will utilize effective strategies including, but not limited to graphic organizers, advance organizers, daily note taking including Cornell notes, learning logs, cooperative learning, projects based on scoring guides, differentiated instruction, Socratic seminars, and other research based learning activities.

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010-June 2011	All site based leaders will meet to review needs assessments and to make plans relevant to professional development for the 2010/2011 school year.	Principal and Leadership Team	Costs for professional development	Improve schedule of professional development Increased student achievement

Indicator: 1.3b: To increase math skills, students will utilize a variety of learning activities provided by teachers.

Date: August 2010 – June 2011
Actions: Teachers will meet regularly in Professional Learning Communities to generate, compare, and analyze student achievement data. Teaching and Learning Facilitators will support the teaching of writing through regular observations, feedback, and recommendations for improvement. Administration will regularly observe and provide feedback to teachers as well as initiate the purchase of materials needed to support teaching mathematics.
Person(s) Responsible: Teachers, Principal and Leadership Team
Resources Needed: Materials for writing program, and Professional Development Costs
Indicators of Success: Improve student achievement, Improved classroom instruction.

Indicator 1.3c: Utilize the academic intervention plan based on the Response to Intervention model to improve student academic achievement.

Date: August 2010 – June 2011
Actions: Teachers will give students grade sheets every two weeks to better communicate academic progress and mastery of standards. All students will receive Tier I interventions outlined in the schools intervention plan. Students who need extra support will move to Tier II interventions including the use of Academic Recovery Plan created with parent input. Students at risk of failing a course in a semester will receive Tier III Interventions.
Person(s) Responsible: Principal, TLF's, Mathematics Department Chair
Resources Needed: Paper, envelops, stamps, and printing accessories
Indicators of Success: Improved student achievement, Improved parental involvement in regards to grades

Indicator 1.3d: Create two sections of three section a freshman level Algebra 150 double dose course to focus specifically on improving the algebra skills of all students taking the Algebra I EOC.

Date: August 2010 – June 2011
Actions: Create a three double dose classes in master schedule for Algebra 150.
Person(s) Responsible: TLF, Principal, Algebra 150 Teachers
Resources Need: Paper, toner cartridges, printer drums, and student computers
Indicators of Success: Increased Reading Level of students, Improved classroom Instructions, Improved Scores on the EOC

Indicator 1.3e: Professional development will be provided for the improvement of student achievement in Mathematics.

Date: August 2010 – June 2011
Actions: Identify professional development opportunities that will help staff accomplish the objective for Mathematics. Identify specific staff members to attend the professional development sessions and present information to other staff members in the building.
Person(s) Responsible: Administrators, TLF's, Mathematics Teachers
Resources Needed: Costs for Professional Development
Indicators of Success: Improved classroom instruction, Improved student achievement

Indicator 1.3f: Provided extended learning opportunities for students in the area of Mathematics.

Date: August 2010-June 2011
Actions: Purchase Study Island software for 700 high school students. Pay teachers to tutor after school and facilitate the Study Island Program.
Person(s) Responsible: Leadership Team, Principal, Teachers, TLF's
Resources: License for Study Island Program, Costs for Professional Development
Indicators of Success: Increased student achievement

Indicator 1.3g: Teaching and Learning Facilitators and Administrators will provide job embedded professional development to improve instruction in the area of Mathematics.

Date: August 2010-June 2011
Actions: Teaching and Learning Facilitators will conduct frequent walk-through and classroom observations. TLF's will model lessons and engage in professional dialogue centered on student improvement. TLF's and administrators will provide feedback to teachers and engage in professional dialogue centered on implementation of research-based strategies to use in the classroom. TLF's, administrators, and teachers will attend various professional development opportunities focused on improving student achievement.
Person(s) Responsible: Teaching and Learning Facilitators, Principal, District Officials
Resources Needed: Costs for Professional Development
Indicators of Success: Improved classroom instruction, Improved student achievement.

- **Objective 1.4: By end of the 2010/2011 school year, 21% of students successfully completing Biology will meet or exceed the annual proficiency targets measured by the EOC which will result in Biology meeting or exceeding Safe Harbor.**

  Indicator: 1.4a: Teachers will utilize effective strategies including, but not limited to graphic organizers, advance organizers, daily note taking including Cornell notes, learning logs, cooperative learning, projects based on scoring guides, differentiated instruction, Socratic seminars, and other research based learning activities.

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010-June 2011	All site based leaders will meet to review needs assessments and to make plans relevant to professional development for the 2010/2011 school year.	Principal and Leadership Team	Costs for professional development	Improve schedule of professional development Increased student achievement

Indicator: 1.4b: To increase science skills, students will utilize a variety of learning activities provided by teachers.

Date: August 2010 – June 2011
Actions: Teachers will meet regularly in Professional Learning Communities to generate, compare, and analyze student achievement data. Teaching and Learning Facilitators will support the teaching of writing through regular observations, feedback, and recommendations for improvement. Administration will regularly observe and provide feedback to teachers as well as initiate the purchase of materials needed to support the writing process.
Person(s) Responsible: Teachers, Principal and Leadership Team
Resources Needed: Materials for writing program, and Professional Development Costs
Indicators of Success: Improve student achievement, Improved classroom instruction.

Indicator 1.2c: Utilize the academic intervention plan based on the Response to Intervention model to improve student academic achievement.

Date: August 2010 – June 2011
Actions: Teachers will give students grade sheets every two weeks to better communicate academic progress and mastery of standards. All students will receive Tier I interventions outlined in the schools intervention plan. Students who need extra support will move to Tier II interventions including the use of Academic Recovery Plan created with parent input. Students at risk of failing a course in a semester will receive Tier III Interventions.
Person(s) Responsible: Principal, TLF's, Science Department Chair
Resources Needed: Paper, envelops, stamps, and printing accessories
Indicators of Success: Improved student achievement, Improved parental involvement in regards to grades

Indicator 1.2d: Identify equipment necessary to support the teaching and learning of science, specifically in the area of biology

Date: August 2010 – June 2011
Actions: Identify science equipment needed to improve the instruction of the science curriculum
Person(s) Responsible: TLF, Principal, Science Teachers
Resources Need: Microscopes, Hoods, Smart Boards, Projectors, and various chemicals, experiment equipment, and science software
Indicators of Success: Increased Reading Level of students, Improved classroom Instructions, Improved Scores on the EOC

Indicator 1.2e: Professional development will be provided for the improvement of student achievement in Science.

Date: August 2010 – June 2011
Actions: Identify professional development opportunities that will help staff accomplish the objective for Communication Arts. Identify specific staff members to attend the professional development sessions and present information to other staff members in the building.
Person(s) Responsible: Administrators, TLF's, Science Teachers
Resources Needed: Costs for Professional Development
Indicators of Success: Improved classroom instruction, Improved student achievement

Indicator 1.2f: Teaching and Learning Facilitators and Administrators will provide job embedded professional development to improve instruction in the area of Science.

Date: August 2010-June 2011
Actions: Teaching and Learning Facilitators will conduct frequent walk-through and classroom observations. TLF's will model lessons and engage in professional dialogue centered on student improvement. TLF's and administrators will provide feedback to teachers and engage in professional dialogue centered on implementation of research-based strategies to use in the classroom. TLF's, administrators, and teachers will attend various professional development opportunities focused on improving student achievement.
Person(s) Responsible: Teaching and Learning Facilitators, Principal, District Officials
Resources Needed: Costs for Professional Development
Indicators of Success: Improved classroom instruction, Improved student achievement.

- **Objective 1.5: By the end of the 2010/2011 school year, 10% of the students successfully completing the American Government courses will meet or exceed the annual proficiency targets measured by the EOC which result in a score meeting or exceeding Safe Harbor.**

  Indicator: 1:5a: Teachers will utilize effective strategies including, but not limited to graphic organizers, advance organizers, daily note taking including Cornell notes, learning logs, cooperative learning, projects based on scoring guides, differentiated instruction, Socratic seminars, and other research based learning activities.

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010-June 2011	All site based leaders will meet to review needs assessments and to make plans relevant to professional development for the 2010/2011 school year.	Principal and Leadership Team	Costs for professional development	Improve schedule of professional development Increased student achievement

Indicator: 1.5b: To increase social study skills, students will utilize a variety of learning activities provided by teachers.

Date: August 2010 – June 2011
Actions: Teachers will meet regularly in Professional Learning Communities to generate, compare, and analyze student achievement data. Teaching and Learning Facilitators will support the teaching of writing through regular observations, feedback, and recommendations for improvement. Administration will regularly observe and provide feedback to teachers as well as initiate the purchase of materials needed to support the writing process.
Person(s) Responsible: Teachers, Principal and Leadership Team
Resources Needed: Materials for writing program, and Professional Development Costs
Indicators of Success: Improve student achievement, Improved classroom instruction.

Indicator 1.5d: Utilize the academic intervention plan based on the Response to Intervention model to improve student academic achievement.

Date: August 2010 – June 2011
Actions: Teachers will give students grade sheets every two weeks to better communicate academic progress and mastery of standards. All students will receive Tier I interventions outlined in the schools intervention plan. Students who need extra support will move to Tier II interventions including the use of Academic Recovery Plan created with parent input. Students at risk of failing a course in a semester will receive Tier III Interventions. Purchase supplies software and equipment to support new learning opportunities in Social Studies.
Person(s) Responsible: Principal, TLF's, Social Studies.
Resources Needed: Paper, envelops, stamps, and printing accessories. Study Island Program.
Indicators of Success: Improved student achievement, Improved parental involvement in regards to grades

Indicator 1.5e: Professional development will be provided for the improvement of student achievement in Social Studies.

Date: August 2010 – June 2011
Actions: Identify professional development opportunities that will help staff accomplish the objective for Social Studies. Identify specific staff members to attend the professional development sessions and present information to other staff members in the building.
Person(s) Responsible: Administrators, TLF's, Social Studies Teachers
Resources Needed: Costs for Professional Development
Indicators of Success: Improved classroom instruction, Improved student achievement

Indicator 1.5f: Teaching and Learning Facilitators and Administrators will provide job embedded professional development to improve instruction in the area of Social Studies.

Date: August 2010-June 2011
Actions: Teaching and Learning Facilitators will conduct frequent walk-through and classroom observations. TLF's will model lessons and engage in professional dialogue centered on student improvement. TLF's and administrators will provide feedback to teachers and engage in professional dialogue centered on implementation of research-based strategies to use in the classroom. TLF's, administrators, and teachers will attend various professional development opportunities focused on improving student achievement.
Person(s) Responsible: Teaching and Learning Facilitators, Principal, District Officials
Resources Needed: Costs for Professional Development
Indicators of Success: Improved classroom instruction, Improved student achievement.

Objective 1.6: Increase the use of data as instructional tool over the three year period

Indicator 1.6a: Provide support for departmental team meetings that concentrate of the use of data as a tool for teachers for all three years

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Action 1: Schedule departmental team meetings into classroom teacher schedule	Principal, NY Turnaround, AFT	Related consultant costs	Completed schedules
August 2010 – June 2011	Action 2: Monitor and review processes	Principal	No costs	Completed Observations
August 2010 – June 2011	Action 3: Provide professional development	Principal, AFT, NYT, District	Related consultant costs, PD Costs	Improved test scores. Improved classroom instruction.

- **Indicator 1.6b**: Develop data to teachers in year 1

Date	Actions	Person (s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Action 1: Provide external professional development for data walls.	External consultants, Principal	Cost of consultants Cost of PD	Completed Data walls
	Action 2: Monitor and review data walls	Principal and Leadership Team	No cost	Observations and improved test scores
Year 2 and 3	Action Ongoing support for new staff members	Principal, Leadership Team, AFT	Consultant Costs	Improved test scores. Improved classroom instruction.

- **Indicator 1.6c**: Provide external support through the use of the AFT and SLPS leadership beginning in year 1 and ongoing

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Action: Utilize outside consultants for PD as needed	Principal and Leadership Team	Cost for PD	Improved Instruction Improved Classroom Management Increase in student Performance
Year 2 and 3	Action: Ongoing support for new staff members	Principal, Leadership Team, and AFT	Consultant Costs	Improved test scores. Improved classroom instruction.

- **Objective 1.7: Implement a challenging and rigorous instructional program that includes student centered instructional methods beginning in year 1 and ongoing**
  Indicator 1.7a. Provide necessary staff development on rigor and relevance.

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Action: Provide assistance through the AFT consultant group and the teacher center.	District and AFT	Related consultant costs	Increased observations
Year 2 and 3	Action: Ongoing support for new staff members	Principal, Leadership Team, and AFT	Consultant Costs	Improved Test Scores. Improved Classroom Instruction

Indicator 1.7b: Provide guidance and staff development on student centered teaching methods and Renaissance Learning.

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 –June 2011	Action 1: Provide assistance through AFT teacher center	Principal, District Officials, and AFT	Related consultant costs.	Teacher observations
August 2010 – June 2011	Action 2: Provide ongoing staff development on Renaissance Learning	District Level Math Supervisor Teaching and Learning Facilitator Math Department Chair	Renaissance Math Program Resources Computers Printers Test Data	Improved instruction in Algebra 150 Improved test scores on EOC
Year 2 and 3	Action: Ongoing support for new staff members	Principal, Leadership Team, AFT	Consultant Costs	Improved test scores on EOC Improved instruction in Algebra 150

- **Objective 1.8: Develop comprehensive coordinated, high quality, job embedded professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the district improvement plan and the parameters as reviewed by the School Improvement Grant. Complete by the end of year 1 and monitor in ensuring years.**

Indicator 1.8a: Provide leadership through National Consultants to coordinate monitor and review all professional development opportunities for the entire 3 years

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Provide assistance through AFT teacher center	Principal, District Officials, and AFT	Related consultant costs	Teacher observations
Year 2 and 3	Ongoing support for new staff members	Principal, Leadership Team AFT	Consultant Costs	Improved Test scores Improved instruction.

- **Indicator 1.8b**: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This is done each year,

Date	Actions	Person(s) Responsible	Resources Needed	Indicator of Success
July 2010	Complete a master schedule prior to opening of school year and minimize additional items except when absolutely necessary.	National Consultants Data Processing Specialists	Consultant Costs	Completed Schedule

- **Indicator 1.8c**: Provide professional development on management related issues through the use of NY Turnaround during the first year and ongoing as needed

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010	Identify needs of teachers with school management issues	NYT, Principal, Assistant Principal, TLF's	Related consultant costs	Listed created of those in need.
	Offer job embedded professional development to identified teachers	NYT, Principal, TLF's	Related consultant costs	Principal observations TLF observations Improved classroom management
Year 2 and 3	Ongoing support for new staff members	Principal, Leadership Team, and AFT	Consultant Costs	Improved test scores. Improved classroom instruction. Improved classroom management.

- **Objective 1.9: By the end of the 2010/2011 school year, the average daily attendance will increase from 79% to 85%.**

Indicator 1.9a: Utilize the attendance intervention plan on the Response to Intervention model to improve student attendance outcome.

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Intervention plan includes positive reinforcement, phone calls, letters, contracts, home visits, and school-wide competitions.	Principal and leadership team, Intervention Specialists, Parent Support Specialist	Related costs of purchasing prizes	Improved attendance for students
August 2010 – June 2011	Action 2: Set attendance goals for all staff and students	Principal and leadership team	No Costs	Improved attendance for staff and students

- **Objective 1:10: Decrease the number of dropouts by 25% annually over the next three years to reach a reduced dropout rate of no more than 3% (state target) in 2012/2013 school year.**

Indicator 1:10a: Create a Dropout Prevention and Recovery Committee to include the Leadership Team Members, key staff, and parent and community supporters.

Date	**Actions**	**Person(s) Responsible**	**Resources Needed**	**Indicators of Success**
August 2010 – September 2010	**Identify Dropout Prevention and Recovery Team Members**	**Principal and Leadership Team**	**No Costs**	**Committee Identified**
August 2010 – September 2010	**Design action plan to include a monitoring system to examine attendance, discipline, grade performance/advancement and other dropout indicators on a weekly or bi-weekly basis.**	**Principal, Leadership Team, and Committee Members**	**No Costs**	**Monitoring system for students "at risk."**

Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

- **Objective 2.1 Provide student support system to improve student self esteem issues and to improve self confidence**

Indicator 2.1a: Provided staff development for teachers on improving student issues of self esteem during the first year

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Action 1: Investigate available options for ongoing student and teacher support on issues of student goals and self esteem.	Principal and Leadership Team	Cost for Consultant Character Education Program	Improved School Climate
August 2010 – June 2011	Action 2: Develop an ongoing program for entering students for each year to work on these issues of self esteem and goal setting.	Principal and Leadership Team	Character Education Program	Improved School Climate
Year 2 and 3	Provide ongoing support for entering students and reinforcement for returning students.	Principal and Leadership Team	Resources to supplement Character Education Program	Improved School Climate

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- **Objective 2.2: Provide opportunities for extended day and extended year learning activities for all 3 years**

Indicator 2.2a: Increase the instructional day through the implementation of extended day programming in the core areas and in areas of extra-curricular activities for the students for each year

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Action: Review options for extended learning opportunities and initiate appropriate programming	District Officials and Principal	District Costs Personnel Costs	Improved classroom instruction. Improved school climate. Increase credit recovery for students.
Year 2 and #	Provide ongoing support for extended day and extended year learning activities.	Principal, Leadership Team, Teachers.	District related costs and Personnel Costs	Improved instruction. Improved school climate. Increase credit recovery for students.

- **Objective 2.3: Provide increased opportunities for post secondary options**

  - Indicator 2.3a: Train counselors in areas of post secondary counseling options in year one

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Action 1: Provide professional development for counselors in the area of increasing students post secondary options.	District and Principal	Related Coasts	Increased Post Secondary Options
August 2010 – June 2011	Action 2: Train counselors to track students who have not graduated	District, consultants	Related training costs	Tracking system put in place.
Year 2 and 3	Continuing tracking students	Principal, counselors	No Costs	Ongoing tracking system.

  - **Indicator 2.3b**: Provide site visits to colleges and universities for junior level students

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Arrange for field trips for selected juniors to colleges, universities and other post secondary options	Counselors	Cost for transportation	Increase number of college visits. Increase exposure to post secondary education.

- **Indicator 2.3c**: Incorporate goal setting activities into the curriculum

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Train counselors on goal setting activities for senior students	Consultants	Cost of consultants	Students having goals set relating future plans.

- **Objective 2.4: Lower drop out rate to acceptable levels for state and federal standards for each year**

- **Indicator 2.4a**: Offer full service credit recovery options

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Develop ambitious credit recovery program	District Officials, Principal and Counselors.	Personnel Costs	Increased number of graduates.

- **Indicator 2.4b**: Investigate alternative scheduling options for student

Date	Actions			
August 2010 – June 2011	Develop a working group to investigate options to help keep students in schools through creative scheduling options.	District Officials and Principal	No Costs	Decreased dropout rate

- **Indicator 2.4c**: Identify at risk students and provide additional supports

Date	Actions	Person(s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Action 1: Develop a list of at risk students though and begin offering wrap around services to fit their individual needs.	Counselors, Principal and District Officials	Costs of Services	Declining dropout rates and increasing graduation rate
August 2010 – June 2011	Action 2: Provide ongoing counseling for these at risk students.	Principal, District Officials, and Counselors	Additional Counseling Position	Decreased dropout rate and increased graduation rates.

Date	Action	Person(s) Responsible	Resources	Indicators of Success
July 2010 – August 2010	Complete the process of removal and re-selection	District leadership	No local costs	Complete review of certificates and qualifications

Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

- **Objective 3.1: Remove staff as mandated under the Turnaround guidelines**

  Indicator 3.1a: Under district leadership, replace the principal and the staff prior to the opening of the school year.

- **Objective 3.2: Establish a recruitment and retention plan to ensure high quality, highly qualified teachers in all classrooms during year 1.**

  Indicator 3.2a: Monitor and review teacher certifications at the school to ensure that all new staff are highly qualified as an ongoing process.

Date	Action	Person(s) Responsible	Resources	Indicators of Success
August 2010	Create a review process to monitor and ensure certification alignment	District	No local school costs	All highly qualified staff

- **Objective 3.3: Develop a teacher evaluation system that includes performances indicators during year 1.**

Indicator 3.3a: Develop a district team to institute a comprehensive teacher evaluation system that includes performance indicators as part of the process. Prior to year 1.

Date	Action	Person(s) Responsible	Resources	Indicators of Success
August 2010 – June 2011	Develop and complete a teacher evaluation system tied to performance.	District Consultants	No local school costs	All highly qualified staff

- **Objective 3.4: Ensure a process is established to hire the best people for critical positions at the school and district**

Indicator 3.4a: Utilize National Consultant to assist with hiring for the 3 year period

- **Objective 3.5: Provide leadership support to the principal and the development of school**

Date	Action	Person(s) Responsible	Resources	Indicators of Success
August 2010 Quarterly	Action 1: Identify key positions needed to be hired or replaced	• National Consultant • District	No Costs	Completed plan
August 2020 Year 2 and 3	Action 2: Hire individuals as needed using outside support Continue to utilize consultant services for new hires	• National Consultant • District	Consultant Costs Hiring costs	Completed leadership roster Document employment of two full-time instructional coaches and the At-Risk Coordinator Improved performance

leadership teams and Turnaround Advisor during the first year and determine if retention is warranted for year 2.

Indicator 3.5a: Utilize the services of NY Turnaround to provide the necessary leadership training and guidance on issues relating to Turnaround for the entire 3-year period.

Date	Action	Person(s) Responsible	Resources	Indicators of Success
July 2010 – June 2011	Action 1: Identify key positions needed to be hired or replaced	• National consultant • District	Consultant costs	Completed list
Year 2 and 3	Action 2: Hire individuals as needed using outside support Continue to utilize consultant services for new hires	• National consultant • District	Consultant costs	Completed leadership roster Improved performance

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

- **Objective 4.1: Increase parent involvement as an ongoing priority**

Indicator 4.1a: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the first year and continuing

Date	Action	Person(s) Responsible	Resources	Indicators of Success
August 2010 – June 2011	Action 1: Reach out to the community for increased use of building	• Principal • Parent Support community Specialist	No costs	Increased usage of facility
August 2010	Action 2: Develop guidelines for usage	• Principal • Leadership team • district	No costs	Increased facility usage by community and parents
Year 2 and 3	Ongoing outreach to the community, parents	• leadership team	No costs	Increased involvement

Indicator 4.1b: Develop a parent handbook as a tool for parents during year 1

Date	Actions	Person(s) Responsible	Resources	Indicators of Success
August 2010 – June 2011	Review current handbook and make necessary changes or review comparable handbooks and complete one for the school.	• Principal • Leadership team	No costs	Increased parental involvement Increased parental awareness

Indicator 4.1c: Review the success of PTOs, PTAs in the building and provide opportunities and leadership to improve or institute their work during year 1.

Date	Actions	Person(s) Responsible	Resources	Indicators of Success
August 2010 – June 2011	Review current handbook and make necessary changes or review comparable handbooks and complete one for the school	• Principal • Leadership team	No costs	Increased number of functions put on by parents Increased parental involvement Increased parental awareness

- **Objective 4.2: Increase meaningful community partnerships within the school**

Indicator 4.2a: Identify potential community partnerships

Date	Actions	Person(s) Responsible	Resources	Indicators of Success
August 2010 – June 2011	Develop a list of possible partners	School leadership team	No costs	Completed lists

Indicator 4.2b: Reach out to the community partners in a meaningful way

Date	Actions	Person(s) Responsible	Resources	Indicators of Success
August 2010 – June 2011	Schedule meetings and visits with identified potential partners	• Principal	No costs	Increase number of partnerships
Year 2 and 3	Ongoing outreach to the community	• Parents • Leadership team	No costs	Increased involvement

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

- **Objective 5.1: Vashon High School will adhere to board policies and procedures and review them on an annual basis.**

Indicator 5.1a: Review current policies and procedures.

Date	Actions	Person(s) Responsible	Resources	Indicators of Success
August 2010 – June 2011	Listen to needs of staff and utilize distributed surveys to create a positive, productive environment.	• Principal • Leadership team • NYT	No costs	Positive school climate Web or email based form for teachers to quickly submit any technical problems they are experiencing
August 2010 – June 2011	Create a manner for teachers to submit problems quickly and efficiently	• Principal • Leadership Team • AFT	No costs	Staff Awareness of policies
August 2010 – June 2011	Departments, grade levels and building will establish a mission, vision, values and goals for the school year.	• Principal • Leadership Team • Department Head	No costs	Staff is able to articulate the vision, mission, values and goals for the school year.
August 2010 – June 2011	Review and revise staff handbook to align with district policy	Principal AFT	No cost	Staff handbook is aligned to district policies and procedures

- **Objective 5.2: Increase the number of parents and community supporters involved at Vashon High School.**

  <u>Indicator 5.2a:</u> Develop opportunities for increased parental and community support.

Date	Actions	Person (s) Responsible	Resources Needed	Indicators of Success
August 2010 – June 2011	Develop a parent and student handbook. Host family fun nights for a minimum of two community forums.	Principal, Leadership Team, Teachers, and Staff	Resources for prizes	Increased number of parents and community members involved at Vashon.
August 2010 – June 2011	Create a parent and community room where parents can access to information related to student achievement.	Principal, Leadership Team, Teachers, Staff, District Officials	Printer, Copier, Furniture, Parent Informational Brochures, Audio equipment, Learning software	Increased parental involvement Increased student achievement Increased community involvement.
August 2010 – June 2011	Create a school newsletter and website.	Principal, Leadership Team, and Staff	Software, Computer, Printer, Copying	Increased communication with families and community.
August 2010 – June 2011	Create parent and community advisory councils.	Principal, Leadership Team, and Staff	No Costs	Increased parental and community support

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

The LEA/District does not claim lack of capacity to serve the identified Tier I school.

B (3) District Implementation Plan

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school
    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
    a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application
    Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
    a. Hire Associate Superintendent for the Office of Innovation
    b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
        i. Develop process to manage and monitor each schools through:
            1. Project management dashboard with benchmarks and timelines for accountability
            2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
            3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions
            Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders
   Date: June 2010 – On going through out funding period, at least quarterly

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
    - Teachers are expected to infuse common process standards into every classroom, everyday
    - At any time, staff should be able to query students regarding the process standards
- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.
- Teachers will….
    - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
    - Develop lessons using the identified strategy for the first quarter
    - Practice the strategy within the PLC/Grade level meeting
    - Teach the strategy
    - Observe other colleagues using the strategy and provide feedback
    - Analyze student work on the strategy
    - Reflect and revise the implementation of the strategy
    - Provide opportunities for extra support for students who have not mastered the strategy
    - Add the next strategy
    - Continue the cycle

Analyzing Student Work

- Staff will analyze student work to strengthen the instructional quality and delivery
- Staff will utilize the Tuning Protocol from David Allen and Joe McDonald at the Coalition of Essential Schools
- Staff and Curriculum Supervisors will create MAP-like constructed responses quarterly to assess as a staff
- An analysis of the teaching issues will be conducted and shared with staff to adjust teaching strategies

B (4) Tier I School Implementation LEA Timeline

Strategy and/or Activity	Time Frame	Action
Replace the principal	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Grant new principal operational flexibility in order to substantially improve student achievement outcomes and increase high school graduation rates	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Increase graduation rates and decrease drop out rates through credit recovery and remediation courses, primarily math and english	2011	Implemented in August 2010. Progress will be evaluated quarterly according to attendance, grades, benchmark assessments.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Screen all existing staff and rehire no more than 50 percent	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Select new staff	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Implement strategies to recruit, place, and retain staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Provide staff ongoing, high-quality job-embedded professional development that is aligned with school's instructional program	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation

	2013	Ongoing with quarterly evaluation
Adopt a new governance structure	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Establish schedules and implement strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide appropriate social-emotional and community-oriented services and supports for students	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs

Budget :

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME VASHON (183)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
2 – FTE Instructional Support Coordinator	**110,000.00**
Teacher Extra Service Pay for Extended Day Instruction	**40,000.00**
Teacher Extra Service Pay for Professional Development	**52,393.00**
Curriculum- 20 hours @ $26 per hour = $520	
Staff Development- 32 hours @ $26 per hour = $832	
Vendor- 16 hours @ $26 per hour = $416	
TOTAL- 68 hours @ $26 per hour = $1,768	**11,364.00**
.091 – 1 FTE Asst Supt of Innovation	**17,727.00**
.091 – 4 FTE Turnaround/Accountability Specialist	
6100 Subtotal	**$231,484.00**
6150: Non-Certificated Salaries	
2 – FTE Intervention Specialists	**50,000.00**
Non-cert Staff Extra Service Pay for Extended Day Instruction	**5,700.00**
Non-cert Extra Service Pay for Professional Development	**7,616.00**
Curriculum- 20 hours @ $14 per hour = $280	
Staff Development- 32 hours @ $14 per hour = $448	
Vendor- 16 hours @ $14 per hour = $224	
TOTAL- 68 hours @ $14 per hour = $952	
.091 – 1 FTE Executive Assistant	**2,727.00**
6150 Subtotal	**$66,043.00**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	**85,800.00**
Hourly Blended Benefits Rate (11%)	
6200 Subtotal	**$85,800.00**
6300: Purchased Services	
.091 Development and Implementation contract with Synesi	**1,500.00**

6300 Subtotal	**$1,500.00**
6400: Materials/Supplies Instructional materials and supplies (Periodical, Leveled book sets, Student portfolio materials) Professional development materials and supplies (Inquiry-based Learning text, Marzano strategies, Unpacking the Standards)	 **10,000.00** **5,000.00**
6400 Subtotal	**$15,000.00**
6100-6400 Subtotal	**$399,827.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0.00**
TOTAL	**$399,827.00**

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

[redacted]

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools—Walbridge Elementary School		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY.STATE, ZIP
Dr. Kelvin Adams	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Kelvin.Adams@Slps.org	**(314) 345-2296**	**(314) 345-2261**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Michael Haggen	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Michael.Haggen@slps.org	**(314) 345-2233**	**(314) 345-2261**

[redacted]

The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

St. Louis Public Schools & Walbridge Elementary School Improvement Grant Application— Turnaround

The St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Hortense Harrison-Lewis and Walbridge Elementary School Community are pleased to present this School Improvement Grant proposal for your review and consideration. We look forward to a partnership between the central office, Walbridge Elementary School, and the greater Walbridge Elementary School educational community to provide a comprehensive Turnaround Strategy for our principal, faculty, families, and students, to improve the quality of leadership, instruction, student performance, and community involvement. We hope that this letter and the accompanying SIG Application demonstrate the SLPS policies, processes, and procedures supporting the implementation of the building's turn-around plan, while at the same time sets aggressive targets for improvement for not only the student body, but for teachers, principals, support staff, and non certified staff. Further, we strongly feel that our plan calls for the design and implementation of an aggressive model for recruiting, evaluating, and retaining the best teachers and leaders, while providing the infrastructure and data/technology systems to replace those not demonstrating the appropriate gains in their classrooms. Finally, it is our hope to develop and implement the training, bold instructional models, and rigorous coursework so that every student in the school is given the best possible chance to succeed. With all these pieces in place, our teachers have demonstrated the commitment to our plan, and will work tireless towards its success.

Background

Walbridge Elementary School is a PreSchool-6th grade Elementary school. The school currently enrolls 400 students- 100% of students are African American. Of these students, 11% are classified for special education, 12% of which have been identified with learning disabilities and/or are identified as having a behavior disability. 97% of all students are eligible for free or reduced-price lunch. English language learners (ELL) account for none of the population. Walbridge's average daily attendance rate is 91% and mobility rate is 56%.

Walbridge's current principal is in his/her first year and the veteran staff (68% of the staff have been at Walbridge for 7+ years). 32% possess advanced degrees and 73% are highly qualified. The current principal represents the 3rd change in administration since 2003.

Walbridge received designation by the MDOE because, in each of the past three years, this school ranked among the lowest achieving five percent of MO ES/MS/HS schools with regard to the percentage of students who met AYP.

Walbridge is a Community Full Service Education School located in a community with an unemployment rate of approximately 70%. Our community is surrounded by single dwelling houses most of which are rentals. Walbridge has an attrition rate of 65%.

1. Statement of Assurances

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

Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

2. Reporting Metrics

a. SIG PROGRAM TYPE
   i. Turnaround
b. AYP Targets Missed/Made
   i. COMM. ARTS: Not Met, Math: Not Met, Additional Indicators: Not Met
c. School Improvement Status
   i. School Improvement Level 3, Corrective Action
d. Instructional Minutes Per Year
   i. 67,338
e. Average Student : Teacher Ratio
   i. 17:1
f. Discipline Incidents
   i. 2

3. **Professional Staff**

a. **Instructional staff information**

2 Pre-Kindergarten

2 Pre-Kindergarten Aides

3 Kindergartens

3 First Grades

3 Second Grades

3 Third Grades

2 Fourth Grades

2 Fifth Grades

2 Sixth Grades

2 Cross Category Classes

1 Cross Category Aide

1 ISS Monitor

1 Librarian

1 .5 Physical Education

1 Art Teacher

1 Music Teacher

.5 Speech

1 Counselor

.5 Social Worker

.8 Nurse

1 Principal

1 Vice Principal

1 Secretary

1Parent Support Specialist

b.

B (1) 1 DESCRIPTIVE INFORMATION: NEEDS ANALYSIS

In order to determine the individual needs at Walbridge Elementary School, the following assessments/audits have been conducted:

School Quality Review/ Performance Audit

From 2006-2008 school year, all schools were reviewed be SLPS's Office of Accountability and given the task to create School Performance Teams (SPT). The teams were charged with meeting monthly, reviewing student data, staffing or instructional adjustments based on the review of data. The SPT's were assigned a central office facilitator. Each school was given a needs assessment at the beginning of the year.

Quarterly Academic team meetings were held during the 2009-2010 school years with clusters of schools and their respective Associate Superintendent. Both principals and staff were to share specific data points and respond to questions from their colleagues.

All schools completed the template for the PDK audit describing the different types of programmatic offerings that were unique to their school in addition to the ones that were district mandated.

Collaborative Assessment for Planning and Achievement

Throughout the 2007-2009 school years, Education Officers (now Associate Superintendents) utilized processes such as Critical Friends and Sub Clusters for principals to meet regularly to discuss assessment and instructional data from their individual schools.

These processes were modeled for principals to transfer information back to their school buildings to facilitate vertical and horizontal planning time for staff.

All schools utilized either professional learning community or grade level meetings to regularly discuss student performance.

School Climate Assessment

Over the past several years, principals and have worked with various consultants to provide school climate data. Education for the future shared climate survey results during the summer of 2009. Before that, Victoria Berhnardt's work was used for principals to administer surveys to their individual staffs. Some schools have also utilized the Character Plus School Climate Survey to identify areas of strength and weaknesses in their school climate and culture.

Student Assessment

Principals and staffs have engaged in root cause analysis in drafting school improvement plans. Assessment data has been drilled down to individual students by using the living data wall and individual academic plans. Principals and staffs have reviewed Crystal reports from the DESE website to identify the grade level expectations that students performed poorly on and target instruction to help students demonstrate mastery on those specific grade level expectations.

Schools have access to the PULSE systems to track student attendance and performance on the state assessment. The data platform also aggregates data by teacher.

Community Assessment

The Greater St. Louis Foundation audited the number of non profits that were providing services and resources to the district and concluded that over 700 different organizations were involved in some shape or form with our schools. As a result, one of the strategies is to for organizations to establish MOU's with the district if they want to serve individual schools.

A couple of years prior, the faith based initiative was created to establish a rComm. Artstionship between the school district and area churches, mosques and synagogues. The partnership is beneficial for the faith community and the schools that they partner with because often they share the same families. Mentoring, joint events, volunteering and supporting families are some of the activities that take place.

Title One Assessment

An evaluation of Title I programs was completed in 2009 to include recommendations specific to Walbridge in the areas of professional development, academic achievement, parental involvement and highly qualified staff. It was found through observation, parent surveys/interviews, and teacher feedback that many of the root causes directly rComm. Artsted to the persistent academic failure were perceived to be caused by the numerous changes in administration over the past two years; with a lack of parental involvement/support being named as the next main issue.

1. **Walbridge Elementary School Core Instructional Programs:**
   - Communication Arts

     - Reading Street by Pearson Learning is an instructional support program for Communication Arts Pre-K-5. This core instructional program supports Depth of Knowledge integration, cross-curricular instruction and Tier II Response to Intervention instruction.

       Another program is Scott Foresman Reading Street that is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and reliable teaching tools. The reading program supports differentiated instruction with a strong emphasis in ongoing progress-monitoring with an explicit plan to help with managing small groups of students.

   - Mathematics
     - The core instructional program for Mathematics is enVision Math (Scott Foresman /Pearson Learning), a daily problem-based interactive Math program that is followed by visual learning strategies. These strategies deepen conceptual understanding by making meaningful connections for students and delivering sequential/visual and verbal connections through the Visual Learning Bridge in each lesson. There is an on-going diagnosis, intervention, and daily data-driven differentiation.
   - Science
     - The core instructional program for Science is Pearson Scott Forsman Science. This science program has inquiry-based science books & other resources with scaffold activities that are corrComm. Artsted to standards and presented in interactive media. There are detailed science kits that accompany the Science series that allow students to experience hands-on experiments and the scientific method.
   - Social Studies
     - The core instructional program for social studies, Pearson Scott Foresman Social Studies, was newly adopted for the 2010-2011 school year. This program contains pertinent content, direct reading/writing instruction and skills instruction that encourages all students to succeed on independent levels.
2. **Student supports:**
   - A ***Reading Teacher*** will teach Reading to all below readers throughout the school day. This position is necessary to increase achievement and demonstrate improvement in Communication Arts school-wide as our MAP score is 4% proficiency. Thus 96% of our testing students are

working at a basic or below basic level in Communication Arts. Thus a full time Reading Teacher is necessary.

- Walbridge was built in 1922 and has a number of electrical issues most of which interrupt the learning process routinely. The ***Technology Instructional Support Specialist*** will teach reading and math through the use of computers, smart boards, and the Promethean board. This critical position is necessary to support the school's mission to engage students in technological learning thus reducing the digital divide. This position will also engage be responsible for ordering, tracking, installing and maintaining technology for increased student engagement to support and strengthen academic achievement. Students will use technology to read, research, write, calculate, travel to other countries, etc. Teacher/student stations, as well as the computer lab and the Promethean lab will require maintenance and monitoring in order for student achievement to move forward.
- A ***Resiliency Coach*** will use character building/resiliency strategies and techniques to teach students reading while using the Communication Arts and Math GLE's. This process is designed to address the overwhelming number of discipline problems that visit the office on a routine basis. The intent is to re-direct students who are repeat offenders by training all students to recognize their triggers that interfere with their learning. Through the use of character education and behavior modification strategies, students will engage in reading and math labs that speak to their need to redirect their actions in a manner that is healthy rather than a negative release of frustration. The Resiliency Coach will require training. This effort will allow students to remain at school when they are in crisis and support their quick return to their homeroom class.
- The Walbridge ***Instructional Support Administrator*** will teach target students, track all student progress, and coordinate a variety of academic achievement programs such as, but not limited to, before school tutorials as a part of the early morning Breakfast Series, the After School tutorials, and Saturday School for all students in grades 3-6. These programs will provide additional support for our students as they are designed to target areas of weakness specific to Walbridge. Plans to strengthen students in Communication Arts and Math also include after school activities that will support completing homework under instructional supervision, engagement in Poetry Slams, math competitions, and debates. To further address academic shortcomings, we will implement Family Saturday School bi-weekly with a GED component for parents to attend on Saturday morning with their children. Saturday School will require the engagement of students in grades 3-6 in strictly hands-on experiences to further define and practice skills previously learned in an attempt to increase retention. Saturday School will provide childcare for siblings, a GED class for parents, and a pancake breakfast for all.

3. Assessment Programs:

- Student portfolios, IAPs, MAP, Acuity, DRA, SRI, Study Island, Buckle Down and teacher made tests will be used to evaluate and assess the impact of instruction on students.

4. **ELL Programs:**
   - The students at Walbridge will engage in weekly instruction of Spanish as a second language. A fulltime Spanish Teacher is needed to schedule laboratory experiences and instruction of such.
5. **SPED Programs:**
   - Two self-contained Cross Category classes, one for primary students and one for intermediate students will engage the Special Needs students of our school. Resource support will be provided for students in need as dictated by the Individualized Education Plan (IEP).
6. **Magnet (themed) Programs:**
   - The CEFSS Board is engaged in a health initiative intended to focus on creating healthy life choices for the community at large. In keeping with this initiative, the school seeks to extend the health focused initiative through the Math & Science curriculum. This theme would include instructional activities in gardening for each grade. Each grade level will be assigned a garden plot to plant and harvest. This would involve partnerships and field experiences with the following local agencies to be secured by the Parent Community Specialist:
     - Botanical Gardens
     - St. Louis Science Center
     - St. Louis Zoo
     - Weber Landfill
     - Grandle House
     - City Museum
     - Riverfront Trail
     - Sanitation and Refuse
     - Forest Park
7. **PD Programs:**
   - Teachers
     - Walbridge bi-weekly Turnaround training
     - Weekly Walbridge PD on Differentiated Instruction
     - Monday Learning Lunch Colleague to Colleague
     - Promethean Board Training
     - Classroom Management/Resiliency Training
     - CPR
     - Wednesday Grade Level Team Meetings (GLM)
     - Faculty meetings

- Administrators
    - National and local Turnaround trainings
    - National Alliance of Black School Educators (NABSE) Annual Conference
    - Monthly District PD for Administrators
    - Weekly Walbridge PD on Differentiated Instruction
    - Monday Learning Lunch Colleague to Colleague
    - Wednesday Grade Level Team Meetings (GLM)
    - CPR
    - Resiliency Training
- Support staff
    - Turnaround Conferences
    - Walbridge bi-weekly Turnaround training
    - Resiliency Training
    - CPR
    - Faculty Meetings

8. What has been done, locally at the school, to identify root causes of persistent academic failure?

- School Quality Review/Performance Audit
    - Outside of the annual review of the School Improvement Plan (SIP), I have no knowledge of a school audit or review. The District did conduct a district wide audit in January of 2010 which included Walbridge.
- Collaborative Assessment for Planning and Achievement
    - GLMs are held each Wednesday during common planning periods to discuss assessment results, analyze data , drill down to specific students and prescribe for individual student needs.
- School Climate Assessment
    - To my knowledge there have been no formal school climate assessments. A parent survey gathered indicators of parental feelings about Walbridge School in March of 2010.
- Student Assessment
    - MAP, Acuity, DRAs, SRI, Study Island Comm. Arts /Math , Buckle Down Comm. Arts/Math, and teacher made tests are used to assess student academic achievement. Portfolios and IAPs are used to gather data and samples of student academic performance.
- Community Assessment
    - Community assessments are conducted by the district Office of Community Education Services in conjunction with and coordinated by the Walbridge CEFSS Director.

- Business community
    - serves on the CEFSS Board
- University community
    - no representation at this time

9. **Title I Assessment:**
    - An annual assessment/evaluation of Title I is conducted by the district and the state.
10. **School report cards, benchmark assessment data:**
    - Quarterly report cards, fifth week of each quarter progress reports, and face to face conferences twice per year (fall/spring) are the means by which data is traditionally reported. In addition to this measure Walbridge Turnaround will host two curriculum nights designed to deliver information on student achievement and provide at home tools for parents to use to support student achievement.
11. **Safe and Drug Free School Data:**
    - To my knowledge Walbridge has not formally collected data on safe and drug free behaviors. The district collects data on school discipline which is directly Comm. Arts. Walbridge is located in a high crime and drug traffic community. Children at Walbridge speak openly about their mother's addiction to crack cocaine. Rarely do they speak about their fathers, in general. An unusually large number of our students are parented by their grandmothers or aunts.

Summary Of Survey Results

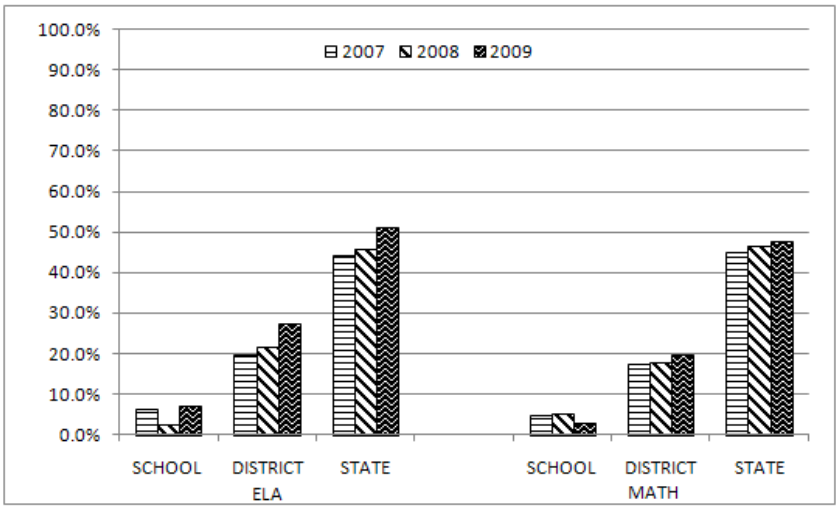
As a result of the comprehensive look at the school, the following needs, trends and priorities have emerged. These highlighted results are the basis for change and improvement at Walbridge. They are:

- Poor administration of the curriculum
- Low level of data use on the part of the school based teams and leadership
- Low expectations for students
- Poor levels of parental involvement
- Poor leadership
- Poor administration of professional development targeted to school needs
- Low levels of teacher collaboration
- Low levels of community support and involvement
- Lack of differentiated instruction and student centered learning
- Building level findings have been shared with the community on a number of fronts and there is buy in for change. The CEFSS holds a monthly meeting where the school principal gives full disclosure on academic achievement, school activities, changes, and coming events. The CEFSS Board has

participated in school activities on a number of fronts. This Board is a good sampling of community and business members.

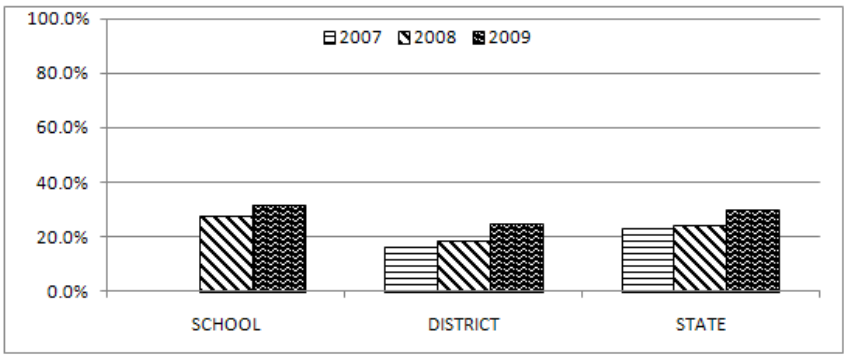
WALBRIDGE ELEMENTARY SCHOOL RELEVANT SCHOOL DATA

School Total Proficiency



Communication Arts Proficiency : ASIAN

Communication Arts Proficiency : BLACK

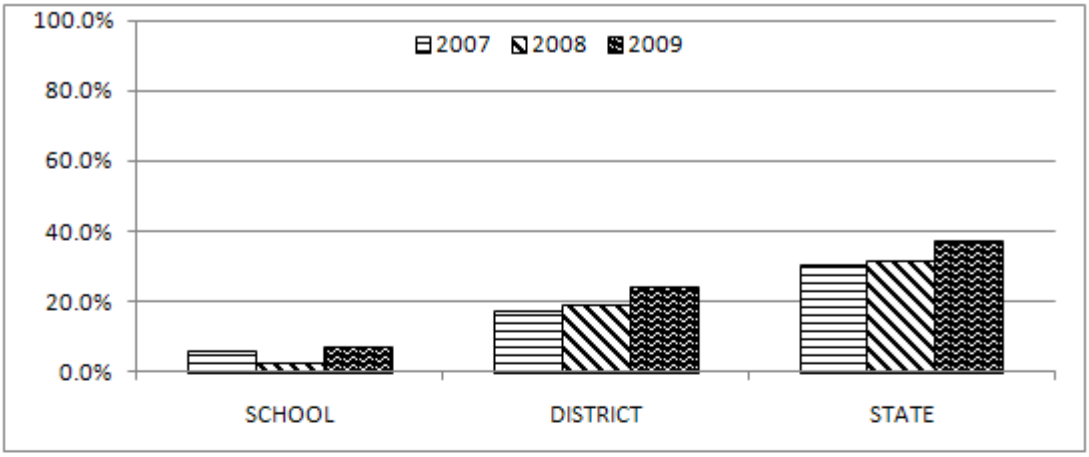


Communication Arts Proficiency : HISPANIC

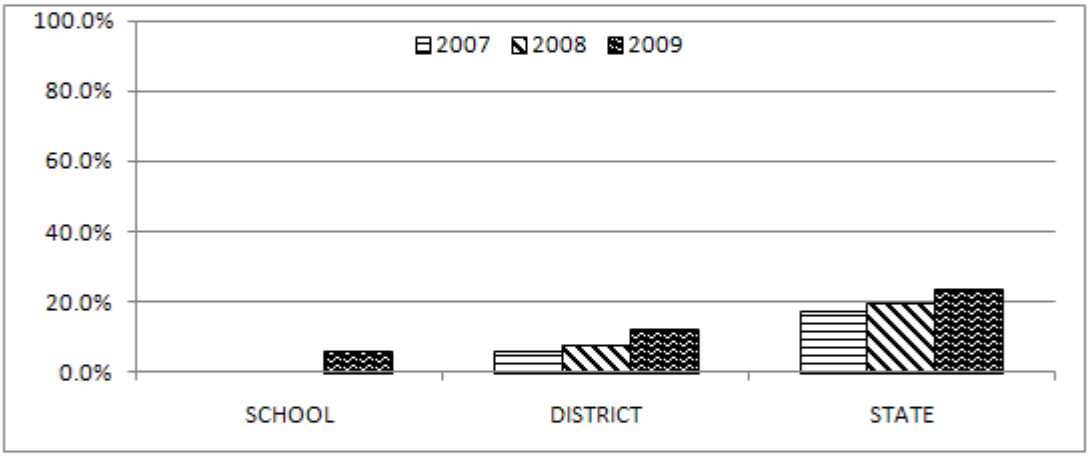
Communication Arts Proficiency : AMERICAN INDIAN

Communication Arts Proficiency : WHITE

Communication Arts Proficiency : FREE/REDUCED LUNCH



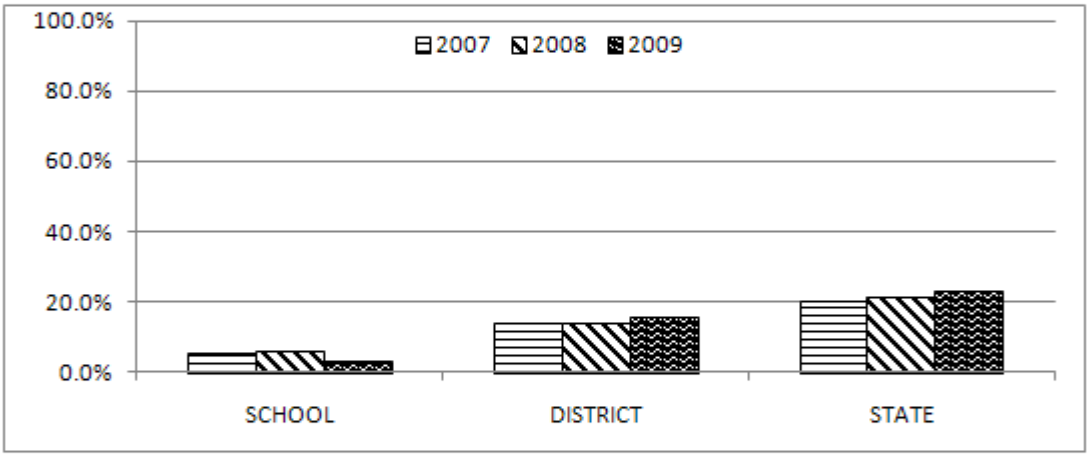
Communication Arts Proficiency : IEP



Communication Arts Proficiency : LEP

MATH Proficiency : ASIAN

MATH Proficiency : BLACK



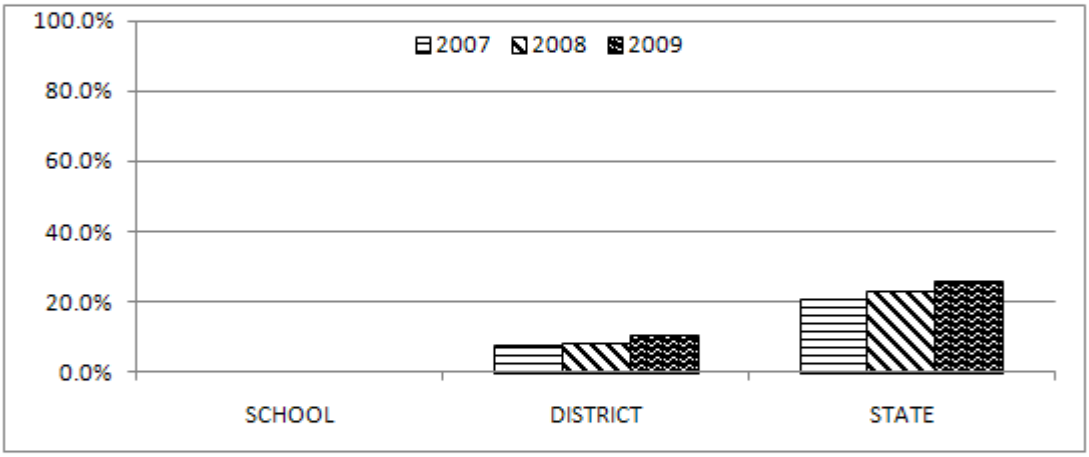
MATH Proficiency : HISPANIC

MATH Proficiency : AMERICAN INDIAN

MATH Proficiency : WHITE

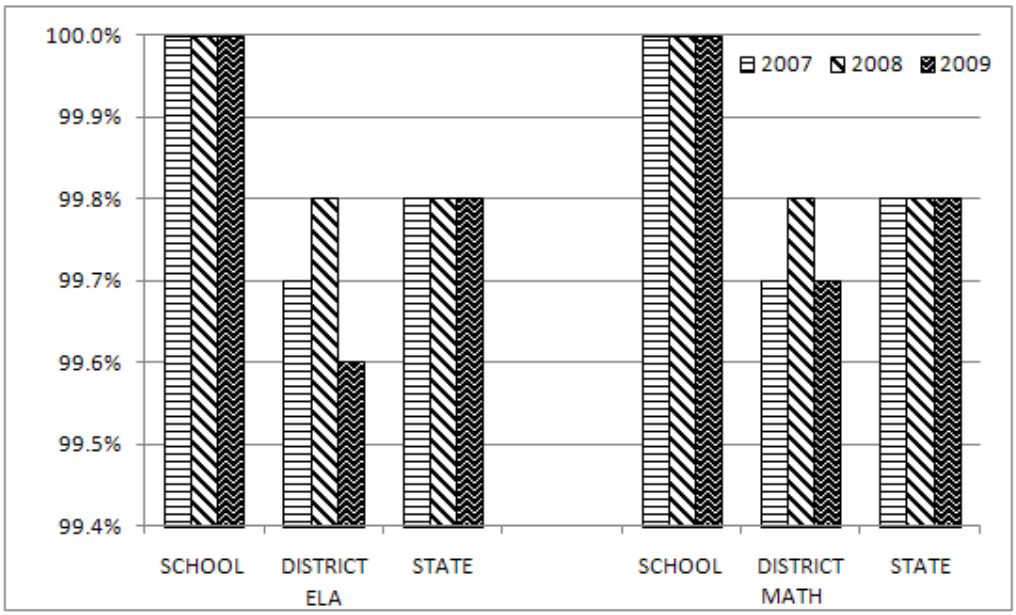
MATH Proficiency : FREE/REDUCED LUNCH

MATH Proficiency : IEP

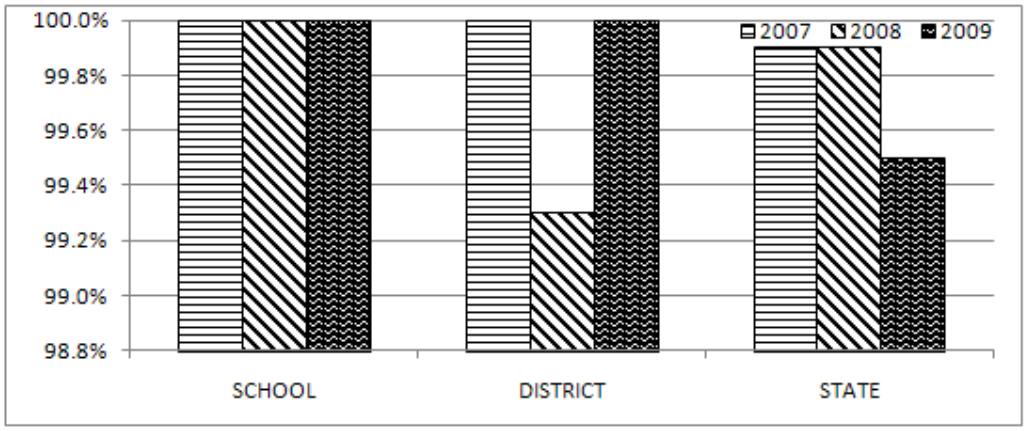


MATH Proficiency : LEP

School Total: Participation



Communication Arts Participation : ASIAN



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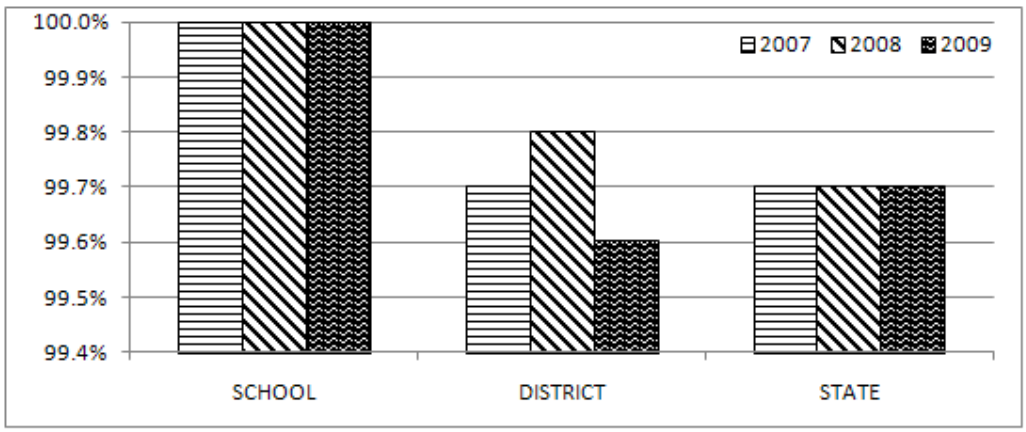
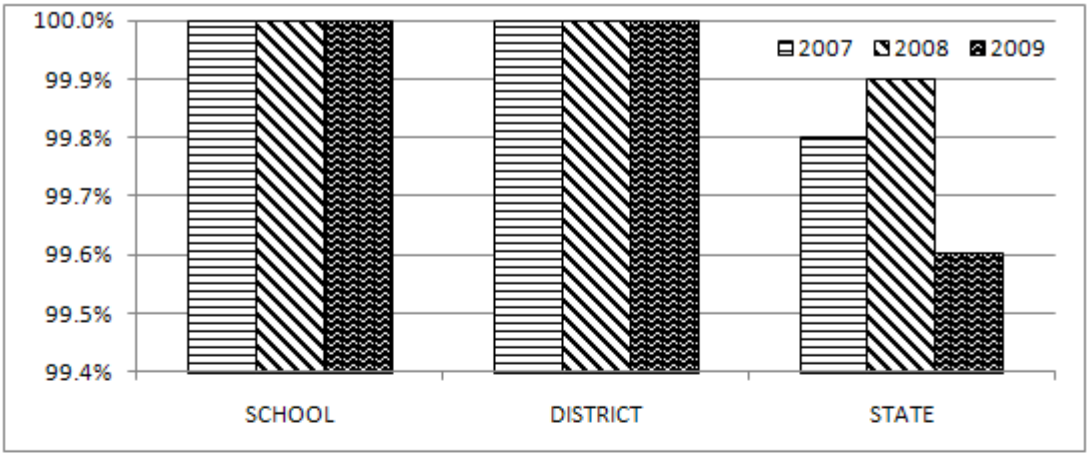
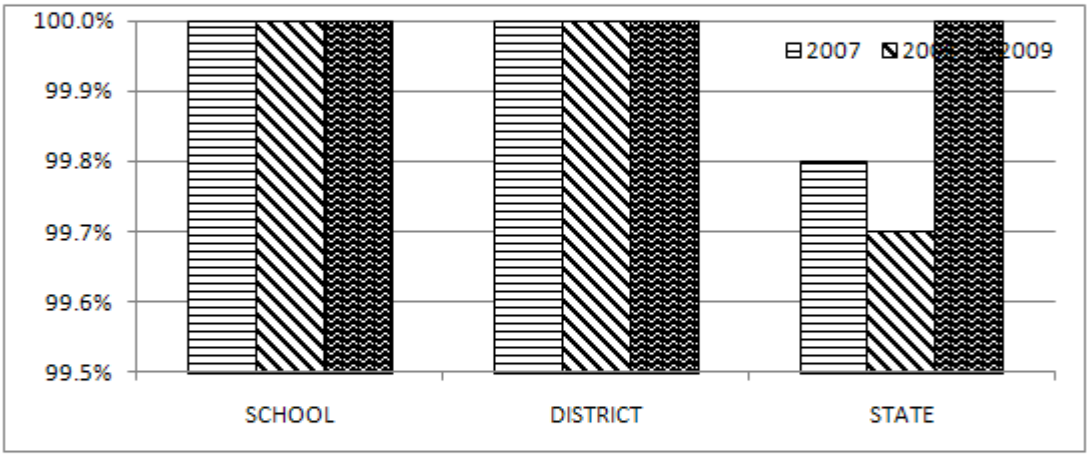


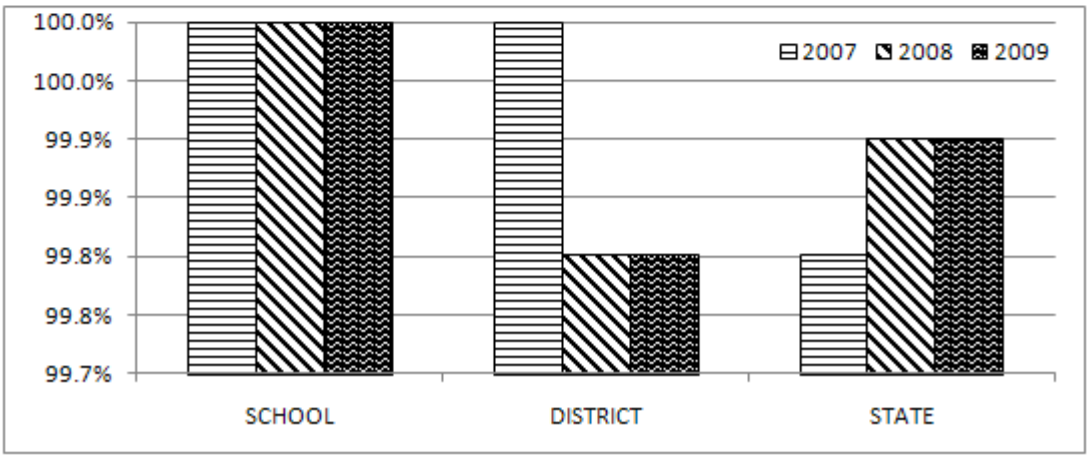
Communication Arts Participation : HISPANIC



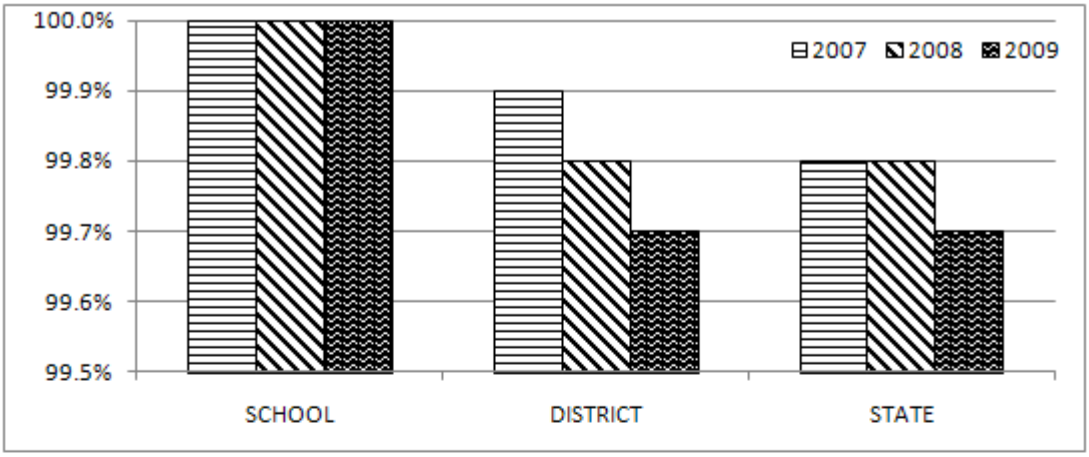
Communication Arts Participation : AMERICAN INDIAN



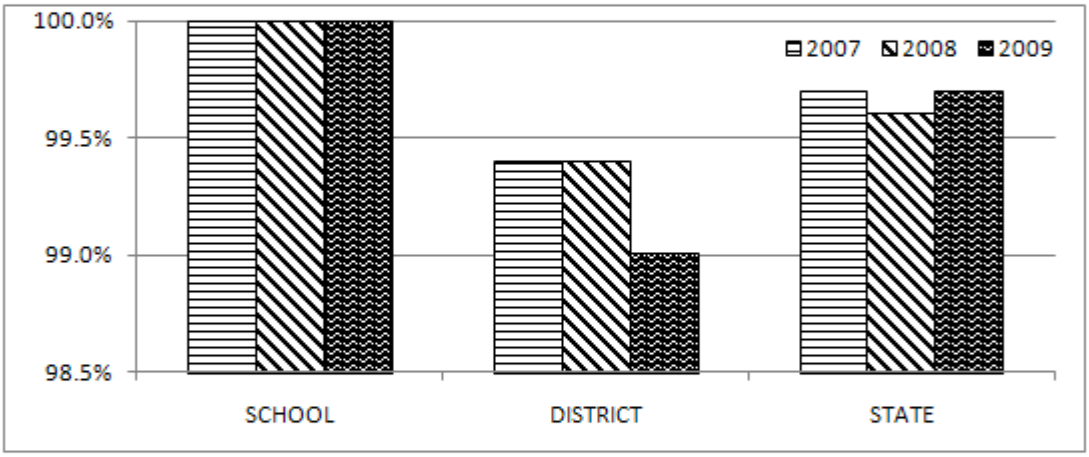
Communication Arts Participation : WHITE



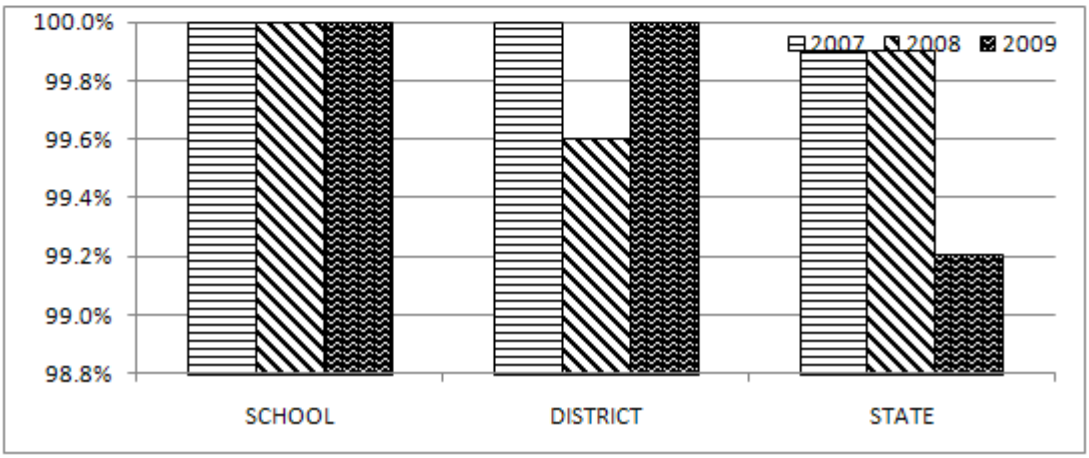
Communication Arts Participation : FREE/REDUCED LUNCH



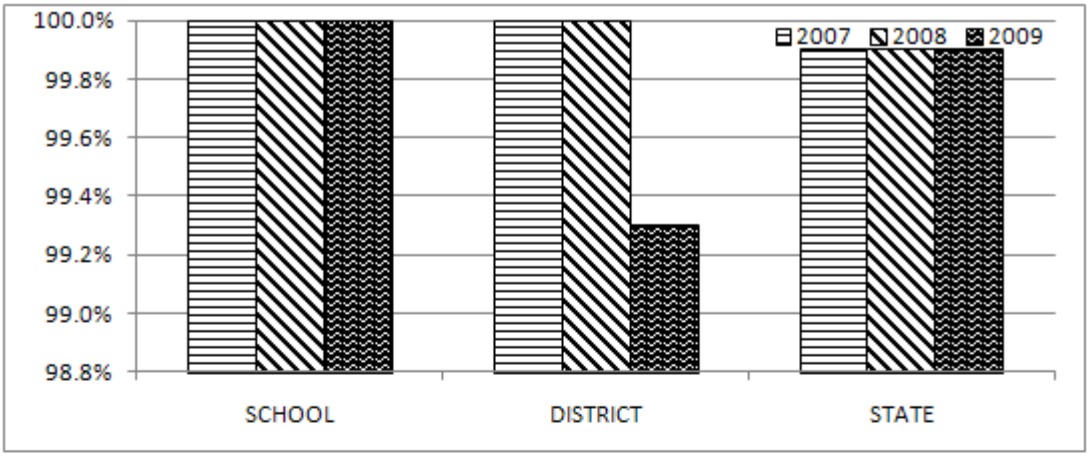
Communication Arts Participation : IEP



Communication Arts Participation : LEP



MATH Participation : ASIAN



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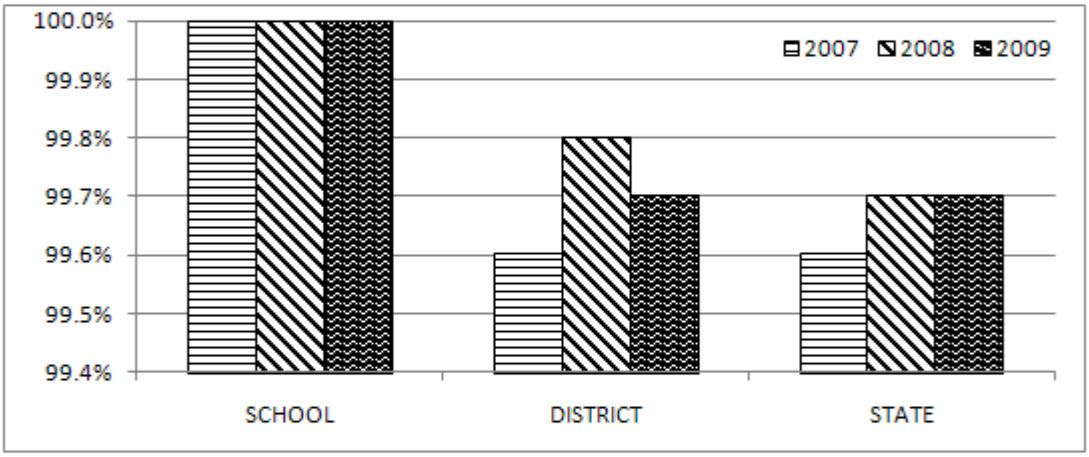
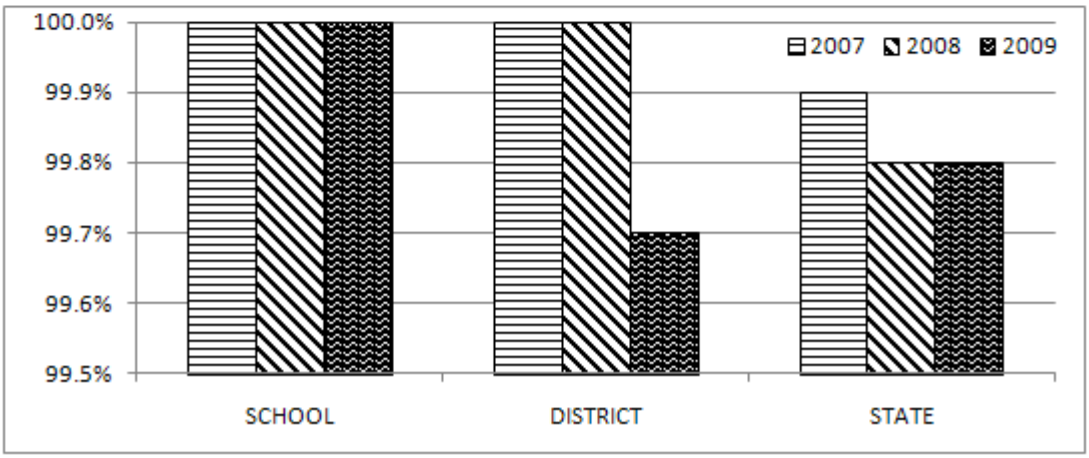
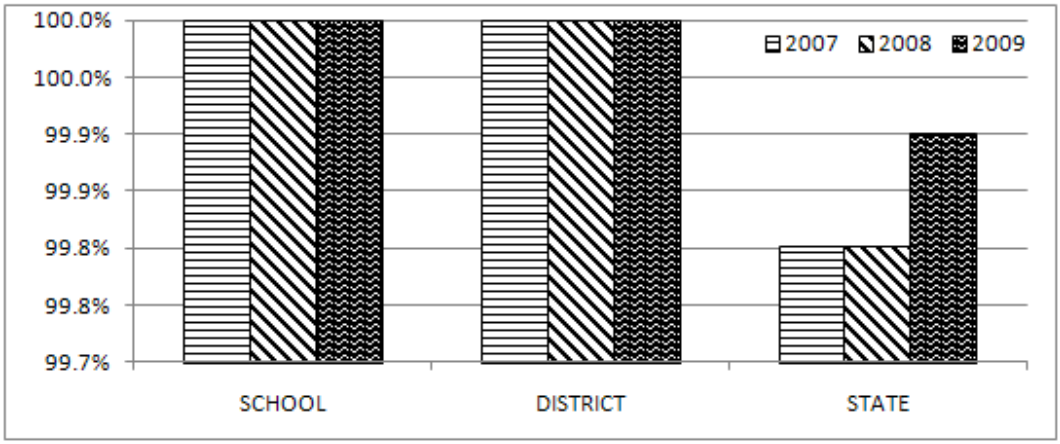


MATH Participation : HISPANIC



MATH Participation : AMERICAN INDIAN



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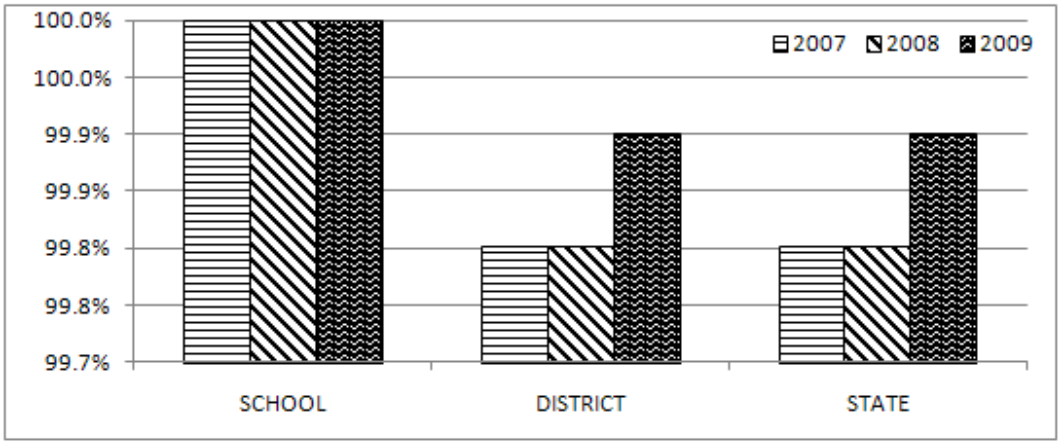
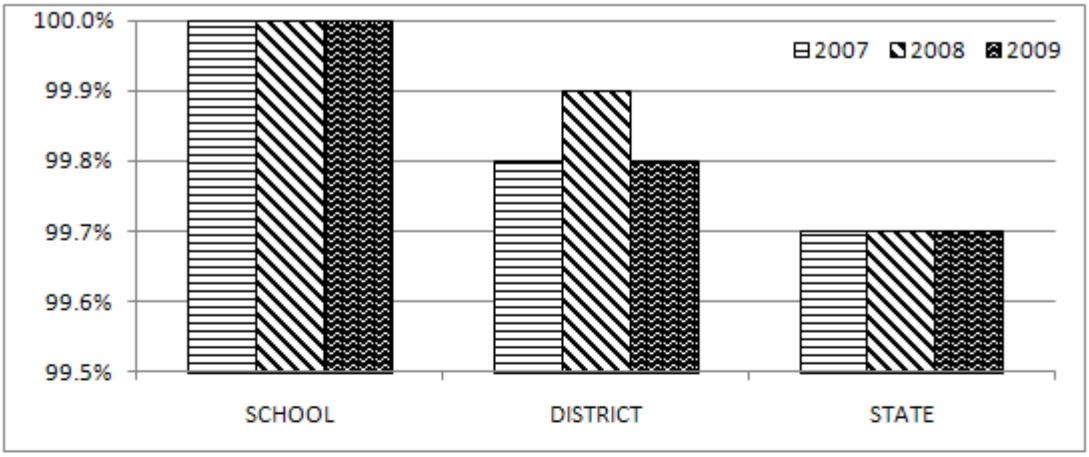
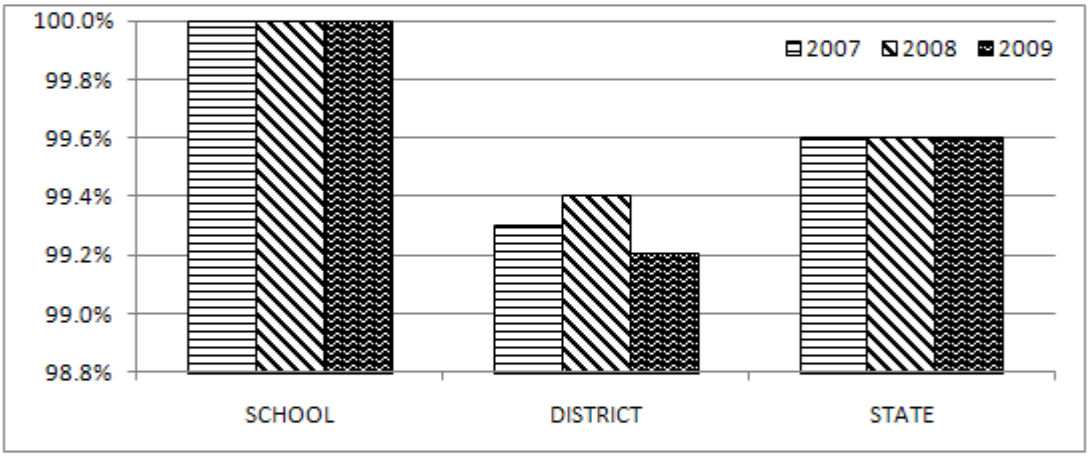


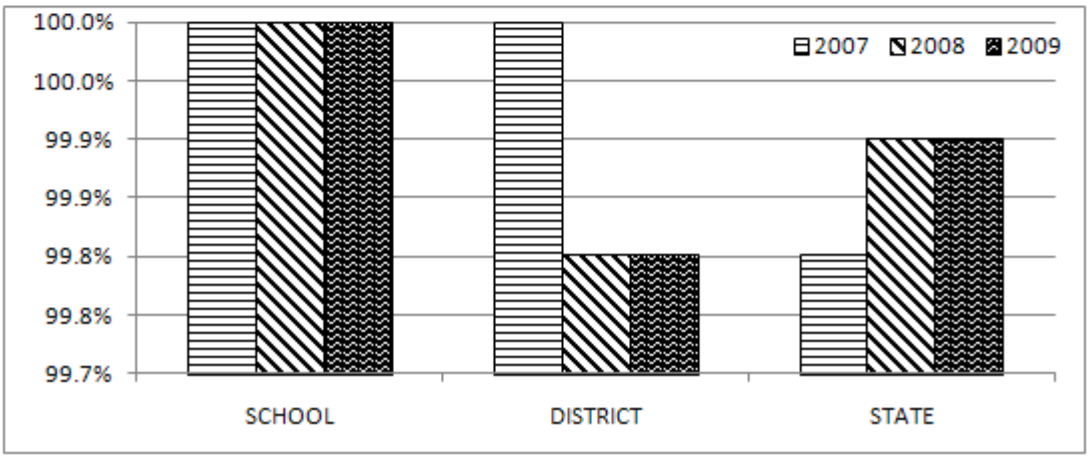
MATH Participation : FREE/REDUCED LUNCH



MATH Participation : IEP



MATH Participation : LEP



PROFICIENCY	2009	2008	2007
At/Above COMM. ARTS (SCHOOL)	7.1%	2.6%	6.2%
At/Above COMM. ARTS (DISTRICT)	27.5%	21.6%	19.5%
At/Above COMM. ARTS (STATE)	51.2%	45.7%	44.4%
At/Above MATH (SCHOOL)	2.7%	5.1%	4.9%
At/Above MATH (DISTRICT)	19.6%	17.6%	17.2%
At/Above MATH (STATE)	47.6%	46.7%	44.9%
At/Above ASIAN (SCHOOL) (COMM. ARTS)	0.0%	0.0%	0.0%
At/Above ASIAN (DISTRICT) (COMM. ARTS)	36.3%	33.8%	32.2%
At/Above ASIAN (STATE) (COMM. ARTS)	61.7%	57.3%	55.5%
At/Above BLACK (SCHOOL) (COMM. ARTS)	31.5%	27.6%	0.0%
At/Above BLACK (DISTRICT) (COMM. ARTS)	24.2%	18.2%	16.2%
At/Above BLACK (STATE) (COMM. ARTS)	29.7%	24.0%	22.8%
At/Above HISPANIC (SCHOOL) (COMM. ARTS)	0.0%	0.0%	0.0%
At/Above HISPANIC (DISTRICT) (COMM. ARTS)	32.2%	22.7%	24.1%
At/Above HISPANIC (STATE) (COMM. ARTS)	37.7%	32.5%	31.4%
At/Above AMER IND (SCHOOL) (COMM. ARTS)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (COMM. ARTS)	37.5%	25.0%	23.5%
At/Above AMER IND (STATE) (COMM. ARTS)	51.1%	42.3%	40.7%
At/Above WHITE (SCHOOL) (COMM. ARTS)	100.0%	0.0%	0.0%
At/Above WHITE (DISTRICT) (COMM. ARTS)	43.0%	37.5%	36.0%
At/Above WHITE (STATE) (COMM. ARTS)	56.6%	51.1%	49.8%
At/Above FREE LUNCH (SCHOOL) (COMM. ARTS)	6.7%	2.1%	5.4%
At/Above FREE LUNCH (DISTRICT) (COMM. ARTS)	23.9%	18.8%	17.2%
At/Above FREE LUNCH (STATE) (COMM. ARTS)	36.9%	31.6%	29.9%
At/Above IEP (SCHOOL) (COMM. ARTS)	5.9%	0.0%	0.0%
At/Above IEP (DISTRICT) (COMM. ARTS)	12.2%	7.4%	5.7%
At/Above IEP (STATE) (COMM. ARTS)	23.6%	19.1%	17.2%
At/Above LEP (SCHOOL) (COMM. ARTS)	0.0%	0.0%	0.0%
At/Above LEP (DISTRICT) (COMM. ARTS)	24.3%	22.2%	18.1%
At/Above LEP (STATE) (COMM. ARTS)	24.7%	22.9%	20.8%

At/Above ASIAN (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above ASIAN (DISTRICT) (MATH)	43.7%	41.4%	39.8%
At/Above ASIAN (STATE) (MATH)	64.8%	64.8%	62.3%
At/Above BLACK (SCHOOL) (MATH)	2.8%	5.8%	5.0%
At/Above BLACK (DISTRICT) (MATH)	15.4%	13.5%	13.7%
At/Above BLACK (STATE) (MATH)	23.0%	21.2%	20.1%
At/Above HISPANIC (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above HISPANIC (DISTRICT) (MATH)	23.9%	21.8%	19.4%
At/Above HISPANIC (STATE) (MATH)	35.8%	34.4%	32.3%
At/Above AMER IND (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (MATH)	42.4%	26.5%	27.3%
At/Above AMER IND (STATE) (MATH)	44.0%	41.8%	39.3%
At/Above WHITE (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above WHITE (DISTRICT) (MATH)	38.1%	35.6%	33.8%
At/Above WHITE (STATE) (MATH)	53.6%	52.8%	51.0%
At/Above FREE LUNCH (SCHOOL) (MATH)	3.4%	5.3%	5.4%
At/Above FREE LUNCH (DISTRICT) (MATH)	16.9%	15.3%	14.8%
At/Above FREE LUNCH (STATE) (MATH)	34.1%	31.8%	30.2%
At/Above IEP (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above IEP (DISTRICT) (MATH)	10.1%	7.9%	7.1%
At/Above IEP (STATE) (MATH)	25.9%	22.7%	20.7%
At/Above LEP (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above LEP (DISTRICT) (MATH)	27.3%	22.7%	17.0%
At/Above LEP (STATE) (MATH)	28.6%	28.4%	23.2%
PARTICIPATION	2009	2008	2007
TEST PARTICIPATION COMM. ARTS (SCHOOL)	100.0%	100.0%	100.0%
TEST PARTICIPATION COMM. ARTS (DISTRICT)	99.6%	99.8%	99.7%
TEST PARTICIPATION COMM. ARTS (STATE)	99.8%	99.8%	99.8%
TEST PARTICIPATION MATH (SCHOOL)	100.0%	100.0%	100.0%
TEST PARTICIPATION MATH (DISTRICT)	99.7%	99.8%	99.7%

TEST PARTICIPATION MATH (STATE)	99.8%	99.8%	99.8%
TEST PARTICIPATION ASIAN (SCHOOL) (COMM. ARTS)	100.0%	100.0%	100.0%
TEST PARTICIPATION ASIAN (DISTRICT) (COMM. ARTS)	100.0%	99.3%	100.0%
TEST PARTICIPATION ASIAN (STATE) (COMM. ARTS)	99.5%	99.9%	99.9%
TEST PARTICIPATION BLACK (SCHOOL) (COMM. ARTS)	100.0%	100.0%	100.0%
TEST PARTICIPATION BLACK (DISTRICT) (COMM. ARTS)	99.6%	99.8%	99.7%
TEST PARTICIPATION BLACK (STATE) (COMM. ARTS)	99.7%	99.7%	99.7%
TEST PARTICIPATION HISPANIC (SCHOOL) (COMM. ARTS)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (DISTRICT) (COMM. ARTS)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (STATE) (COMM. ARTS)	99.6%	99.9%	99.8%
TEST PARTICIPATION AMER IND (SCHOOL) (COMM. ARTS)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (DISTRICT) (COMM. ARTS)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (STATE) (COMM. ARTS)	100.0%	99.7%	99.8%
TEST PARTICIPATION WHITE (SCHOOL) (COMM. ARTS)	100.0%	100.0%	100.0%
TEST PARTICIPATION WHITE (DISTRICT) (COMM. ARTS)	99.8%	99.8%	100.0%
TEST PARTICIPATION WHITE (STATE) (COMM. ARTS)	99.9%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (COMM. ARTS)	100.0%	100.0%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (COMM. ARTS)	99.7%	99.8%	99.9%
TEST PARTICIPATION FREE LUNCH (STATE) (COMM. ARTS)	99.7%	99.8%	99.8%
TEST PARTICIPATION IEP (SCHOOL) (COMM. ARTS)	100.0%	100.0%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (COMM. ARTS)	99.0%	99.4%	99.4%
TEST PARTICIPATION IEP (STATE) (COMM. ARTS)	99.7%	99.6%	99.7%

TEST PARTICIPATION LEP (SCHOOL) (COMM. ARTS)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (COMM. ARTS)	100.0%	99.6%	100.0%
TEST PARTICIPATION LEP (STATE) (COMM. ARTS)	99.2%	99.9%	99.9%
TEST PARTICIPATION ASIAN (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION ASIAN (DISTRICT) (MATH)	99.3%	100.0%	100.0%
TEST PARTICIPATION ASIAN (STATE) (MATH)	99.9%	99.9%	99.9%
TEST PARTICIPATION BLACK (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION BLACK (DISTRICT) (MATH)	99.7%	99.8%	99.6%
TEST PARTICIPATION BLACK (STATE) (MATH)	99.7%	99.7%	99.6%
TEST PARTICIPATION HISPANIC (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (DISTRICT) (MATH)	99.7%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (STATE) (MATH)	99.8%	99.8%	99.9%
TEST PARTICIPATION AMER IND (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (DISTRICT) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (STATE) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION WHITE (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION WHITE (DISTRICT) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION WHITE (STATE) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (MATH)	99.8%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (STATE) (MATH)	99.7%	99.7%	99.7%
TEST PARTICIPATION IEP (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (MATH)	99.2%	99.4%	99.3%
TEST PARTICIPATION IEP (STATE) (MATH)	99.6%	99.6%	99.6%
TEST PARTICIPATION LEP (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (MATH)	99.8%	99.8%	100.0%
TEST PARTICIPATION LEP (STATE) (MATH)	99.9%	99.9%	99.8%

B (1) 2 DESCRIPTIVE INFORMATION: CAPACITY TO SERVE

Walbridge Elementary School will implement the Turnaround Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance.

Academic Domain

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all aforementioned curricular programs in English/Language Arts, Mathematics, Science and Social Studies, the SLPS Benchmark Assessment tools, required by the state for SIG schools. The Curriculum and Assessments consist of many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. Further, several levels of professional support will be offered to classroom teachers to increase their capacity to provide more rigorous, and data driven instruction that tends to the individual needs of students.

Modeling these materials, the SLPS Innovation Office, curriculum coaches and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skills mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons. This too, will be facilitated by layers of additional, mandatory, job embedded professional development that will be required by all SIG eligible schools.

The school will continue/begin to implement:

- COMM. ARTS
    - Walbridge will effectively implement Reading Street across all grade levels and subjects in conjunction with the use of learning centers and the Write to Read student workshop.
    - Reading Street by Pearson Learning is an instructional support program for Communication Arts Pre-K-5. This core instructional program supports Depth of Knowledge integration, cross-curricular instruction and Tier II Response to Intervention instruction.
    - Identify Comm. Arts Power GLEs on prior MAP performance. Post daily using the Blackboard Configuration model (BBC) and use technology based Study Island software to check for understanding.
    - Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and reliable teaching tools. The reading

program supports differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students.

- Acuity Benchmarks, DRA, Teacher Made Assessments, SRI, Buckle Down, and Study Island formative assessments will be used to track student reading and writing performance following each teaching unit.
- Reorganize students by strengths of teachers to maximize opportunities for learning then reassign communication arts classes accordingly. Reassigning students in Comm. Arts to teachers, based on teacher strengths, will yield increased retention in Communication Arts.

- Revise the school schedule to provide ancillary classes for the Prekindergarten through second grade students from 8:30-10 a.m. to eliminate the need for grades 3-6 to leave their classrooms during this ninety minute period thus creating an uninterrupted ninety minute time frame devoted to the teaching on Communication Arts.

- Breakfast Series Coordinator will coordinate and oversee before school tutorials in Communication Arts and Math; “School House Rock” Math, “Electric Company”, and "Reading Rainbow” in Communication Arts; enrichment of Communication Arts by engagement of students through storytelling role plays/activities; enhancement of the reading and writing experience through performing arts and guest speakers .

- Identify Comm. Arts Power GLE’s on MAP performance. Post objectives daily using the Blackboard Configuration model (BBC) and Study Island software to check for understanding as well as monitor student performance/progress.

- Use student performance data to create, implement, and monitor student Individualized Academic Portfolios. Chart student performance on the Power GLE and quarterly assessments.

- Mathematics
  - The core instructional program for Mathematics is enVision Math. Envision provides teacher assistants for each teacher to bring more individualized attention to the child. It also includes textbooks, workbooks, manipulatives, software and smart boards Envision provides monthly after school professional development for teachers as well as a Teacher Learning Facilitator to coordinate all activities and processes. The program includes components in its instructional design that addresses concept development at a deep conceptual level with the use of manipulatives as well as a differentiated instruction piece that requires the use of structured mathematics centers that facilitate the differentiated instruction component.

- Identify Comm. Arts Power GLEs on prior MAP performance. Post daily using the Blackboard Configuration model (BBC) and use technology based Study Island software to check for understanding
- Acuity Benchmarks, DRA, Teacher Made Assessments, SRI, Buckle Down, and Study Island formative assessments will be used to track student math performance following each teaching unit.
- Teachers will cooperatively plan and implement differentiated Math lessons integrating Science stories and concepts through the use of laboratory experiences.
- Breakfast Series Coordinator will coordinate and oversee before school tutorials in Communication Arts and Math; “School House Rock” Math, “Electric Company”, and "Reading Rainbow” in Communication Arts; enrichment of Communication Arts by engagement of students through storytelling role plays/activities; enhancement of the reading and writing experience through performing arts and guest speakers .

- Science
  - The core instructional program for Science is Pearson Scott Foresman Science. This science program has inquiry-based science books & other resources with scaffold activities that are correlated to Comm. Arts standards and presented in interactive media. There are detailed science kits that accompany the Science series that allow students to experience hands-on experiments and the scientific method.
  - An integrated hands-on Math and Science lab will be established to further enrich the learning experience and increase retention of both math and science concepts.
  - Each grade level will be assigned a plot of land in the school community to establish as a garden for further development of environmental and earth science concepts.
- Social Studies
  - The core instructional program for social studies was newly adopted for the 2010-2011 school year and it is Pearson Scott Foresman Social Studies. This program contains pertinent content, direct reading and writing instruction and skills instruction that encourages all students to succeed on independent levels.
  - Social Studies events and readings shall be integrated into the Communication Arts period. Stories, events and subjects hall be an integral component for writing using the six trait model.

During each year of the grant, teachers will participate in mandatory training on the Curriculum and establish pacing guides and vertical alignment in a particular content domain (Year 1-English language arts; Year 2- mathematics; and Year 3 – science and social studies). In terms of the SLPS Assessment Program, SIG schools will re evaluate their assessment program on an annual basis to make certain that the benchmarks are aligned to instruction, and at the same time, develop classroom, informal ‘mini assessments’ to provide unit by unit quizzes, and more consistent data, to help shape instructional priorities and tend the precise learning needs of each student.

Implement Curriculum With Fidelity

School leadership, along with SLPA Innovation administrators, will conduct walk through protocols to collect information/data on the instructional strategies used to implement the curriculum. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed with the Innovation Office, principals, and teachers to ensure fidelity of curriculum implementation. In Years 1 through 3, the principal (and other school leaders) will continue to observe the classroom instruction of each core curriculum teachers three times a year, and provide feedback to strengthen each teacher's practice.

In Year 1, Walbridge will establish and use model classrooms as a key job-embedded professional development activity to raise implementation fidelity levels. Starting in Year 1, the Walbridge principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms, a mentor program. In Years 2 and 3, these teachers will implement model classrooms that will serve as an essential delivery method for job embedded professional development, and increase the internal capacity of the school at the same time.

Use Data-Driven Decision Making To Inform Differentiated Instruction

Teachers will be trained to make instructional decisions based on relevant data. Walbridge literacy and mathematics coaches will attend district data coach training in summer 2010. In turn, these coaches will conduct training for Walbridge Staff. Subject area coaches will lead, design, and implement annual Teacher Summer Professional Development Institute (in July/August) to provide professional development in Comm. Arts for data analysis and integration into instruction, differentiated instruction, infusion of technology, and time and classroom management strategies. Quarterly sessions will be conducted during the school year. Teachers will employ demonstrated student learning best practices, Response to Intervention (RtI), one-on-one instruction, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content. Once again, teachers will also take advantage of informal, ‘mini assessments’ to make sure of student mastery on an individual basis.

- Teachers will be able to differentiate instruction based on formative assessment data, as they learned from the SLPS Innovation Office, all content area coaches in Year 1.
- In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies.
- Classroom observations, review of class assignments, and student work will be used to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks.
- Starting in Year 1 and continuing in Years 2 and 3, teachers and administrators will continuously use data to inform and differentiate instruction through the implementation of the SLPS data and the Instructional Management System facilitated by content area coaches. All teachers will use tools to analyze formative and summative data to inform classroom instruction.
- Response to Intervention (RtI) programming and strategies will be implemented to help struggling students.
- Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program.

Training and Professional Development

Providing staff with ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. Walbridge will use the Curriculum and Benchmark Assessments and informal, 'mini assessments' to collect formative assessment data and equip teachers and school leaders with the skills to analyze assessment data, customize instructional interventions based on these data, and continuously monitor student progress towards proficiency.

The SLPS Innovation Office, content area coaches and various external professional development providers will offer mandatory job-embedded professional development throughout the school year in formats such as weekly grade-level common planning time, monthly cross-grade common planning periods, and quarterly small group sessions. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. The following is a breakdown of the professional development, which will be coordinated by the Innovation Office, that Walbridge faculty and staff will be provided:

- AFT Professional Development
    - The AFT affiliate in St Louis will be partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
        - SIG Professional Development Liaison – This individual will provide guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. He/She will work to ensure program fidelity and high levels of implementation
        - Teacher Center - A teacher center will be developed and open to support teachers. A director, two city wide coordinators, a site coordinator and two administrative assistants will provide this ongoing support which will concentrate on help with School Improvement Grant priorities, support for new teachers, relevant professional development, innovative assistance, grant finding /writing as well as certification issues.
- Instructional and Content Area training by SLPS instructional coaching staff
    - SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for these identified schools. They will also assist DESE with monthly Saturday Institutes for teachers on relevant topics to be determined as the need arises, but highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas
- NY Turnaround Professional Development
    - NY Turnaround will assist the school in the development of school leadership teams. They will also bring in the services of a Turnaround Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management and environment issues that often impact successful instruction
- Synesi/Innovation Services Professional Development
    - Synesi is in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. Synesi will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process Synesi will develop a master PD schedule, and fill in as a provider of professional development, as necessary.
    - Also, Synesi staff will act as the professional development liaison with the rest of SLPS, so that the development provided at SIG schools is consistent, in both spirit and goals, as all other systemic professional development. As such, Synesi will meet consistently with the Superintendent, Chief Academic Officer, and the Accountability office to ensure consistency across the district.

During Year 1, the district will identify and coordinate specified program providers that Walbridge can select to conduct training to increase pedagogical knowledge of all teachers in each content area. Starting in Year 1 and continuing in Years 2 and 3, job-embedded professional development will be facilitated in different formats such as weekly common planning time, observations of exemplary instructional practice in onsite demonstration classrooms, and professional learning community study groups.

The selected professional development providers will consult with the SLPS Office of Innovation, as well as Walbridge staff to analyze SLPS benchmark data, classroom performance data, and any other performance evaluation data to refine content of professional development. In Years 2 and 3, teachers will be trained in how to use student portfolios to track and assess student progress toward proficiency and to advance proficiency over time.

Student And Parent School Engagement

Walbridge will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students. Walbridge will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, and adult education classes. Starting in Year 1, and continuing in Years 2 and 3, external partners will be identified to develop and conduct school-wide campaigns to promote healthy choices and positive behavior.

- A calendar of parent activities will be developed annually with parent attendance at selected activities tracked, using a sign-in sheet.
- Staff members will demonstrate supportive teaching techniques to parents,that support ways for parents to assist children at home during Parent Teacher Conferences and at two curriculum nights in January-Communication Arts and February-Math.
- Teachers will provide information on student Spelling test results weekly, attendance data daily, progress reports every fifth week of the quarter, report cards, and honor roll quarterly to be posted on bulletin boards in the commons area.
- Conduct achievement presentations to inform parents of academic progress and to secure support for and focus on academic achievement.
- Students will chart their academic growth using charts and graphs to measure each assessment. Charts and graphs will be a part of the IAP.
- With the assistance of parent volunteers, the Parent Support Specialist will contact the parents of absent students on a daily basis. The school counselor and social worker will contact parents of students with patterns of tardy and absent behaviors.

School Leadership

During Year 1, the Walbridge principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school turnaround process by attending the local, state and national conferences during the school year.

- The Walbridge principal will demonstrate management skills and effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Innovation Office and other central office administrators.

- During Years 2 and 3, if warranted, the contract with the Walbridge Principal will be renewed, and training and ongoing support will continue to be offered by the Innovation Office, and other appropriate central office personnel.

- Throughout the grant period, the Walbridge principal will report directly to the district's Director Haggen and work under the close guidance of the Innovation Office.

- The Innovation Office will assist the Superintendent, the Chief Academic Officer, and the principal in supporting the implementation of the turnaround activities named in this grant.

- The Innovation Office will work with the Walbridge principal and staff to monitor fidelity and progress of the turnaround school plan, help to build leadership capacity and problem-solving skills, and coordinate communications and activities across SIG-funded schools.

- Building administration will annually maintain a binder with copies of staff teaching certificates, MISIP walk-through written observations, student achievement data by teacher, data by teacher and grade, attendance data, student behavior data, as well as a file on professional development sign-in sheets/agendas as measures of goal attainment.

Additionally, time will be allotted for school staff to work with the new school leadership on vision building and implementing the model.

Human Resources; Using Data To Select, Retain, And Incentivize Highly Qualified Staff

In order to attract and retain the appropriate staff to implement school turnaround efforts, The Innovation Office and the Walbridge principal will ensure that each new teacher (both new to the profession and experienced teachers new to Walbridge) is paired with a seasoned teacher who has been trained to provide mentoring services during a teacher's first year.

- During Year 1, the Innovation Office will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or demonstration classrooms.
- They will provide mentor training to teachers who are identified to serve in this mentoring or demonstration capacity.
- New teachers will participate in new teacher orientation on mentoring component and be paired with mentors..
- The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations.
- The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.
- Certificated staff members, administrators, and the consultant will maintain an annual log of professional development hours along with documentation of written observations on the implementation of professional development initiatives.

During Years 2 and 3, Walbridge will continue to use the Innovation Office to implement a performance evaluation process to screen and hire teacher candidates, ensure there are no vacancies, and replace teachers who do not improve performance.

Monitoring for continuous improvement and long-range strategic and sustainability planning for continued development and implementation of Walbridge reform efforts shall be ongoing. In Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

B (2) DESCRIPTIVE INFORMATION: CAPACITY

We do not claim lack of capacity to serve identified Tier 1 schools.

GOALS, OBJECTIVES AND INDICATORS

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

- Objective 1.1: Implement the managed CLEAR curriculum by the end of year 1
  - Indicator 1.1a: In year 1develop a walk through process to monitor and improve instructional methods
  - Indicator 1.1b: In each of the 3 years provide additional professional development to assist teachers in implementing the standards based curriculum through the assistance of the AFT, NY Turnaround and SLPS leadership
  - Indicator 1.1c: In year 1 Provide support to teachers with the hiring of a Teaching and Learning Facilitator to act as a coach and to model good instruction

- Objective 1.2: Increase the use of data as an instructional tool over the three year period
  - Indicator 1.2a: Provide support for grade level and vertical team meetings that concentrate on the use of data as a tool for teachers, for all three years
  - Indicator 1.2b: Develop data walls in year 1
  - Indicator 1.2c: Provide external support through the use of the AFT, NY Turnaround and SLPS leadership beginning in year 1 and ongoing

- Objective 1.3: Implement a challenging and rigorous instructional program that includes student centered instructional methods beginning in year 1 and ongoing.
  - Indicator 1.3a. Provide necessary staff development on rigor and relevance.
  - Indicator 1.3b: Provide guidance and staff development on student centered teaching methods.

- Objective 1.4: Develop comprehensive coordinated, high quality, job embedded professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the district improvement plan and the parameters as reviewed by the School Improvement Grant. Complete by the end of year 1 and monitor in ensuing years.

- Indicator 1.4a: Provide leadership through Synesi Associates to coordinate monitor and review all professional development opportunities for the entire 3 years
- Indicator 1.4b: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This is done each year.
- Indicator 1.4c: Provide professional development on management rComm. Artsted issues through the use of NY Turnaround during the first year and ongoing as needed

Goal 2 Facilities, Support, and Instructional Resources: Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

- Objective 2.1: Provide the necessary technology to support and enhance the instructional program for the entire three year period.
  - Indicator 2.1a: Provide mobile computer labs for the school to increase the use of time for technology as it relates to Comm. Arts instruction by the end of year 1.
  - Indicator 2.1b. Provide classroom libraries in the core subject areas as an added instructional tool in year 1.
- Objective 2.2: Provide opportunities for extended day and extended year learning activities for all three years.
  - Indicator 2.2a: Increase the instructional day through the implementation of extended day programming in core areas and in areas of extra-curricular activities for students each year.

Goal 3 Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local education agency)/District mission, goals, and objectives

- Objective 3.1: To ensure that 100% of the teachers and administrators are highly qualified in each of the Turnaround schools.
  a. Strategy: The District will develop and implement a comprehensive teacher recruitment and training program

     Train all administrators on interviewing/selecting of quality candidates; how to leverage university and college partnerships for candidates for staffing
     - Date of Implementation: October 2010
     - Date of Completion: Ongoing

Administrators are, in theory, hiring managers. In order to select and obtain highly qualified teachers for the District, administrators must be able to effectively interview and select those candidates.

Currently the District recruitment team participates in job fairs held at local colleges/universities and obtains certificated and soon to be certificated candidates.

Use a structured screening process in conjunction with the District's web-based application system-Habermann Star Teacher Questionnaire

- Date of Implementation: May 2009
- Date of Completion: Ongoing

The Habermann Star Administrator Questionnaire has been utilized in the hiring process for Administrators. The Habermann Questionnaire predicts which candidates will succeed as school administrators serving diverse children and youth in urban school districts. It analyzes respondents' answers to thirteen dimensions of urban school administration. These dimensions were identified in studies of star urban principals who led effective schools in major urban districts or who turned failing schools into effective ones.

Develop and implement a 2-year Beginning Teacher Assistance and Mentoring program that includes a structured and effective New Teacher Induction Model

- Date of Implementation: August 2009
- Date of Completion: Ongoing

This has begun through our Peer Assistance Review Program. There are veteran teachers that have been chosen to mentor, support and evaluate teachers that are new to SLPS. The veteran teachers' job is to mentor, support, and evaluate only, they do not manage a classroom or office simultaneously. This ensures that the focus is on the mentees and that the consultant teachers are available to the new teachers when they are needed. The consultant teachers and mentee teachers meet and/or communicate regularly. This should improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District.

The District will develop and implement a week-long SLPS induction model for all staff new to the SLPS

- Date of Implementation: July 2011
- Date of Completion: Ongoing

The Human Resources Department and the Professional Development Department will collaborate to ensure that all new staff are orientated and given the opportunity to participate in Professional Development. This will ensure that new hires feel welcomed and prepared in their new positions, in turn giving them the confidence and resources to

make an impact within the District, and ultimately become positive assets to the District as a whole.

- Objective 3.2: Establish a recruitment and retention plan to ensure high quality, highly qualified teachers in all classrooms during year 1.
    - Indicator 3.2a: Monitor and review teacher certifications at the school to ensure that all new staff are highly qualified as an ongoing process.

Strategy: The District will strengthen and expand partnerships with local universities such as the University of Missouri and outside organizations such as Teach For America

To attract the top college graduates, recruiting team will attend college sponsored job fairs to speak with graduates about SLPS opportunities. Recruiting team will also follow up with each student by email, phone, written correspondence

- Date of Implementation: March 2010
- Date of Completion: Ongoing

The District recruitment team has been participating in job fairs held at local colleges/universities and has obtained certificated and soon to be certificated candidates. The recruitment team is able to follow up with candidates via its School Recruiter on-line application system.

Recruiting team will meet with all University Career Placement offices and Deans of Education to establish relationships with the colleges and universities and to attract graduating students to SLPS

- Date of Implementation: February 2009
- Date of Completion: Ongoing

The District hosted its first meeting with the Deans of Education of 7 local colleges/universities. This meeting was a roundtable discussion to share ideas concerning effective recruitment processes for their graduates. The result of this partnership is to facilitate an influx of local students of Education into the District.

Recruiting team will post all teaching vacancies on college universities' job boards and will also e-blast teaching vacancies to university careers services and Deans of Education to increase school partnerships and teacher placement

- Date of Implementation: October 2010
- Date of Completion: Ongoing

The District recruiting team currently e-blasts open positions to various colleges. The District has also created a Facebook page and a Linkedin account in order to utilize the trend of social networking. Moving forward the recruiting team will post to local colleges/universities as well as neighboring state colleges/universities.

Recruiting team will meet with Teach For America (TFA) leadership team to indentify teaching candidates for the upcoming school year. Recruiting team will also set up interviews and orientation for all TFA candidates

- Date of Implementation: 2002
- Date of Completion: Ongoing

The District has had an ongoing relationship with Teach For America since 2002. This relationship will continue throughout the future. The recruiting team of SLPS works with the TFA recruiting team to coordinate interviews and obtain teaching placements for the TFA members.

Increase student teaching program candidates in SLPS by partnering with local colleges and universities to establish processes and guidelines to ensure program effectiveness.

- Date of Implementation: July 2009
- Date of Completion: Ongoing

Human Resources has become more involved in student placements within the District. In becoming more involved, this creates a conduit to become more strategic in connecting student teachers to teaching positions in the following year(s).

- Objective 3.3: Remove and replace school leadership and faculty as mandated by the Turnaround guidelines prior to year 1.
  - Indicator 3.3a: Under district leadership, replace the principal and the staff prior to the opening of the school year.

Strategy: The principal and at least 50% of the staff at each Turnaround School will be replaced to ensure that a highly capable staff is in place to raise achievement

New principals will be selected and assigned by the superintendent with input from a team representing a variety of key stakeholders at each school. Key characteristics indicative of turnaround leadership will be determining criteria

- Date of Implementation: June 2010
- Date of Completion: July 2010

Returning teachers are determined using record of raising student achievement and commitment to improvement

- Date of Implementation: June 2010
- Date of Completion: July 2010

Human Resources partnered with the administrators of the Turnaround Schools to interview and select

Establish and implement a comprehensive, collaborative, uniform interview and selection process for incoming (and returning teachers) to each school

- Date of Implementation: May 2010
- Date of Completion: July 2010

- Objective 3.4: Develop a teacher evaluation system that includes performance based indicators during year 1
  - Indicator 3.4a: Develop a district team to institute a comprehensive teacher evaluation system that includes performance based indicators as part of the process. Prior to year 1.

a. Strategy: Institute a rigorous evaluation system for all pedagogical personnel that is tied to student growth data

Teachers will set measurable targets for each class/section at the beginning of the year and determine a plan for his/her individual professional development needs and end-of-year evaluations will be based on hitting these targets

- Date of Implementation: October 2010
- Date of Completion: Ongoing

School leaders will meet with teachers after each benchmark to assess progress toward annual goals for student achievement (and course correct as necessary)

- Date of Implementation: October 2010
- Date of Completion: Ongoing

Each teacher will receive informal written feedback from an administrator or coach every day

- Date of Implementation: October 2010
- Date of Completion: Ongoing

New teachers will receive additional support from a highly qualified mentor teacher

- Date of Implementation: August 2009
- Date of Completion: Ongoing

This has begun through our consultant teacher program. There are veteran teachers that have been chosen to mentor teachers that are new to SLPS. The veteran teachers' job is to mentor only, they do not manage a classroom or office simultaneously. This ensures that the focus is on the mentees and that the consultant teachers are available to the new teachers when they are needed. The consultant teachers and mentee teachers meet and/or communicate regularly. This should improve retention of new teachers as lack of support is one of the top reasons that teachers leave the District.

The district commits to expediting the process for removing or reassigning ineffective teachers as determined by the new evaluation system

- Date of Implementation: October 2010
- Date of Completion: June 2011

Administrators will be trained on how to document behaviors and activities that support the decision to remove or reassign an ineffective teacher in their building. This training will include how to document specifically and objectively.

b. Strategy: To provide internal and external leadership development of principals and other administrators focused on student engagement, rigor, accountability, school and school district reform model, PLC and Data Team

Establish a cohort to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous improvement model, accountability during the 2010-11 school year and beyond

Utilization of retired administrators who have demonstrated evidence of success, particularly in the area of student achievement; in collaboration with the Professional Development Office, the administrators are charged with supporting the evaluation and coaching processes necessary for improved teaching quality

Deliver intensive training regarding the state mandated 18-week improvement process to principals as well as teaching staff; the primary driver is improved teacher performance; however, expected outcomes will be clearly defined and employees held accountable for attaining these outcomes

- Date of Implementation: October 2010
- Date of Completion: Ongoing

c. Strategy: Design and implement a comprehensive incentive/merit pay plan for school administrators

Develop an active, viable compensation incentive structure that includes well defined goals, objectives, a clear delineation of job accountabilities and potential compensation for addressing areas of importance to the District

Key outcomes will include improvement in the following areas:

1. Student Achievement
2. Evidence of Leadership
3. Active Parental Engagement
4. Attendance

- Date of Implementation: October 2010
- Date of Completion: Ongoing

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

- Objective 4.1: Increase parent involvement as an ongoing priority.
  - Indicator 4.1a: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the first year then continuing.
  - Indicator 4.1b: Develop a parent handbook as a tool for parents during year 1.
  - Indicator 4.2c: Review the success of PTOs, PTAs in the building and provide opportunities and leadership to improve or institute their work during year 1.
- Objective 4.2: Increase meaningful community partnerships within the school.
  - Indicator 4.2a: Identify potential community partnerships.
  - Indicator 4.2b: Reach out to the community partners in a meaningful way.

WALBRIDGE ELEMENTARY SCHOOL PROJECT ACTIVITY PLAN

Goal 1 Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

- **Objective 1.1: Implement the managed CLEAR curriculum by the end of year 1**
  - Indicator 1.1a: In year 1 Develop a walk through process to monitor and improve instructional methods
    - *Action: Review current process leadership team*
      - Person(s) Responsible
        - principal, district
      - Resources
        - No resources
      - Indicators of Success:
        - completed review
    - *Action: Ensure that walk throughs have a focus on student achievement*
      - Person(s) Responsible
        - NY Turnaround, Principal, District
      - Resources
        - resources are cost of facilitator
      - Indicators of Success:
        - completed protocols are the outcome
    - *Action: Provide necessary training*
      - Person(s) Responsible
        - NY Turnaround, District, Principal
      - Resources
        - PD for training
      - Indicators of Success
        - improved test scores.
    - *Action: Monitor and ensure fidelity of the process.*
      - Person(s) Responsible
        - Principal
      - Resources
        - no costs
      - Indicators of Success:
        - improved test score outcomes
    - *Action: Fully implement Envision in Math classrooms*
      - Person(s) Responsible
        - Consultants, principal
      - Resources
        - Comm. Arts consultant costs
      - Indicators of Success
        - improved test scores in Math and Reading
    - *Action: Utilize school based instructional coaches*

- Person(s) Responsible
    - Principal, leadership team. Teachers
- Resources
    - district costs for personnel
- Indicators of Success
    - improved instruction as observed

YEAR 2 AND 3

- *Action: Ongoing monitoring of walkthrough process and retraining of new personnel*
    - Person(s) Responsible
        - Principal, school leadership
    - Resources
        - No cost
    - Indicators of Success
        - Completed walk - throughs

- Indicator 1.1b: In each of the 3 years Provide additional professional development to assist teachers in implementing the standards based curriculum through the assistance of the AFT, NY Turnaround and district leadership
    - *Action: Provide guidance to leadership team and staff on standards based instruction*
        - Person(s) Responsible
            - principal NY Turnaround, District,
        - Resources
            - PD training costs,
        - Indicators of Success
            - indicators are improved test scores
    - *Action: Incorporate standards based instructional review in walk-throughs.*
        - Person(s) Responsible
            - Leadership team
        - Resources
            - no resources
        - Indicators of Success
            - improved test scores

YEAR 2 AND 3

- *Action: ongoing professional development coordination and review*
    - Person(s) Responsible
        - NY Turnaround and AFT Teacher Center
    - Resources
        - NYT, AFT Consultant costs
    - Indicators of Success
        - Increased test scores

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- Indicator 1.1c: In year 1 Provide support to teachers with the hiring of a Teaching and Learning Facilitator to act as a coach and to model good instruction
    - *Action: Hire a TLC through district funds.*
        - Person(s) Responsible
            - Principal, leadership team
        - Resources
            - district personnel costs
        - Indicators of Success
            - improved test scores
    - *Action: Monitor success of TLC*
        - Person(s) Responsible
            - Principal
        - Resources
            - no costs
        - Indicators of Success
            - completed evaluations

YEAR 2 AND 3

- *Action: ongoing support by the TLF in coaching and modeling,*
    - Person(s) Responsible
        - principal
    - Resources
        - TLF, district costs
    - Indicators of Success
        - improved test scores

- **Objective 1.2: Increase the use of data as instructional tool over the three year period**
    - Indicator 1.2a: Provide support for grade level, subject area and vertical team meetings that concentrate of the use of data as a tool for teachers for all three years
        - *Action: Schedule grade level and vertical team meetings into classroom teacher schedule*
            - Person(s) Responsible
                - principal NY Turnaround, AFT
            - Resources
                - Comm. Arts consultant costs
            - Indicators of Success
                - completed schedules
        - *Action: Monitor and review processes.*
            - Person(s) Responsible
                - Principal
            - Resources
                - no costs
            - Indicators of Success
                - completed observations
        - *Action: Provide professional development*
            - Person(s) Responsible
                - AFT, NYT, District, principal
            - Resources
                - Comm. Arts consultant costs
            - Indicators of Success
                - improved test scores

YEAR 2 AND 3

- *Action :Ongoing support for new staff members with continuing assistance for existing staff*
    - Person(s) Responsible
        - AFT, NYT
    - Resources
        - Consultant costs
    - Indicators of Success
        - Improved test scores

- Indicator 1.2b: Develop data walls in year 1
    - Provide external professional development for data walls
        - Person(s) Responsible
            - external consultants, principal
        - Resources
            - costs of consultants
        - Indicators of Success
            - completed data walls
    - Monitor and review.
        - Person(s) Responsible
            - Principal, leadership teams
        - Resources
            - no cost
        - Indicators of Success
            - observations and improved scores

YEAR 2 AND 3

- *Action: ongoing support for new staff members*
    - Person(s) Responsible
        - Principal, leadership team, aft
    - Resources
        - Consultant costs
    - Indicators of Success
        - Improved test scores

- Indicator 1.2c: Provide external support through the use of the AFT and SLPS leadership beginning in year 1 and ongoing
    - *Action: Utilize outside consultants for PD as needed*
        - Person(s) Responsible
            - consultant costs,
        - Resources
            - principal, leadership team,
        - Indicators of Success
            - Contract with outside consultant re: differentiated instruction

YEAR 2 AND 3

- *Action: Ongoing support for new staff members*
  - Person(s) Responsible
    - Principal, leadership team, AFT
  - Resources
    - consultant costs
  - Indicators of Success
    - improved test scores

- **Objective 1.3: Implement a challenging and rigorous instructional program that includes student centered instructional methods beginning in year 1 and ongoing**
  - Indicator 1.3a. Provide necessary staff development on rigor and relevance.
    - *Action: Provide assistance through the AFT consultant group and the teacher center.*
      - Person(s) Responsible
        - District, AFT
      - Resources
        - Comm. Arts consultant costs,
      - Indicators of Success
        - observations

YEAR 2 AND 3

- *Action: ongoing support for new staff members*
  - Person(s) Responsible
    - Principal, leadership team, AFT
  - Resources
    - Consultant costs
  - Indicators of Success
    - Improved test scores

  - Indicator 1.3b: Provide guidance and staff development on student centered teaching methods.
    - *Action: Provide assistance through AFT teacher center*
      - Person(s) Responsible
        - principal, district, AFT
      - Resources
        - Comm. Arts consultant costs
      - Indicators of Success
        - teacher observation

YEAR 2 AND 3

- *Action: ongoing support for new staff members*
  - Person(s) Responsible
    - Principal, leadership team, AFT
  - Resources
    - Consultant costs
  - Indicators of Success
    - Improved test scores

- **Objective 1.4: Develop comprehensive coordinated, high quality, job embedded professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the district improvement plan and the parameters as reviewed by the School Improvement Grant. Complete by the end of year 1 and monitor in ensuring years.**
    - Indicator 1.4a: Provide leadership through Synesi Associates to coordinate monitor and review all professional development opportunities for the entire 3 years
        - *Action: Provide assistance through AFT teacher center*
            - Person(s) Responsible
                - principal, district, AFT
            - Resources
                - Comm. Arts consultant costs
            - Indicators of Success
                - teacher observation

        YEAR 2 AND 3

        - *Action: ongoing support for new staff members*
            - Person(s) Responsible
                - Principal, leadership team, AFT
            - Resources
                - Consultant costs
            - Indicators of Success
                - Improved test scores

    - Indicator 1.4b: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This is done each year
        - *Action: Complete a master schedule prior to opening of school year and minimize additional items except when absolutely necessary*
            - Person(s) Responsible
                - Synesi
            - Resources
                - consultant costs
            - Indicators of Success
                - completed schedule

    - Indicator 1.4c: provide professional development on management related to Comm. Arts issues through the use of NY Turnaround during the first year and ongoing as needed
        - *Action: Identify needs of teachers with school management issues*
            - Person(s) Responsible
                - NYT, Principal
            - Resources
                - Comm. Arts consultant costs
            - Indicators of Success
                - list of those in need
        - Action: Offer job embedded professional development to identified teachers
            - Person(s) Responsible
                - NYT, Principal
            - Resources
                - Comm. Arts consultant costs
            - Indicators of Success
                - principal observations

YEAR 2 AND 3

- *Action: ongoing support for new staff members*
  - Person(s) Responsible
    - Principal, leadership team, AFT
  - Resources
    - Consultant costs
  - Indicators of Success
    - Improved test scores

- **Objective 1.5: Increase attendance for students and staff over the three year period to exceed the level of AYP guidelines**
  - Indicator 1.5a: Develop an action plan of rewards and motivation for increasing attendance. Principal, leadership team, staff, minimal cost for prizes, increased student and teacher attendance.
    - Action: Offer incentives for students and teachers Comm. Arts to improved attendance
      - Person(s) Responsible
        - principal, leadership team,
      - Resources
        - Comm. Arts costs of purchasing prizes,
      - Indicators of Success
        - improved attendance
    - *Action: Set attendance goals for all staff and students,*
      - Person(s) Responsible
        - principal, leadership team
      - Resources
        - no costs
      - Indicators of Success
        - improved attendance

Goal 2 Facilities, Support, and Instructional Resources : Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

- **Objective 2.1 Provide the necessary technology to support and enhance the instructional program for the entire three year period**
  - *Action: Review technology needs at the schools.*
    - Person(s) Responsible
      - District
    - Resources
      - no costs
    - Indicators of Success
      - completed needs assessment
  - *Action: Provide ongoing professional development*
    - Person(s) Responsible
      - District
    - Resources
      - no costs, district initiative
    - Indicators of Success
      - increased use of technology through observations.

YEAR 2 AND 3.

- *Action: Monitor technology as needed*
  - Person(s) Responsible
    - Principal, leadership team
  - Resources
    - no costs
  - Indicators of Success
    - *Implementation and use of a variety of technological tools*

- Indicator 2.1a: Provide mobile computer labs for the school to increase the use of time for technology as it relates to Comm. Arts instruction by the end of year 1
  - Provided labs at the school
    - District
    - no costs, district initiative
    - increase number and use of mobile labs in the school through observation

YEAR 2 AND 3.

- *Action: Monitor technology as needed*
  - Person(s) Responsible
    - Principal, leadership team
  - Resources
    - no costs
  - Indicators of Success
    - *Computer lab schedule of use*
    - *Classroom computer center use*
    - *Promethean lab use/schedule*
    - *Use of technology based Study Island software*
- Indicator 2.1b. Provide classroom libraries in the core subject areas as an added instructional tool in year 1
  - Provide libraries through district initiative
    - Person(s) Responsible
      - District
    - Resources
      - no local costs, district initiative
    - Indicators of Success
      - observation and inventory.

- **Objective 2.2: Provide opportunities for extended day and extended year learning activities for all 3 years**
  - Indicator 2.2a: Increase the instructional day through the implementation of extended day programming in the core areas and in areas of extracurricular activities for the students for each year
    - Provide extended day learning
      - Person(s) Responsible
        - District
      - Resources
        - district initiative
      - Indicators of Success
        - *SES roster of students*
        - *Lesson Plans for SES and Saturday School*
        - *Saturday School attendance*

YEAR 2 AND 3.

- *Action: Continue as needed*
  - Person(s) Responsible
    - Principal, district
  - Resources
    - Comm. Arts costs
  - Indicators of Success
    - Improved performance

Goal 3 Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

- **Objective 3 1: Remove staff as mandated under the turnaround guidelines**
  - Indicator 3.1a: Under district leadership, replace the principal and the staff prior to the opening of the school year.
    - *Action: Complete the process of removal and re-selection.*
      - Person(s) Responsible
        - District leadership
      - Resources
        - no local costs
      - Indicators of Success
        - complete review of certificates and qualifications

- **Objective 3.2 Establish a recruitment and retention plan to ensure high quality, highly qualified teachers in all classrooms during year 1**
    - *Action: District level process to work with all impacted schools.*
      - Person(s) Responsible
        - District
      - Resources
        - no school level costs
      - Indicators of Success
        - completed plan
    - *Action: Completed recruitment plan by midyear one*
      - Person(s) Responsible
        - District
      - Resources
        - no local costs
      - Indicators of Success
        - completed plan

  - Indicator 3.2a: Monitor and review teacher certifications at the school to ensure that all new staff are highly qualified as an ongoing process
    - *Action: Create a review process to monitor and ensure certification alignment*
      - Person(s) Responsible
        - District
      - Resources
        - no local school costs
      - Indicators of Success
        - all highly qualified staff

- **Objective 3.3: Develop a teacher evaluation system that includes performance indicators during year 1**
    - Indicator 3.3a: Develop a district team to institute a comprehensive teacher evaluation system that includes performance indicators as part of the process. Prior to year 1
        - *Action: Develop and complete a teacher evaluation system tied to performance.*
            - Person(s) Responsible
                - District, consultants
            - Resources
                - no local costs
            - Indicators of Success
                - a completed plan

- **Objective 3.4: Ensure a process is established to hire the best people for critical positions at the school and district**
    - Indicator 3.4a: Utilize Synesi to assist with key hiring for the 3 year period
        - *Action: identify key positions needed to be hired or replaced*
            - Person(s) Responsible
                - Synesi, district
            - Resources
                - consultant costs
            - Indicators of Success
                - completed list
        - *Action: Hire individuals as needed using outside support*
            - Person(s) Responsible
                - Synesi, District
            - Resources
                - consultant costs
            - Indicators of Success
                - completed leadership roster

YEAR 2 AND 3

- *Action: Continue to utilize consultant services for new hires*
    - Person(s) Responsible
        - District, Synesi
    - Resources
        - consultant costs
    - Indicators of Success
        - Improved performance

- **Objective 3.5: Provide leadership support to the new administration in the development of school leadership teams and Turnaround advice during the 3 year period**
    - Indicator 3.5a: Utilize the services of NY Turnaround to provide the necessary leadership training and guidance on issues relating toComm. Arts Turnaround for the entire 3 year period
        - *Action: identify key positions needed to be hired or replaced*
            - Person(s) Responsible
                - Synesi, district
            - Resources
                - consultant costs
            - Indicators of Success
                - completed list

- *Action: Hire individuals as needed using outside support*
    - Person(s) Responsible
        - Synesi, District
    - Resources
        - consultant costs
    - Indicators of Success
        - completed leadership roster

YEAR 2 AND 3

- *Action: Continue to utilize consultant services for new hires*
    - Person(s) Responsible
        - District, Synesi
    - Resources
        - Consultant costs
    - Indicators of Success
        - Improved performance

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

- **Objective 4.1: Increase parent involvement as an ongoing priority**
    - Indicator 4.1a: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the first year and continuing
        - *Action: Reach out to the community for increased use of building*
            - Person(s) Responsible
                - Principal
            - Resources
                - no costs
            - Indicators of Success
                - increased use of facility
        - *Action: Develop guidelines for usage*
            - Person(s) Responsible
                - Principal, leadership team, district
            - Resources
                - no costs
            - Indicators of Success
                - increased facility usage by community and parents

YEAR 2 AND 3

- *Action: Ongoing outreach to the community, parents*
    - Person(s) Responsible
        - Leadership team
    - Resources
        - No costs
    - Indicators of Success
        - Increased involvement

- Indicator 4.1b. Develop a parent handbook as a tool for parents during year 1
  - *Action: Review current handbook and make necessary changes or review comparable handbooks and complete one for the school*
    - Person(s) Responsible
      - principal, leadership team
    - Resources
      - no costs
    - Indicators of Success
      - Completed handbook

- **Objective 4.2: Increase meaningful community partnerships within the school**
  - Indicator 4.2a: Identify potential community partnerships
    - *Action: Develop a list of possible partners*
      - Person(s) Responsible
        - School leadership team
      - Resources
        - no costs
      - Indicators of Success
        - completed lists

  - Indicator 4.2b: Reach out to the community partners in a meaningful way
    - *Action: Schedule meetings and visits with identified potential partners*
      - Person(s) Responsible
        - Principal
      - Resources
        - no costs
      - Indicators of Success
        - increased number of partnerships

    YEAR 2 AND 3

    - *Action: Ongoing outreach to the community*
      - Person(s) Responsible
        - Parent, Leadership team
      - Resources
        - no costs
      - Indicators of Success
        - increased involvement

  - Indicator 4.2c: Review the success of PTOs, PTAs in the building and provide opportunities and leadership to improve or institute their work. During year 1
    - *Action: Gain the assistance of national PTA for guidance in enhancing parental involvement*
      - Person(s) Responsible
        - Principal, leadership team
      - Resources
        - no costs
      - Indicators of Success
        - increased involvement

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

The LEA/District does not claim lack of capacity to serve the identified Tier I school.

B (3) District Implementation Plan

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school
    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
    a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application
    Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
    a. Hire Associate Superintendent for the Office of Innovation
    b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
        i. Develop process to manage and monitor each schools through:
            1. Project management dashboard with benchmarks and timelines for accountability
            2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
            3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions
            Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders
   Date: June 2010 – On going through out funding period, at least quarterly

Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
    - Teachers are expected to infuse common process standards into every classroom, everyday
    - At any time, staff should be able to query students regarding the process standards
- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.
- Teachers will….
    - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
    - Develop lessons using the identified strategy for the first quarter
    - Practice the strategy within the PLC/Grade level meeting
    - Teach the strategy
    - Observe other colleagues using the strategy and provide feedback
    - Analyze student work on the strategy
    - Reflect and revise the implementation of the strategy
    - Provide opportunities for extra support for students who have not mastered the strategy
    - Add the next strategy
    - Continue the cycle

Analyzing Student Work

- Staff will analyze student work to strengthen the instructional quality and delivery
- Staff will utilize the Tuning Protocol from David Allen and Joe McDonald at the Coalition of Essential Schools
- Staff and Curriculum Supervisors will create MAP-like constructed responses quarterly to assess as a staff
- An analysis of the teaching issues will be conducted and shared with staff to adjust teaching strategies

B (4) Tier I School Implementation LEA Timeline

Strategy and/or Activity	Time Frame	Action
Replace the principal	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Grant new principal operational flexibility in order to substantially improve student achievement outcomes and increase high school graduation rates	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Screen all existing staff and rehire no more than 50 percent	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Select new staff	2011	Implemented in June 2010. Completed in July 2010.
	2012	No further action necessary
	2013	No further action necessary
Implement strategies to recruit, place, and retain staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Provide staff ongoing, high-quality job-embedded professional development that is aligned with school's instructional program	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Adopt a new governance structure	2011	Implementation begun in June 2010.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation

Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Establish schedules and implement strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide appropriate social-emotional and community-oriented services and supports for students	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME WALBRIDGE (596)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Worker	**30,000.00**
2 – FTE Instructional Support Coordinator	**110,000.00**
Teacher Extra Service Pay for Extended Day Instruction	**34,243.00**
Teacher Extra Service Pay for Professional Development	**46,811.00**
Curriculum- 20 hours @ $26 per hour = $520	
Staff Development- 32 hours @ $26 per hour = $832	
Vendor- 16 hours @ $26 per hour = $416	**11,364.00**
TOTAL- 68 hours @ $26 per hour = $1,768	**17,727.00**
.091 – 1 FTE Asst Supt of Innovation .091 – 4 FTE Turnaround/Accountability Specialist	
6100 Subtotal	**$250,145.00**
6150: Non-Certificated Salaries	
Non-cert Staff Extra Service Pay for Extended Day Instruction	**6,936.00**
Non-cert Extra Service Pay for Professional Development	**8,568.00**
Curriculum- 20 hours @ $14 per hour = $280	
Staff Development- 32 hours @ $14 per hour = $448	
Vendor- 16 hours @ $14 per hour = $224	
TOTAL- 68 hours @ $14 per hour = $952	**2,727.00**
.091 – 1 FTE Executive Assistant	
6150 Subtotal	**$18,231.00**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%) Hourly Blended Benefits Rate (11%)	**81,066.00**
6200 Subtotal	**$81,066.00**
6300: Purchased Services	

Instructional Consultants .091 Development and Implementation contract with Synesi	**5,000.00** **1,500.00**
6300 Subtotal	**$6,500.00**
6400: Materials/Supplies Instructional materials and supplies (leveled library, student assessment portfolio materials) Professional development materials and supplies (Inquiry-based Learning text, Marzano strategies, Unpacking the Standards) Family center materials and supplies	 **15,000.00** **5,000.00** **2,000.00**
6400 Subtotal	**$22,000.00**
6100-6400 Subtotal	**$377,942.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0.00**
TOTAL	**$377,942.00**

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

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools— Bunche Middle School		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY.STATE, ZIP
Dr. Kelvin Adams	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Kelvin.Adams@Slps.org	**(314) 345-2296**	**(314) 345-2261**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Michael Haggen	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Michael.Haggen@slps.org	**(314) 345-2233**	**(314) 345-2261**

THE DEPARTMENT'S APPROVAL

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			$

St. Louis Public Schools & Bunche Middle School Improvement Grant Application— Closure

The Superintendent of the Saint Louis Public Schools Systems is recommending the closure of Bunche Middle School. Students will be transferred to a higher performing school in the district.

1. Statement of Assurances

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

2. Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

Bunche Closing Media Notification Narrative

In order to properly notify the St. Louis community and the parents of students attending Bunche Middle School about the impending closing of the school and the options available to students and parents, a media campaign will be utilized to “get the word out.”

With the St. Louis Public School District population being so mobile, a multi-media effort is needed to reach the desired audiences. This campaign will include the use of radio announcements, television announcements, newspaper announcements, direct mail and an orientation activity.

St. Louis has three major television stations and an independent that appeals to the vast majority of our student population. Our media campaign will include airing commercials on all four stations.

With such a mobile population, reaching out to families via a radio campaign is an important element. Our plan includes producing and airing radio commercials on the top 8 stations in the St. Louis market.

St. Louis has one major daily newspaper and several niche newspapers that appeal to different segments of the population. Our media campaign will include placing advertisements in the top 7 newspapers in the St. Louis market.

A direct mail campaign will be utilized to reach our audience at home. An informational mail piece will be produced and mailed to targeted families in the St. Louis area.

As an orientation activity for our Bunche students, we will hold a Back To School/Open House Bar B Q in late August. This event will be publicized with our other media campaigns and also through current school district communication options such as automated phone calls, emails and website postings.

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

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools—Carr Lane School		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY.STATE, ZIP
Dr. Kelvin Adams	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Kelvin.Adams@Slps.org	**(314) 345-2296**	**(314) 345-2261**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Michael Haggen	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Michael.Haggen@slps.org	**(314) 345-2233**	**(314) 345-2261**

THE DEPARTMENT'S APPROVAL

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			$

St. Louis Public Schools & Carr Lane Middle School Improvement Grant Application— Transformation

The St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Alphonso Warfield and the Carr Lane Middle School Community are pleased to present this School Improvement Grant proposal for your review and consideration. We will form a partnership between the central office, Carr Lane Middle School, and the greater Carr Lane Middle School educational community that will use a comprehensive turnaround strategy to improve the quality of leadership, instruction, student performance, and community. Included in this proposal are various strategies to improve our school. Examples include our inclusive Family Resource Center which provides parents with various resources such as interest based classes and computer access; the innovative St Louis Plan which provides Consultant Teachers whose sole responsibility is to support beginning and at-risk teachers; abundant support provided by the AFT Teacher Center and mandatory, interest-based extended learning time for students provided after school and Saturdays. This letter and the accompanying SIG application demonstrates the SLPS policies, processes and procedures supporting the implementation of the building's turn-around plan while at the same time sets aggressive targets for not only the student body but teachers, principal, support staff, and non certified staff as well. We feel strongly this plan supports the design and implementation of an aggressive model for recruiting, evaluating and retaining the best teachers and leaders. Further, the plan will provide the infrastructure and data/technology systems to replace those no demonstrating the appropriate gains. The differentiated training, bold

instructional models, and rigorous coursework every student in the school is given provides the best possible chance for all students to succeed. With all these pieces in place, our teachers have demonstrated the commitment to our plan, and will work tirelessly towards its success,

Background

Carr Lane Visual and Performing Arts Middle School, located immediately west of downtown St. Louis, MO, was named in honor of Dr. William Carr Lane, the first mayor of the city of St. Louis. The academic program combines the total artistic educational experience including vocal and instrumental music, piano, drama, mass media, dance and art with a challenging academic core. Carr Lane received designation by Missouri Department of Education because in each of the past three years, this school ranked among the lowest achieving five percent of Missouri Middle schools with regard to the percentage of students who met AYP. The school currently enrolls 428 students in the following demographics:79% of students are African American, 16% are White, 3% are Hispanic, 1% is Asian, 2% of students are English Language Learners (ELL), 71% of all students are eligible for free or reduced-price lunch. Special Education student categories are populated as follows: 15.6% of the students receive special education services, 10.7% have been identified with learning disabilities and 4.9% have been identified as having a behavior disability. Average daily attendance is 96% and the mobility rate is 19%. Forty-two percent of the staff at Carr Lane has over 7 years teaching experience, 39% possess advanced degrees and 81% are highly qualified.

The current principal represents the 3rd change in administration since 2003 and is in his second year as a principal. The current assistant principal has been in the position for 3 years. The principal will continue to participate in the newly designed Principal Summer Leadership Academy and the school is in its second year in the New York Turnaround Model. He will also be assigned a Turnaround Specialist from the New York Turnaround Program and a mentor from the Office of Innovation who will meet bi- monthly and utilize the Leadership Principal Performance Worksheet (**LPPW**) to determine leader strengths and opportunities for growth. The mentor match will be based on the Leader Performance Inventory by Kouzes and Posner. The work by the mentor will be to bridge the gap between the school as one of an arts emphasis to one that is centered on strong academics that uses the arts.

1. Statement of Assurances

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

2. Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

3. Reporting Metrics

a. SIG PROGRAM TYPE
   i. Transformation

b. AYP Targets Missed/Made
   i. Communication Arts: Not Met, Math: Not Met, Additional Indicators: Met

c. School Improvement Status
   i. School Improvement Level 4, Restructuring, Planning

d. Instructional Minutes Per Year

        i. 67,338
    e. Average Student : Teacher Ratio
        i. 17:1
    f. Discipline Incidents
        i. 18
4. Professional Staff
    a. Leadership Information:
        i. The principal has only been in place for one calendar year and will continue in that role through the 2010-2011 school year. An assistant principal was appointed for the 2009-2010 school year. It is undetermined if the same assistant principal will remain for the 2010-2011 school year.
    b. Instructional Staff
        i. During the 2009-2010 school year there were 38 general education classroom teachers at the middle school level: 5 language arts teachers, 5 math teachers, 4 science teachers, 3 Social Studies teachers, 7 Special Education teachers, 2 continuing substitute teachers in place of certificated teachers, 9 related art teachers and 1 Developmental Reading teacher. In addition, there was 1 Teaching and Learning Facilitator.
    c. Support Staff
        i. During the 2009-2010 school year there was 1 school secretary, 2 clerical assistants, 1 food service worker, 3 custodians, 1 Instructional Care Aide, 5 Magnet Teacher Assistants, 1 parent support specialist, 1 librarian, 1 counselor, and 1 in-school suspension monitor.

STATEMENT OF NEED

Seventy-five percent of the students at Carr Lane are at-risk as determined by the level of counseling services offered, discipline referral and academic achievement. Last year our counseling service provided services for 90 percent of our student population. To ensure the school addresses the needs of the at risk and low achieving students, an extra counselor is drastically needed to help to improve test scores. The extra counselor will monitor the students who have been identified as needing assistance. The counselor will collaborate with the teachers and TLFs in using successful strategies to increase student achievement on standardized tests and in the classrooms to effectively address the student's failures.

In order to determine the individual needs at Carr Lane Middle School, the following assessments/audits have been conducted:

1. **School Quality Review/ Performance Audit**

   During the 2006-2008 school year, all schools were supported through the Accountability office by School Performance Team facilitators. Schools were given the task to create School Performance Teams (SPT) The teams were charged with meeting monthly, reviewing student data, and make staffing or instructional adjustments based on the review of data A needs assessment was conducted at each school site to assess professional development needs, parent perceptions of need, school climate and culture and teacher expectations. Beginning in 2010-2011, data that is collected monthly will be more closely scrutinized by Data coaches and team members to determine the effectiveness of data driven changes recommended by the teams and reviewed in following meetings throughout the year as evidenced by team meeting minutes and quarterly progress presentations to the respective Associate Superintendent.

   Quarterly academic team meetings were held during the 2009-2010 school year with clusters of schools and their respective Associate Superintendent to review various school and student achievement data. Beginning in 2010-2011 teams will also assess progress toward action steps outlined in school improvement plans and establish additional short term goals on a quarterly basis. Principals and Teaching-Learning Facilitators will share various data and perceived root cause analysis to support progress or lack thereof toward achieving previous short term goals/action steps defined in building school improvement plans and the District Accountability Plan.

   All schools submitted information and data for a Phi Delta Kappa curriculum management audit to ascertain the different types of programmatic offerings unique to the needs of each school and district mandated programmatic offerings. Results received from this curriculum management audit will be used to examine and adjust programmatic offerings prior to the beginning of the 2010-2011 school year.

2. **Collaborative Assessment for Planning and Achievement**

   Throughout the 2007-2009 school years, Education Officers (now Associate Superintendents) utilized processes such as monthly Critical Friends and Sub Cluster meetings for principals to discuss assessment

and instructional data from their individual schools. Beginning in the 2010-2011 school year, Critical Friends and/or Sub Cluster monthly meetings will use a Professional Learning Communities (PLC) approach and the agenda and meeting minutes will be reviewed by the Associate Superintendents to ensure fidelity to the PLC processes. These monthly meetings will be conducted using this more formalized process with a targeted focus and specific meeting outcomes than previously. Meeting participants will be required to bring current data grounded in action steps contained within their school improvement plans and the District Accountability Plan.

These processes were modeled for principals during bi-monthly principal meetings throughout the 2007-2009 school years to provide support in transferring these strategies to the school sites as measured by principal meeting agendas and through data collected in TLF monthly logs indicating department/grade level meeting occurrences. Department and grade level meetings will use the same PLC processes and format on a weekly basis to measure individual teacher data related to student achievement.

All schools have a community partner who supports school activities and initiatives in various manners. ARCHES, a collaborative community group, facilitated the placement of community partnership after-school activities in various school sites.

Area universities and colleges have an interactive partnership with all schools including the placement of student teachers, professional development collaborations such as Missouri Reading Initiative and internships.

Parent involvement, by opportunity and parent choice, has historically been limited as illustrated by only 48% attendance at parent teacher conferences in October, 2009, and sparse attendance at various school functions. Multiple strategies for increasing parent involvement and presence within the school include the creation of both a site-based Parent Advisory Council and a Family Resource Center. Designated members of the Parent Advisory Council will serve on the building leadership team. Through the creation of a centrally located Family Resource Center within each school site , a variety of resources including, but not limited to include: computer access, interest based classes, play area/child care for younger siblings during parent conferences and staff to provide needed and requested parent support. The Social Worker attached to each Center will assist families in connecting with community resources and aid in resolving issues that impact student attendance. The school nurse will provide health screenings for younger siblings and nutrition counseling. A Family Specialist serves as a grass-roots liaison between home and school while assisting families in networking within the school and parent community, helping parents understand how to serve as an effective advocate for their child and working with the School Planning and Management to increase parental involvement.

Formal, collaborative, systemic processes for governance have not existed to this point in time. To promote a more systemic, collaborative approach to governance a site-based School Performance and Management Team (SPMT) consisting of staff, both certified and classified, community and parent representatives are elected by the respective constituent groups. The primary function of the SPMT is to regularly monitor the

progress of the action steps within the school improvement plan, create/promote a positive school culture and analyze various data sets to determine needed adjustments in the school improvement plan. Representatives for this team include the principal, classified staff member(s) (e.g. custodian, secretary, and/or teaching assistant), certified staff to include representatives from the various departments/grade levels and/or special education as well as related arts, parents and students if appropriate.

Another component of this governance structure is the site-based Parent Advisory Council (PAC). This group differs from the typical Parent-Teacher Organization/Association group in that: 1) it is not run by parents and 2) does not exist to develop social activities for parents or conduct fundraising events. Chaired by the principal, the primary purposes of the Council are to provide a two way communication conduit for parents and to serve as a think tank for issues brought forward by parents. Processes are developed by the Council to ensure all parents are aware of this Council and how to convey concerns to the parent representatives serving their respective grade level(s). Additionally, one parent from each school's PAC is selected to serve on the District Parent Advisory Council. Additionally, minimally two parents from this group serve on the School Planning and Management to ensure seamless, two-way communication between these two governance components.

3. School Climate Assessment

Over the past several years, principals have worked with various consultants/ providers to annually collect school climate data using multiple data sources. Education for the Future conducted and provided climate survey results during the summer of 2009. Before that, Victoria Berhnardt's work was used annually for principals to administer surveys to their individual staffs to assess climate, parent and teacher perceptions related to a variety of school and instructional issues. Some schools have also utilized the Character Plus School Climate Survey to identify areas of strength and weaknesses in their school climate and culture.

Beginning in 2010-2011 schools will select a formal comprehensive school climate survey to be administered biannually. Results of the baseline climate survey administered in August, 2010 will be used in refining school improvement plans by the building leadership team within 30 days of data receipt. Revised school improvement plans, reviewed by the building leadership team, will be completed and implemented no later than September 30th. Informal climate assessment progress measures will be collected by teachers during parent teacher conferences in October, 2010 and March, 2011 to determine climate status and improvement. The formal comprehensive school climate survey will be administered in May, 2011 and results compared to the August, 2010 survey by building leadership team to ascertain growth.

To create and/or maintain a positive working environment and culture a teacher mentoring process, the St Louis Plan, will provide Consultant Teachers who assist and support beginning and at-risk teachers. The Consultant Teacher is a dedicated mentoring position which allows for variable, differentiated support to be provided to teachers on an ad hoc basis.

4. Student Assessment

Historically principals and teachers have engaged in root cause analysis in developing school improvement plans. Principals and staffs have reviewed Individual Benchmark descriptors indicated in the Crystal reports of MAP results from the DESE website to identify the grade level expectations on which students performed poorly on and to target instruction to help students demonstrate mastery on those specific grade level expectations. Targeted instructional areas will be addressed using Individual Academic Plans.

Schools have access to the PULSE system to track student attendance, grades, enrollment, discipline events, and performance on the state assessment. The PULSE data platform also aggregates the data by teacher.

Triangulated student performance data using MAP, and Terra Nova assessments indicate a consistent failure to meet state and district targets with the exception of MAP Communication Arts for the 08-09 school year. However, growth was demonstrated in MAP and Terra Nova Communication Arts from 07-08 to 08-09 for all grades except for Terra Nova grade 6 & 7 which showed a decline. Math Performance on MAP showed little to no gains and Terra Nova data showed decline in all grades with the exception of grade 8 which showed a 16% gain. Examination of content standards in 2009 MAP Communication Arts indicated no significant difference in performance across standards. Percentage of correct items ranged from 52% to 65% in grade 6, 53% to 67% in grade 7 and 55% to 68% in grade 8. Lowest scoring standards were Reading – Nonfiction at 52% in grade 6, Reading – Nonfiction at 53% in grade 7 and Reading Fiction Poetry and Drama at 55% in grade 8.

In the 2010-2011 school year, Individual Academic Plans (IAPs) will be created for all students scoring at Basic and Below Basic on the MAP in order to provide differentiated, targeted instruction using research based instructional strategies. The IAPs will be adjusted on a weekly basis using informal assessment as well as formal assessments such as benchmark tests when available. Materials and programs such as leveled classroom libraries, System 44 and Expert 21 will be used in providing differentiated learning opportunities for all students. Instructional time for all students, with preference being given to at-risk students, will be increased through Summer School, Saturday School and extended school day where individualized tutoring and/or interest based classes with targeted academic foci will be provided.

Traditionally principals have not had the opportunity to serve as an instructional leader due to the various management and operational responsibilities within a school. A dedicated position, the Turnaround/ Transitional Specialist, will assist and support the principal by assuming responsibility for various operational and managerial activities including but not limited to budgetary expenditures, facility/ grounds maintenance and parent complaints.

A Care Coordination Team (CCT), whose membership will be cross functional to include both special and regular education staff, will ensure support for students. Primary team members include the counselor, social worker and nurse. Additional team members include SPED staff representatives: Cross Categorical/Resource Room teacher(s), Occupational and/or Physical Therapist and SPED Compliance

teacher as well as regular classroom staff to include the principal and representative Regular Education teachers. The functions of this team are to: 1) serve as a resource in assisting teachers in meeting the needs of all students, 2) identify additional school and community resources to be used in addressing those needs and 3) serve as the pre-assessment team if student needs are unable to be met and the student appears to be a good candidate for special education assessment after a minimum of 60 days of interventions. Meetings will occur a minimum of twice monthly with additional meetings scheduled as needed.

Finally, all staff will be required to sign a commitment letter demonstrating their willingness to comply with and support the tenets and activities outlined in the school improvement plan. Failure to sign this commitment letter will result in a transfer to a non-SIG school. This action will further ensure the success of the school improvement plan.

5. Community Assessment

The Greater St. Louis Foundation audited the number of non-profits that were providing services and resources to the District and concluded that over 700 different organizations were involved in a variety of ways with our schools. In an effort to ensure all community partnerships are focused on student achievement, a Memorandum of Understanding (MOU) process was established. The MOU ensures that any community partnership providing after-school programming contains an academic component.

In the 2010-2011 school year, all community partnerships will be evaluated to determine effectiveness through a monthly analysis of the frequency and quality of services conducted by the After-School Liaison. Adjustments in after school programs will be made grounded in the data analysis on a quarterly basis.

A faith-based initiative was created in 2009 to establish a formalized relationship between the school district and area churches, mosques and synagogues. This partnership is beneficial for the faith community and the schools that they partner with because they often share the same families and the partnerships resulting from this initiative help meet the church outreach mandates. Mentoring, joint events, volunteering and supporting families are some of the activities that provide support and foster community building.

In the 2010-2011 school year, all faith-based partnerships will be evaluated to determine effectiveness through a quarterly examination of the correlation of students participating in faith-based activities and student grades, attendance and discipline referrals.

6. Title One Assessment

Carr Lane is currently in School Improvement Level 4 [Restructuring, Planning] and has not met Overall Status AYP targets in Communication Arts nor Math since 2004. In 2009 in the area of Communication Arts four subgroups (Black, White, Free/Reduced Lunch and School Total) of five made AYP through Safe Harbor. The fifth subgroup (IEP students) failed to meet the target in Communication Arts. In the area of Math two subgroups (Total and White) met the AYP target through the confidence interval through Safe Harbor and the confidence interval respectively. The remaining subgroups (Black, Free/Reduced Lunch and

IEP) failed to meet the target using any measure. The additional indicator of attendance has been met since 2006.

1. **Carr Lane Middle School Core Instructional Programs:**
   - Communication Arts
     - Student assessment of Reading Ability is determined by use of Scholastic Reading Inventory.
     - The SRI (Scholastic Reading Inventory) will now be used to place students in the expanded Scholastic READ 180 program, which includes System 44 for the lowest achieving readers and Expert 21 for those transitioning out of READ 180. All Communication Arts teachers will be trained in all 3 levels of Scholastic's Reading Program. Purchase of student licenses for SRI, READ 180, System 44 and Expert 21 will be needed. The programs have a heavy focus on teacher instruction but they also require technology such as computers, headsets, microphones, CD players and a DVD player. As part of the purchase, classroom libraries are provided, CD's and DVD's are provided as well as student rBooks. Extensive professional development is an integral part of the success of this program along with technical support and program management at both the company and district levels.
   - Mathematics
     - The Renaissance Learning program for mathematics has been expanded to include students in grades 6-8 this school year to better prepare them to be successful on the MAP tests and the 9th grade Algebra 1 EOC exam. To ensure continued success of the students enrolled in the Renaissance Program (STAR Math Diagnostic Test, Accelerated Math, and Math Facts in a Flash) additional materials are needed; such as student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be required to help maintain teacher quality throughout the life of the program.
   - Science
     - Saint Louis Public School District students over the past 5 years have continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points.
   - Social Studies
     - Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used because a majority of the questions in this

section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level.

2. **Assessment Programs**
   - School Turnaround Benchmark Test, MAP, Teacher Assessments
3. **English Language Learners Programs**
   - N/A
4. **Special Education Programs**
   - System 44, Read 180, Study Island, IMPACT, FLIGHT Program
5. **Magnet (themed) Programs**
   - Visual and Performing Arts
6. **Professional Development Programs**

   Professional development focusing on Professional Learning Communities and

   All professional development will be created using effective professional development programming principles including differentiation based on participant needs, job embedded activities with opportunities for coaching and modeling through the TLF and peer coaching opportunities and a narrow focus for each of the three years of the grant.
   - Teachers and Administrators
     - Effective Instructional Strategies (including strategies for differentiation, effective technology use, at-risk students and teaching in the Block), Test Taking Strategies, Understanding Curriculum and Data Analysis and Instruction.
   - Support Staff
     - Understanding the Curriculum, Teaching Strategies for At-Risk Students
7. **What has been done, locally at the school, to identify root causes of persistent academic failure?**
   - Review school data to include
     - Attendance, test data, neighborhood data (poverty level, crime, community programs for students-Boys' and Girls' Clubs, YMCA programs)
   - School Climate Assessment
     - Survey conducted by administrators to determine if students and parents feel safe at the school and if the climate of the school is one of teaching and learning
   - Student Assessment
     - Benchmark data, MAP data, Attendance data, Teacher test data, Identifying target students and those students who may require additional academic support
   - Business Community Assessment

- Understanding how the business community views the school and the students. Businesses include community organization as well as religious groups.

8. Title I Assessment

- Carr Lane Middle School is currently in School Improvement Level 5 [Restructuring, Continuing] and has not met Overall Status AYP targets In Communication Arts nor Math since 2003 with the exception of meeting AYP targets in the area of Communication Arts in 2009. In 2009 in the area of Communication Arts all subgroups met the AYP target using the confidence interval through Safe Harbor or Safe Harbor. In the area of Math all subgroups failed to meet the AYP target using any measure. The additional indicator of attendance has been met two out of the last four years and was met in 2009.

9. School report cards, benchmark assessment data

A variety of student achievement and behavioral data is regularly reviewed including:

- DESE School Report Cards are reviewed annually
- PULSE Dashboard is reviewed at various times based on the data being reviewed including weekly for attendance and every six weeks to examine and analyze benchmark data

10. Safe and Drug Free School Data

- Because we have students with multiple issues affecting school performance, we have partnered with multiple community organizations to provide Character Education and Abstinence Education.
- Carr Lane Middle School utilizes metal detectors and a Security Guard to maintain school safety. All visitors to the building must sign a log book and receive a visitors' badge
- Our school uses AVID, which begins in the 7th grade. AVID is a program designed to help students in the middle prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic "survival skills" and college level entry skills. The AVID program teaches the student how to study, read for content, takes notes, and manages time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding.
- The mission of AVID is to ensure that all students, especially the middle performing students, will:
  - Succeed in the most rigorous curriculum
  - Enter the mainstream activities of the school
  - Increase their enrollment in four year colleges and
  - Become educated, responsible participants and leaders in a democratic society
- In order to be eligible for the AVID program a student must a have a GPA between a 2.0 and a 3.5, a Terra Nova score between the 50th and 88th percentiles, a teacher and administrator recommendation, and an expressed commitment to achievement.
- AVID is offered in more than 1,500 schools including Department of Defense schools in Europe and the Pacific. AVID has an enrollment of about 120,000 students worldwide. Approximately 95% of AVID high school graduates enroll in college with more than 60% enrolled in four-year colleges.

AVID graduates persist in college at an 89% rate. Given these statistics, we believe AVID should play a critical role for our schools as we move forward.

SUMMARY OF SURVEY RESULTS

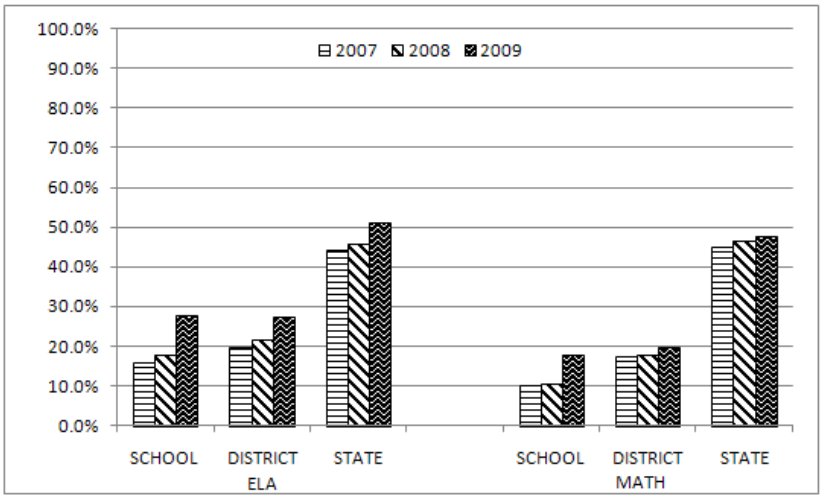
As a result of the comprehensive look at the school, the following needs, trends and priorities have emerged. These highlighted results are the basis for change and improvement at Carr Lane. They are:

- Low use of rigorous standards based curriculum
- Low use of differentiated and effective research-based instructional methods
- Low expectations for students
- Students do not feel good about their school
- Lack of a safe and orderly environment
- Lack of self respect
- Poor professional development opportunities
- Little evidence of teacher collaborations
- Low academic performance

CARR LANE MIDDLE SCHOOL RELEVANT SCHOOL DATA

*ELA denotes Comm. Arts

School Total Proficiency



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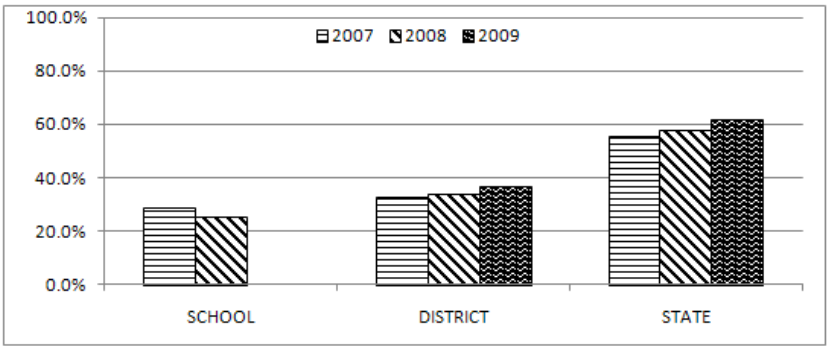
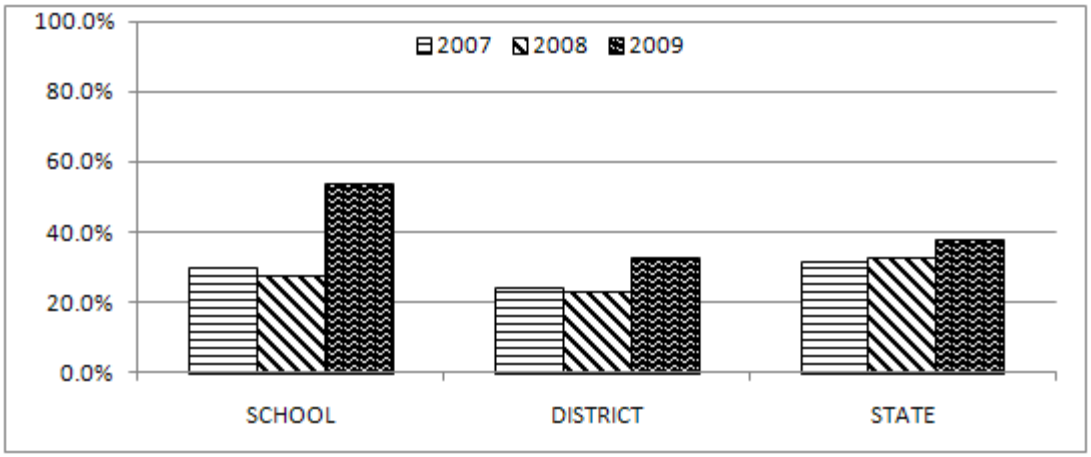


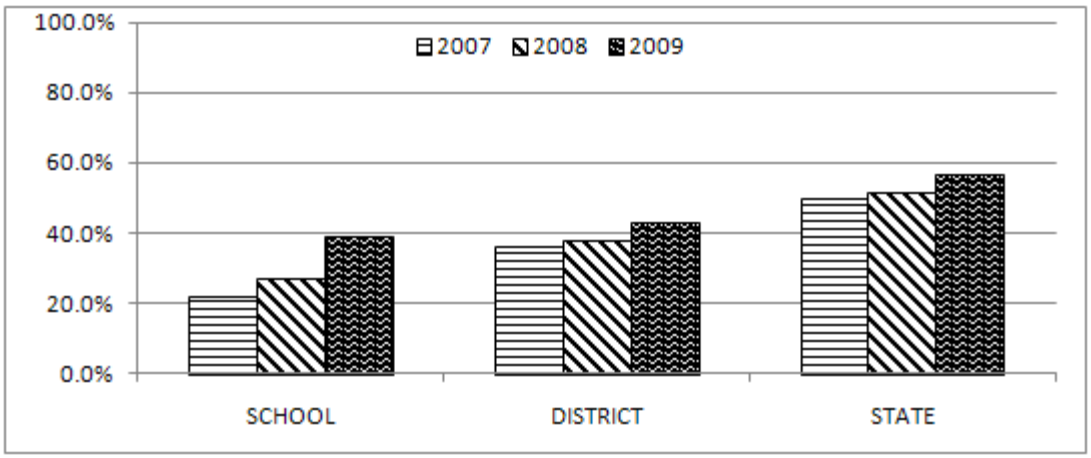
Communication Arts Proficiency : BLACK

Communication Arts Proficiency : HISPANIC

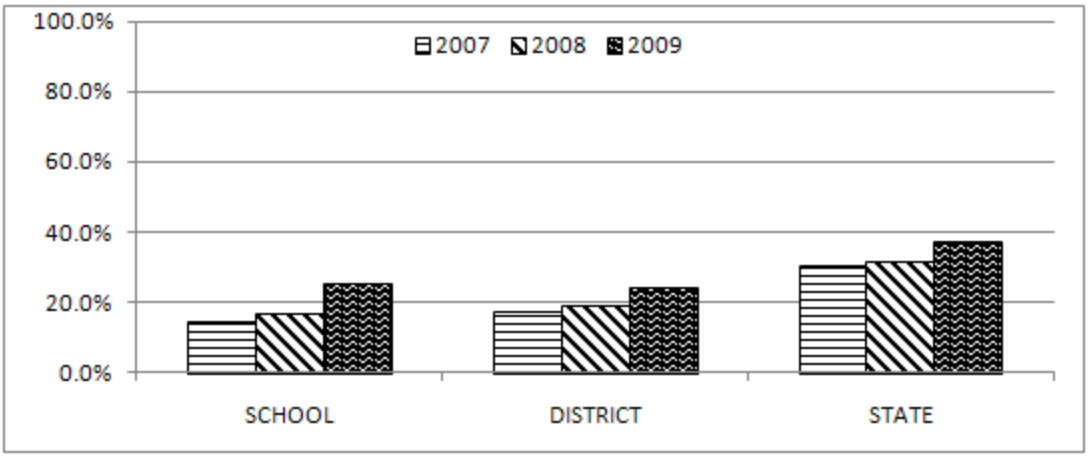


Communication Arts Proficiency : AMERICAN INDIAN

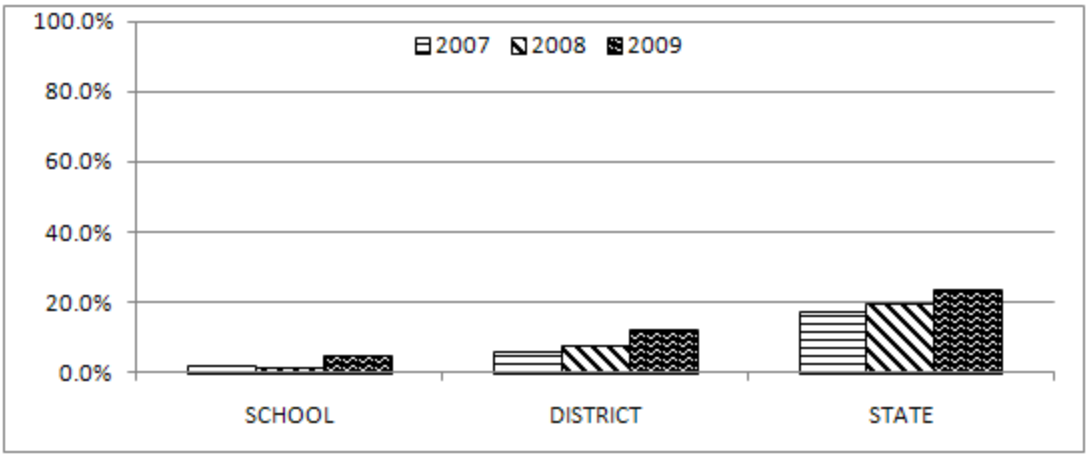
Communication Arts Proficiency : WHITE



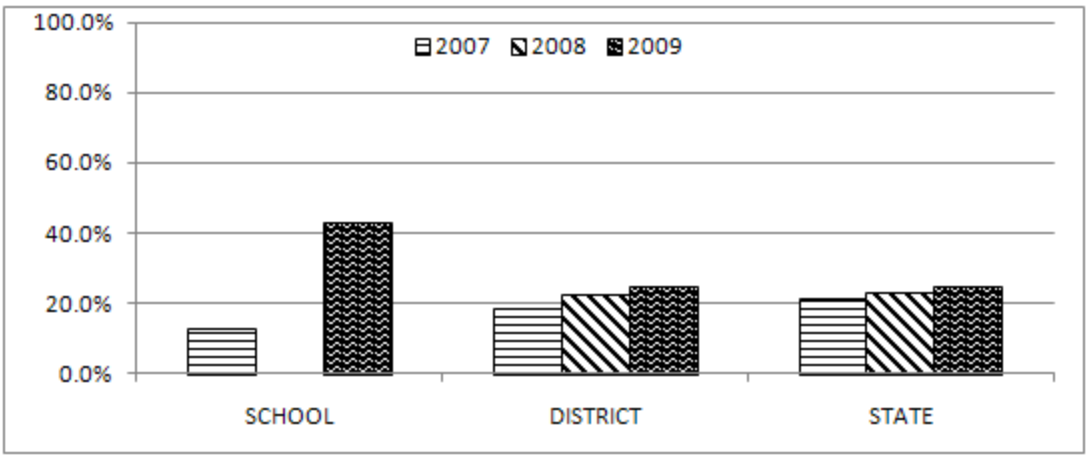
Communication Arts Proficiency : FREE/REDUCED LUNCH



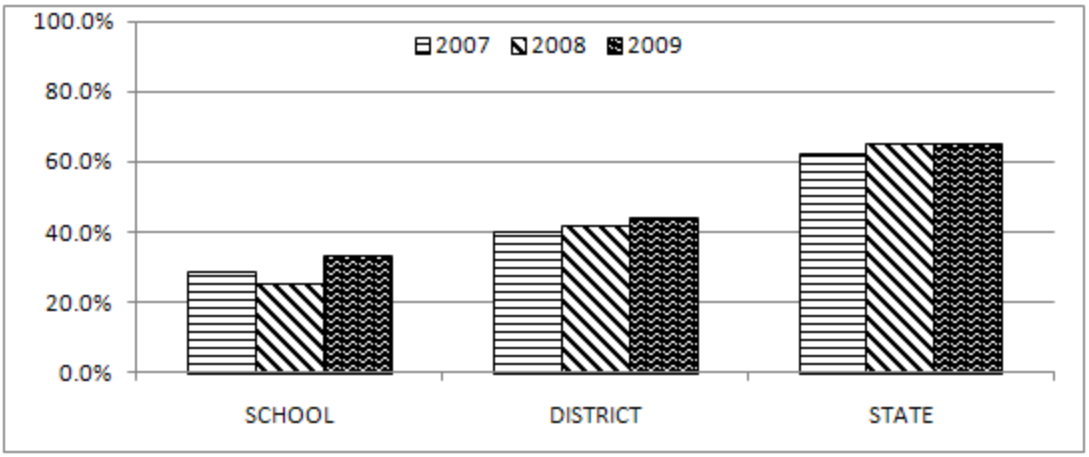
Communication Arts Proficiency : IEP



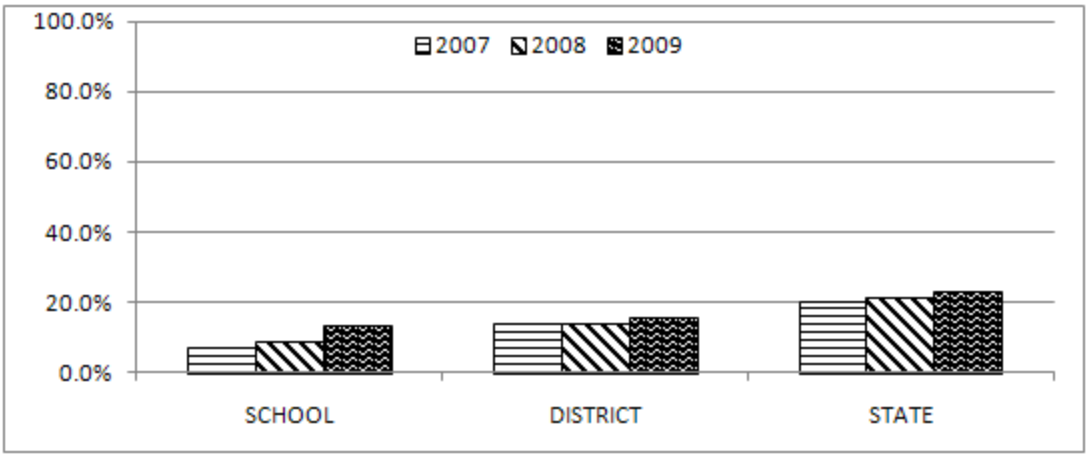
Communication Arts Proficiency : LEP



MATH Proficiency : ASIAN



MATH Proficiency : BLACK



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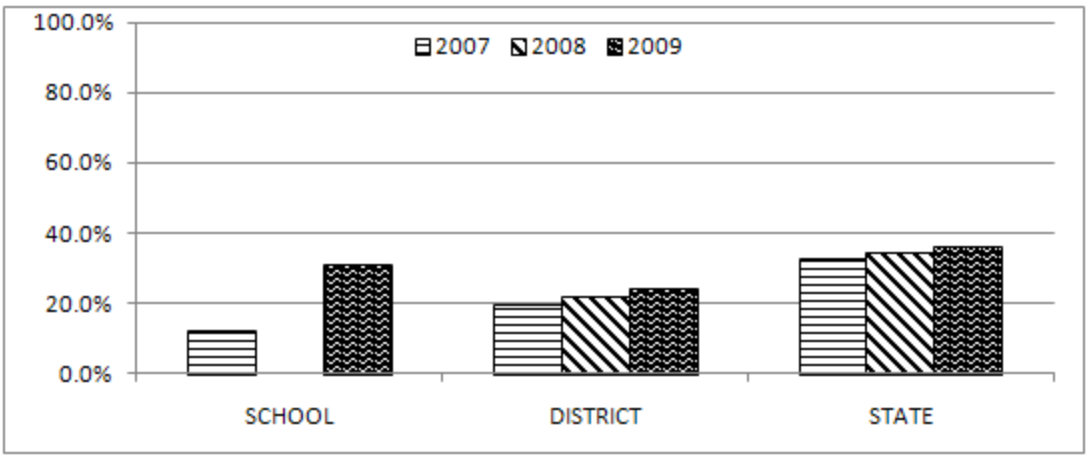
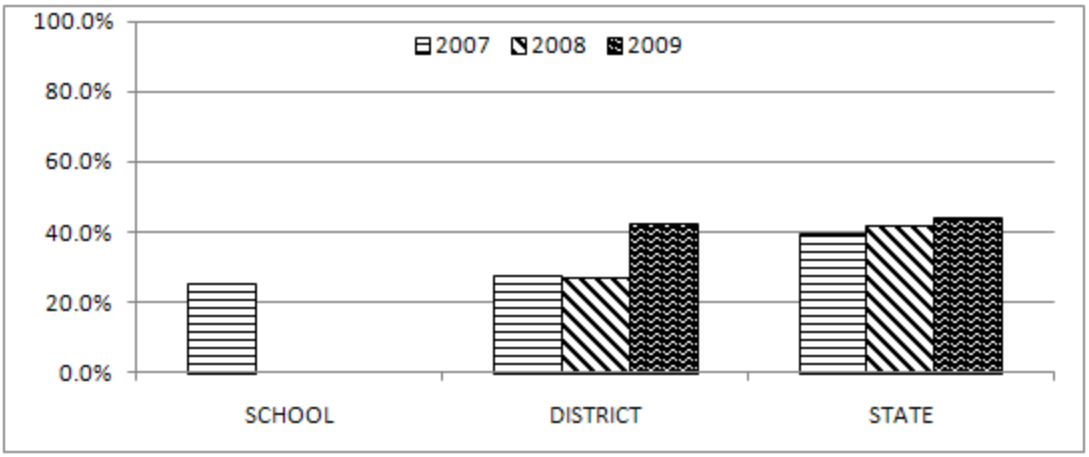
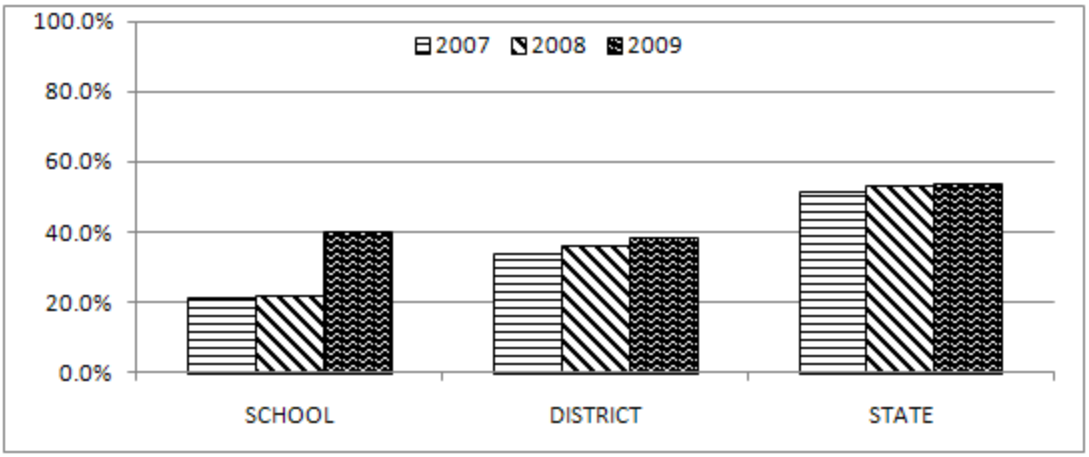


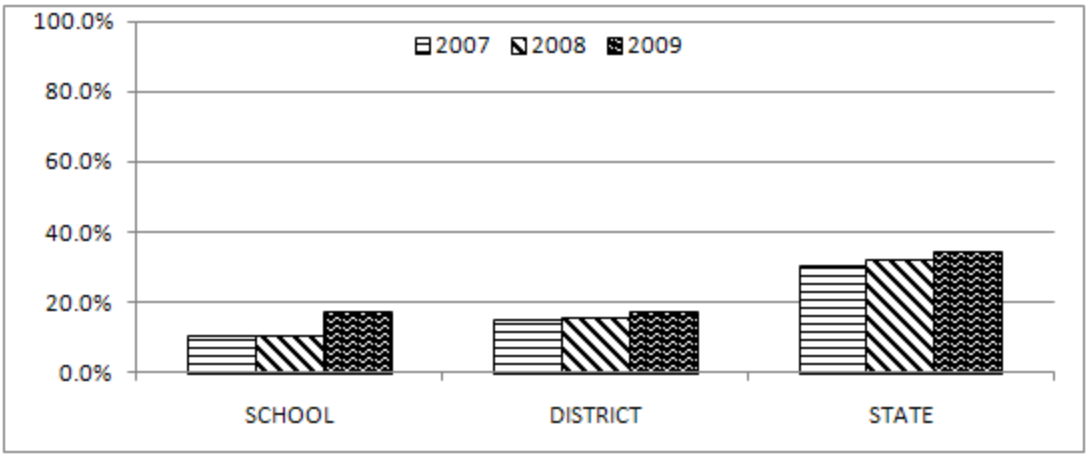
MATH Proficiency : AMERICAN INDIAN



MATH Proficiency : WHITE



MATH Proficiency : FREE/REDUCED LUNCH



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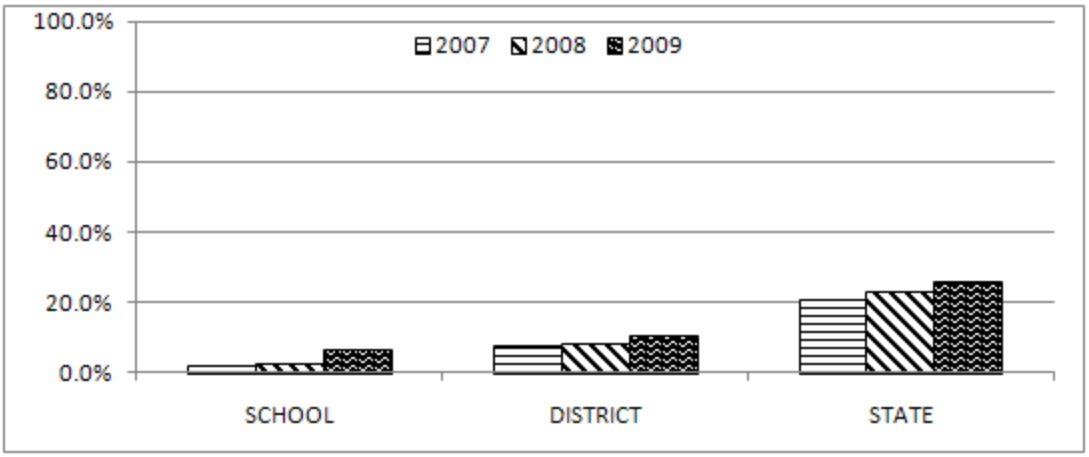
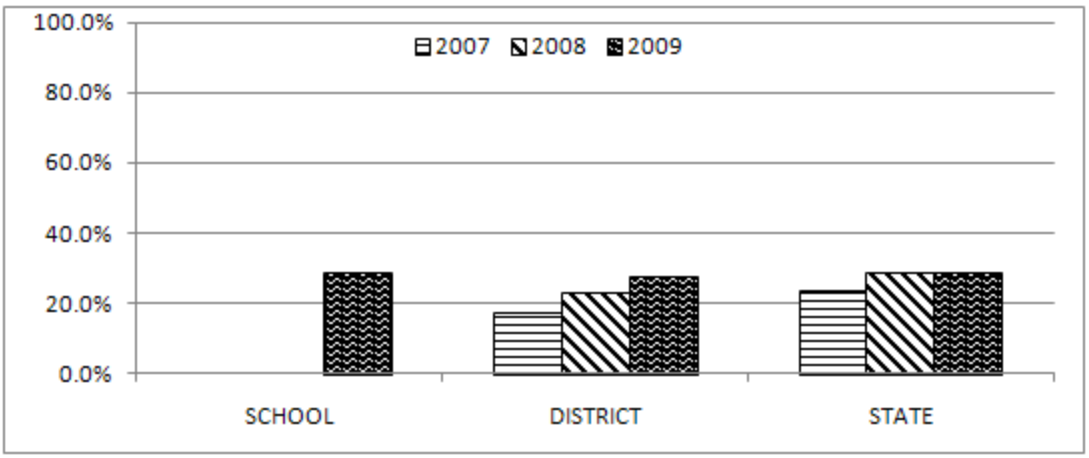


MATH Proficiency : LEP



PROFICIENCY	2009	2008	2007
At/Above ELA (SCHOOL)	27.9%	17.7%	15.8%
At/Above ELA (DISTRICT)	27.5%	21.6%	19.5%
At/Above ELA (STATE)	51.2%	45.7%	44.4%
At/Above MATH (SCHOOL)	17.8%	10.4%	10.1%
At/Above MATH (DISTRICT)	19.6%	17.6%	17.2%
At/Above MATH (STATE)	47.6%	46.7%	44.9%
At/Above ASIAN (SCHOOL) (ELA)	0.0%	25.0%	28.6%
At/Above ASIAN (DISTRICT) (ELA)	36.3%	33.8%	32.2%
At/Above ASIAN (STATE) (ELA)	61.7%	57.3%	55.5%
At/Above BLACK (SCHOOL) (ELA)	25.2%	15.4%	13.7%
At/Above BLACK (DISTRICT) (ELA)	24.2%	18.2%	16.2%
At/Above BLACK (STATE) (ELA)	29.7%	24.0%	22.8%
At/Above HISPANIC (SCHOOL) (ELA)	53.8%	27.3%	29.4%
At/Above HISPANIC (DISTRICT) (ELA)	32.2%	22.7%	24.1%
At/Above HISPANIC (STATE) (ELA)	37.7%	32.5%	31.4%
At/Above AMER IND (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (ELA)	37.5%	25.0%	23.5%
At/Above AMER IND (STATE) (ELA)	51.1%	42.3%	40.7%
At/Above WHITE (SCHOOL) (ELA)	38.5%	27.0%	21.4%
At/Above WHITE (DISTRICT) (ELA)	43.0%	37.5%	36.0%
At/Above WHITE (STATE) (ELA)	56.6%	51.1%	49.8%
At/Above FREE LUNCH (SCHOOL) (ELA)	25.1%	16.7%	14.5%
At/Above FREE LUNCH (DISTRICT) (ELA)	23.9%	18.8%	17.2%
At/Above FREE LUNCH (STATE) (ELA)	36.9%	31.6%	29.9%
At/Above IEP (SCHOOL) (ELA)	4.5%	1.1%	1.9%
At/Above IEP (DISTRICT) (ELA)	12.2%	7.4%	5.7%
At/Above IEP (STATE) (ELA)	23.6%	19.1%	17.2%
At/Above LEP (SCHOOL) (ELA)	42.9%	0.0%	12.5%
At/Above LEP (DISTRICT) (ELA)	24.3%	22.2%	18.1%
At/Above LEP (STATE) (ELA)	24.7%	22.9%	20.8%

At/Above ASIAN (SCHOOL) (MATH)	33.3%	25.0%	28.6%
At/Above ASIAN (DISTRICT) (MATH)	43.7%	41.4%	39.8%
At/Above ASIAN (STATE) (MATH)	64.8%	64.8%	62.3%
At/Above BLACK (SCHOOL) (MATH)	12.9%	8.4%	6.7%
At/Above BLACK (DISTRICT) (MATH)	15.4%	13.5%	13.7%
At/Above BLACK (STATE) (MATH)	23.0%	21.2%	20.1%
At/Above HISPANIC (SCHOOL) (MATH)	30.8%	0.0%	11.8%
At/Above HISPANIC (DISTRICT) (MATH)	23.9%	21.8%	19.4%
At/Above HISPANIC (STATE) (MATH)	35.8%	34.4%	32.3%
At/Above AMER IND (SCHOOL) (MATH)	0.0%	0.0%	25.0%
At/Above AMER IND (DISTRICT) (MATH)	42.4%	26.5%	27.3%
At/Above AMER IND (STATE) (MATH)	44.0%	41.8%	39.3%
At/Above WHITE (SCHOOL) (MATH)	40.0%	21.9%	21.2%
At/Above WHITE (DISTRICT) (MATH)	38.1%	35.6%	33.8%
At/Above WHITE (STATE) (MATH)	53.6%	52.8%	51.0%
At/Above FREE LUNCH (SCHOOL) (MATH)	16.9%	10.5%	10.4%
At/Above FREE LUNCH (DISTRICT) (MATH)	16.9%	15.3%	14.8%
At/Above FREE LUNCH (STATE) (MATH)	34.1%	31.8%	30.2%
At/Above IEP (SCHOOL) (MATH)	6.1%	2.3%	1.9%
At/Above IEP (DISTRICT) (MATH)	10.1%	7.9%	7.1%
At/Above IEP (STATE) (MATH)	25.9%	22.7%	20.7%
At/Above LEP (SCHOOL) (MATH)	28.6%	0.0%	0.0%
At/Above LEP (DISTRICT) (MATH)	27.3%	22.7%	17.0%
At/Above LEP (STATE) (MATH)	28.6%	28.4%	23.2%

PROJECT DESCRIPTION

Carr Lane Middle School will implement the Transformation Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance.

ACADEMIC DOMAIN

ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all aforementioned curricular programs in Communication Arts, Mathematics, Science and Social Studies, and the SLPS Benchmark Assessment tools required by the state for SIG schools. The curriculum and assessments contain many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. Further, several levels of professional support will be offered to classroom teachers to increase their capacity to provide more rigorous and data driven instruction that meets the individual needs of students and provides for the effective implementation of designated programs, materials and strategies

Modeling these materials, the SLPS Office of Innovation staff, curriculum coaches and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skill mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, employ rubrics to guide and communicate feedback on students' work, and provide student centered lessons. This effort will also be facilitated by layers of additional, mandatory, job embedded professional development that will be required by all SIG eligible schools.

The school will continue/begin to implement:

- Communication Arts
    a. Student assessment of Reading Ability is determined by use of Scholastic Reading Inventory.
    b. The SRI (Scholastic Reading Inventory) will now be used to place students in the expanded Scholastic READ 180 program, which includes System 44 for the lowest achieving readers and Expert 21 for those transitioning out of READ 180. All Communication Arts teachers will be trained in all 3 levels of Scholastic's Reading Program. Purchase of student licenses for SRI, READ 180, System 44 and Expert 21 will be needed. The programs have a heavy focus on teacher instruction but they also require technology such as computers, headsets, microphones, CD players and a DVD player. As part of the purchase, classroom libraries are provided, CD's and DVD's are provided as well as student rBooks. Extensive professional development is an integral part of the success of this program along with technical support and program management at both the company and district levels.
- Mathematics

a. The Renaissance Learning program for mathematics has been expanded to include students in grades 6-8 this school year to better prepare them to be successful on the MAP tests and the 9th grade Algebra 1 EOC exam. To ensure continued success of the students enrolled in the Renaissance Program (STAR Math Diagnostic Test, Accelerated Math, and Math Facts in a Flash) additional materials are needed; such as student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be required to help maintain teacher quality throughout the life of the program.

- Science
    a. Saint Louis Public School District students have over the past 5 years continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points. Students will be taught how to use expository specific literacy strategies to improve student achievement. Staff will receive professional development is ascertaining student needs and developing expository text strategies for use in instruction with students.
- Social Studies
    a. Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, however, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level. Students will be taught how to use expository specific literacy strategies to improve student achievement. Staff will receive professional development is ascertaining student needs and developing expository text strategies for use in instruction with students.

During each year of the grant, teachers will participate in training on the Curriculum and Assessment exemplars and establish pacing guides and vertical alignment in a particular content domain (Year 1-Communication Arts; Year 2-mathematics; and Year 3 – science and social studies).

IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPS Office of Innovation administrators, will conduct walk through protocols to collect information/data on the implementation of the curriculum with fidelity and instructional strategies used to implement the curriculum. Initial data will be used to identify progress through pacing guides at the appropriate rate including re-teaching, and the use of research-based instructional practices. Data generated will be used to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed a minimum of quarterly by members of the Office of Innovation and Academic Division, principals, and teachers to ensure fidelity of curriculum implementation and use of effective research-based instructional strategies. In all years of the grant, the principal (and other school leaders) will continue to formally observe the classroom instruction of each core curriculum teacher a minimum of monthly with identified at-risk teachers being observed on a weekly basis with formative feedback being provided within 48 hours of the observation. At-risk teachers will be identified as any staff whose students fail to demonstrate progressive growth on benchmark assessments and/or walkthrough data indicates that there is a lack of rigor and differentiation, effective curriculum implementation with fidelity and use of the curriculum pacing guide. Performance Improvement Plans will be created for identified at-risk teachers and weekly status update meetings will be conducted by the principal with identified staff to determine progress toward elements within the action plan.

In Year 1, Carr Lane will establish and use model classrooms (e.g., organized for learning and instruction with flexible grouping; print rich associated with content, posted goals, objectives and rubrics, student portfolio, clearly visible easy to understand student data) as a key job-embedded professional development activity to raise curriculum implementation fidelity levels and the use of effective, research based instructional strategies. Starting in Year 1, the Carr Lane principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms. In Years 2 and 3, these teachers will create model classrooms that will serve as an essential delivery method for job-embedded professional development, and increase the internal capacity of the school at the same time.

USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

Teachers will be trained to make instructional decisions based on relevant data. Carr Lane literacy and mathematics coaches will attend district data coach training in summer 2010. In turn, these coaches will conduct training for Carr Lane staff. Curriculum Supervisors and Literacy/Math Coaches will lead the design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis and identification/use of effective, differentiated instructional strategies instruction, , infusion of technology, and time and classroom management strategies. Mandatory quarterly professional development sessions will be conducted during the school year. After school and Saturday Institutes will be offered

on a voluntary basis for all staff except identified at-risk staff for whom it will be mandatory. Teachers will employ demonstrated best instructional practices, interventions processes outlined in the SLPS Response to Intervention (RtI) model, one-on-one instruction, modified assignments, and provide multiple opportunities for students to demonstrate mastery of content. Once again, teachers will also take advantage of informal, 'mini assessments' such as anecdotal assessment and lesson embedded questioning strategies to make sure of student mastery on an individual student basis.

Teachers will be able to differentiate instruction based on formative assessment data, as they learned from the SLPS Office of Innovation and all content area coaches in Year 1. Small group instruction will be evident a minimum of once per week during Year 1. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies and students will receive small group instruction a minimum of three times per week. Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program. All students scoring at Basic and Below Basic on MAP assessments will also be placed on an Individual Academic Plan.

SCHOOL LEARNING ENVIRONMENT DOMAIN

Carr Lane will use the Curriculum and Benchmark Assessments and informal, 'mini assessments' such as questioning and anecdotal assessments to collect formative assessment data. Knowledge of this data will equip teachers and school leaders with the assessment data to analyze and ascertain student progress. Customized instructional interventions based on these data will be continuously used to monitor student progress towards proficiency.

The SLPS Office of Innovation, content area coaches, and various external professional development providers will offer mandatory, job-embedded professional development throughout the school year in formats such as weekly grade-level meetings using common planning time, monthly cross-grade meetings using common planning periods, and quarterly small group sessions occurring after school. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; examination of student work and discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. All grade/team meetings

will use Professional Learning Communities format and processes. The following is a breakdown of the professional development, coordinated by the Office of Innovation staff, that Carr Lane faculty and staff will be provided:

- AFT Professional Development
    - The AFT affiliate in St Louis will be collaborative partners in the school improvement process. They will bring assistance, guidance and leadership in the three identified important areas.
    - SIG Professional Development Liaison – This individual will provide guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. He/She will work to ensure fidelity identified areas and high levels of implementation
    - A Teacher Center will be developed to support teachers in the SIG schools. Staffing will be available to provide ongoing support, including relevant mandated professional development, support for new and tenured teachers, and a resource library including instructional videos, professional literature, webinars, and various instructional modules.

- Program specific training in Communication Arts, Mathematics, Science, and Social Studies
    - Program specific training will be provided consistently by external providers, as per the contracts with the company, to ensure fidelity of implementation and mastery of instructional techniques.
- Instructional and Content Area training by SLPS instructional coaching staff
    - SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for these identified schools. They will conduct monthly Saturday Institutes for teachers on relevant topics indicated in each site's school improvement plan while, highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas
- National Consultants Professional Development
    - National consultants will assist the school in the development of school leadership teams. They will also bring in the services of a Transformation Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management and environment issues that often impact successful instruction. Any outside consultants will go be selected using the rigorous SLPS RFP process.
- National Consultants Professional Development
    - National consultants will be in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. National consultants will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process national consultants will develop a master professional development schedule, and fill in as a provider of professional development, as necessary.
    - National consultant staff will act as the professional development liaison with the rest of SLPS, so that the development provided at SIG schools is consistent, in both spirit and goals, as all other systemic professional development. They will meet consistently with the Superintendent, Chief Academic Officer, and the Accountability office to ensure consistency across the district and fidelity to the school improvement plan.

STUDENT AND PARENT SCHOOL ENGAGEMENT

Carr Lane will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students. Mentors will be assigned to at-risk students to prevent drop-outs and ensure support during the instructional day/year. Class meetings will be conducted on a weekly basis to identify class issues and needs.

Carr Lane will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, and adult education classes. Parents will continue to serve on the building leadership team to participate in the development and implementation of school improvement initiatives and efforts. A Parent Advisory Committee (PAC) will be created and will meet on a monthly basis to share concerns, feedback and input on identified topics/areas.

An administrator or designee(s) will participate in the Leadership Academy for Character Education (LACE) through the partnership with University of Missouri-St Louis and a Boeing Aeronautical Company Endowed Chair grant in Year 1 of the grant. During that time a character education plan will be developed as a result of participating in LACE to be implemented in Year 2.

SCHOOL LEADERSHIP

During Year 1, the Carr Lane principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school transformation process by attending the local, state and national conferences during the school year. The Carr Lane principal will demonstrate management skills, effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Office of Innovation staff and other central office administrator as evidenced by quarterly performance reviews and annual evaluation.

During Years 2 and 3, if warranted, the contract with the Carr Lane Principal will be renewed, Differentiated training and ongoing support will continue to be offered by the Office of Innovation staff, and other appropriate central office personnel.

Throughout the grant period, the principal will report directly to the Associate Superintendent of Innovative Services. The Office of Innovation will assist the Superintendent and the Chief Academic Officer in supporting the implementation of the turnaround activities identified in this grant. The Office of Innovation will work with the principal and staff to monitor fidelity through performance appraisals, walkthroughs, quarterly academic team meetings, and progress monitoring checklists. Additionally, the Office of Innovation will monitor the progress of the turnaround school plan, help build leadership capacity and problem-solving skills of the school instructional staff, and coordinate communications and activities across SIG-funded schools.

HUMAN RESOURCES; USING DATA TO SELECT, RETAIN, AND INCENTIVIZE HIGHLY QUALIFIED STAFF

In order to attract and retain the appropriate staff to implement school transformation efforts, The Office of Innovation staff and the Carr Lane principal will ensure that each new teacher (both new to the profession and experienced teachers new to Carr Lane) is paired with a seasoned mentor teacher who has been trained to provide mentoring services during a teacher's first year.

During Year 1, the Office of Innovation staff will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or create model classrooms. These teachers will provide mentor support to identified first year teachers using both formal and informal methods including, but not limited to, weekly meetings, coaching observations and modeling of effective instructional strategies. New teachers will participate in new teacher orientation and paired with mentors at that time to ensure initial support is available to them. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, Carr Lane will continue to use the Office of Innovation staff to implement performance evaluation processes to screen and hire teacher candidates and replace teachers who do not improve performance. Strategies to determine staff satisfaction and promote teacher retention will also be identified/developed.

Monitoring for Continuous Improvement and Long-Range Strategic and Sustainability

Planning for continued development and implementation of Carr Lane reform efforts starting in Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (e.g. which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

GOALS, OBJECTIVES AND INDICATORS

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

Objective 1: The percentage of students performing at the proficient or advanced levels on the MAP Communication Arts test will increase by 10% in each of the next three years.

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Ensure effective instructional opportunities for students as measured by walkthrough data, review of lesson plans, participation in after school programs and improved student achievement on benchmark tests.	Increase use of CLEAR curriculum as measured by TLF review of teacher lesson plans, classroom walkthrough data and benchmark results	TLF; Core subject teachers	Year 1,2,3/no cost
	Create targeted walk through form to be used a minimum of weekly with data collapsed and analyzed on a monthly basis	Exec. Dir. – C&I	Year 1,2,3/no cost
	Provide effective professional development for staff and administrators in the use of CLEAR curriculum and lesson plan tool and data analysis	Exec. Dir. – PD; TLF;AFT National Consultant	Year 1,2,3/$15,000
	Ensure teachers include CLEAR objectives in lesson plan process	TLF; Teachers	Year 1,2,3/no cost
Extended learning time opportunities will be provided for all students/mandated for at- risk students	Saturday School, after-school tutoring and interest based after school classes focused on needed skills provided.	Staff; Principal; Transformational Specialist	Year 1/$20,000
	Remedial and enrichment Summer School will be provided – voluntary for all students/mandatory for at- risk students	Principal; Staff	Year 2,3/$200,000 ($100, 000 each year)
	Staff will be trained in differentiated instruction to ensure individual student needs	Exec. Dir.-PD; Principal; TLF	Year 1, 2/ $11,000

Objective 2: Students will receive differentiated instruction a minimum of twice a week in year 1 and three times per week in years 2&3 as indicated by student focus group data, teacher lesson plans and walkthrough data			
Students and staff will be assessed to determine instructional/ professional development need and grouping a minimum of once a month	Assessment measures and data to be used to group students will be identified and purchased if necessary	Principal; Office of Accountability; Teachers	Year 1/$50,000
	Students will be assessed daily using informal and anecdotal assessments.	Teachers; students	Year 1,2,3/no cost
	Assessment notebooks will be maintained on at-risk students	Teachers	Year 1/$200
	Professional development needs assessments will be conducted quarterly to ensure appropriate professional development occur for staff.		
	Scaffolded professional development in differentiated instruction will be provided throughout the grant.	National consultant; TLF	Year 1,2,3/ $75,000
Students will experience a variety of differentiated instructional approaches	System 44 & Expert 21 will be used with at-risk and proficient students		Year 1/ $75000
	Guided Reading Groups/ Literature circles will be used with all students incorporating narrative and expository texts		Year 1/ $10000
	Socratic seminars will be used to foster critical thinking and analysis skills		Year 1/ no cost
	Learning centers and supplementary materials will be used to support differentiated instruction		Year 1/ $10000
Objective 3: Implement processes to ensure 100% of Transformational/Turnaround requirements are met in reorganizing the school as evidenced by change in staff rosters and alignment with Transformational/Turnaround checklists.			

Reconstruct staff configurations to ensure compliance with Transformational/ Turnaround guidelines/ mandates	Identify staff to be removed	Exec. Dir. – HR	Year 1/no cost
	Retain new staff	Exec. Dir. – HR; Principal	Year 1/no cost
Create PR campaign to notify parents of school reconstruction	Work with district communications division to develop appropriate materials	Superintendent; Communications Division	Year 1/ no cost
	Implement PR campaign	Superintendent; Communications Division	Year 1/ no cost

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

Objective 1: 100% of all staff will be Highly Qualified for assigned position by July 2012 as indicated by certification certificates of identified staff.

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Revise current performance based teacher evaluation system to ensure rigor and inclusion of student achievement measures as components to ensure teacher quality as indicated in the MSIP significant findings of 2009.	Create a vertical team to review current teacher evaluation process and forms	Exec. Dir - Human Resource; Principals	Year 1/no cost
	Review/revise current teacher evaluation process and forms to include required components related to student achievement	Vertical team; HR Dept. representative;	Year 1/no cost
	Distribute revised teacher evaluation process and forms to all stakeholders for feedback	Exec. Dir.-HR or designee	Year 2/no cost
	Revise new teacher evaluation process and forms based on feedback	Vertical team; HR Dept.	Year 2/no cost

		representative	
	Implement new teacher evaluation process	Exec. Dir.- HR	Year 3/no cost
Ensure a process is established to identify and hire best candidates for all positions	Remove staff as required within Transformational and Turnaround processes	Superintendent	Year 1/no cost
	Select an interview process, such as Haberman, and train administrators in the selected interview process	Exec. Dir.-HR; Exec. Dir.- Prof. Dev.	Year 1/ cost dependent upon number of staff interviewed
	Hire most highly qualified staff based on interview scores	Principal	Year 1/ no cost
Objective 2: 100% of qualified, effective staff will remain for a minimum of three years as indicated by building demographics and teacher evaluation data by July 1, 2014.			
Establish processes to ensure retention of effective staff in all positions	Provide differentiated, job embedded professional development	TLF; Principal; AFT Teacher Center	Year 1/$20,000
	Ensure adequate materials, resources and training are available to support instruction	AFT Teacher Center; Principal	Year 1/$20,000
	Assign peer mentor or St Louis Plan Consultant Teacher to all first year teachers	Principal	Year 1/$20,000
Regularly assess staff satisfaction	Administer annual climate survey	Principal	Year 2, 3/no cost
	Conduct focus groups throughout the school year	Principal designee	Year 1,2,3/no cost
	Create staff satisfaction committee to provide immediate response to teacher concerns/issues	School Planning & Management Team	Year 1/no cost

Goal 3: Provide and maintain appropriate instructional resources, support services and functional and safe facilities.

Objective 1: Objective 2: New programs and instructional strategies will be used with 100% of students by July, 2011 as indicated by teacher lesson plans and monthly TLF log data.

System 44 and Expert 21 will be used with students a minimum of 3x per week beginning September, 2010	Identify students for each program	Teachers; TLF	Year 1,2,3/no cost
	Establish small groups based on student need	Teachers	Year 1,2,3/no cost
Retain program manager to provide logistical and programmatic support	Review applications	Exec. Dir-HR; Principal	Year 1,2,3/no cost
	Establish interview view team and conduct interviews	Exec. Dir-HR; Principal	Year 1/no cost
	Retain Program Manager to support implementation of newly adopted programs such as System 44.	Principal	Year 1/ $80,000
	Introduce manager to staff with clearly articulated responsibilities so all staff will be aware of support	Principal	Year 1/no cost
Objective 2: Appropriate materials and support will be provided to all staff beginning in August, 2010 and continuing throughout the grant period as indicated by staff focus group data and annual climate survey.			
Adequate materials will be purchased to support all program and instructional approaches	Purchase site licenses and software for Renaissance Math, Systems 44 & Expert 21	Principal	Year 1/ $75,000
	Purchase computers sufficient in number to support implementation of new programs with fidelity	Principal	Year 1/$25,000

	Purchase materials to support the various instructional strategies employed including but not limited to classroom libraries, leveled book rooms, and other teacher resource materials.		Year 1/$20,000 Year 2/$10,000 Year 3/$ 10,000
Adequate support will be provided to staff to support new programs and instructional strategies	Schedule weekly grade level/ department meetings to provide support for teachers in effectively implementing the new programs/materials.	Principal; Teachers	Year 1,2,3/no cost
	Scaffolded, differentiated professional development and coaching of all differentiated strategies and programs will be conducted throughout the grant period	Principal; TLF; Teachers; National Consultant	Year 1,2,3/$60,000
	Weekly department/ grade level meetings will be held focusing on examining student work and needed support to increase student achievement		

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

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

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Conduct annual parent satisfaction survey and other activities to determine specific needs, interests and barriers to parent involvement	Refine annual survey to reflect sufficient questions to provide baseline	Parent Advisory Council; Principal	Year 1/No Cost
	Conduct biannual parent focus groups	Principal or Principal designee	Year 1,2,3/~$200 annually
	Provide feedback forms at each parent event	Family Specialist	Year 1,2,3/no cost
Create Parent Advisory Committee	Delineate roles and responsibilities of PAC	School Planning & Management Team; Principal	Year 1/no cost
	Recruit parents to serve on committee reflective of population demographics	Principal; School Planning & Management Team	Year 1/no cost
Create Family Center to provide various supports for parents	Create Parent University to offer interest based classes for parents/ guardians	School Planning & Management Team; Principal; Parent Advisory Committee	Year 1/$50,000
	Design Parent University program and processes	School Planning & Management Team; Principal; Parent Advisory Committee	Year 1/no cost
	Conduct quarterly assessment to determine session content and frequency	Parent Advisory Committee	Year 1,2,3/no cost
	Retain Family Specialist and Social Worker to provide support services	School Planning & Management Team; Principal; Parent Advisory	Year 1/$123,000 per annum

		Committee	
	Purchase necessary materials to support Family Center	School Planning & Management Team; Principal; Parent Advisory Committee	Year 1/$2,000 Year 2/ $2,500 Year 3/ $2500
Objective 2: Increase two-way communication methods employed by 20% per annum over the three years of the grant and beyond as measured by parent initiated responses attached to each method.			
Identify and implement various two-way communication methods	Create committee to identify/ develop a variety of two way communication methods	Teachers; Principal	Year 1/no cost
	Conduct survey for staff to select top three methods for use	School Planning & Management Team	Year 1/no cost
	Identify top three preferred two- way communication methods	Staff	Year 1,2/no cost
	Develop PR campaign to notify parents of methods available to them	Parent Advisory Committee	Year 2/no cost
Assess barriers to use of two way communication methods	Create parent focus group to be conducted biannually to provide feedback	School Planning & Management Team ; Parent Advisory Committee	Year 1,2,3/no cost
	Create staff focus group to be conducted biannually to provide feedback	School Planning & Management Team; Principal	Year 1,2,3/no cost
	Include items in annual school climate survey to obtain feedback	School Planning & Management Team	Year 1,2,3/no cost

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

Objective 1: Implement processes to ensure 100% of Transformational/Turnaround requirements are met in reorganizing the school by August, 2010 as evidenced by change in staff rosters and alignment with Transformational/Turnaround checklists. (Same as Goal 1/Objective 3)

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Reconstruct staff configurations to ensure compliance with Transformational/ Turnaround guidelines/ mandates	Identify staff to be removed	Exec. Dir. – HR	Year 1/no cost
	Retain new staff	Exec. Dir. – HR; Principal	Year 1/no cost
Create PR campaign to notify parents of school reconstruction	Work with district communications division to develop appropriate materials	Superintendent; Communications Division	Year 1/ no cost
	Implement PR campaign	Superintendent; Communications Division	Year 1/ no cost
Objective 2: Reorganize leadership/organizational structures by August, 2010 to ensure an effective, systemic, coherent leadership process is established as evidenced by increased student achievement on benchmark and state assessments and school climate survey.			
Create new school management structures to support school improvement and increased parent engagement	Create School Planning and Management Team	Principal	Year 1/ no cost
	Create District Parent Advisory Council	School Planning & Management Team; Principal	Year 1/ no cost
	Create Care Coordination Team	School Planning & Management Team; Principal	Year 1/ no cost

Create new school management structures to support school improvement and increased parent engagement	Create AFT Teacher Center	School Planning & Management Team; Principal; AFT representative	Year 1/ $13,000
	Create Family Center	School Planning & Management Team; Principal; Parent Advisory Council	Year 1/ $22,500
Hire Turnaround/ Transformational Specialist	Establish interview process involving various stakeholders	Principal; Exec. Dir. - HR	Year 1/ no cost
	Conduct interviews with vertical team	Principal and selected stakeholders	Year 1/ no cost
	Introduce Turnaround/ Transformational Specialist to staff	Principal	Year 1/ no cost

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

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools—Central High School		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY.STATE, ZIP
Dr. Kelvin Adams	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Kelvin.Adams@Slps.org	**(314) 345-2296**	**(314) 345-2261**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Michael Haggen	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Michael.Haggen@slps.org	**(314) 345-2233**	**(314) 345-2261**

THE DEPARTMENT'S APPROVAL

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			$

St. Louis Public Schools Central High School Improvement Grant Application—Transformation

The St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Amy Phillips and Central High School Community are pleased to present this School Improvement Grant proposal for your review and consideration. We look forward to a partnership between the central office, Central High School, and the greater Central High School educational community to provide a comprehensive Transformation Strategy for our principal, faculty, families, and students, to improve the quality of leadership, instruction, student performance, and community involvement. Central Visual and Performing Arts High School has uniqueness in that most of the students are highly engaged in the arts. We want to create an environment where our mission is a reality. It will transform to an environment where students receive an exemplary academic and artistic education that showcases their talents and prepares them to meet the challenges of our dynamic global society. We will create that environment where teachers and students work to improve their craft daily, just as artists do everyday. We will translate the same coaching strategies that are employed in the world of art to the classroom where diagnosis is immediate and intervention is specific. We will deepen our knowledge of the tenets of Professional Learning Communities and provide professional learning to improve the competencies of teachers and support staff to better

serve our students. We are certain that this letter and the accompanying SIG Application demonstrate the St. Louis Pubic Schools policies, processes, and procedures supporting the implementation of the building's transformation plan, while at the same time sets aggressive targets for improvement for not only the student body, but for teachers, principals, support staff, and non certified staff. Further, we strongly feel that our plan calls for the design and implementation of an aggressive model for recruiting, evaluating, and retaining the best teachers and leaders, while providing the infrastructure and data/technology systems to replace those not demonstrating the appropriate gains in their classrooms. Finally, we will create bold instructional models; develop and implement the training to execute the models; and redesign accompanying coursework that is rigorous so that every student in the school is given the best possible chance to succeed. This substantive plan will be implemented with the highest degree of fidelity by a staff that is committed to become a learning organization where success is the outcome.

Background

Central High School is a 9-12 high school. The school currently enrolls 781 students --72% of students are African American, 24% are White, 2% are Hispanic and 2% are Asian. Of these students, 12.17% are classified for special education, 9% of which have been identified with learning disabilities and 3.1% are identified as having a behavior disability. Sixty-three percent of all students are eligible for free or reduced-price lunch. English language learners (ELL) account for 5% of the population. Central's average daily attendance rate is 90% and mobility rate is 26%. The dropout rate for Central is 10.1%, and the graduation rate is 57.5%, which has decreased since 2007. Sixty-nine percent of Central's students matriculate to postsecondary placement.

Central's current principal is in her first year at the school site and has ten years experience as an educator. The assistant principal has over twenty-five years of experience as an educator and seven years of experience in his current role. Central has a veteran staff (43% of the staff have teaching for 7+ years). Forty-one percent of the staff possesses advanced degrees; seventy-four percent are highly qualified.

Central was ranked among the lowest achieving five percent of Missouri high schools; thereby received designation by the Department of Elementary and Secondary Education (DESE) with regard to the percentage of students who did not meet AYP.

1. Statement of Assurances

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

2. Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

3. Reporting Metrics

a. SIG PROGRAM TYPE
   i. Transformation

b. AYP Targets Missed/Made
   i. Communication Arts: Not Met, Math: Not Met, Additional Indicators: Not Met

c. School Improvement Status
   i. Non Title I School Improvement Year 3

d. Instructional Minutes Per Year

i. 67,338

e. Average Student : Teacher Ratio

i. 20:1

f. Discipline Incidents

i. 71

4. <u>Professional Staff</u>

a. Leadership Information:

i. Principal, Amy Phillips, has 10 years experience in education. Carrying both a masters and an education specialist degree in administration, Ms. Phillips is finishing her dissertation to complete her doctorate degree this spring. Perry Anselman, assistant principal, has over 25 years experience in education and carries both his masters and education specialist degrees in administration. Students to administrator are 390 to 1. An assistant principal of Instruction is needed to help coordinate the instruction and monitor the assessment of students. The North Central Accreditation (NCA) visit highlighted the need for greater instructional leadership in the building. Academics have been declining in recent years, as evidenced by End of Course (EOC) scores, attendance rates, dropout rates, and graduation rates. The NCA committee recommended this position to serve as a centralized person responsible for student and staff achievement. Currently, the administrative team consists of the building principal and only one assistant principal for over 700 students. That assistant principal spends his days completely consumed with discipline and supervision responsibilities.

b. Instructional Staff

i. Student per teacher ratio is 13 to 1. Student per classroom ratio is 20 to 1. There are 50 teachers, all of whom are highly qualified. The average year of experience is 8.9. The percent of teachers with a master's degree or higher is 41.10%. Currently, our average ACT score is 16.5. The state's average is 21. We would like to employ a full time ACT prep teacher for this national college exam. We want to make so that it would be a requirement for all juniors take the ACT prep class, whereas sophomores and seniors would have the option to take the class a second time. Having this teacher in place this year reveled that the majority of the students who took the test and who completed this course scored at 17 or higher on the ACT test. Student disruption is constant in the building. The ability to work with students struggling socially and emotionally by providing preventive instruction and redirecting their behavior to keep them in school supports an environment conducive to learning. It would be beneficial to hire an In School Suspension Monitor who could run the program by working with students needing a different type of support before returning to the classroom.

c. Support Staff

i. The support staff includes 1 secretary, 1 clerk typist, and 2 counselors. We share 1 clerk treasurer, 1 nurse, 1 social worker, a data processor and a parent liaison with another school. The attendance total for SY 2009-2010 was 92.03%, an increase from the previous year's average. Our goal was 95% and we feel as though we can increase this average if we had an Attendance Monitor whose responsibility would be to oversee student attendance to ensure accuracy, follow absences and chronic absences with phone calls, home visits and parent support for students because attendance directly correlates to academics, which is supported by research.

STATEMENT OF NEED

In order to determine the individual needs at Central High School, the following assessments/audits have been conducted:

- **School Quality Review/ Performance Audit**

  During the 2006-2008 school year, all schools were reviewed be the Accountability office and given the task to create School Performance Teams (SPT). The teams were charged with meeting monthly, review student data, make staffing or instructional adjustments based on the review of data. The SPTs were assigned a central office facilitator. Each school at the beginning of the year was given a needs assessment.

  Quarterly Academic team meetings were held during the 2009-2010 school years with clusters of schools and their respective Associate Superintendent. Both principals and TLFs were to share specific data points and take questions from their colleagues.

  All schools completed a template for the Phi Delta Kappa (PDK) audit describing the different types of programmatic offerings that were unique to their school in addition to the ones that were district mandated.

- **Collaborative Assessment for Planning and Achievement**

  Throughout the 2007-2009 school years, Education Officers (now Associate Superintendents) utilized processes such as Critical Friends and Sub Clusters for principals to meet regularly to discuss assessment and instructional data from their individual schools.

  These processes were modeled for principals in order for them to transfer back to their school buildings to facilitate vertical and horizontal planning time for staff.

  All schools utilize either Professional Learning Community or grade level meeting to regularly discuss student performance

- **School Climate Assessment**

  Over the past several years, principals have worked with various consultants or providers to conduct school climate surveys. Victoria Berhnardt's work was used for principals to administer surveys to their individual staffs during the summer of 2009. Education for the Future conducted an analysis session and data was analyzed and communicated to stakeholders. Schools had access to these surveys and analysis online through the subsequent calendar year. Additionally, some schools have also utilized the Character Plus School Climate Survey to identify areas of strengths and weaknesses in their school climate and culture.

Student Assessment

Administrators and staff have engaged in root cause analysis in drafting the school improvement plan. Assessment data has been drilled down to individual students by using the living data wall and Individual Academic Plans (IAPs). Administrators and staff have collaboratively reviewed Crystal reports from the

DESE website to identify the Grade Level Expectations (GLEs) for which students were deficient to target instruction that will enable students to demonstrate mastery on those specific GLEs.

Schools have access to the PULSE system to track student enrollment, attendance, discipline, and performance on the state assessments. The data platform also aggregates data by teacher.

- **Community Assessment**

The Greater St. Louis Foundation audited the number of non-profits that were providing services and resources to the District and concluded that over 700 different organizations were involved with the schools. In an effort to ensure that partnerships are focused on student achievement, a MOU (Memorandum of Understanding) process was established working with potential partners.

St. Louis Public Schools has had a strong relationship with the faith based community for many years; however, initiated in 2009, the Faith Based Initiative was contracted formally to establish a relationship between the school district and area churches, mosques and synagogues. The partnership is beneficial for the faith community and the partnering schools because they often share the same families. Mentoring, joint events, volunteering and supporting families are some of the activities that support the school and foster community building.

1. **Central High School Core Instructional Programs:**
   - Communication Arts
     - In order for our students to succeed, there is a strong need for an intervention reading program for our ninth and tenth grade students. It is important for the program to assess students reading ability and provide teachers with information to guide instruction. The intervention selected to meet this need is Houghton Mifflin's Earobics Reach program. It is important to have a program that assesses students' reading ability and provides teachers with information to guide instruction. Earobics Reach is a powerful and transformative multisensory reading intervention for raising academic achievement and empowering teachers to strengthen and rejuvenate their reading curriculum to meet the needs of diverse student populations. It accelerates reading skills and builds individualized reading instruction in all of the areas deemed critical by the National Reading Panel. It helps educators address the challenges of reading through technology, multimedia materials, and professional development. Using a "right-tool-for-the-task-approach", Earobics Reach delivers highly differentiated instruction for students through 12th grade. This program has a strong baseline and instructional assessment component as well as a data management system. Students will have the capability of using the program at home as well as at school.

- Earobics Reach Includes:
    - Integrated assessments and performance monitoring to ensure students are placed at the appropriate level in the program
    - Comprehensive content and instructional strategies
    - Engaging and personalized instruction with high-interest thematic content
    - Strategic support for literacy development

- Mathematics
    - The Renaissance Learning Program was used during this past school year as an intervention program to help our 9th grade Algebra I students master the concepts that would be tested on the EOC exam. To address one of the school's needs, a high priority will be placed on enhancing the integration of technology into the academic program and implement, with fidelity, the Renaissance Math program. We will need computer labs to accommodate these classes, as well as an instructional technology specialist to support the instructional side and a computer lab technician to oversee the technology aspect. The Renaissance program should also be extended to the 10th grade Geometry course to help students continue to be successful at mastering mathematical concepts needed for graduation. To implement the Renaissance Learning Math program effectively in the Algebra 1 and Geometry courses, two additional math teachers will be trained to implement the program as needed. Additional materials such as host license, student licenses, scanners, scan sheets, NEO 2 units, printers, ink and paper are needed to fully implement the program with fidelity. Specific professional development, a program manager, and a Renaissance Learning mentoring team will be supported by St. Louis Public Schools to help maintain teacher quality throughout the life of the program's use. In order to sustain the program, processes will be structured to have a continual group of trainers and monitors for this program.

- Science
    - Over the past 5 years, St. Louis Public School students continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP, it is still a heavily tested area in the state of Missouri and if there is an increase in the number of proficient students, it is possible for the District to obtain a bonus point toward the Annual Progress Report.

      The main intent is to analyze science benchmark data to make informed decisions about academic achievement. The Office of Accountability is in the process of developing End of Course aligned science benchmarks. The current science benchmark data is posted on the SchoolNet platform that is on the District home site and is accessible to all staff.

- Social Studies
    - St. Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years, there has not been any district or statewide data to track student performance in the area of social studies. For the same amount of years, students continue to score below the state average for proficiency in the area of social studies. The nonfiction section of the Communication Arts MAP was used to gauge the Social Studies performance since a majority of the questions in this section comes directly from social studies content. A major root cause for this deficit is that students need to be equipped to read expository text. This is a skill that will be universal and transcend over the other content areas. Although social studies is not an area for accreditation to meet AYP, improved student performance in social studies is critical for the new state required End of Course exam administered for American Government at the 9th grade level.

2. Assessment Programs

- Central High School will use the St. Louis Public School Benchmark Assessments. This assessment will be administered 3 times throughout the calendar year. Teacher-made assessments and common assessments will be administered according to the District Pacing Guide per content area as a source of progress monitoring.

3. English Language Learners Programs

- At this time, 0% of students are in the need of ELL services.

4. Special Education Programs

- We have 108 special education students that comprise 1/8 of our student population. These students are included in all programming in the school community.

5. Magnet (themed) Programs

- As part of the magnet school program, Central offers Visual and Performing Arts programming. Students who attend Central audition for and major in one of five majors: visual art, instrumental music, vocal music, theatre, or dance. Students follow a four-year program designed to prepare them to graduate and enter a college program in their art or to enter the professional field in their art. Students spend 3 hours a day in their art major. Additionally, funds are needed to provide extra curricular opportunities for students to further their arts experiences.

6. Professional Development Programs

- Teachers
    - Professional Development Courses will be needed for teachers to help develop a broad base of competencies, content area knowledge and experiences.
    - Both theory and practice in teaching a diverse group of students including students, with special needs, is needed to support teachers. Practical, proven, and timely approaches to

providing quality curriculum, instruction, and assessment, not withstanding professional development in the area of classroom management, will also be needed to support teachers.

- Training in the evaluation, development, and selection of instructional materials, instructional technology, and technology applications for teachers will support all efforts in increasing student learning. The assistance with skill development in the area of collaborative and interdisciplinary teaching will also provide support for curriculum integration.
- Training to nurture the academic, emotional, and physical development of students will assist in the areas of classroom management and discipline throughout the building.
- Connecting theory to application through educational related experiences will help support teachers as they prepare unit and lesson plans that will be evaluated throughout the school year.
- Experiences that develop effective communication, team-building, and conferencing skills with both students and other education partners will help create the optimal learning environment.
- Professional development in response to intervention is needed to assist teachers with identifying students and implementing appropriate instructional strategies at each tier of interventions. Professional development is needed in cross-curricular instruction in order to increase student achievement in the arts and academics. It is important for Central Visual Performing Arts (CVPA) teachers and students to see the connection between both areas. The NCA review team also highlights this. Teachers need assistance with teacher made assessments that are aligned with district curriculum objectives and state standards as well as planning, instruction, learning and assessment. This professional development component will go hand in hand with RTI.

- Administrators
  - The administrative team is committed to creating a community of learner. Through attendance of professional development that will assist staff in building capacity and leading systemic reform and transformation of Central High School. The overall goal and purpose of committing to professional development is building an engaging culture to increase student performance, the administrative team will develop processes and structures using the Professional Learning Community model to identify the right work to monitor. The administrative team understands the importance of focused and targeted professional development. Through the development of outcomes and metrics to guide the process, a system will be employed whereby the outcomes are monitored through classroom observations by the administrative team and other staff members as well. The administrative team will structure activities to change the culture of the school to know that the goal of all professional development must be to change teacher practices. This will manifest in effective actions that address significant problems related to teacher effectiveness and student learning

and must aim to reduce the discrepancies between the school and district's goals for student learning and their actual achievement. The Central administrative team is committed to reducing the achievement gap that has been created over the past decade.

- Support staff
  - The Central High administrative team believes a well developed and trained school workforce will lead to success for students of Central. Targeted and specific professional development that is nationally recognized and accredited to provide services for support staff will be designed. The objective of the professional development is to build internal capacity and broaden the skills of support staff that translate to increased support of student needs.

7. What has been done, locally at the school, to identify root causes of persistent academic failure?

- School Quality Review/Performance Audit

  In April 2010, Central underwent a North Central Association quality assurance review and was recommended for full accreditation. In addition to many commendations (clean facility, efficient library media, and good data collection) the review team identified the following required actions for improvement: greater instructional leadership in the building and a centralized individual to focus on student and staff achievement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for addressing each of the required actions noted and will be required to submit a progress report to the team.
- School Climate Assessment

  The staff of Central High participated in staff surveys through SchoolCity during the 2008-2009 school year. The focus of the assessment was to determine the strengths and challenges facing the staff and the implications for improvement. It is imperative for Central to work through the challenges and survey the school community at large.
- Student Assessment

  The number of students enrolled in AP classes at Central is 68. Of that number, 5 students scored to receive college credit. There are practices that can be scaled across other AP classrooms through the examination of instructional strategies employed for specific subgroups.

  The A+ Program is an incentive for high school students graduating from Missouri high schools to be well prepared when pursuing advanced education. Central will work to increase the percent of students successfully passing the exam.
- Business Community

  The businesses that surround Central High School include a variety of local and national businesses (Walgreens, Ackerman Toyota, Jiffy Lube, and YWCA). Efforts are underway to mobilize more business partnerships in order to offer internships for students. The City of St. Louis is known for its

great art. To that end, efforts are further underway to mobilize this community in order to support students in their specific art interest.

- University Community

  The principal has been in communication with area universities to develop and enhance partnerships to pledge assistance for Central in many capacities during the upcoming school year.

8. Title I Assessment

- Central not been a Title 1 school but will be beginning this fall. Our assessment indicated that we need an additional reading and math teacher as well as funds for technology in those classrooms to implement the remediation programs.

9. School report cards, benchmark assessment data

- None of the three subgroups reached AYP status in either Communication Arts or Math in 2008-2009. The average daily attendance for the 2008-2009 was 90%. The graduation rate in 2008-2009 was 57.7% and the dropout rate was 10.1%. The A+ Program implemented at Central High School administered the exam to 81 students and 5 received a score of 3 or better. The school's average composite score in 2008-2009 was 17.

10. Safe and Drug Free School Data

- Our school uses AVID as a program for drug and safe free school. AVID is an elective class that meets during the regular school day. In preparation for the college prep curriculum in the high school, AVID students are encouraged to enroll in rigorous courses, such as Algebra I and a foreign language.
- AVID is a program designed to help students in the middle prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic "survival skills" and college level entry skills. The AVID program teaches the student how to study, read for content, take notes, and manage time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding.
- The mission of AVID is to ensure that all students, especially the middle performing students, will:
  - Succeed in the most rigorous curriculum
  - Enter the mainstream activities of the school
  - Increase their enrollment in four year colleges; and
  - Become educated, responsible participants and leaders in a democratic society
- In order to be eligible for the AVID program a student must a have a GPA between a 2.0 and a 3.5, a Terra Nova score between the 50th and 88th percentiles, a teacher and administrator recommendation, and an expressed commitment to achievement.

- Unlike the middle school program, the high school AVID program is ideally a four-year program for students who have the potential to succeed in college prep courses. Such students demonstrate a desire to attend college. Upon acceptance into AVID, students must also enroll in college prep courses, which will result in fulfilling entry requirements for most stateside colleges and universities.
- AVID is offered in more than 1,500 schools including Department of Defense schools in Europe and the Pacific. AVID has an enrollment of about 120,000 students worldwide. Approximately 95% of AVID high school graduates enroll in college with more than 60% enrolled in four-year colleges. AVID graduates persist in college at an 89% rate. Given these statistics, we believe AVID should play a critical role for our schools as we move forward.

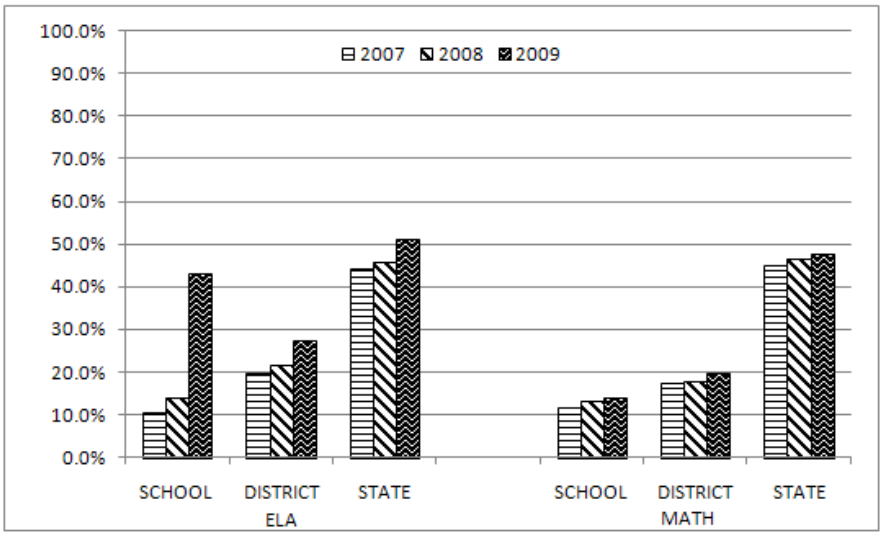
SUMMARY OF SURVEY RESULTS

As a result of the comprehensive look at the school, the following needs, trends and priorities have emerged. These highlighted results are the basis for change and improvement at Central HS. They are:

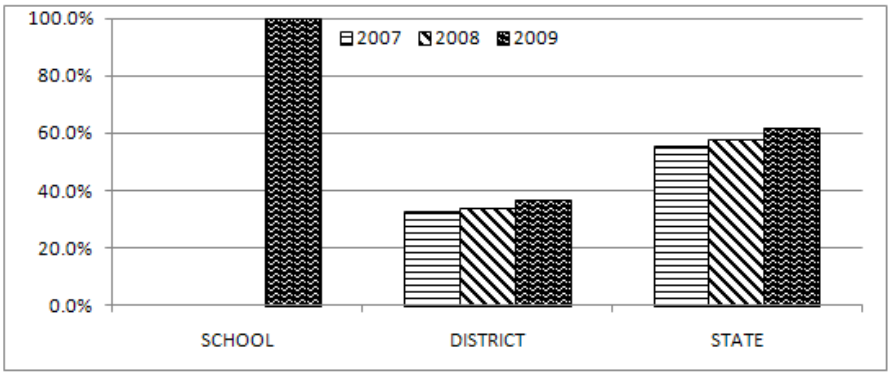
- poor implementation of curriculum
- poor efficacy of support for expectations for high student achievement
- low teacher impact on students
- students not respected or valued
- teacher centered instruction
- poor leadership
- poor learning environment
- low levels of teacher collaboration
- low levels of effective professional development
- low numbers of students going on to post secondary education
- low levels of student attendance and punctuality
- high student dropout rate

CENTRAL HIGH SCHOOL RELEVANT SCHOOL DATA

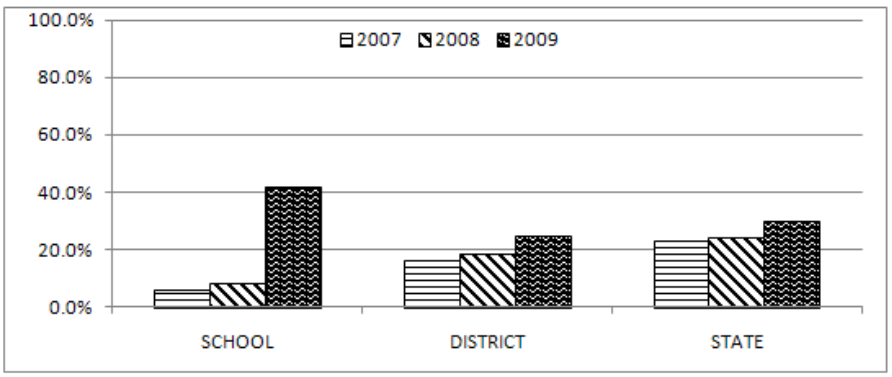
School Total Proficiency



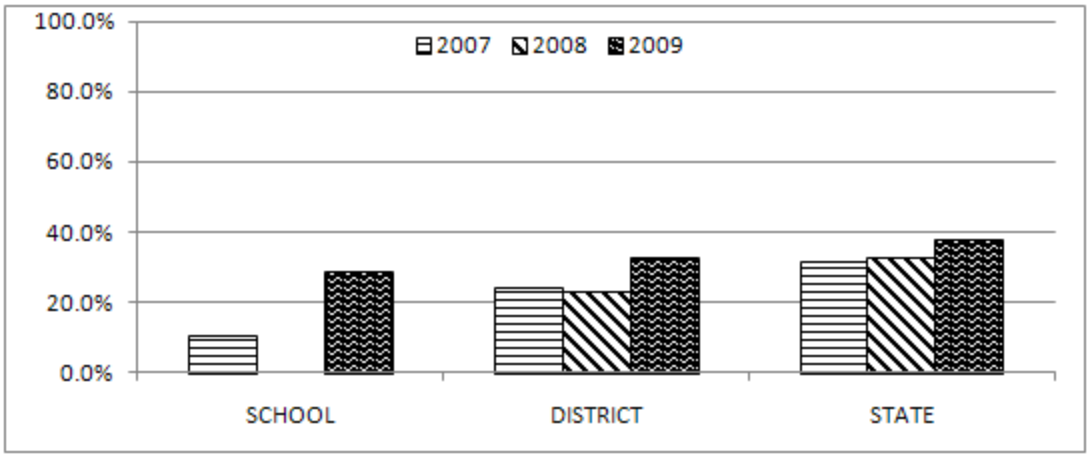
Communication Arts Proficiency : ASIAN



Communication Arts Proficiency : BLACK

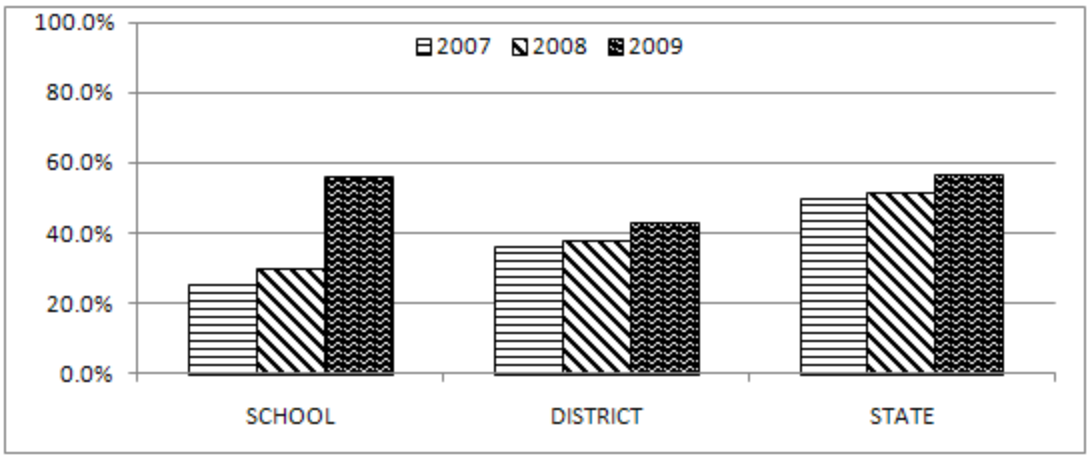


Communication Arts Proficiency : HISPANIC



Communication Arts Proficiency : AMERICAN INDIAN

Communication Arts Proficiency : WHITE



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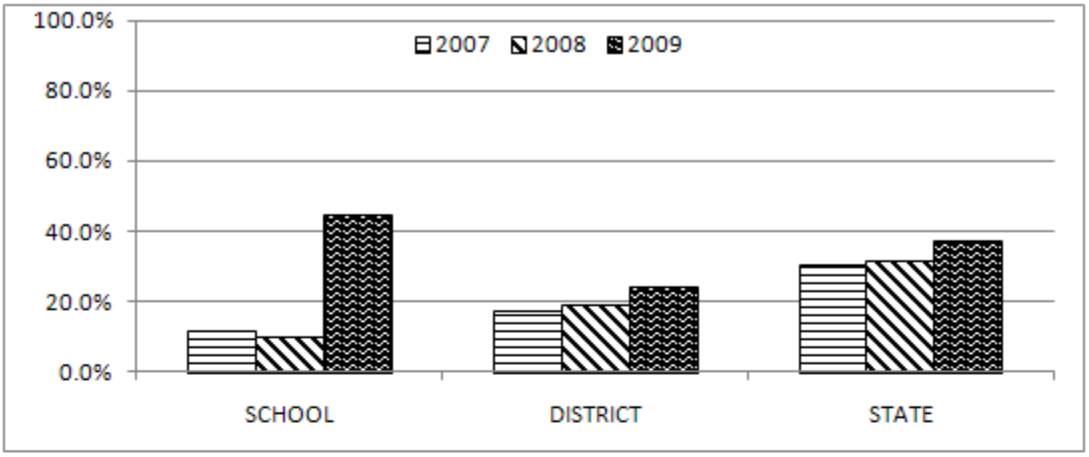

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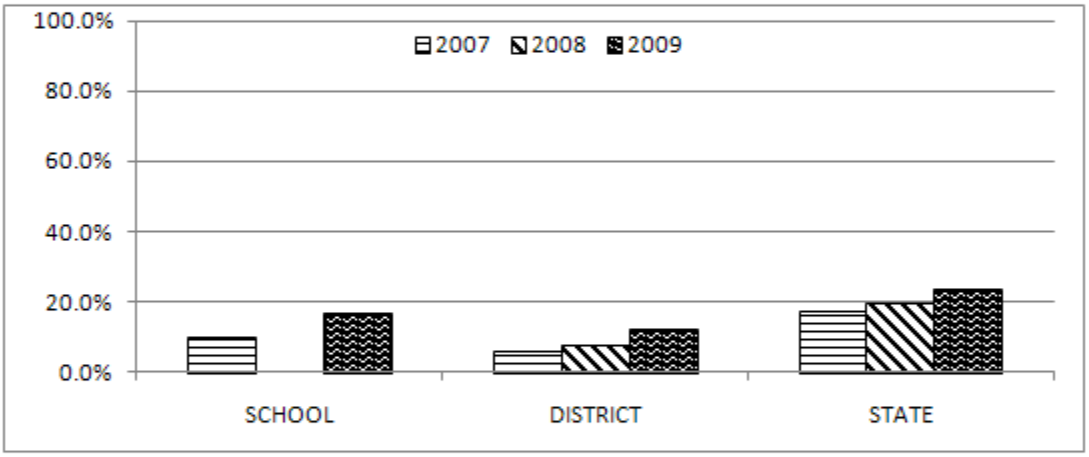
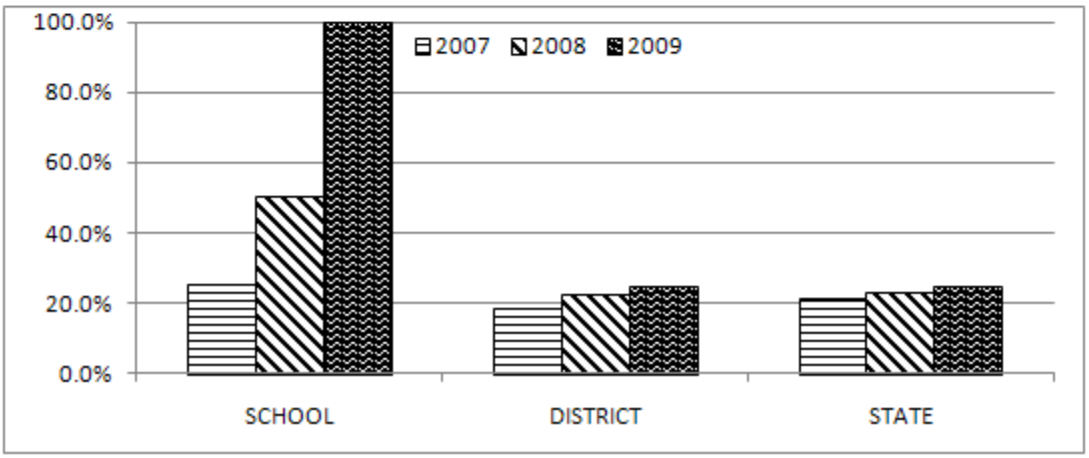
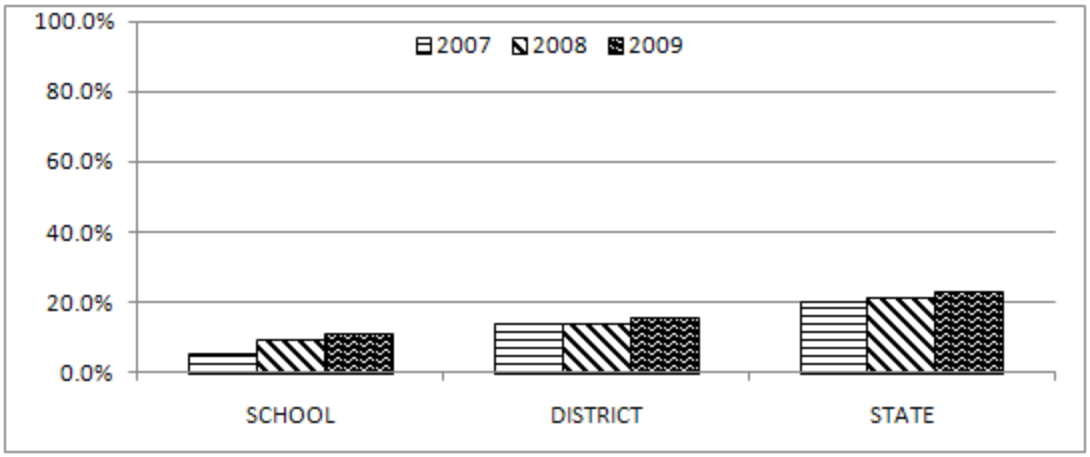


Communication Arts Proficiency : LEP



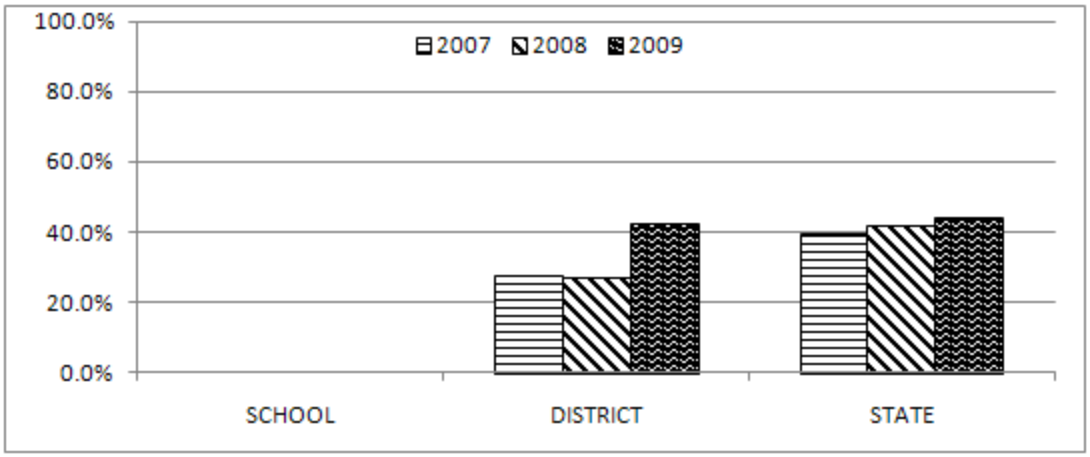
MATH Proficiency : ASIAN

MATH Proficiency : BLACK

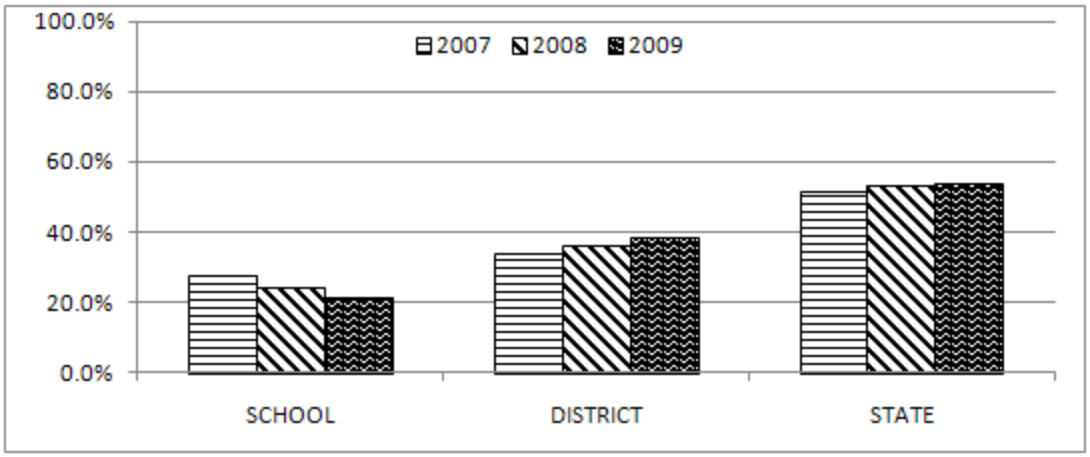


MATH Proficiency : HISPANIC

MATH Proficiency : AMERICAN INDIAN



MATH Proficiency : WHITE



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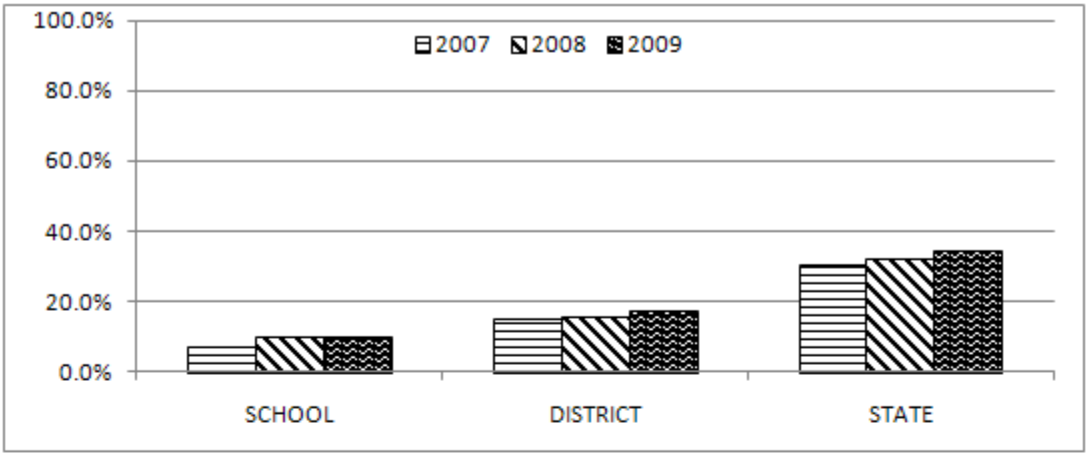

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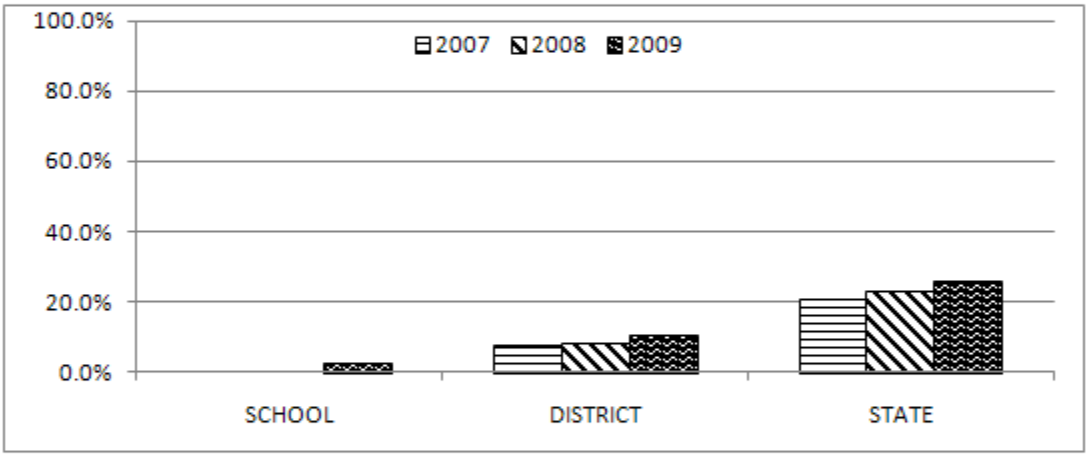
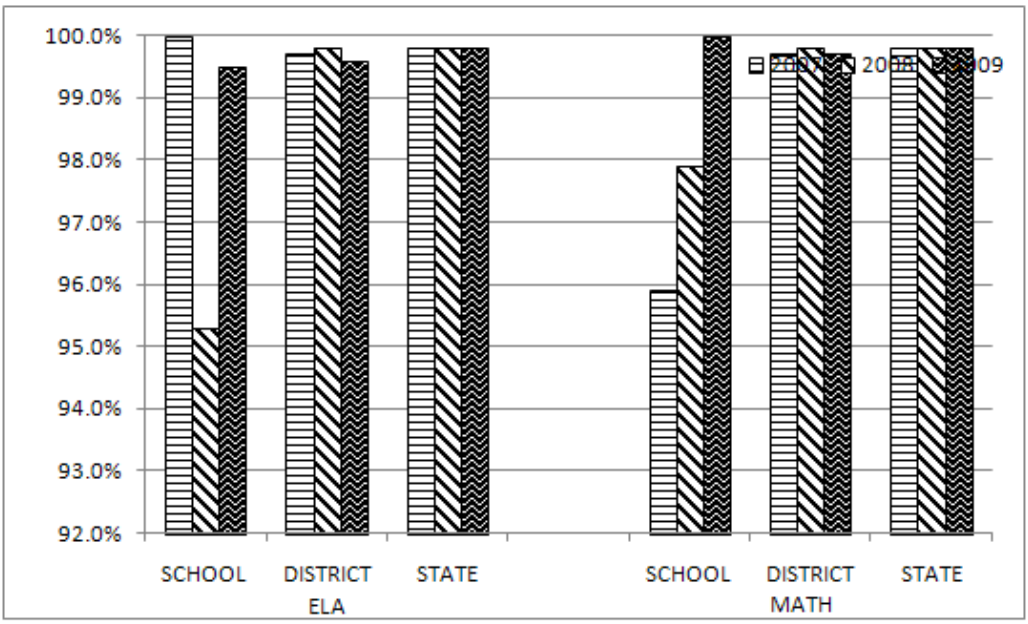
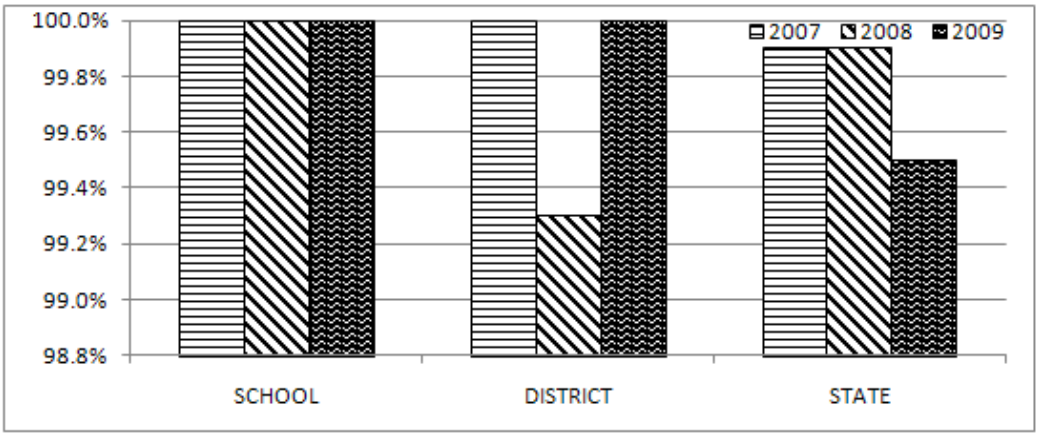


MATH Proficiency : LEP

School Total: Participation



Communication Arts Participation : ASIAN



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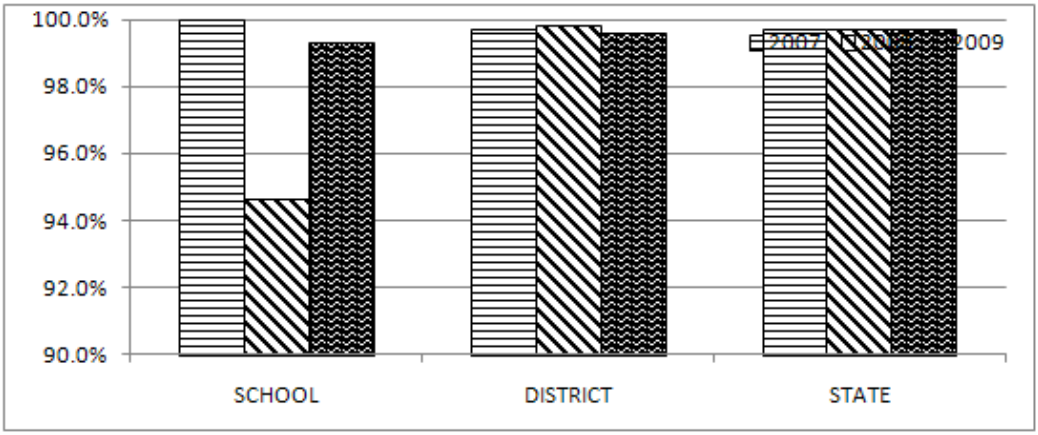
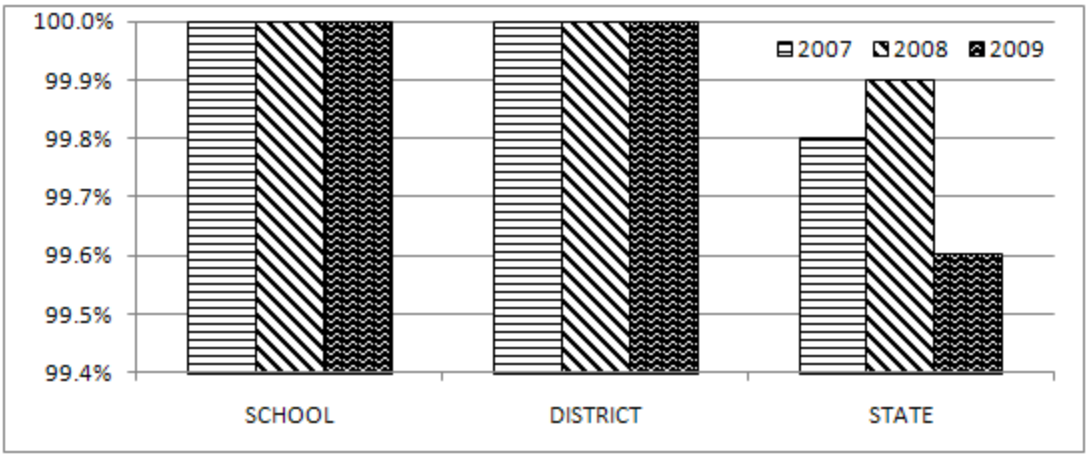


Communication Arts Participation : HISPANIC



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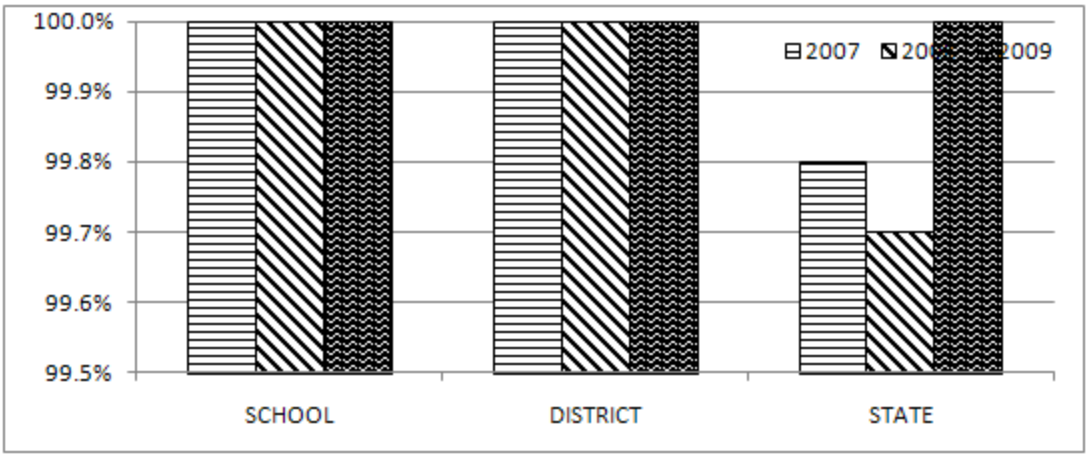

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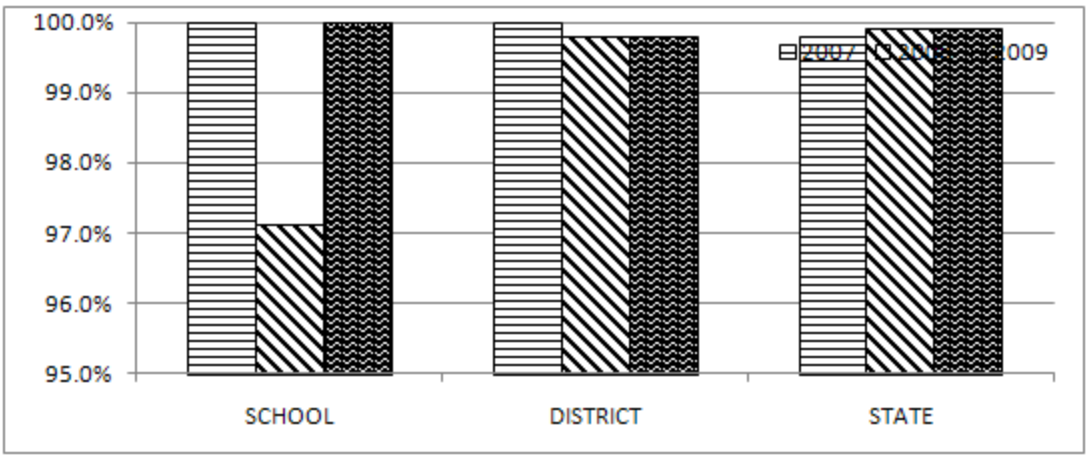
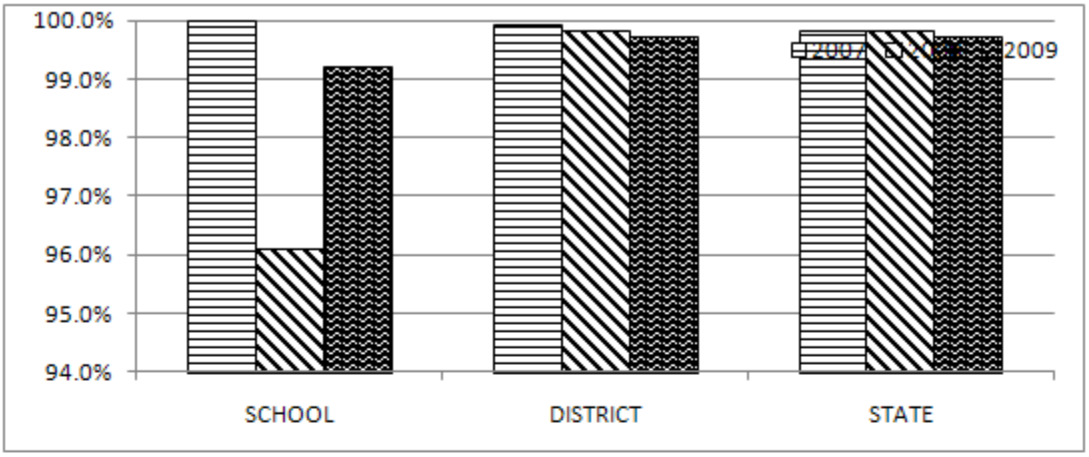


Communication Arts Participation : FREE/REDUCED LUNCH



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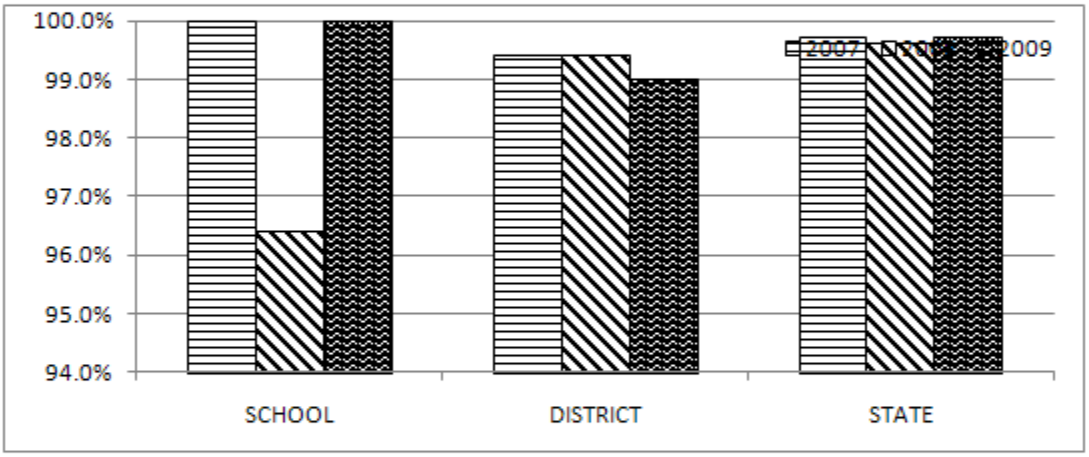

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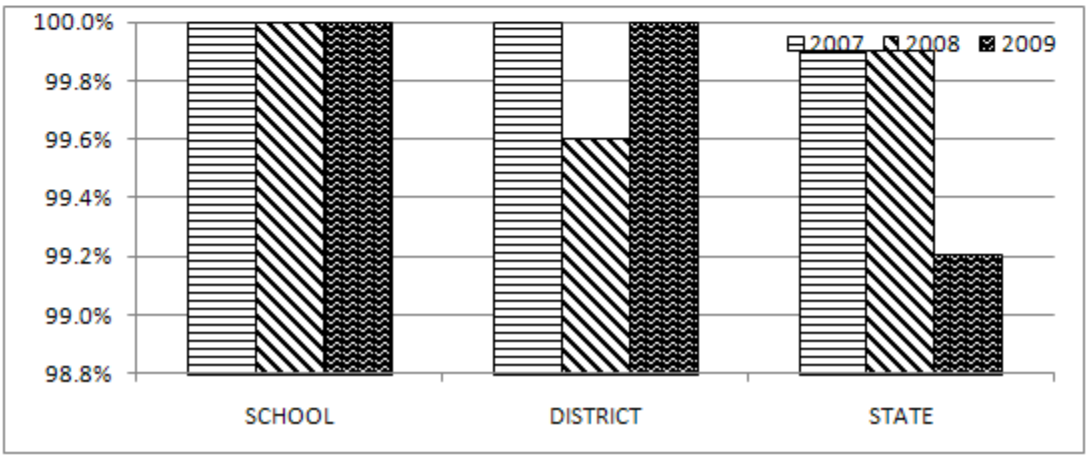
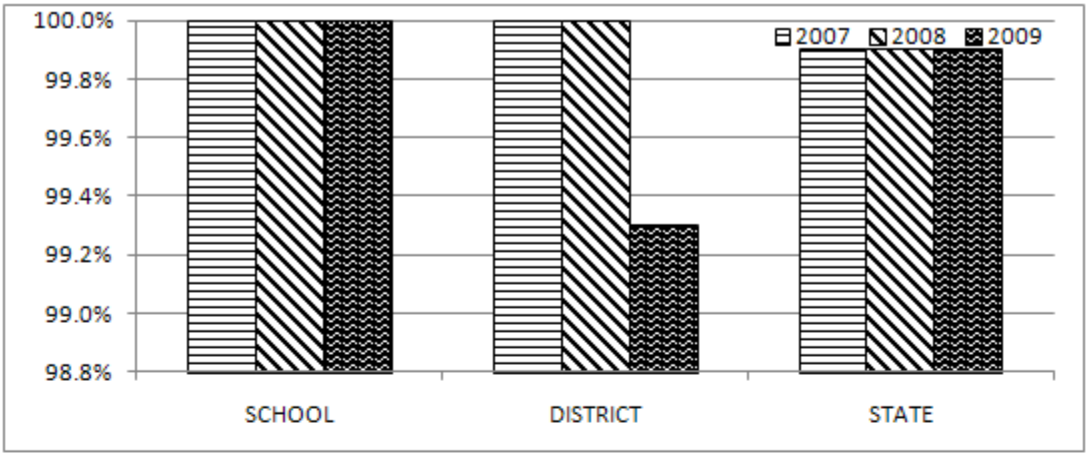


MATH Participation : ASIAN



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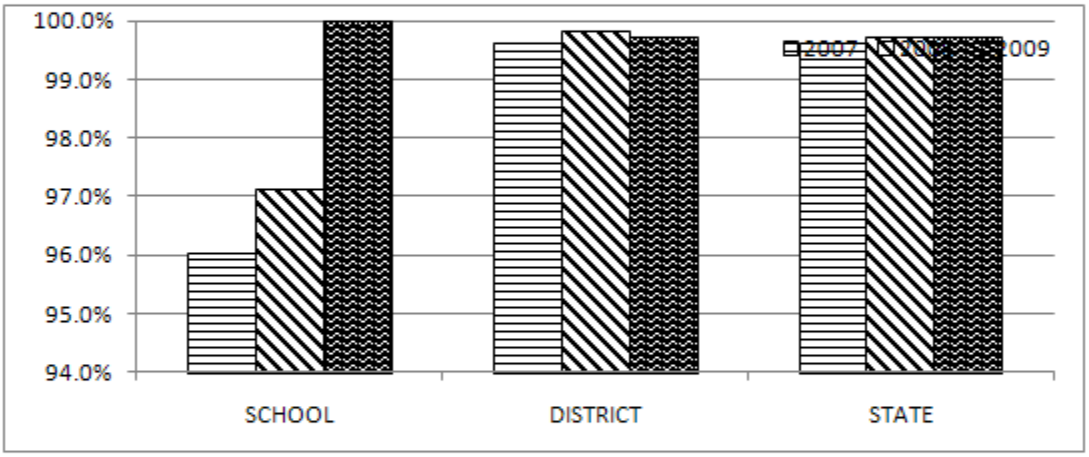

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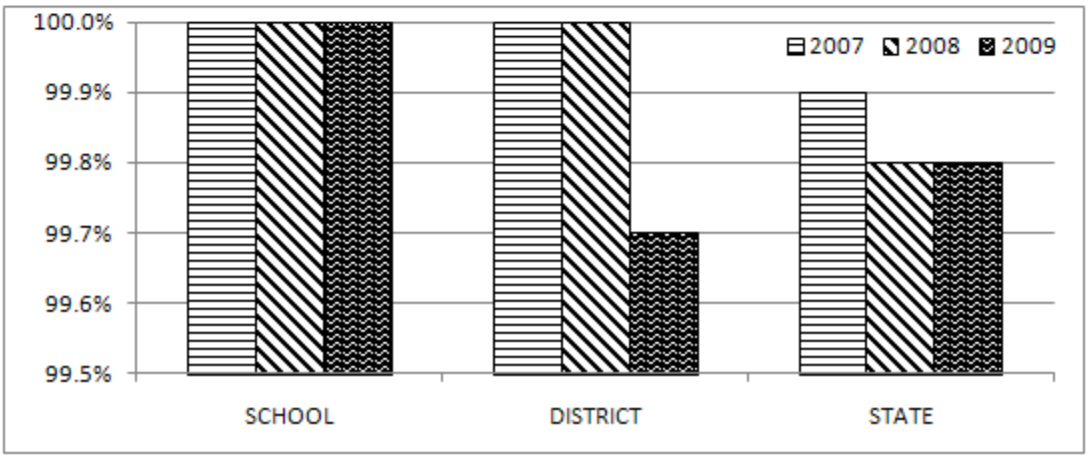

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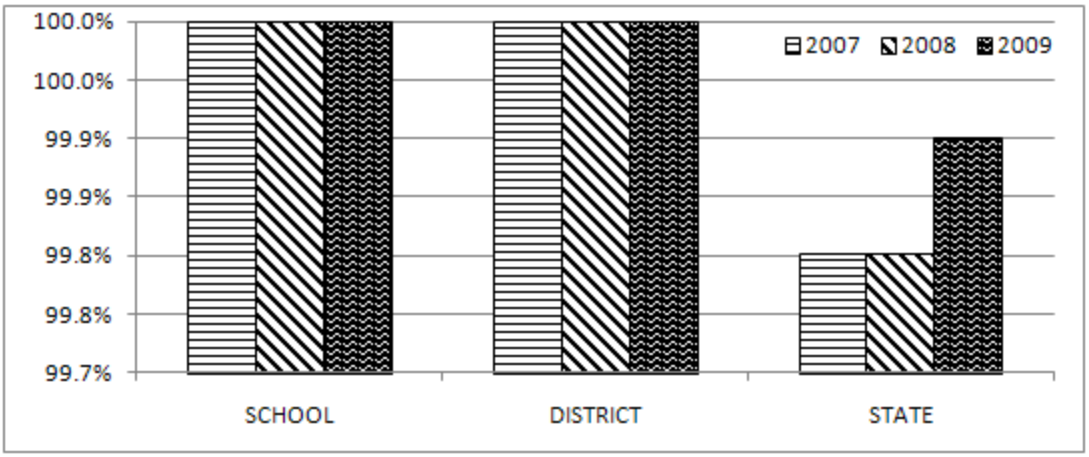

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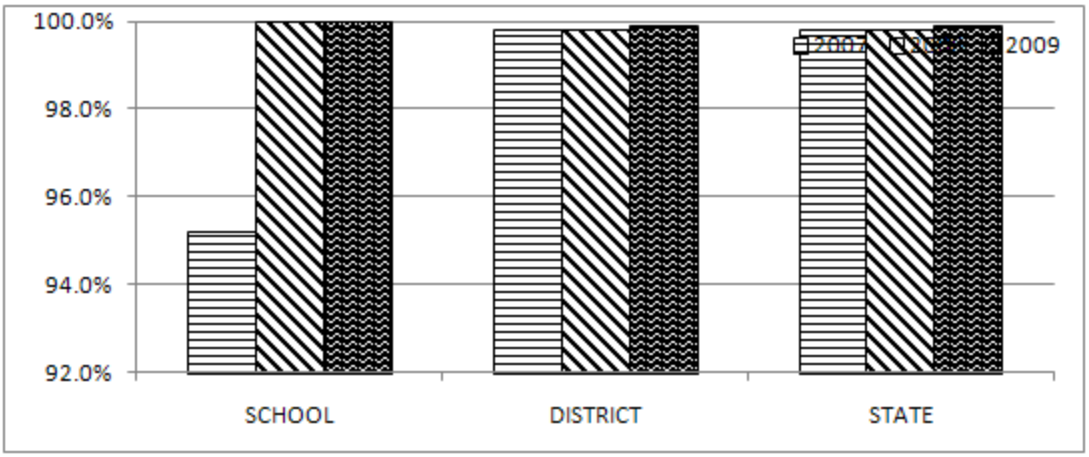
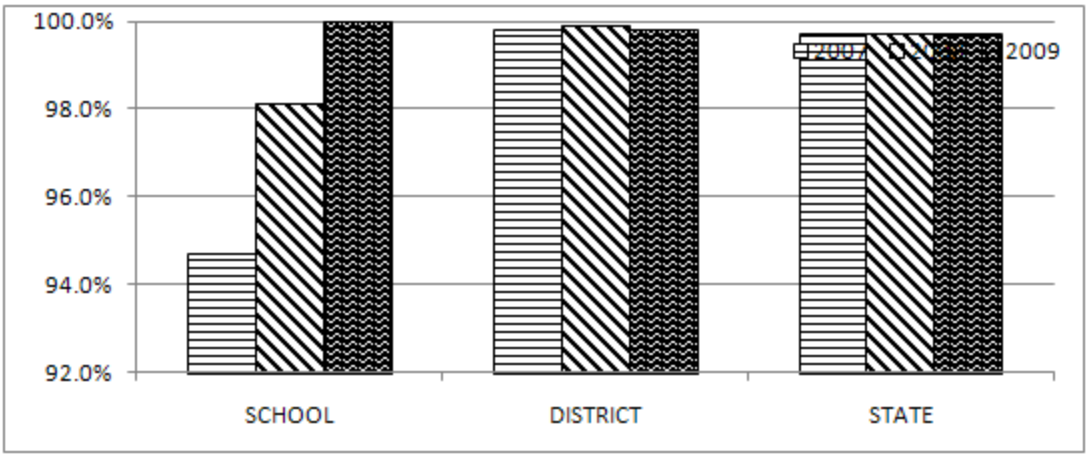


MATH Participation : FREE/REDUCED LUNCH



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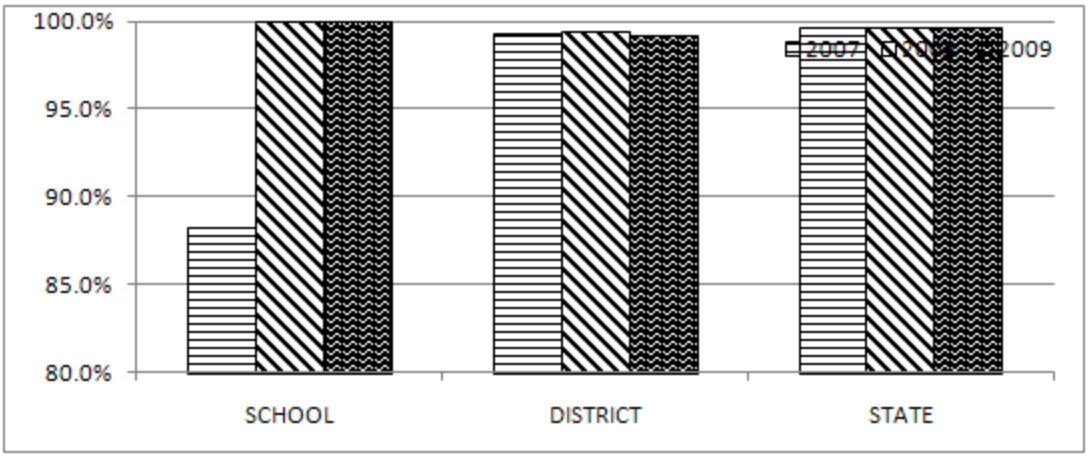

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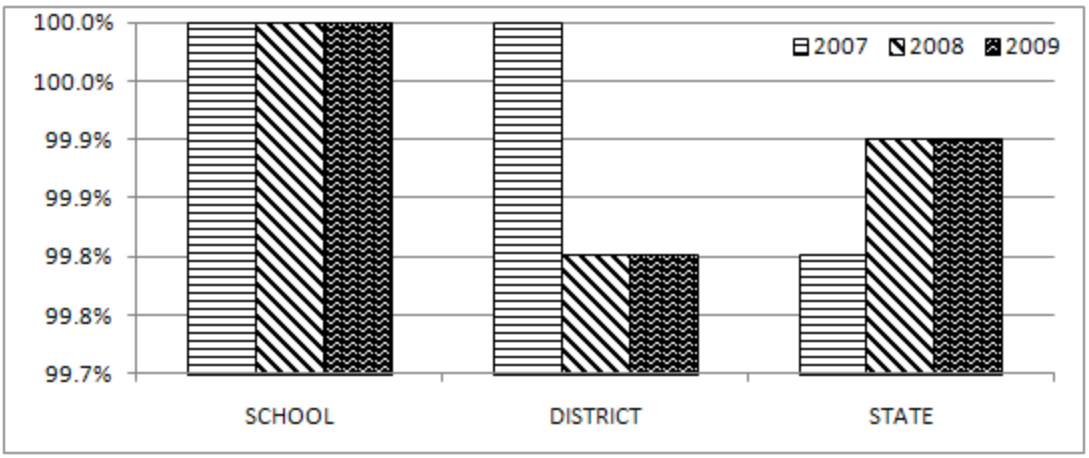


PROFICIENCY	2009	2008	2007
At/Above ELA (SCHOOL)	43.0%	13.8%	10.6%
At/Above ELA (DISTRICT)	27.5%	21.6%	19.5%
At/Above ELA (STATE)	51.2%	45.7%	44.4%
At/Above MATH (SCHOOL)	13.9%	13.0%	11.5%
At/Above MATH (DISTRICT)	19.6%	17.6%	17.2%
At/Above MATH (STATE)	47.6%	46.7%	44.9%
At/Above ASIAN (SCHOOL) (ELA)	100.0%	0.0%	0.0%
At/Above ASIAN (DISTRICT) (ELA)	36.3%	33.8%	32.2%
At/Above ASIAN (STATE) (ELA)	61.7%	57.3%	55.5%
At/Above BLACK (SCHOOL) (ELA)	41.4%	8.0%	5.9%
At/Above BLACK (DISTRICT) (ELA)	24.2%	18.2%	16.2%
At/Above BLACK (STATE) (ELA)	29.7%	24.0%	22.8%
At/Above HISPANIC (SCHOOL) (ELA)	28.6%	0.0%	10.0%
At/Above HISPANIC (DISTRICT) (ELA)	32.2%	22.7%	24.1%
At/Above HISPANIC (STATE) (ELA)	37.7%	32.5%	31.4%
At/Above AMER IND (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (ELA)	37.5%	25.0%	23.5%
At/Above AMER IND (STATE) (ELA)	51.1%	42.3%	40.7%
At/Above WHITE (SCHOOL) (ELA)	55.8%	29.4%	25.0%
At/Above WHITE (DISTRICT) (ELA)	43.0%	37.5%	36.0%
At/Above WHITE (STATE) (ELA)	56.6%	51.1%	49.8%
At/Above FREE LUNCH (SCHOOL) (ELA)	44.2%	9.5%	11.6%
At/Above FREE LUNCH (DISTRICT) (ELA)	23.9%	18.8%	17.2%
At/Above FREE LUNCH (STATE) (ELA)	36.9%	31.6%	29.9%
At/Above IEP (SCHOOL) (ELA)	16.7%	0.0%	9.5%
At/Above IEP (DISTRICT) (ELA)	12.2%	7.4%	5.7%
At/Above IEP (STATE) (ELA)	23.6%	19.1%	17.2%
At/Above LEP (SCHOOL) (ELA)	100.0%	50.0%	25.0%
At/Above LEP (DISTRICT) (ELA)	24.3%	22.2%	18.1%
At/Above LEP (STATE) (ELA)	24.7%	22.9%	20.8%

At/Above ASIAN (SCHOOL) (MATH)	50.0%	50.0%	0.0%
At/Above ASIAN (DISTRICT) (MATH)	43.7%	41.4%	39.8%
At/Above ASIAN (STATE) (MATH)	64.8%	64.8%	62.3%
At/Above BLACK (SCHOOL) (MATH)	10.9%	9.0%	5.2%
At/Above BLACK (DISTRICT) (MATH)	15.4%	13.5%	13.7%
At/Above BLACK (STATE) (MATH)	23.0%	21.2%	20.1%
At/Above HISPANIC (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above HISPANIC (DISTRICT) (MATH)	23.9%	21.8%	19.4%
At/Above HISPANIC (STATE) (MATH)	35.8%	34.4%	32.3%
At/Above AMER IND (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (MATH)	42.4%	26.5%	27.3%
At/Above AMER IND (STATE) (MATH)	44.0%	41.8%	39.3%
At/Above WHITE (SCHOOL) (MATH)	21.1%	23.8%	27.5%
At/Above WHITE (DISTRICT) (MATH)	38.1%	35.6%	33.8%
At/Above WHITE (STATE) (MATH)	53.6%	52.8%	51.0%
At/Above FREE LUNCH (SCHOOL) (MATH)	9.7%	9.8%	6.7%
At/Above FREE LUNCH (DISTRICT) (MATH)	16.9%	15.3%	14.8%
At/Above FREE LUNCH (STATE) (MATH)	34.1%	31.8%	30.2%
At/Above IEP (SCHOOL) (MATH)	2.5%	0.0%	0.0%
At/Above IEP (DISTRICT) (MATH)	10.1%	7.9%	7.1%
At/Above IEP (STATE) (MATH)	25.9%	22.7%	20.7%
At/Above LEP (SCHOOL) (MATH)	12.5%	20.0%	0.0%
At/Above LEP (DISTRICT) (MATH)	27.3%	22.7%	17.0%
At/Above LEP (STATE) (MATH)	28.6%	28.4%	23.2%
PARTICIPATION	**2009**	**2008**	**2007**
TEST PARTICIPATION ELA (SCHOOL)	99.5%	95.3%	100.0%
TEST PARTICIPATION ELA (DISTRICT)	99.6%	99.8%	99.7%
TEST PARTICIPATION ELA (STATE)	99.8%	99.8%	99.8%
TEST PARTICIPATION MATH (SCHOOL)	100.0%	97.9%	95.9%
TEST PARTICIPATION MATH (DISTRICT)	99.7%	99.8%	99.7%

TEST PARTICIPATION MATH (STATE)	99.8%	99.8%	99.8%
TEST PARTICIPATION ASIAN (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION ASIAN (DISTRICT) (ELA)	100.0%	99.3%	100.0%
TEST PARTICIPATION ASIAN (STATE) (ELA)	99.5%	99.9%	99.9%
TEST PARTICIPATION BLACK (SCHOOL) (ELA)	99.3%	94.6%	100.0%
TEST PARTICIPATION BLACK (DISTRICT) (ELA)	99.6%	99.8%	99.7%
TEST PARTICIPATION BLACK (STATE) (ELA)	99.7%	99.7%	99.7%
TEST PARTICIPATION HISPANIC (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (DISTRICT) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (STATE) (ELA)	99.6%	99.9%	99.8%
TEST PARTICIPATION AMER IND (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (DISTRICT) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (STATE) (ELA)	100.0%	99.7%	99.8%
TEST PARTICIPATION WHITE (SCHOOL) (ELA)	100.0%	97.1%	100.0%
TEST PARTICIPATION WHITE (DISTRICT) (ELA)	99.8%	99.8%	100.0%
TEST PARTICIPATION WHITE (STATE) (ELA)	99.9%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (ELA)	99.2%	96.1%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (ELA)	99.7%	99.8%	99.9%
TEST PARTICIPATION FREE LUNCH (STATE) (ELA)	99.7%	99.8%	99.8%
TEST PARTICIPATION IEP (SCHOOL) (ELA)	100.0%	96.4%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (ELA)	99.0%	99.4%	99.4%
TEST PARTICIPATION IEP (STATE) (ELA)	99.7%	99.6%	99.7%
TEST PARTICIPATION LEP (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (ELA)	100.0%	99.6%	100.0%
TEST PARTICIPATION LEP (STATE) (ELA)	99.2%	99.9%	99.9%
TEST PARTICIPATION ASIAN (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION ASIAN (DISTRICT) (MATH)	99.3%	100.0%	100.0%
TEST PARTICIPATION ASIAN (STATE) (MATH)	99.9%	99.9%	99.9%
TEST PARTICIPATION BLACK (SCHOOL) (MATH)	100.0%	97.1%	96.0%

TEST PARTICIPATION BLACK (DISTRICT) (MATH)	99.7%	99.8%	99.6%
TEST PARTICIPATION BLACK (STATE) (MATH)	99.7%	99.7%	99.6%
TEST PARTICIPATION HISPANIC (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (DISTRICT) (MATH)	99.7%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (STATE) (MATH)	99.8%	99.8%	99.9%
TEST PARTICIPATION AMER IND (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (DISTRICT) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (STATE) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION WHITE (SCHOOL) (MATH)	100.0%	100.0%	95.2%
TEST PARTICIPATION WHITE (DISTRICT) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION WHITE (STATE) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (MATH)	100.0%	98.1%	94.7%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (MATH)	99.8%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (STATE) (MATH)	99.7%	99.7%	99.7%
TEST PARTICIPATION IEP (SCHOOL) (MATH)	100.0%	100.0%	88.2%
TEST PARTICIPATION IEP (DISTRICT) (MATH)	99.2%	99.4%	99.3%
TEST PARTICIPATION IEP (STATE) (MATH)	99.6%	99.6%	99.6%
TEST PARTICIPATION LEP (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (MATH)	99.8%	99.8%	100.0%
TEST PARTICIPATION LEP (STATE) (MATH)	99.9%	99.9%	99.8%

PROJECT DESCRIPTION

Central High School will implement the Transformation Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance.

ACADEMIC DOMAIN

ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all-aforementioned curricular programs in Communication Arts, Mathematics, Science and Social Studies, the SLPS Benchmark Assessment tools, required by the state for SIG schools. The Curriculum and Assessments consist of many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. Further, several levels of professional support will be offered to classroom teachers to increase their capacity to provide more rigorous, and data driven instruction that tends to the individual needs of students.

Modeling these materials, the SLPS Office of Innovation, curriculum coaches and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skills mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons. This too, will be facilitated by layers of additional, mandatory, job embedded professional development that will be required by all SIG eligible schools.

The school will continue/begin to implement:

- Communication Arts
    a. In order for our students to succeed, there is a strong need for an intervention reading program for our ninth and tenth grade students. It is important that the program be able to assess students reading ability and provide teachers with information to guide instruction. Renaissance's Learning Accelerated Reading program has been chosen for this intervention. The program has a vast body of scientific research and has been favorably reviewed by the National Center on Student Progress Monitoring and What Works Clearinghouse. Program needs include: classroom libraries of books at appropriate levels; student licenses to access materials; hosting licenses; STAR Reading Assessment component to determine student placement, instructional needs, and growth; 1 mobile computer lab and printers for each teacher; and company technical and project manager support. To provide the necessary reading/writing connection the purchase of two sets

(one set for grade 9 and one set for grade 10) of handheld NEO units are required. These are computer-like devices that work solely with the Renaissance Program. Extensive professional development is a major component required for the success of the program.

- Mathematics

b. The Renaissance Learning Program was used during this past school year as an intervention program to help our 9th grade students to help master the concepts that would were tested on the EOC exam. To address one of the schools needs, we want to establish a high priority to enhance the integration of technology into the academic program and to be able to implement with fidelity the Renaissance Math programs. We will need computer labs to accommodate these classes in addition to a computer lab technician to oversee them. During this past school term Renaissance Learning was implemented at the 9th grade Algebra 1 course. The Renaissance program should also be extended to the 10th grade Geometry course to help students continue being successful at mastering mathematical concepts needed for graduation. To implement the Renaissance Learning Math program effectively in the Algebra 1 and Geometry courses an additional two math teachers trained to implement the program are needed. Also, needed are additional materials such as student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be supported through St. Louis Public Schools to help maintain teacher quality throughout the life of the program's use.

- Science

c. Even though Science is not required for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points.

The main focus is to try to get a type of benchmark for data analysis and to make informed decisions on improvement. Most of this work is in collaboration with the Accountability Office but they will need support/funding, as science has not been supported in prior years.

- Social Studies

d. Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of

that data we are left to conclude that over the last 7 years, students continue to score below the state average for proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level.

During each year of the grant, teachers will participate in mandatory training on the Curriculum and establish pacing guides and vertical alignment in a particular content domain (Year 1-Communication Arts; Year 2- mathematics; and Year 3 – science and social studies). In terms of the SLPS Assessment Program, SIG schools will re evaluate their assessment program on an annual basis to make certain that the benchmarks are aligned to instruction, and at the same time, develop classroom, informal 'mini assessments' to provide unit by unit quizzes, and more consistent data, to help shape instructional priorities and tend the precise learning needs of each student.

IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPS Innovation administrators, will conduct walk through protocols to collect information/data on the instructional strategies used to implement the curriculum. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed with the Office of Innovation, principals, and teachers to ensure fidelity of curriculum implementation. In Years 1 through 3, the principal (and other school leaders) will continue to observe the classroom instruction of each core curriculum teachers three times a year, and provide feedback to strengthen each teacher's practice.

In Year 1, Central will establish and use model classrooms as a key job-embedded professional development activity to raise implementation fidelity levels. Starting in Year 1, the Central principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms. In Years 2 and 3, these teachers will implement model classrooms that will serve as an essential delivery method for job-embedded professional development, and increase the internal capacity of the school at the same time.

USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

Teachers will be trained to make instructional decisions based on relevant data. Central literacy and mathematics coaches will attend district data coach training in summer 2010. In turn, these coaches will conduct training for Central Staff. Subject area coaches will lead the design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis

and integration into instruction, differentiated instruction, infusion of technology, and time and classroom management strategies. Quarterly sessions will be conducted during the school year. Teachers will employ demonstrated student learning best practices, Response to Intervention (RtI), one-on-one instruction, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content. Once again, teachers will also take advantage of informal, 'mini assessments' to make sure of student mastery on an individual basis.

Teachers will be able to differentiate instruction based on formative assessment data, as they learned from the SLPS Office of Innovation, all content area coaches in Year 1. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies. Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks.

Starting in Year 1 and continuing in Years 2 and 3, teachers and administrators will continuously use data to inform and differentiate instruction through the implementation of the SLPS data and the Instructional Management System facilitated by content area coaches. All teachers will use tools to analyze formative and summative data to inform classroom instruction.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program.

SCHOOL LEARNING ENVIRONMENT DOMAIN

Providing staff with ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. Central will use the Curriculum and Benchmark Assessments and informal, 'mini assessments' to collect formative assessment data and equip teachers and school leaders with the skills to analyze assessment data, customize instructional interventions based on these data, and continuously monitor student progress towards proficiency.

The SLPS Office of Innovation, content area coaches and various external professional development providers will offer mandatory job-embedded professional development throughout the school year in formats such as weekly grade-level common planning time, monthly cross-grade common planning periods, and quarterly small group

sessions. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. The following is a breakdown of the professional development, which will be coordinated by the Office of Innovation, that Central faculty and staff will be provided:

- AFT Professional Development
    - e. The AFT affiliate in St Louis will be partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
    - f. SIG Professional Development Liaison – This individual will proved guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. The liaison will work to ensure program fidelity and high levels of implementation
    - g. Teacher Center - A teacher center will be developed and open to bring support to the teachers in all the impacted schools. A director, two city wide coordinators, a site coordinator and two administrative assistants will provide this ongoing support which will concentrate on help with school Improvement Grant priorities, support for new teachers, relevant professional development, innovative assistance, grant finding and writing and certification issues.

- Program specific training in Communication Arts, Mathematics, Science, and Social Studies
    - h. Program specific training will be provided consistently by external providers, as per the contracts with the company, to ensure fidelity of implementation and mastery of instructional techniques.
- Instructional and Content Area training by SLPS instructional coaching staff
    - i. SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for these identified schools. They will also assist DESE with monthly Saturday Institutes for teachers on relevant topics to be determined as the need arises, but highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas
- National consultants Professional Development
    - j. National consultants will assist the school in the development of school leadership teams. They will also bring in the services of a Transformational Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management and environment issues that often impact successful instruction

- National consultants/Innovation Services Professional Development
    k. National consultants are in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. National consultants will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process National consultants will develop a master professional development schedule.
    l. Also, National consultants' staff will lead in the completion of a series of executive searches to assist the district in bringing the best candidates for district leadership for the SLPS. We anticipate 5 to 7 searchers throughout the year as the district finalizes its need for positions and evaluates current district leadership

During Year 1, the district will identify and coordinate specified program providers that Central can select to conduct training to increase pedagogical knowledge of all teachers in each content area. Starting in Year 1 and continuing in Years 2 and 3, job-embedded professional development will be facilitated in different formats such as weekly common planning time, observations of exemplary instructional practice in onsite demonstration classrooms, and professional learning community study groups.

The selected professional development providers will consult with the SLPS Office of Innovation, as well as Central staff to analyze SLPS benchmark data, classroom performance data, and any other performance evaluation data to refine content of professional development. In Years 2 and 3, teachers will be trained in how to use student portfolios to track and assess student progress toward proficiency and to advance proficiency over time.

STUDENT AND PARENT SCHOOL ENGAGEMENT

Central will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students. Central will collaborate with elementary and middle School Improvement Grant recipients to create a Parent Resource Room within the school.

Central will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, and other offerings as determined through parent surveys.

Starting in Year 1, and continuing in Years 2 and 3, External partners will be identified to develop and conduct school-wide campaigns to strengthen the arts focus of the schools while also strengthening the academic focus.

SCHOOL LEADERSHIP

During Year 1, the Central principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school transformation process by attending the local, state and national conferences during the school year. The Central principal will demonstrate management skills and effective problem solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Office of Innovation and other central office administrators.

During Years 2 and 3, if warranted, the contract with the Central Principal will be renewed, and training and ongoing support will continue to be offered by the Office of Innovation, and other appropriate central office personnel.

Throughout the grant period, the Central principal will report directly to the district's Director Haggen and work under the close guidance of the Office of Innovation. The Office of Innovation will assist the Superintendent, the Chief Academic Officer, and Dr. Haggen in supporting the implementation of the transformation activities named in this grant. The Office of Innovation will work with the Central principal and staff to monitor fidelity and progress of the transformation school plan, help to build leadership capacity and problem-solving skills, and coordinate communications and activities across SIG-funded schools.

Additionally, time will be allotted for school staff to work with the new school leadership on vision building and implementing the model.

HUMAN RESOURCES; USING DATA TO SELECT, RETAIN, AND INCENTIVIZE HIGHLY QUALIFIED STAFF

In order to attract and retain the appropriate staff to implement school transformation efforts, The Office of Innovation and the Central principal will ensure that each new teacher (both new to the profession and experienced teachers new to Central) is paired with a seasoned teacher who has been trained to provide mentoring services during a teacher's first year.

During Year 1, the Office of Innovation will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or demonstration classrooms. They will provide mentor training to teachers who are identified to serve in this mentoring or demonstration capacity. New teachers will

participate in new teacher orientation on mentoring component and be paired with mentors. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, Central will continue to use the Office of Innovation to implement a performance evaluation process to screen and hire teacher candidates, ensure there are no vacancies, and replace teachers who do not improve performance.

MONITORING FOR CONTINUOUS IMPROVEMENT AND LONG-RANGE STRATEGIC AND SUSTAINABILITY

Planning for Continued Development and Implementation of Central Reform Efforts: Starting in Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

CENTRAL HIGH SCHOOL PROJECT ACTIVITY PLAN

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

Objective 1: The percentage of secondary students performing at the proficient or advanced levels on the End of Course Exams in Communication Arts will increase by 10% in each of the next three years.

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Teachers will deliver focused instruction utilizing differentiation and Marzano strategies targeting power Course Level Expectations as evidenced by the walkthrough data, lesson plans, and CLE tracking forms.	• Monitor the implementation fidelity of the written curriculum as evidence from minutes of the Professional Learning Communities • Train biannually and support staff daily in differentiation as a Tier I strategy for communication arts and math. • Provide quarterly training for support staff in the area of coaching students for success. • Create scheduling that is amenable to vertical and/or horizontal team meetings. • Conduct Quarterly Academic Team Meetings to report the progress of students, assess the quality of lesson plans, student work, and make instructional decisions.	Building Administrators Associate Superintendent of Innovative Services AFT Consultant Group Turnaround Specialist	Year 1,2,3/No cost

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Increase effective instructional opportunities for students as measured by increased instructional time, results from academic assessments, and participation in volunteer programs as evidenced by attendance logs, course offerings and EOC practice assessments.	• Identify targeted students for extended services including Saturday School, before and after school tutoring and design tools for reporting progress on interventions. • Identify students based on academic diagnostic assessment to receive double dosing in communication arts and math. • Recruit volunteers from retired teachers and tutors to tutor in communications arts and math. • Fully implement Renaissance Learning in geometry and interventions in communication arts. • Provide external support through the use of the AFT Teacher Center.	Building administrators Department Heads Teaching Learning Facilitator Curriculum Supervisors AFT St. Louis	Renaissance Reading and Renaissance Math $5000.00
Increase student accountability as measured by student academic progress, implementation of coherent curriculum units, behavioral referrals, attendance rates, truancy, and dropout rate changes.	• Develop Individual Academic Plans for each student the end of the first quarter. • Develop data communication structures to track publically for staff and report publically for students and parents. • Develop a system of communication between school and home on a quarterly basis. • Monitor attendance and develop attendance plans when the student misses 10 consecutive days. • Create an environment of respect through the implementation of a Character Education Program.	Guidance Counselor Attendance Monitor Social Worker School Secretary Parent Community Specialist Classroom Teacher	Year 1: $1500

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

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools—Gateway School		115115
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY.STATE, ZIP
Dr. Kelvin Adams	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Kelvin.Adams@Slps.org	**(314) 345-2296**	**(314) 345-2261**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Michael Haggen	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Michael.Haggen@slps.org	**(314) 345-2233**	**(314) 345-2261**

THE DEPARTMENT'S APPROVAL

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			$

St. Louis Public Schools & Gateway Middle School Improvement Grant Application— Transformation

The St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Ian Buchanan and the Gateway Middle School Community are pleased to present this School Improvement Grant proposal for your review and consideration. We look forward to a partnership between the central office, Gateway Middle School, and the greater Gateway educational community to provide a comprehensive Transformational Strategy for our principal, faculty, families, and students, to improve the quality of leadership, instruction, student performance, and community involvement. Included in this proposal are various strategies to improve our school. Examples include our inclusive Family Resource Center which provides parents with various resources such as interest based classes and computer access; the innovative St Louis Plan which provides Consultant Teachers whose sole responsibility is to support beginning and at-risk teachers; abundant support provided by the AFT Teacher Center and mandatory, extended interest-based learning time for students provided after school and Saturdays. We hope that this letter and the accompanying SIG Application demonstrate the SLPS policies, processes, and procedures supporting the implementation of the building's transformation plan, while at the same time sets aggressive targets for

improvement for not only the student body, but for teachers, principals, support staff, and non certified staff. Further, we strongly feel that our plan calls for the design and implementation of an aggressive model for recruiting, evaluating, and retaining the best teachers and leaders, while providing the infrastructure and data/technology systems to replace those not demonstrating the appropriate gains in their classrooms. Finally, it is our hope to develop and implement the training, bold instructional models, and rigorous coursework so that every student in the school is given the best possible chance to succeed. With all these pieces in place, our teachers have demonstrated the commitment to our plan, and will work tirelessly towards its success.

Background

Gateway Middle School is a 6th through 8th grade school. The school currently enrolls 426 students – 73% of students are African American, 17% are White, 4% are Hispanic while 6% are Asian. Of these students, 15.8% are classified for special education, 5% of which have been identified with learning disabilities and 2.6% are identified as having a behavior disability. 73% of all students are eligible for free or reduced-price lunch. English language learners (ELL) account for 11% of the population. Gateway's average daily attendance rate is 94%, and mobility rate is 26%.

Gateway's current principal is in his/her first year in this position, and the vice principal, Lori Craig, is in his/her 2nd year as vice principal. Gateway has a veteran staff (49% of the staff has been teaching for 7+ years). 46% possess advanced degrees and 99% are highly qualified. The current principal represents the 5th change in administration since 2003.

The principal is in his second year as a principal. The principal will continue to participate in the newly designed Principal Summer Leadership Academy but will also be assigned a Turnaround Specialist from the New York Turnaround Program and a mentor from the Office of Innovation who will meet bi monthly and utilize the Leadership Principal Performance Worksheet (**LPPW**), to determine leader strengths and opportunities for growth. The initial mentor match will be based on the Leader Performance Inventory by Kouzes and Posner. The initial work by the mentor based on a review of the data will be to create a vision that incorporates a culture of high expectations and utilization of resources within the physical plant.

Gateway received designation by the MDOE because, in each of the past three years, this school ranked among the lowest achieving five percent of MO Middle schools with regard to the percentage of students who met AYP.

1. Statement of Assurances

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

2. Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

3. Reporting Metrics

a. SIG PROGRAM TYPE
   i. Transformation

b. AYP Targets Missed/Made
   i. ELA: Not Met, Math: Not Met, Additional Indicators: Met

c. School Improvement Status
   i. School Improvement Level 5, Restructuring, Continuing

d. Instructional Minutes Per Year

i. 67,338

e. Average Student : Teacher Ratio

i. 21:1

f. Discipline Incidents

i. 52

4. <u>Professional Staff</u>

a. Administration Information:

i. In SY10, the core instructional leadership team was comprised of the building principal, assistant principal (Lori Craig), and TLFs Linda Crumpacker (MA) and Albertean Terry (CA). Their leadership will undoubtedly have a positive impact on MAP test scores. All preliminary assessments suggest that growth will be reflected in MAP scores.

In addition to the aforementioned team members, we also had a special education team leader and team leaders for every grade level. In SY11, we will better distribute leadership and decision-making throughout the building, incorporating a number of committees and also selecting department chairs. Paying department chairs will be an added expense that will be very difficult to incur without additional funds.

b. Support Staff Information

i. During the 2009-2010 school year there were 2 parent support specialists, 1 school secretary, 1 Child Care Attendant, 1 Food Service Worker, 1 computer lab aide, 4 Instructional Care Aides, 1 social worker, 1 librarian, 1 counselor, and 1 in school suspension monitor.

STATEMENT OF NEED

In order to determine the individual needs at Gateway Middle School, the following assessments/audits have been conducted:

1. School Quality Review/ Performance Audit

During the 2006-2008 school year, all schools were supported through the Accountability office by School Performance Team facilitators. Schools were given the task to create School Performance Teams (SPT) The teams were charged with meeting monthly, reviewing student data, and make staffing or instructional adjustments based on the review of data A needs assessment was conducted at each school site to assess professional development needs, parent perceptions of need, school climate and culture and teacher expectations. . Beginning in 2010-2011, data that is collected monthly will be more closely scrutinized by Data coaches and team members to determine the effectiveness of data driven changes recommended by the teams and reviewed in following meetings throughout the year as evidenced by team meeting minutes and quarterly progress presentations to the respective Associate Superintendent.

Quarterly academic team meetings were held during the 2009-2010 school years with clusters of schools and their respective Associate Superintendent to review various school and student achievement data. Beginning in 2010-2011 teams will also assess progress toward action steps outlined in school improvement plans and establish additional short term goals on a quarterly basis. Principals and Teaching-Learning Facilitators will share various data and perceived root cause analysis to support progress or lack thereof toward achieving previous short term goals/action steps defined in building school improvement plans and the District Accountability Plan.

All schools submitted information and data for a Phi Delta Kappa curriculum management audit to ascertain the different types of programmatic offerings unique to the needs of each school and district mandated programmatic offerings. Results received from this curriculum management audit will be used to examine and adjust programmatic offerings prior to the beginning of the 2010-2011 school year.

2. Collaborative Assessment for Planning and Achievement

Throughout the 2007-2009 school years, Education Officers (now Associate Superintendents) utilized processes such as Critical Friends and Sub Cluster meeting for principals to meet monthly to discuss assessment and instructional data from their individual schools. Beginning in the 2010-2011 school year, Critical Friends and/or Sub Cluster monthly meetings will use a Professional Learning Communities (PLC) approach and the agenda and meeting minutes will be reviewed by the Associate Superintendents to ensure fidelity to the PLC processes. These monthly meetings will be conducted using this more formalized process with a targeted focus and specific meeting outcomes than previously. Meeting participants will be required to bring current data grounded in action steps contained within their school improvement plans and the District Accountability Plan.

These processes were modeled for principals during bi-monthly principal meetings throughout the 2007-2009 school years to provide support in transferring these strategies to the school sites as measured by principal meeting agendas and transfer to school site through data collected in TLF monthly logs indicated department/grade level meeting occurrences. Department and grade level meetings will use the same PLC processes and format on a weekly basis to measure individual teacher data related to student achievement.

All schools have a community partner who supports school activities and initiatives in various manners. ARCHES, a collaborative community group, facilitated the placement of community partnership after school activities in various school sites.

Area universities and colleges have an interactive partnership with all schools including the placement of student teachers, professional development collaborations such as Missouri Reading Initiative and internships.

Parent involvement, by opportunity and parent choice, has historically been limited as illustrated by only 57% attendance at parent teacher conferences in October, 2009, and sparse attendance at various school functions. Multiple strategies for increasing parent involvement and presence within the school include the creation of both a site-based Parent Advisory Council and a Family Resource Center. Designated members of the Parent Advisory Council will serve on the building leadership team. Through the creation of a centrally located Family Resource Center within each school site , a variety of resources including, but not limited to: computer access, interest based classes, play area/child care for younger siblings during parent conferences and staff to provide needed and requested parent support will exist. The Social Worker attached to each Center will assist families in connecting with community resources and aid in resolving issues that impact student attendance. The school nurse will provide health screening for younger siblings and nutrition counseling. A Family Specialist serves as a grass-roots liaison between home and school while assisting families in networking within the school and parent community, helping parents understand how to serve as an effective advocate for their child and working with the School Planning and Management to increase parental involvement.

Formal, collaborative, systemic processes for governance have not existed to this point in time. To promote a more systemic, collaborative approach to governance a site-based School Performance and Management Team (SPMT) consisting of staff, both certified and classified, community and parent representatives are elected by the respective constituent groups. The primary function of the SPMT is to regularly monitor the progress of the action steps within the school improvement plan, create/promote a positive school culture and analyze various data sets to determine needed adjustments in the school improvement plan. Representatives for this team include the principal, classified staff member(s) (eg custodian, secretary, and/or teaching assistant), certified staff to include representatives from the various departments/grade levels and/or special education as well as related arts, parents and students if appropriate.

Another component of this governance structure is the site-based Parent Advisory Council (PAC). This group differs from the typical Parent-Teacher Organization/Association group in that: 1) it is not run by

parents and 2) does not exist to develop social activities for parents or conduct fundraising events. Chaired by the principal, the primary purposes of the Council are to provide a two way communication conduit for parents and to serve as a think tank for issues brought forward by parents. Processes are developed by the Council to ensure all parents are aware of this Council and how to convey concerns to the parent representatives serving their respective grade level(s). Additionally, one parent from each school's PAC is selected to serve on the District Parent Advisory Council. Additionally, minimally two parents from this group serve on the School Planning and Management to ensure seamless, two-way communication between these two governance components.

3. School Climate Assessment

Over the past several years, principals have worked with various consultants/ providers to annually collect school climate data using multiple data sources. Education for the Future conducted and provided climate survey results during the summer of 2009. Before that, Victoria Berhnardt's work was used annually for principals to administer surveys to their individual staffs to assess climate, parent and teacher perceptions related to a variety of school and instructional issues. Some schools have also utilized the Character Plus School Climate Survey to identify areas of strength and weaknesses in their school climate and culture.

Beginning in 2010-2011 schools will select a formal comprehensive school climate survey to be administered biannually. Results of the baseline climate survey administered in August, 2010 will be used in refining school improvement plans by the building leadership team within 30 days of data receipt. Revised school improvement plans, reviewed by the building leadership team, will be completed and implemented no later than September 30th. Informal climate assessment progress measures will be collected by teachers during parent teacher conferences in October, 2010 and March, 2011 to determine climate status and improvement. The formal comprehensive school climate survey will be administered in May, 2011 and results compared to the August, 2010 survey by building leadership team to ascertain growth.

To create and/or maintain a positive working environment and culture a teacher mentoring process, the St Louis Plan, will provide Consultant Teachers who assist and support beginning and at-risk teachers. The Consultant Teacher is a dedicated mentoring position which allows for variable, differentiated support to be provided to teachers on an ad hoc basis.

4. Student Assessment

Historically principals and teachers have engaged in root cause analysis in developing school improvement plans. Principals and staffs have reviewed Individual Benchmark descriptors indicated the Crystal reports of MAP results from the DESE website to identify the grade level expectations on which students performed poorly on and to target instruction to help students demonstrate mastery on those specific grade level expectations. Targeted instructional areas will be articulated using Individual Academic Plans.

Schools have access to the PULSE system to track student attendance, grades, enrollment, discipline events, and performance on the state assessment. The PULSE data platform also aggregates the data by teacher.

Triangulated student performance data using MAP, and Terra Nova assessments indicate a consistent failure to meet state and district targets with the exception of MAP Communication Arts Grade 6 for the 08-09 school year. However, growth was demonstrated in MAP and Terra Nova Communication Arts from 07-08 to 08-09 for all grades except for Terra Nova grades 7 & 8 which showed a decline. Math Performance on MAP and Terra Nova showed little to growth with the exception of Terra Nova 6th grade. Examination of content standards in 2009 MAP Communication Arts indicated no significant difference in performance across standards. Percentage of correct items ranged from 39% to 51% in grade 6, 41% to 52% in grade 7 and 47% to 55% in grade 8. Lowest scoring standards were Reading – Nonfiction at 39% in grade 6, Reading – Nonfiction at 41% in grade 7 and Speaking/Writing Standard English at 47% in grade 8.

In the 2010-2011 school year, Individual Academic Plans (IAPs) will be created for all students scoring at Basic and Below Basic on the MAP in order to provide differentiated, targeted instruction using research based instructional strategies. The IAPs will be adjusted on a weekly basis using informal assessment as well as formal assessments such as benchmark tests when available. Materials and programs such as leveled classroom libraries, System 44 and Expert 21 will be used in providing differentiated learning opportunities for all students. Instructional time for all students, with preference being given to at-risk students, will be increased through Summer School, Saturday School and extended school day where individualized tutoring and/or interest based classes will be provided.

Traditionally principals have not had the opportunity to serve as an instructional leader due to the various management and operational responsibilities within a school. A dedicated position, the Turnaround/ Transitional Specialist, will assist and support the principal by assuming responsibility for various operational and managerial activities including but not limited to budgetary expenditures, facility/ grounds maintenance and parent complaints.

A Care Coordination Team (CCT) whose membership will be cross functional to include both special and regular education staff will ensure support for students. Primary team members include the counselor, social worker and nurse. Additional team members include SPED staff representatives, Cross Categorical/Resource Room teacher(s), Occupational and/or Physical Therapist and SPED Compliance teacher as well as regular classroom staff to include the principal and representative Regular Education staff members. The functions of this team are to: 1) serve as a resource in assisting teachers in meeting the needs of all students, 2) identify additional school and community resources to be used in addressing those needs and 3) serve as the pre-assessment team if student needs are unable to be met and the student appears to be a good candidate for special education assessment after a minimum of 60 days of interventions. Meetings will occur a minimum of twice monthly with additional meetings scheduled as needed.

Finally, all staff will be required to sign a commitment letter demonstrating their willingness to comply with and support the tenets and activities outlined in the school improvement plan. Failure to sign this

commitment letter will result in a transfer to a non-Sig school. This action will further ensure the success of the school improvement plan.

5. Community Assessment

The Greater St. Louis Foundation audited the number of non-profits that were providing services and resources to the District and concluded that over 700 different organizations were involved in a variety of ways with our schools. In an effort to ensure all community partnerships are focused on student achievement, a Memorandum of Understanding (MOU) process was established. The MOU ensures that any community partnership providing after-school programming contains an academic component.

In the 2010-2011 school year, all community partnerships will be evaluated to determine effectiveness through a monthly analysis of the frequency and quality of services conducted by the After-School Liaison. Adjustments in after school programs will be made grounded in the data analysis on a quarterly basis.

A faith-based initiative was created in 2009 to establish a formalized relationship between the school district and area churches, mosques and synagogues. This partnership is beneficial for the faith community and the schools that they partner with because they often share the same families and the partnerships resulting from this initiative help meet the church outreach mandates. Mentoring, joint events, volunteering and supporting families are some of the activities that provide support and foster community building.

In the 2010-2011 school year, all faith-based partnerships will be evaluated to determine effectiveness through a quarterly examination of the correlation of students participating in faith-based activities and student grades, attendance and discipline referrals.

6. Title One Assessment

Gateway Middle School is currently in School Improvement Level 5 [Restructuring, Implementation] and has not met Overall Status AYP targets In Communication Arts nor Math since 2003 with the exception of meeting AYP targets in the area of Communication Arts in 2005. In 2009 in the area of Communication Arts three subgroups (School Total, Black, White) in six met the AYP target using the confidence interval through Safe Harbor or Safe Harbor. In the area of Math all subgroups failed to meet the AYP target using any measure. The additional indicator of attendance has been met 2009 and in three of the last four years.

1. Gateway Middle School Core Instructional Programs:

- Communication Arts
    - Student assessment of Reading Ability is determined by use of Scholastic Reading Inventory.

- The SRI (Scholastic Reading Inventory) will now be used to place students in the expanded Scholastic READ 180 program, which includes System 44 for the lowest achieving readers and Expert 21 for those transitioning out of READ 180. All Communication Arts teachers will be trained in all 3 levels of Scholastic's Reading Program. Purchase of student licenses for SRI, READ 180, System 44 and Expert 21 will be needed. The programs have a heavy focus on teacher instruction but they also require technology such as computers, headsets, microphones, CD players and a DVD player. As part of the purchase, classroom libraries are provided, CD's and DVD's are provided as well as student rBooks. Extensive professional development is an integral part of the success of this program along with technical support and program management at both the company and district levels.

- Mathematics
  - The Renaissance Learning program for mathematics has been expanded to include students in grades 6-8 this school year to better prepare them to be successful on the MAP tests and the 9th grade Algebra 1 EOC exam. To ensure continued success of the students enrolled in the Renaissance Program (STAR Math Diagnostic Test, Accelerated Math, and Math Facts in a Flash) additional materials are needed; such as student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be required to help maintain teacher quality throughout the life of the program's use (3 years).
- Science
  - Saint Louis Public School District students over the past 5 years have continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points.
- Social Studies
  - Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level.

2. **Assessment Programs**
   - School Turnaround Benchmark Test, MAP, Teacher Assessments
3. **English Language Learners Programs**
   - N/A
4. **Special Education Programs**
   - System 44, Read 180, Study Island, IMPACT, FLIGHT Program
5. **Magnet (themed) Programs**
   - N/A
6. **Professional Development Programs**

   Professional development focusing on Professional Learning Communities and

   All professional development will be created using effective professional development programming principles including differentiation based on participant needs, job embedded activities with opportunities for coaching and modeling through the TLF and peer coaching opportunities and a narrow focus for each of the three years of the grant.
   - Teachers and Administrators
     - Effective Instructional Strategies (including strategies for differentiation, effective technology use, at-risk students and teaching in the Block), Test Taking Strategies, Understanding Curriculum and Data Analysis and Instruction.
   - Support Staff
     - Understanding the Curriculum, Teaching Strategies for At-Risk Students
7. **What has been done, locally at the school, to identify root causes of persistent academic failure?**
   - Review school data to include
     - Attendance, test data, neighborhood data (poverty level, crime, community programs for students-Boys' and Girls' Clubs, YMCA programs)
   - School Climate Assessment
     - Survey conducted by administrators to determine if students and parents feel safe at the school and if the climate of the school is one of teaching and learning
   - Student Assessment
     - Benchmark data, MAP data, Attendance data, Teacher test data, Identifying target students and those students who may require additional academic support
   - Business Community Assessment
     - Understanding how the business community views the school and the students. Businesses include community organization as well as religious groups.
8. **Title I Assessment**
   - Gateway Middle School is currently in School Improvement Level 5 [Restructuring, Continuing] and has not met Overall Status AYP targets In Communication Arts nor Math since 2003 with the

exception of meeting AYP targets in the area of Communication Arts in 2009. In 2009 in the area of Communication Arts all subgroups met the AYP target using the confidence interval through Safe Harbor or Safe Harbor. In the area of Math all subgroups failed to meet the AYP target using any measure. The additional indicator of attendance has been met two out of the last four years and was met in 2009.

9. **School report cards, benchmark assessment data**

A variety of student achievement and behavioral data is regularly reviewed including:

- DESE School Report Cards are reviewed annually
- PULSE Dashboard is reviewed at various times based on the data being reviewed including weekly for attendance and every six weeks to . examine and analyze benchmark data

10. **Safe and Drug Free School Data**

- Because we have students with multiple issues affecting school performance, we have partnered with multiple community organizations to provide Character Education and Abstinence Education.
- Gateway Middle School utilizes metal detectors and a Security Guard to maintain school safety. All visitors to the building must sign a log book and receive a visitors' badge
- Our school uses AVID, which begins in the 7th grade. AVID is a program designed to help students in the middle prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic "survival skills" and college level entry skills. The AVID program teaches the student how to study, read for content, takes notes, and manages time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding.
- The mission of AVID is to ensure that all students, especially the middle performing students, will:
    - Succeed in the most rigorous curriculum
    - Enter the mainstream activities of the school
    - Increase their enrollment in four year colleges; and
    - Become educated, responsible participants and leaders in a democratic society
- In order to be eligible for the AVID program a student must a have a GPA between a 2.0 and a 3.5, a Terra Nova score between the 50th and 88th percentiles, a teacher and administrator recommendation, and an expressed commitment to achievement.
- AVID is offered in more than 1,500 schools including Department of Defense schools in Europe and the Pacific. AVID has an enrollment of about 120,000 students worldwide. Approximately 95% of AVID high school graduates enroll in college with more than 60% enrolled in four-year colleges. AVID graduates persist in college at an 89% rate. Given these statistics, we believe AVID should play a critical role for our schools as we move forward.

SUMMARY OF SURVEY RESULTS

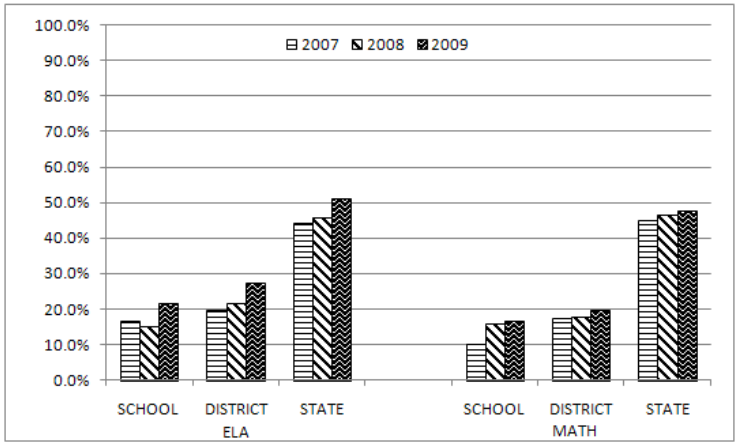
As a result of the comprehensive look at the school, the following needs, trends and priorities have emerged. These highlighted results are the basis for change and improvement at Gateway. They are:

- Low use of rigorous standards based curriculum
- Low use of differentiated and effective research-based instructional methods
- Low expectations for students
- Students do not feel good about their school
- Lack of a safe and orderly environment
- Lack of self respect
- Poor professional development opportunities
- Little evidence of teacher collaborations
- Low academic performance

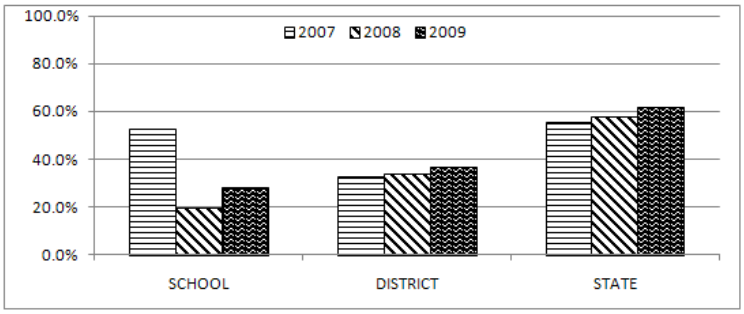
GATEWAY MIDDLE SCHOOL RELEVANT SCHOOL DATA

*ELA denotes Comm. Arts

School Total Proficiency

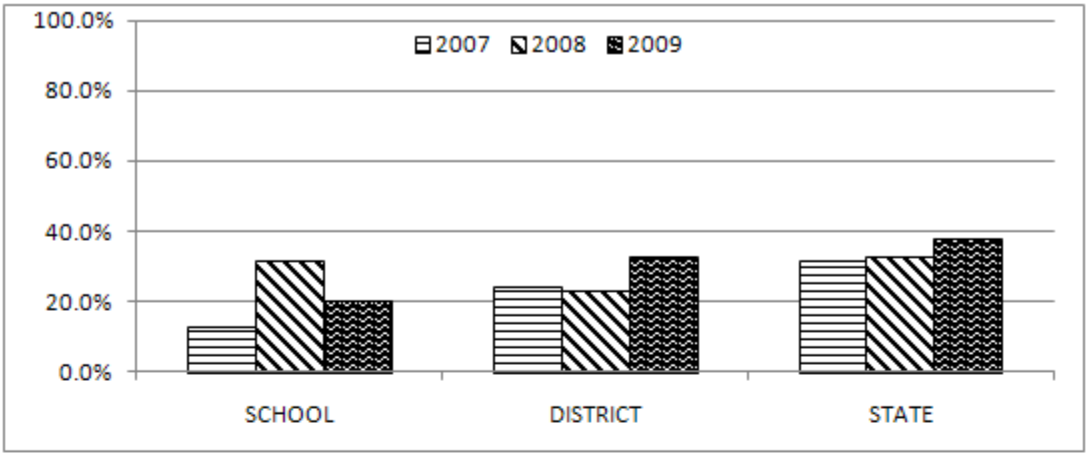


Communication Arts Proficiency : ASIAN



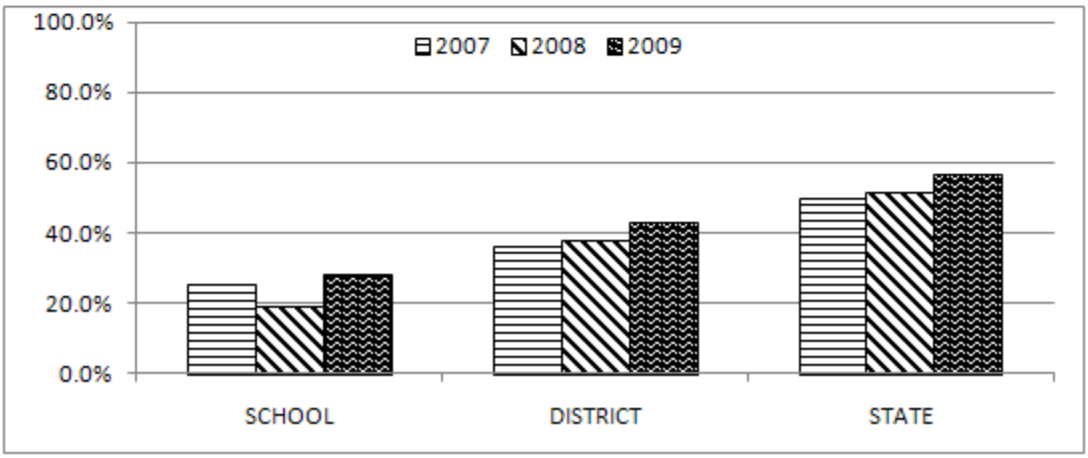
Communication Arts Proficiency : BLACK

Communication Arts Proficiency : HISPANIC



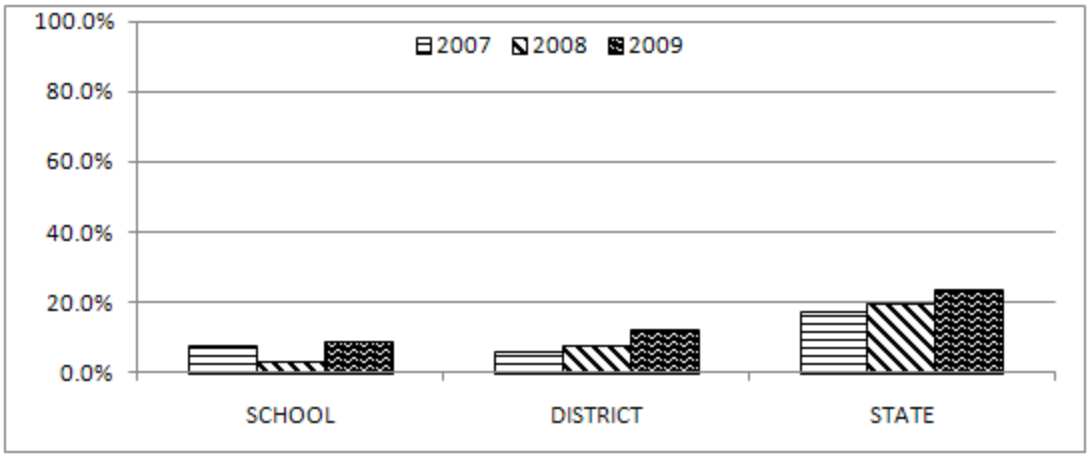
Communication Arts Proficiency : AMERICAN INDIAN

Communication Arts Proficiency : WHITE



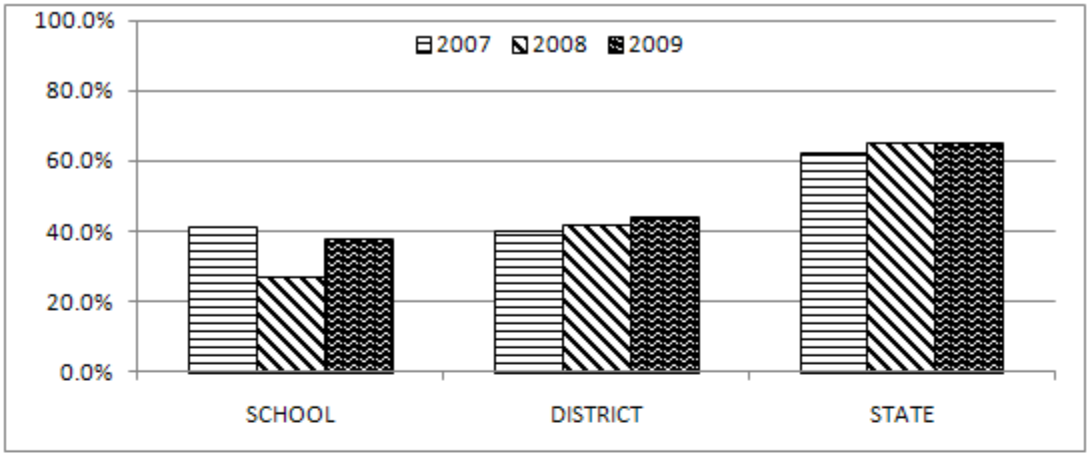
Communication Arts Proficiency : FREE/REDUCED LUNCH

Communication Arts Proficiency : IEP

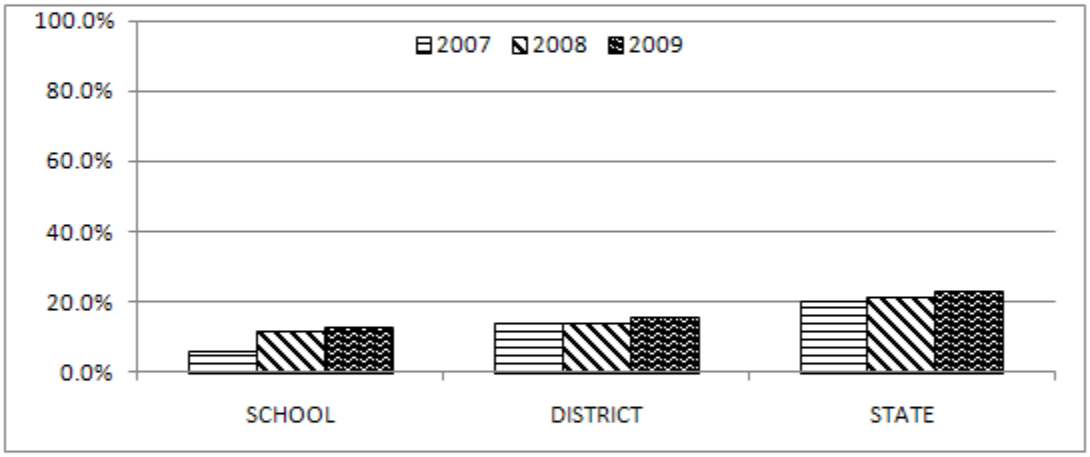


Communication Arts Proficiency : LEP

MATH Proficiency : ASIAN

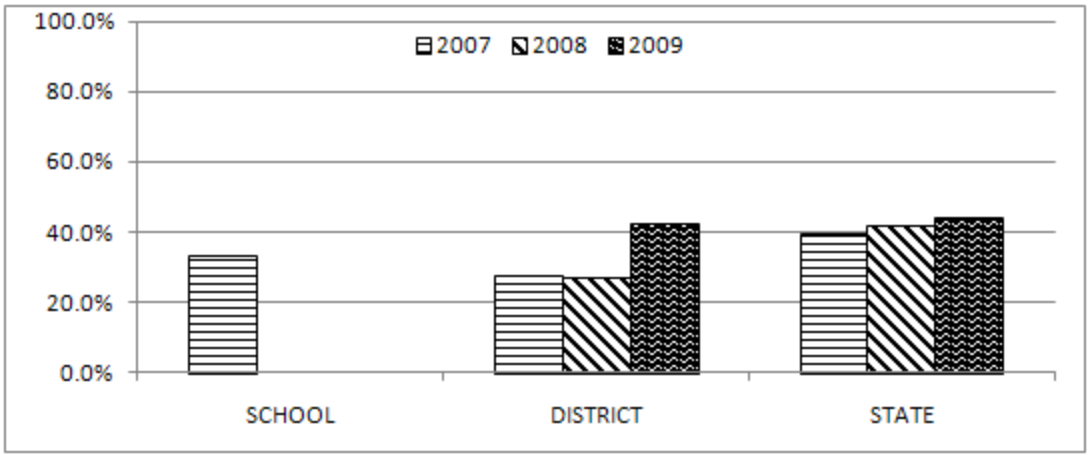


MATH Proficiency : BLACK

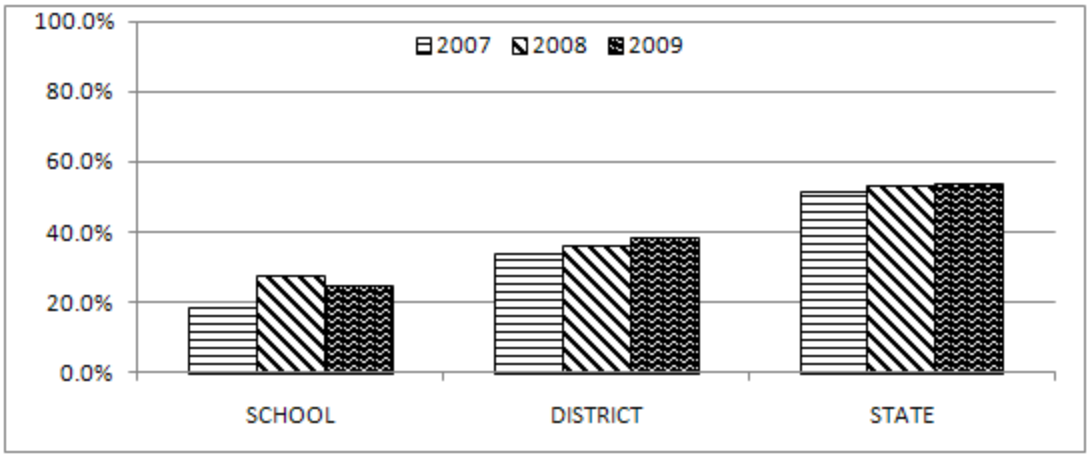


MATH Proficiency : HISPANIC

MATH Proficiency : AMERICAN INDIAN

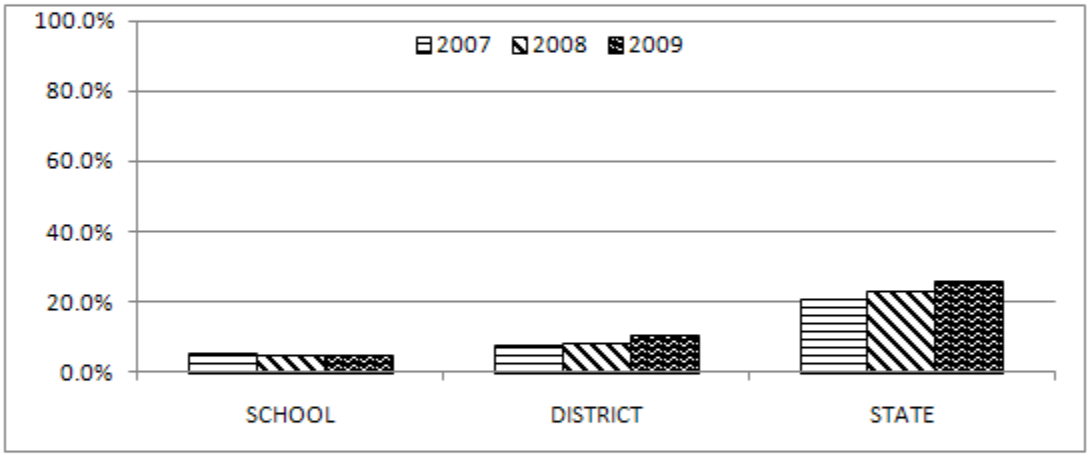


MATH Proficiency : WHITE



MATH Proficiency : FREE/REDUCED LUNCH

MATH Proficiency : IEP



MATH Proficiency : LEP

PROFICIENCY	2009	2008	2007
At/Above ELA (SCHOOL)	21.7%	14.9%	16.7%
At/Above ELA (DISTRICT)	27.5%	21.6%	19.5%
At/Above ELA (STATE)	51.2%	45.7%	44.4%
At/Above MATH (SCHOOL)	16.5%	16.0%	10.1%
At/Above MATH (DISTRICT)	19.6%	17.6%	17.2%
At/Above MATH (STATE)	47.6%	46.7%	44.9%
At/Above ASIAN (SCHOOL) (ELA)	28.0%	19.2%	52.6%
At/Above ASIAN (DISTRICT) (ELA)	36.3%	33.8%	32.2%
At/Above ASIAN (STATE) (ELA)	61.7%	57.3%	55.5%
At/Above BLACK (SCHOOL) (ELA)	20.1%	12.3%	11.8%
At/Above BLACK (DISTRICT) (ELA)	24.2%	18.2%	16.2%
At/Above BLACK (STATE) (ELA)	29.7%	24.0%	22.8%
At/Above HISPANIC (SCHOOL) (ELA)	20.0%	31.6%	12.5%
At/Above HISPANIC (DISTRICT) (ELA)	32.2%	22.7%	24.1%
At/Above HISPANIC (STATE) (ELA)	37.7%	32.5%	31.4%
At/Above AMER IND (SCHOOL) (ELA)	0.0%	0.0%	25.0%
At/Above AMER IND (DISTRICT) (ELA)	37.5%	25.0%	23.5%
At/Above AMER IND (STATE) (ELA)	51.1%	42.3%	40.7%
At/Above WHITE (SCHOOL) (ELA)	27.7%	19.0%	25.0%
At/Above WHITE (DISTRICT) (ELA)	43.0%	37.5%	36.0%
At/Above WHITE (STATE) (ELA)	56.6%	51.1%	49.8%
At/Above FREE LUNCH (SCHOOL) (ELA)	18.5%	12.6%	15.3%
At/Above FREE LUNCH (DISTRICT) (ELA)	23.9%	18.8%	17.2%
At/Above FREE LUNCH (STATE) (ELA)	36.9%	31.6%	29.9%
At/Above IEP (SCHOOL) (ELA)	8.8%	3.0%	7.3%
At/Above IEP (DISTRICT) (ELA)	12.2%	7.4%	5.7%
At/Above IEP (STATE) (ELA)	23.6%	19.1%	17.2%
At/Above LEP (SCHOOL) (ELA)	20.3%	22.6%	38.7%
At/Above LEP (DISTRICT) (ELA)	24.3%	22.2%	18.1%

At/Above LEP (STATE) (ELA)	24.7%	22.9%	20.8%
At/Above ASIAN (SCHOOL) (MATH)	37.5%	26.9%	41.2%
At/Above ASIAN (DISTRICT) (MATH)	43.7%	41.4%	39.8%
At/Above ASIAN (STATE) (MATH)	64.8%	64.8%	62.3%
At/Above BLACK (SCHOOL) (MATH)	12.5%	11.2%	5.6%
At/Above BLACK (DISTRICT) (MATH)	15.4%	13.5%	13.7%
At/Above BLACK (STATE) (MATH)	23.0%	21.2%	20.1%
At/Above HISPANIC (SCHOOL) (MATH)	26.7%	31.6%	0.0%
At/Above HISPANIC (DISTRICT) (MATH)	23.9%	21.8%	19.4%
At/Above HISPANIC (STATE) (MATH)	35.8%	34.4%	32.3%
At/Above AMER IND (SCHOOL) (MATH)	0.0%	0.0%	33.3%
At/Above AMER IND (DISTRICT) (MATH)	42.4%	26.5%	27.3%
At/Above AMER IND (STATE) (MATH)	44.0%	41.8%	39.3%
At/Above WHITE (SCHOOL) (MATH)	24.6%	27.6%	18.2%
At/Above WHITE (DISTRICT) (MATH)	38.1%	35.6%	33.8%
At/Above WHITE (STATE) (MATH)	53.6%	52.8%	51.0%
At/Above FREE LUNCH (SCHOOL) (MATH)	12.8%	15.1%	8.5%
At/Above FREE LUNCH (DISTRICT) (MATH)	16.9%	15.3%	14.8%
At/Above FREE LUNCH (STATE) (MATH)	34.1%	31.8%	30.2%
At/Above IEP (SCHOOL) (MATH)	4.3%	4.6%	5.0%
At/Above IEP (DISTRICT) (MATH)	10.1%	7.9%	7.1%
At/Above IEP (STATE) (MATH)	25.9%	22.7%	20.7%
At/Above LEP (SCHOOL) (MATH)	34.5%	35.8%	30.0%
At/Above LEP (DISTRICT) (MATH)	27.3%	22.7%	17.0%
At/Above LEP (STATE) (MATH)	28.6%	28.4%	23.2%

PROJECT DESCRIPTION

Gateway Middle School will implement the Transformation Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance.

ACADEMIC DOMAIN

ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all aforementioned curricular programs in Communication Arts, Mathematics, Science and Social Studies, and the SLPS Benchmark Assessment tools required by the state for SIG schools. The Curriculum and Assessments consist of many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. Further, several levels of professional support will be offered to classroom teachers to increase their capacity to provide more rigorous, and data driven instruction that meets the individual needs of students and the effective implementation of designated programs, materials and strategies

Modeling these materials, the SLPS Office of Innovation, curriculum coaches and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skill mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons. This too, will be facilitated by layers of additional, mandatory, job embedded professional development that will be required by all SIG eligible schools.

The school will continue/begin to implement:

- Communication Arts
    a. Student assessment of Reading Ability is determined by use of Scholastic Reading Inventory.
    b. The SRI (Scholastic Reading Inventory) will now be used to place students in the expanded Scholastic READ 180 program, which includes System 44 for the lowest achieving readers and Expert 21 for those transitioning out of READ 180. All Communication Arts teachers will be trained in all 3 levels of Scholastic's Reading Program. Purchase of student licenses for SRI, READ 180, System 44 and Expert 21 will be needed. The programs have a heavy focus on teacher instruction but they also require technology such as computers, headsets, microphones, CD players and a DVD player. As part of the purchase, classroom libraries are provided, CD's and DVD's are provided as well as student rBooks. Extensive professional development is an integral part of the success of this program along with technical support and program management at both the company and district levels.
- Mathematics

a. The Renaissance Learning program for mathematics has been expanded to include students in grades 6-8 this school year to better prepare them to be successful on the MAP tests and the 9th grade Algebra 1 EOC exam. To ensure continued success of the students enrolled in the Renaissance Program (STAR Math Diagnostic Test, Accelerated Math, and Math Facts in a Flash) additional materials are needed; such as student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be required to help maintain teacher quality throughout the life of the program's use (3 years).

- Science
    a. Saint Louis Public School District students have over the past 5 years continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points. Students will be taught how to use expository specific literacy strategies to improve student achievement. Staff will receive professional development is ascertaining student needs and developing expository text strategies for use in instruction with students.
- Social Studies
    a. Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, however, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level. Students will be taught how to use expository specific literacy strategies to improve student achievement. Staff will receive professional development is ascertaining student needs and developing expository text strategies for use in instruction with students.

During each year of the grant, teachers will participate in training on the Curriculum and Assessment exemplars and establish pacing guides and vertical alignment in a particular content domain (Year 1-Communication Arts; Year 2-mathematics; and Year 3 – science and social studies).

IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPS Office of Innovation administrators, will conduct walk through protocols to collect information/data on the implementation of the curriculum with fidelity and instructional strategies used to implement the curriculum. Initial data will be used to identify progress through pacing guides at the appropriate rate including re-teaching, and the use of research-based instructional practices. Data generated will be used to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed a minimum of quarterly by members of the with the Office of Innovation and Academic Division, principals, and teachers to ensure fidelity of curriculum implementation and use of effective research-based instructional strategies. In all years of the grant, the principal (and other school leaders) will continue to formally observe the classroom instruction of each core curriculum teacher a minimum of monthly with identified at-risk teachers being observed on a weekly basis with formative feedback being provided within 48 hours of the observation. At-risk teachers will be identified as any staff whose students fail to demonstrate progressive growth on benchmark assessments and/or walkthrough data indicates that there is a lack of rigor and differentiation, effective curriculum implementation with fidelity and use of the curriculum pacing guide. Performance Improvement Plans will be created for identified at-risk teachers and weekly status update meetings will be conducted by the principal with identified staff to determine progress toward elements within the action plan.

In Year 1, Gateway will establish and use model classrooms (e.g., organized for learning and instruction with flexible grouping; print rich associated with content, posted goals, objectives and rubrics, student portfolio, clearly visible easy to understand student data) as a key job-embedded professional development activity to raise curriculum implementation fidelity levels and the use of effective, research based instructional strategies. Starting in Year 1, the Gateway principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms. In Years 2 and 3, these teachers will create model classrooms that will serve as an essential delivery method for job-embedded professional development, and increase the internal capacity of the school at the same time.

USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

Teachers will be trained to make instructional decisions based on relevant data. Gateway literacy and mathematics coaches will attend district data coach training in summer 2010. In turn, these coaches will conduct training for Gateway Staff. Curriculum Supervisors will lead the design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis and identification/use of effective, differentiated instructional strategies instruction, , infusion of technology, and time and classroom management strategies. Mandatory quarterly professional development sessions will be conducted during the school year. After school and Saturday Institutes will be offered on a voluntary basis for all

staff except identified at risk staff for whom it will be mandatory. Teachers will employ demonstrated best instructional practices, interventions processes outlined in the SLPS Response to Intervention (RtI) model, one-on-one instruction, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content. Once again, teachers will also take advantage of informal, 'mini assessments' such as anecdotal assessment and lesson embedded questioning strategies to make sure of student mastery on an individual student basis.

Teachers will be able to differentiate instruction based on formative assessment data, as they learned from the SLPS Office of Innovation and all content area coaches in Year 1. Small group instruction will be evident a minimum of once per week during Year 1. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies and students will receive small group instruction a minimum of three times per week. . Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program. All students scoring at Basic and Below Basic on MAP assessments will also be placed on an Individual Academic Plan.

SCHOOL LEARNING ENVIRONMENT DOMAIN

Gateway will use the Curriculum and Benchmark Assessments and informal, 'mini assessments' such as questioning and anecdotal assessments to collect formative assessment data. Knowledge of this data will equip teachers and school leaders with the assessment data to analyze. Customized instructional interventions based on these data will be continuously used to monitor student progress towards proficiency.

The SLPS Office of Innovation, content area coaches, and various external professional development providers will offer mandatory, job-embedded professional development throughout the school year in formats such as weekly grade-level meetings using common planning time, monthly cross-grade meetings using common planning periods, and quarterly small group sessions occurring after school. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; examination of student work and discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. All grade/team meetings

will use Professional Learning Communities format and processes. The following is a breakdown of the professional development, which will be coordinated by the Office of Innovation, that Gateway faculty and staff will be provided:

- AFT Professional Development
    - The AFT affiliate in St Louis will be collaborative partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
    - SIG Professional Development Liaison – This individual will provide guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. He/She will work to ensure fidelity identified areas and high levels of implementation
    - A Teacher Center will be developed to support teachers in the SIG schools. Staffing will be available to provide ongoing support, including relevant mandated professional development, support for new and tenured teachers, and a resource library including instructional videos, professional literature, webinars, and various instructional modules.

- Program specific training in Communication Arts, Mathematics, Science, and Social Studies
    - Program specific training will be provided consistently by external providers, as per the contracts with the company, to ensure fidelity of implementation and mastery of instructional techniques.
- Instructional and Content Area training by SLPS instructional coaching staff
    - SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for these identified schools. They will conduct monthly Saturday Institutes for teachers on relevant topics indicated in each site's school improvement plan while, highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas
- National Consultants Professional Development
    - National consultants will assist the school in the development of school leadership teams. They will also bring in the services of a Transformation Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management and environment issues that often impact successful instruction. Any outside consultants will go be selected using the rigorous SLPS RFP process.
- National Consultants Professional Development
    - National consultants will be in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. National consultants will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process national

consultants will develop a master professional development schedule, and fill in as a provider of professional development, as necessary.

- National consultant staff will act as the professional development liaison with the rest of SLPS, so that the development provided at SIG schools is consistent, in both spirit and goals, as all other systemic professional development. They will meet consistently with the Superintendent, Chief Academic Officer, and the Accountability office to ensure consistency across the district and fidelity to the school improvement plan.

STUDENT AND PARENT SCHOOL ENGAGEMENT

Gateway will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students. Mentors will be assigned to at-risk students to prevent drop-outs and ensure support during the instructional day/year. Class meetings will be conducted on a weekly basis to identify class issues and needs.

Gateway will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, and adult education classes. Parents will continue to serve on the building leadership team to participate in the development and implementation of school improvement initiatives and efforts. A Parent Advisory Committee (PAC) will be created and will meet on a monthly basis to share concerns, feedback and input on identified topics/areas.

An administrator or designee(s) will participate in the Leadership Academy for Character Education (LACE) through the partnership with University of Missouri-St Louis through a Boeing Aeronautical Company Endowed Chair grant in Year 1 of the grant. During that time a character education plan will be developed as a result of participating in LACE.

SCHOOL LEADERSHIP

During Year 1, the Gateway principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school transformation process by attending the local, state and national conferences during the school year. The Gateway principal will demonstrate management skills, effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Office of Innovation and other central office administrator as evidenced by quarterly performance reviews and annual evaluation.

During Years 2 and 3, if warranted, the contract with the Gateway Principal will be renewed, Differentiated training and ongoing support will continue to be offered by the Office of Innovation, and other appropriate central office personnel.

Throughout the grant period, the principal will report directly to the Associate Superintendent of Innovative Services. The Office of Innovation will assist the Superintendent and the Chief Academic Officer in supporting the implementation of the turnaround activities identified in this grant. The Office of Innovation will work with the principal and staff to monitor fidelity through performance appraisals, walkthroughs, quarterly academic team meetings, and progress monitoring checklists. Additionally, the Office of Innovation will monitor the progress of the turnaround school plan, help build leadership capacity and problem-solving skills of the school instructional staff, and coordinate communications and activities across SIG-funded schools.

HUMAN RESOURCES; USING DATA TO SELECT, RETAIN, AND INCENTIVIZE HIGHLY QUALIFIED STAFF

In order to attract and retain the appropriate staff to implement school transformation efforts, The Office of Innovation and the Gateway principal will ensure that each new teacher (both new to the profession and experienced teachers new to Gateway) is paired with a seasoned mentor teacher who has been trained to provide mentoring services during a teacher's first year.

During Year 1, the Office of Innovation will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or create model classrooms. These teachers will provide mentor support to identified first year teachers using a both formal and informal methods including but not limited to weekly meetings, coaching observations and modeling of effective instructional strategies. . New teachers will participate in new teacher orientation and paired with mentors at that time to ensure initial support is available to them.. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, Gateway will continue to use the Office of Innovation to implement performance evaluation processes to screen and hire teacher candidates and replace teachers who do not improve performance. Strategies to determine staff satisfaction to promote teacher retention will also be identified/developed.

Monitoring for Continuous Improvement and Long-Range Strategic and Sustainability

Planning for continued development and implementation of Gateway reform efforts starting in Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

GOALS, OBJECTIVES AND INDICATORS

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

Objective 1: The percentage of students performing at the proficient or advanced levels on the MAP Communication Arts test will increase by 10% in each of the next three years.

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Ensure effective instructional opportunities for students as measured by walkthrough data, review of lesson plans, participation in after school programs and improved student achievement on benchmark tests.	Increase use of CLEAR curriculum as measured by TLF review of teacher lesson plans, classroom walkthrough data and benchmark results	TLF; Core subject teachers	Year 1,2,3/no cost
	Create targeted walk through form to be used a minimum of weekly with data collapsed and analyzed on a monthly basis	Exec. Dir. – C&I	Year 1,2,3/no cost
	Provide effective professional development for staff and administrators in the use of CLEAR curriculum and lesson plan tool and data analysis	Exec. Dir. – PD; TLF;AFT National Consultant	Year 1,2,3/$15,000
	Ensure teachers include CLEAR objectives in lesson plan process	TLF; Teachers	Year 1,2,3/no cost
Extended learning time opportunities will be provided for all students/mandated for at- risk students	Saturday School, after-school tutoring and interest based after school classes focused on needed skills provided.	Staff; Principal; Transformational Specialist	Year 1/$20,000
	Remedial and enrichment Summer School will be provided – voluntary for all students/mandatory for at- risk students	Principal; Staff	Year 2,3/$200,000 ($100, 000 each year)
	Staff will be trained in differentiated instruction to	Exec. Dir.-PD; Principal; TLF	Year 1, 2/ $11,000

	ensure individual student needs		
Objective 2: Students will receive differentiated instruction a minimum of twice a week in year 1 and three times per week in years 2&3 as indicated by student focus group data, teacher lesson plans and walkthrough data			
Students and staff will be assessed to determine instructional/ professional development need and grouping a minimum of once a month	Assessment measures and data to be used to group students will be identified and purchased if necessary	Principal; Office of Accountability; Teachers	Year 1/$50,000
	Students will be assessed daily using informal and anecdotal assessments.	Teachers; students	Year 1,2,3/no cost
	Assessment notebooks will be maintained on at-risk students	Teachers	Year 1/$200
	Professional development needs assessments will be conducted quarterly to ensure appropriate professional development occurs for staff.		
	Scaffolded professional development in differentiated instruction will be provided throughout the grant.	National consultant; TLF	Year 1,2,3/ $75,000
Students will experience a variety of differentiated instructional approaches	System 44 & Expert 21 will be used with at-risk and proficient students		Year 1/ $75000
	Guided Reading Groups/ Literature circles will be used with all students incorporating narrative and expository texts		Year 1/ $10000
	Socratic seminars will be used to foster critical thinking and analysis skills		Year 1/ no cost
	Learning centers and supplementary materials will be used to support differentiated instruction		Year 1/ $10000
Objective 3: Implement processes to ensure 100% of Transformational/Turnaround requirements are			

met in reorganizing the school as evidenced by change in staff rosters and alignment with Transformational/Turnaround checklists.			
Reconstruct staff configurations to ensure compliance with Transformational/ Turnaround guidelines/ mandates	Identify staff to be removed	Exec. Dir. – HR	Year 1/no cost
	Retain new staff	Exec. Dir. – HR; Principal	Year 1/no cost
Create PR campaign to notify parents of school reconstruction	Work with district communications division to develop appropriate materials	Superintendent; Communications Division	Year 1/ no cost
	Implement PR campaign	Superintendent; Communications Division	Year 1/ no cost

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

Objective 1: 100% of all staff will be Highly Qualified for assigned position by July 2012 as indicated by certification certificates of identified staff.

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Revise current performance based teacher evaluation system to ensure rigor and inclusion of student achievement measures as components to ensure teacher quality as indicated in the MSIP significant findings of 2009.	Create a vertical team to review current teacher evaluation process and forms	Exec. Dir - Human Resource; Principals	Year 1/no cost
	Review/revise current teacher evaluation process and forms to include required components related to student achievement	Vertical team; HR Dept. representative;	Year 1/no cost
	Distribute revised teacher evaluation process and forms to all stakeholders for feedback	Exec. Dir.-HR or designee	Year 2/no cost

	Revise new teacher evaluation process and forms based on feedback	Vertical team; HR Dept. representative	Year 2/no cost
	Implement new teacher evaluation process	Exec. Dir.- HR	Year 3/no cost
Ensure a process is established to identify and hire best candidates for all positions	Remove staff as required within Transformational and Turnaround processes	Superintendent	Year 1/no cost
	Select an interview process, such as Haberman, and train administrators in the selected interview process	Exec. Dir.-HR; Exec. Dir.- Prof. Dev.	Year 1/ cost dependent upon number of staff interviewed
	Hire most highly qualified staff based on interview scores	Principal	Year 1/ no cost
Objective 2: 100% of qualified, effective staff will remain for a minimum of three years as indicated by building demographics and teacher evaluation data by July 1, 2014.			
Establish processes to ensure retention of effective staff in all positions	Provide differentiated, job embedded professional development	TLF; Principal; AFT Teacher Center	Year 1/$20,000
	Ensure adequate materials, resources and training are available to support instruction	AFT Teacher Center; Principal	Year 1/$20,000
	Assign peer mentor or St Louis Plan Consultant Teacher to all first year teachers	Principal	Year 1/$20,000
Regularly assess staff satisfaction	Administer annual climate survey	Principal	Year 2, 3/no cost
	Conduct focus groups throughout the school year	Principal designee	Year 1,2,3/no cost

	Create staff satisfaction committee to provide immediate response to teacher concerns/issues	School Planning & Management Team	Year 1/no cost

Goal 3: Provide and maintain appropriate instructional resources, support services and functional and safe facilities.

Objective 1: Objective 2: New programs and instructional strategies will be used with 100% of students by July, 2011 as indicated by teacher lesson plans and monthly TLF log data.

System 44 and Expert 21 will be used with students a minimum of 3x per week beginning September, 2010	Identify students for each program	Teachers; TLF	Year 1,2,3/no cost
	Establish small groups based on student need	Teachers	Year 1,2,3/no cost
Retain program manager to provide logistical and programmatic support	Review applications	Exec. Dir-HR; Principal	Year 1,2,3/no cost
	Establish interview view team and conduct interviews	Exec. Dir-HR; Principal	Year 1/no cost
	Retain Program Manager to support implementation of newly adopted programs such as System 44.	Principal	Year 1/ $80,000
	Introduce manager to staff with clearly articulated responsibilities so all staff will be aware of support	Principal	Year 1/no cost
Objective 2: Appropriate materials and support will be provided to all staff beginning in August, 2010 and continuing throughout the grant period as indicated by staff focus group data and annual climate survey.			
Adequate materials will be purchased to support all program and instructional approaches	Purchase site licenses and software for Renaissance Math, Systems 44 & Expert 21	Principal	Year 1/ $75,000

	Purchase computers sufficient in number to support implementation of new programs with fidelity	Principal	Year 1/$25,000
	Purchase materials to support the various instructional strategies employed including but not limited to classroom libraries, leveled book rooms, and other teacher resource materials.		Year 1/$20,000 Year 2/$10,000 Year 3/$ 10,000
Adequate support will be provided to staff to support new programs and instructional strategies	Schedule weekly grade level/ department meetings to provide support for teachers in effectively implementing the new programs/materials.	Principal; Teachers	Year 1,2,3/no cost
	Scaffolded, differentiated professional development and coaching of all differentiated strategies and programs will be conducted throughout the grant period	Principal; TLF; Teachers; National Consultant	Year 1,2,3/$60,000
	Weekly department/ grade level meetings will be held focusing on examining student work and needed support to increase student achievement		

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

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

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Conduct annual parent satisfaction survey and other activities to determine specific needs, interests and barriers to parent involvement	Refine annual survey to reflect sufficient questions to provide baseline	Parent Advisory Council; Principal	Year 1/No Cost
	Conduct biannual parent focus groups	Principal or Principal designee	Year 1,2,3/~$200 annually
	Provide feedback forms at each parent event	Family Specialist	Year 1,2,3/no cost
Create Parent Advisory Committee	Delineate roles and responsibilities of PAC	School Planning & Management Team; Principal	Year 1/no cost
	Recruit parents to serve on committee reflective of population demographics	Principal; School Planning & Management Team	Year 1/no cost
Create Family Center to provide various supports for parents	Create Parent University to offer interest based classes for parents/ guardians	School Planning & Management Team; Principal;Parent Advisory Committee	Year 1/$50,000
	Design Parent University program and processes	School Planning & Management Team; Principal;Parent Advisory Committee	Year 1/no cost
	Conduct quarterly	Parent	Year 1,2,3/no cost

	assessment to determine session content and frequency	Advisory Committee	
	Retain Family Specialist and Social Worker to provide support services	School Planning & Management Team; Principal; Parent Advisory Committee	Year 1/$123,000 per annum
	Purchase necessary materials to support Family Center	School Planning & Management Team; Principal; Parent Advisory Committee	Year 1/$2,000 Year 2/ $2,500 Year 3/ $2500
Objective 2: Increase two-way communication methods employed by 20% per annum over the three years of the grant and beyond as measured by parent initiated responses attached to each method.			
Identify and implement various two-way communication methods	Create committee to identify/ develop a variety of two way communication methods	Teachers; Principal	Year 1/no cost
	Conduct survey for staff to select top three methods for use	School Planning & Management Team	Year 1/no cost
	Identify top three preferred two- way communication methods	Staff	Year 1,2/no cost
	Develop PR campaign to notify parents of methods available to them	Parent Advisory Committee	Year 2/no cost
Assess barriers to use of two way communication methods	Create parent focus group to be conducted biannually to provide feedback	School Planning & Management Team ; Parent Advisory Committee	Year 1,2,3/no cost
	Create staff focus group to be conducted biannually to provide feedback	School Planning & Management	Year 1,2,3/no cost

		Team; Principal	
	Include items in annual school climate survey to obtain feedback	School Planning & Management Team	Year 1,2,3/no cost

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

Objective 1: Implement processes to ensure 100% of Transformational/Turnaround requirements are met in reorganizing the school by August, 2010 as evidenced by change in staff rosters and alignment with Transformational/Turnaround checklists. (same as Goal 1/Objective 3)

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Reconstruct staff configurations to ensure compliance with Transformational/ Turnaround guidelines/ mandates	Identify staff to be removed	Exec. Dir. – HR	Year 1/no cost
	Retain new staff	Exec. Dir. – HR; Principal	Year 1/no cost
Create PR campaign to notify parents of school reconstruction	Work with district communications division to develop appropriate materials	Superintendent; Communications Division	Year 1/ no cost
	Implement PR campaign	Superintendent; Communications Division	Year 1/ no cost
Objective 2: Reorganize leadership/organizational structures by August, 2010 to ensure an effective, systemic, coherent leadership process is established as evidenced by increased student achievement on benchmark and state assessments and school climate survey.			
Create new school management structures to support school improvement and increased parent	Create School Planning and Management Team	Principal	Year 1/ no cost

engagement			
	Create District Parent Advisory Council	School Planning & Management Team; Principal	Year 1/ no cost
	Create Care Coordination Team	School Planning & Management Team; Principal	Year 1/ no cost
Create new school management structures to support school improvement and increased parent engagement	Create AFT Teacher Center	School Planning & Management Team; Principal;AFT representative	Year 1/ $13,000
	Create Family Center	School Planning & Management Team; Principal; Parent Advisory Council	Year 1/ $22,500
Hire Turnaround/ Transformational Specialist	Establish interview process involving various stakeholders	Principal; Exec. Dir. - HR	Year 1/ no cost
	Conduct interviews with vertical team	Principal and selected stakeholders	Year 1/ no cost
	Introduce Turnaround/ Transformational Specialist to staff	Principal	Year 1/ no cost

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

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
St. Louis Public Schools—Sumner High School		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY.STATE, ZIP
Dr. Kelvin Adams	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Kelvin.Adams@Slps.org	**(314) 345-2296**	**(314) 345-2261**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Michael Haggen	**801 N. 11th Street**	**St. Louis, MO 63101**
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
Michael.Haggen@slps.org	**(314) 345-2233**	**(314) 345-2261**

THE DEPARTMENT'S APPROVAL

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			$

St. Louis Public Schools Sumner High School Improvement Grant Application—Turnaround

The St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Marvin Talley and Sumner High School Community are pleased to present this School Improvement Grant proposal for your review and consideration. Sumner High School has had a rich historical tradition. The intent of this proposal is to restore that richness to a community that once viewed its school with pride. With a newly formed governance structure that includes teachers, alumni, university partners, community members, and support staff, this team has been charged with this restoration endeavor. The single most important factor impacting the quality of education is the quality of the teacher. This proposal weighs heavily in developing the skill set and capacity of each teacher. Professional learning will occur everyday with the support of expert personnel observing and assessing teacher behaviors to determine the level in which those behaviors impact student behaviors. Through collegial Walkthroughs comprised of a group of experts that will be conducted monthly, teachers will receive feedback regarding their instructional practice. These reports will be the basis for conversation at staff development, team meetings, and the more formal Professional Learning Community meetings. Praxis will become the practice. The emphasis is on professional

growth and development. New teachers and teachers who volunteer to have their practice supported will be assisted by the St. Louis Plan Consultant Teachers. This highly skilled cohort of master teachers will provide intense one-to-one support for all 1st and 2nd year teachers. Through a partnership with AFT St. Louis, teachers will have an incredible resource to thrive with the newly formed Teacher Center. We look forward to a partnership between the central office, Sumner High School, and the greater Sumner High School educational community to provide a comprehensive Turnaround Strategy for our principal, faculty, families, and students, to improve the quality of leadership, instruction, student performance, and community involvement. The turnaround strategy for this school will have students as the centerpiece of change. This first year will be a developing year for a 9th Grade Transition Program. We will study exemplar programs throughout the first semester and plan during the second semester. This program will better equip students to transition between the middle and high school level. We will provide supports for students at the first sign of failure through our ongoing data conversations about student progress. Interventions will be studied and analyzed and communicated to parents and students. This school will build collective efficacy in order to sustain the changes. We hope that this letter and the accompanying SIG Application demonstrate the St. Louis Public School policies, processes, and procedures supporting the implementation of the building's turn-around plan, while at the same time sets aggressive targets for improvement for not only the student body, but for teachers, principals, support staff, and non certified staff. Further, we strongly feel that our plan calls for the design and implementation of an aggressive model for recruiting, evaluating, and retaining the best teachers and leaders, while providing the infrastructure and data/technology systems to replace those not demonstrating the appropriate gains in their classrooms. Finally, we will create bold instructional models; develop and implement the training to execute the models; and redesign accompanying coursework that is rigorous so that every student in the school is given the best possible chance to succeed. This substantive plan will be implemented with the highest degree of fidelity by a staff that is committed to become a learning organization where success is the outcome.

Background

Sumner is a 9-12 high school. The school currently enrolls 948 students -- 99% of students are African American and 1% Hispanic. Of these students, 21.2% are classified as special education, 46% are learning disabled and 4.5% are identified as behaviorally disabled. Six-two percent of all students are eligible for free or reduced lunch. At present, there are no English Language Learners (ELL) who require services. Sumner's average daily attendance rate is 79% with a mobility rate of 76%. The dropout rate for Sumner is 40.4%. The graduation rate is 31.1%, which has decreased since 2007. Fifty-nine percent of Sumner's students matriculate to postsecondary placements.

Sumner's current principal is in his first year at the school site and second year as principal. He transitioned from an assistant principal position at a comprehensive high school with similar demographics. The school has been allocated one assistant principal. The current principal represents the 5th change in administration since 2003. Stable leadership is key to the changes that need to occur at Sumner High School; therefore, every effort will be made to support the new leader through strong mentorship using the Facilitative Coaching Model, a Turnaround

Specialist with turnaround expertise, cohort membership serving as Critical Friends, and supervision through the Office of Innovation.

Sumner has a veteran staff (60% of the staff have been teaching for 7+ years). Forty-six percent of the staff possess advanced degrees; eighty-one percent are highly qualified.

Sumner was ranked among the lowest achieving five percent of Missouri high schools; thereby received designation by the Department of Elementary and Secondary Education (DESE) of Non-Title I, Year 3 School Improvement. This is based on the school not meeting AYP targets.

1. Statement of Assurances

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

2. Documentation of Federal Compliance

A. 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.

X Extending the period of availability of school improvement funds.

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

3. Reporting Metrics

a. SIG PROGRAM TYPE

   i. Turnaround

b. AYP Targets Missed/Made

   i. Communication Arts: Not Met, Math: Not Met, Additional Indicators: Not Met

c. School Improvement Status

   i. Non Title I School Improvement Year 3

d. Instructional Minutes Per Year

i. 67,338

e. Average Student : Teacher Ratio

i. 26:1

f. Discipline Incidents

i. 118

4. <u>Professional Staff</u>

a. Leadership Information:

i. An interim principal was appointed while the 2009-2010 school year was in progress. The previous principal was in that role for a little over two years prior. A new principal was appointed for the 2010-2011 school year. There were 3 assistant principals during the 2009-2010 school year. A new assistant principal has been assigned for the 2010-2011 school year.

b. Instructional Staff

i. During the 2009-2010 school year, there were 38 general education classroom teachers at the high school level: 4 English teachers, 5 Math teachers, 5 Science teachers, 4 Social Studies teachers, 16 Special Education teachers, 2 Foreign language teachers, 2 Military science teachers, and 5 Related art teachers. In addition, there were 2 Teaching-Learning Facilitators.

c. Support Staff

i. During the 2009-2010 school year there was 1 full time school secretary, 1 full time clerk, 1 full time book clerk treasurer, 1 full time Child Care Attendant, 1 full time project specialist, 1 computer animation lab specialist, 3 full time counselors, 1 full time student retention specialist, 1 database scheduling specialist, 4 full time Instructional Care Aides, and 1 In School Suspension Monitor.

STATEMENT OF NEED

In order to determine the individual needs at Sumner High School, the following assessments/audits have been conducted:

- **School Quality Review/ Performance Audit**

  During the 2006-2008 school year, all schools were reviewed by the Accountability Office and given the task to create School Performance Teams. The teams were charged with meeting monthly, reviewing student data, and making staffing or instructional adjustments based on the review of data. The SPTs were assigned a central office facilitator. Each school at the beginning of the year was given a needs assessment.

  Quarterly Academic Team Meetings were held during the 2009-2010 school year with clusters of schools and their respective Associate Superintendent. Both principals and TLFs were to share specific data points and take questions from their colleagues in the format of Critical Friends.

  All schools completed the template for the Phi Delta Kappa (PDK) Audit describing the different types of programmatic offerings that were unique to each school in addition to the ones that were district mandated.

- **Collaborative Assessment for Planning and Achievement**

  Throughout the 2007-2009 school years, Education Officers (now Associate Superintendents) utilized processes such as Critical Friends and Sub Clusters for principals to meet regularly to discuss assessment and instructional data from their individual schools.

  These processes were modeled for principals to transfer these processes to their school buildings to facilitate vertical and horizontal planning time for staff.

  All schools utilize either Professional Learning Community or grade level meetings to regularly discuss student performance.

- **School Climate Assessment**

  Over the past several years, principals have worked with various consultants or providers to conduct school climate surveys. Victoria Berhnardt's work was used for principals to administer surveys to their individual staffs during the summer of 2009. Education for the Future conducted an analysis session and data was analyzed and communicated to stakeholders. Schools had access to these surveys and analysis online through the subsequent calendar year. Additionally, some schools have also utilized the Character Plus School Climate Survey to identify areas of strengths and weaknesses in their school climate and culture.

- **Student Assessment**

  Administrators and staff have engaged in root cause analysis in drafting the school improvement plan. Assessment data has been drilled down to individual students by using the living data wall and Individual Academic Plans (IAPs). Administrators and staff have collaboratively reviewed Crystal reports from the

DESE website to identify the Grade Level Expectations (GLEs) for which students were deficient to target instruction that will enable students to demonstrate mastery on those specific GLEs.

Schools have access to the PULSE system to track student enrollment, attendance, discipline, and performance on the state assessments. The data platform also aggregates data by teacher.

- **Community Assessment**

The Greater St. Louis Foundation audited the number of non-profits that were providing services and resources to the District and concluded that over 700 different organizations were involved with the schools. In an effort to ensure that partnerships are focused on student achievement, a MOU (Memorandum of Understanding) process was established working with potential partners.

St. Louis Public Schools has had a strong relationship with the faith based community for many years; however, initiated in 2009, the Faith Based Initiative was contracted formally to establish a relationship between the school district and area churches, mosques and synagogues. The partnership is beneficial for the faith community and the partnering schools because they often share the same families. Mentoring, joint events, volunteering and supporting families are some of the activities that support the school and foster community building.

1. **Sumner High School Core Instructional Programs:**
   - Communication Arts
     - St. Louis Public Schools Communication Arts Core Curriculum: online and paper copy available to staff
   - ·Freshman English or "Languages" Literature Intervention Course
   - Textbook: Glencoe Literature "Literature 4 Course" – Freshman English
   - Literature Intervention Textbook: Sopris West "Languages"
   - · World Literature (Sophomore Level)
   - Textbook: Glencoe Literature "World Literature"
   - ·American Literature and AP English Language and Comprehension (Junior Level)
   - American Literature Textbook: Glencoe Literature "American Literature"
   - AP Textbook: The Sundance Reader – 5th Edition
   - · English/British Literature or African American Literature or AP English Literature and Composition
   - English/British Literature (Senior Level) Textbook: Glencoe Literature "British Literature"
   - African American Literature (Senior Level) Textbook: Pearson "African American Literature-Legacy of Freedom"
   - ·AP English Literature and Composition
   - Textbook: Bedford Reader 9th Edition

- Communication Arts Intervention
    - As the St. Louis Public Schools moves toward full implementation of Response to Intervention (RtI), Sumner High School has investigated in a reading intervention that will respond to the high needs of the student population. In order for our students to succeed, there is a strong need for an intervention reading program for our ninth and tenth grade students. It is important the program be able to assess students reading ability and provide teachers with information to guide instruction. The intervention selected to meet this need Houghton Mifflin's Earobics Reach program Earobics Reach is a powerful and transformative multisensory reading intervention for raising academic achievement and empowering teachers to strengthen and rejuvenate their reading curriculum to meet the needs of diverse student populations. It accelerates reading skills and builds individualized reading instruction in all of the areas deemed critical by the National Reading Panel. It helps educators address the challenges of reading through technology, multimedia materials, and professional development. Using a "right-tool-for-the task-approach", Earobics Reach delivers highly differentiated instruction for students through 12th grade. This program has a strong baseline and instructional assessment component as well as a data management system. Students will have the capability of using the program at home as well as at school.
    - Earobics Reach includes:
        - Integrated assessments and performance monitoring to ensure students are placed at the appropriate level in the program
        - Comprehensive content and instructional strategies
        - Engaging and personalized instruction with high-interest thematic content

- Mathematics
    - St. Louis Public Schools Math Core Curriculum: online and paper copy available to staff
    - High School Course Offerings: Algebra 150, Geometry 250 and Advanced Algebra 350
    - Textbooks:
        - Algebra 150 –Algebra 1 (McDougal Littell-2007)
        - Geometry 250-Geometry (McDougal Littell-2007)
        - Advanced Algebra 350- Algebra 2 (Holt McDougal-2010) new adoption
        - Trigonometry and Analytical Geometry 450-Advanced Mathematical Concepts Pre-Calculus with Applications (Glencoe McGraw-Hill 2001)
    - The Renaissance Learning Program was used during this past school year as an intervention program to help our 9th grade Algebra I students master the concepts that would be tested on the EOC exam. To address one of the school's needs, a high priority will be placed on enhancing the integration of technology into the academic program and implement, with fidelity, the Renaissance Math program. We will need computer labs to accommodate these classes, as well as an instructional technology specialist to support the instructional side and a

computer lab technician to oversee the technology aspect. The Renaissance program will also be extended to the 10th grade Geometry course to help students continue to be successful at mastering mathematical concepts needed for graduation. To implement the Renaissance Learning Math program effectively in the Algebra 1 and Geometry courses, two additional math teachers will be trained to implement the program as needed. Additional materials such as host license, student licenses, scanners, scan sheets, NEO 2 units, printers, ink and paper are needed to fully implement the program with fidelity. Specific professional development, a program manager, and a Renaissance Learning mentoring team will be supported through St. Louis Public Schools to help maintain teacher quality throughout the life of the program's use. In order to sustain the program, processes will be structured to have a continual group of trainers and monitors for this program.

- Science
  - St. Louis Public Schools Science Core Curriculum: online and paper copy available to staff
  - High School Course Offerings:
    - Anatomy
    - Earth Science
    - Ecology
    - Physics
    - Physiology
  - Over the past 5 years, St. Louis Public School students continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP, it is still a heavily tested area in the state of Missouri and if there is an increase in the number of proficient students, it is possible for the District to obtain a bonus point toward the Annual Progress Report.

    The main intent is to analyze science benchmark data to make informed decisions about academic achievement. The Office of Accountability is in the process of developing End of Course aligned science benchmarks. The current science benchmark data is posted on the SchoolNet platform that is on the District home site and is accessible to all staff.

- Social Studies
  - St. Louis Public Schools Social Studies Core Curriculum: online and paper copy available to staff
  - Course Offerings and Textbooks:
    - 9th Grade
    - Social Studies 100 1,2
    - 1 – American Government / Civics Today: American Government / Glencoe/McGraw-Hill
    - 2 – World Geography / Glencoe World Geography /Glencoe/McGraw-Hill

- 10th Grade
- Social Studies 2001-20022
- 1 & 2 World History / World History / Glencoe/McGraw-Hill
- 11th Grade
- Social Studies 300 1,2
- 1 & 2 American History / The American Republic (Since 1877) / Glencoe/McGraw-Hill
- 12th Grade - Elective Courses*
- Social Studies 410 1,2
- Law / Street Law-A Course in Practical Law 7th Edition / Glencoe/McGraw-Hill
- Social Studies 470
- Psychology (1 semester) / Psychology and You, 2nd Edition / Glencoe/McGraw-Hill
- Social Studies 480
- Sociology (1 semester) / Sociology: The Study of Human Relationships, 5th Edition

- St. Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years, there has not been any district or statewide data to track student performance in the area of social studies. For the same amount of years, students continue to score below the state average for proficiency in the area of social studies. The nonfiction section of the Communication Arts MAP was used to gauge the Social Studies performance since a majority of the questions in this section comes directly from social studies content. A major root cause for this deficit is that students need to be equipped to read expository text. This is a skill that will be universal and transcend over the other content areas. Although social studies is not an area for accreditation to meet AYP, improved student performance in social studies is critical for the new state required End of Course exam administered for American Government at the 9th grade level.

2. Assessment Programs

- Sumner High School will use the St. Louis Public School Benchmark Assessments. This assessment will be administered 3 times throughout the calendar year. Teacher-made assessments and common assessments will be administered according to the District Pacing Guide per content area as a source of progress monitoring.

3. English Language Learner Programs

- At this time, there are no students at Sumner High School who require ELL services.

4. Special Education Programs

- The Special Education program has been decreased from the 2009-2010 school year to support the budgetary concerns of the district. The staff was decreased from 20 Special Education teachers to 10 for the 2010-2011 school year.

5. Magnet (themed) Programs

- Historically, Sumner High School was designated as a Mega Magnet School. Strong efforts are being made to return to that status. The first step is forming an alliance with area universities for staff to work with university teachers in the areas of Math, Science, Social Studies, Chemistry and Spanish.

6. Professional Development Programs

- Teachers
  - Professional Development Courses will be needed for teachers to help develop a broad base of competencies, content area knowledge and experiences.
  - Both theory and practice in teaching a diverse group of students including students, with special needs , is needed to support teachers. Practical, proven, and timely approaches to providing quality curriculum, instruction, and assessment, not withstanding professional development in the area of classroom management, will also be needed to support teachers.
  - Training in the evaluation, development, and selection of instructional materials, instructional technology, and technology applications for teachers will support all efforts in increasing student learning. The assistance with skill development in the area of collaborative and interdisciplinary teaching will also provide support for curriculum integration.
  - Training to nurture the academic, emotional, and physical development of students will assist in the areas of classroom management and discipline throughout the building.
  - Connecting theory to application through educational related experiences will help support teachers as they prepare unit and lesson plans that will be evaluated throughout the school year.
  - Experiences that develop effective communication, team-building, and conferencing skills with both students and other education partners will help create the optimal learning environment.
- Administrators
  - The administrative team is committed to creating a community of learner. Through attendance of professional development that will assist staff in building capacity and leading systemic reform and transformation of Sumner High School. The overall goal and purpose of committing to professional development is building an engaging culture to increase student performance The administrative team will develop processes and structures using the Professional Learning Community model to identify the right work to monitor. The administrative team understands the importance of focused and targeted professional development. Through the development of outcomes and metrics to guide the process, a system will be employed whereby the outcomes are monitored through classroom observations by the administrative team and other staff members as well. The administrative team will structure activities to change the culture of the school to know that the goal of all professional development must be to change teacher practices. This manifests in effective actions that address significant problems related to teacher effectiveness and student learning and must aim to reduce the discrepancies between the school and district's goals for student learning and their actual achievement. The Sumner administrative team is committed to

reducing the achievement gap that has been created over the past decade at Sumner High School.

- Support staff
  - The Sumner administrative team believes a well developed and trained school workforce will lead to success for students of Sumner High School. Targeted and specific professional development that is nationally recognized and accredited to provide services for support staff will be designed. The objective of the professional development is to build internal capacity and broaden the skills of support staff that translate to increased support of student needs.

7. What has been done, locally at the school, to identify root causes of persistent academic failure?

- During the 2009-2010 school year Superintendent Kelvin Adams was directly involved in the early phases of redefining Sumner High School. Due to a rash of violent incidents that attracted local media coverage, accompanied with poor teacher moral and low academic achievement, Dr. Adams reassigned the principal during the first semester of the academic year. After the reassignment of the principal, an interim principal was assigned, as well as an interim instructional administrator to address the persistent academic failures that existed at Sumner High School. Additionally, district officials were intimately involved with Sumner to support the continued efforts of addressing the academic anguish facing the school as a whole. Activities undertaken to address the persistent challenges included:
  - School Quality Review/Performance Audit
    - At this time the newly appointed principal is unaware if a School Quality Review was performed on Sumner.
  - Sumner Alumni Association/Board
    - In addition to monetary contributions, Sumner Alumni pledged their support of the students of Sumner High School as follows:
      - Mentor – Sumner alumni has pledged their guidance and support to all students of Sumner High School. Mentors will be provided training to enable them to meet the various needs of students.
      - Tutor – The alumni pledged to tutor students in various disciplines identified by teachers and administration.
      - In-School Volunteer – The alumni is committed to assist the administration and faculty during various school activities.
      - Speakers' Bureau – Alumni are dedicated to sharing their many rewarding experiences while attending Sumner High School, which will help foster a sense of family and community.
  - Collaborative Assessment for Planning and Achievement

        - Sumner High School was targeted as a school to execute the Turnaround School model. SLPS has demonstrated a commitment to increasing the academic performance for all student, including students that attend Sumner High School.

- School Climate Assessment
    - The newly appointed principal began the process of assessing the climate of the 2009-2010 school year and determined through a series of interviews that the climate of Sumner High School is one of hope, yet continues to be plagued by high turnover of leadership and was void of a clear vision and mission. There is a continued need to improve the security measures at Sumner High School to provide a safe environment conducive to learning. The main change that has to occur is one of collective efficacy: staff, students, and parents/caregiver.
- Student Assessment
    - Although the negative aspects of disorder has plagued Sumner for the past two year and has overshadowed the positive aspects, there are a number of students academically eligible for the A+ Program. This incentivizing program ensures that all students who graduate from Missouri high schools are well prepared to pursue advanced education and/or employment.
- Business Community
    - The businesses that surround Sumner High School include a variety of convenient stores, liquor stores, and pawn shops. The gangs and violence that surrounds the neighborhood plague the vitality of the business community. Efforts are being made to mobilize the business community as a means of support to the school.
- University Community
    - The principal has been in communication with Sumner alumni that have University partnerships and pledged to help Sumner in many capacities during the upcoming school year. Specifically, the principal met with the Sumner Alumni Board and several members have direct ties with the University of Missouri – St. Louis. They have verbally committed to providing Sumner with additional resources to help expose students to University activities that include campus tours and the opportunity to build relationships with admissions representatives. Furthermore, the principal has fostered relationships with Fontbonne University and Webster University. These universities have agreed to collaborate with the principal to help ready students for the challenges and rigor of a college education. University representatives have pledged their commitment to visiting Sumner and creating a bridge that connects students directly with university officials to act as mentors for identified students.

8. Title I Assessment

- Sumner High School is a Non Title I School.

9. School report cards, benchmark assessment data

- None of the three subgroups reached AYP status in either Communication Arts or Math in 2008-2009. The EOC data in Math and Communication Arts from 2008-2009 shows the following: 10% of

students proficient in Math; 29.5% of students proficient in Communication Arts. The average daily attendance for the 2008-2009 was 78.6%. The graduation rate in 2008-2009 was 33.6% and the dropout rate is 40%. The A+ Program will be implemented in Sumner High School to increase the graduation rate and encourage more students to attend colleges and universities with the increased financial support that the program provides. The average composite ACT score in 2008-2009 was 14.1. For 2009-2010, 50% of juniors are enrolled in ACT Prep. Additionally, a workshop planned with a local university is offered to students where the outcome is to increase the score by and average of 3 points. The data revealed that 40% of students were failing core classes. These failures will be reviewed on a quarterly basis and students will be supported through interventions planned by teachers. Teachers will use the format of the Professional Learning Community to problem solve and apply appropriate interventions to the issue.

10. Safe and Drug Free School Data

- Our school uses Advancement Via Individual Determination (AVID) as a program for drug and safe free school. AVID is an elective class that meets during the regular school day. In preparation for the college prep curriculum in the high school, AVID students are encouraged to enroll in rigorous courses, such as Algebra I and a foreign language.
- AVID is a program designed to help students in the middle prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic "survival skills" and college level entry skills. The AVID program teaches the student how to study, read for content, take notes, and manage time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding.
- The mission of AVID is to ensure that all students, especially the middle performing students, will:
    - Succeed in the most rigorous curriculum
    - Enter the mainstream activities of the school
    - Increase their enrollment in four year colleges; and
    - Become educated, responsible participants and leaders in a democratic society
- In order to be eligible for the AVID program a student must a have a Grade Point Average (GPA) between a 2.0 and a 3.5, a Terra Nova score between the 50th and 88th percentiles, a teacher and administrator recommendation, and an expressed commitment to achievement.
- Unlike the middle school program, the high school AVID program is ideally a four-year program for students who have the potential to succeed in college prep courses. Such students demonstrate a desire to attend college. Upon acceptance into AVID, students must also enroll in college prep courses, which will result in fulfilling entry requirements for most state-side colleges and universities.
- AVID is offered in more than 1,500 schools including Department of Defense schools in Europe and the Pacific. AVID has an enrollment of about 120,000 students worldwide. Approximately 95% of AVID high school graduates enroll in college with more than 60% enrolled in four-year colleges.

AVID graduates persist in college at an 89% rate. Given these statistics, we believe AVID should play a critical role for our schools as we move forward.

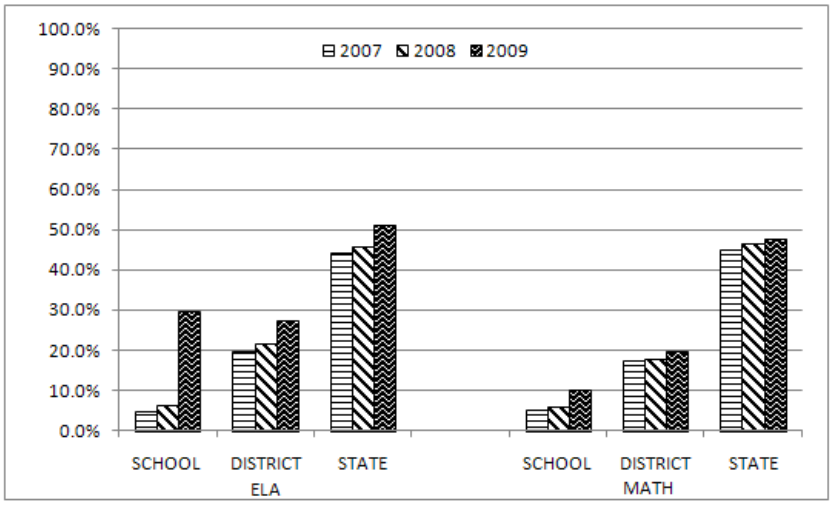
SUMMARY OF SURVEY RESULTS

As a result of the comprehensive look at the school, the following needs, trends and priorities have emerged. These highlighted results are the basis for change and improvement at Sumner HS. They are:

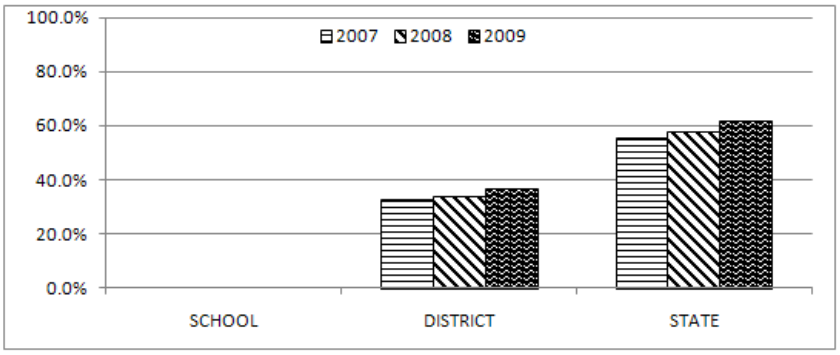
- ineffective implementation of curriculum
- misalignment of instructional strategies to student needs
- lack of a safe environment
- lack of collective efficacy
- low expectations for students
- low teacher impact on students
- lack of student respect or value by staff
- high occurrence of teacher centered instruction
- ineffective leadership
- toxic learning environment
- low levels of teacher collaboration
- ineffective professional development
- low numbers of students going on to post secondary education
- low levels of student attendance and punctuality
- high student dropout rate

SUMNER HIGH SCHOOL RELEVANT SCHOOL DATA

School Total Proficiency



Communication Arts Proficiency : ASIAN



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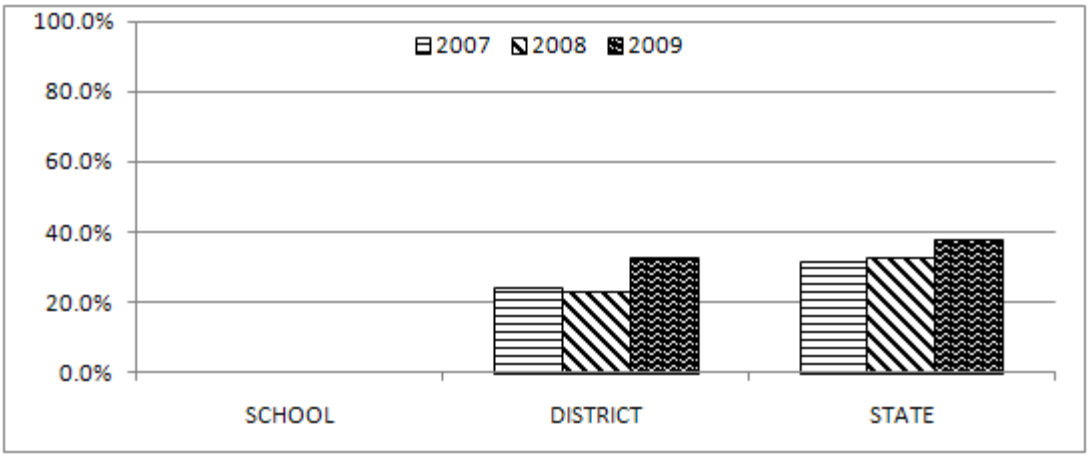

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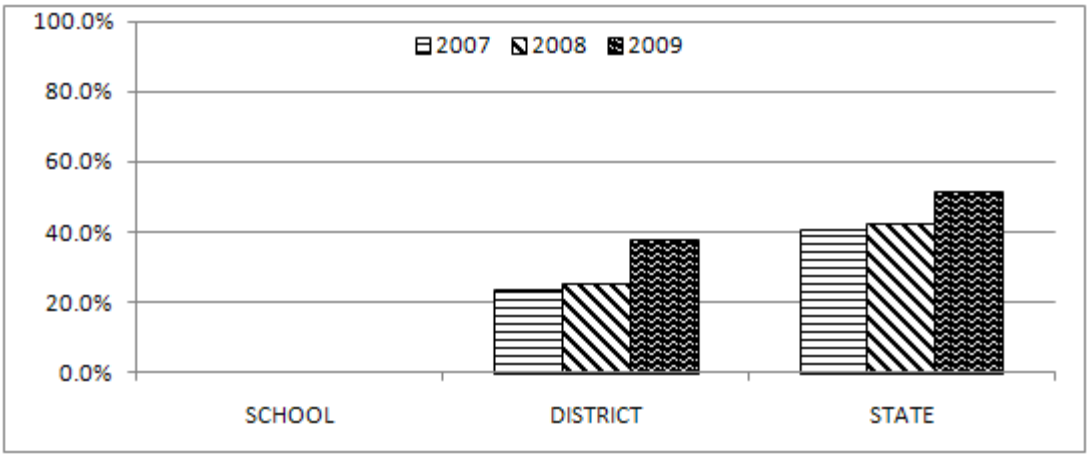

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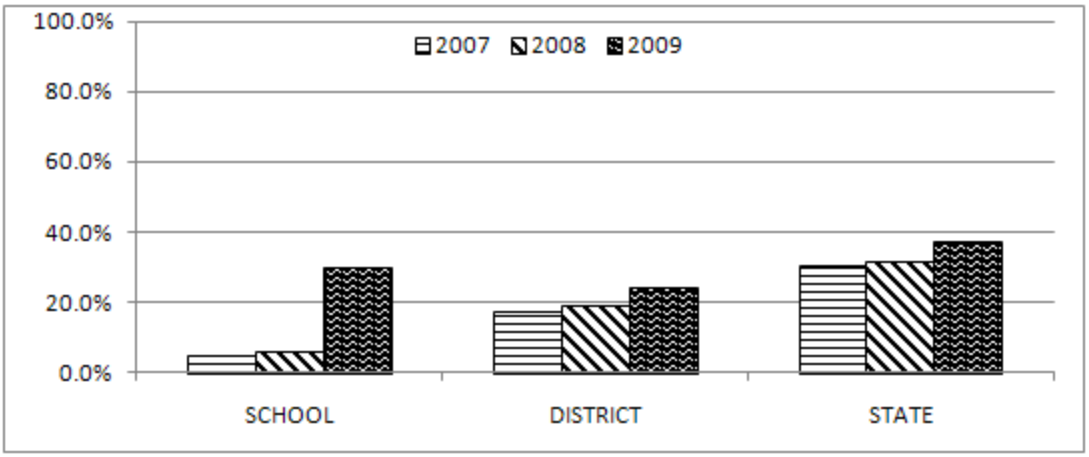
Communication Arts Proficiency : FREE/REDUCED LUNCH



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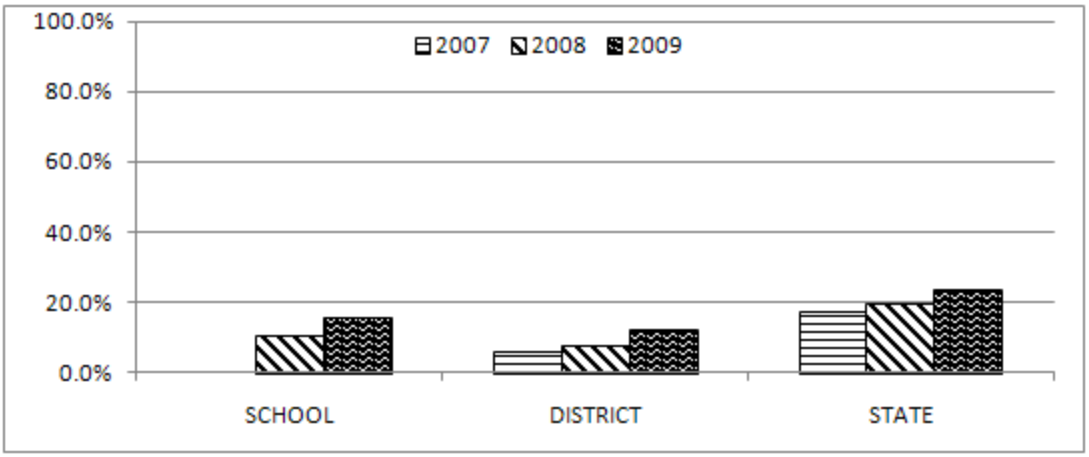

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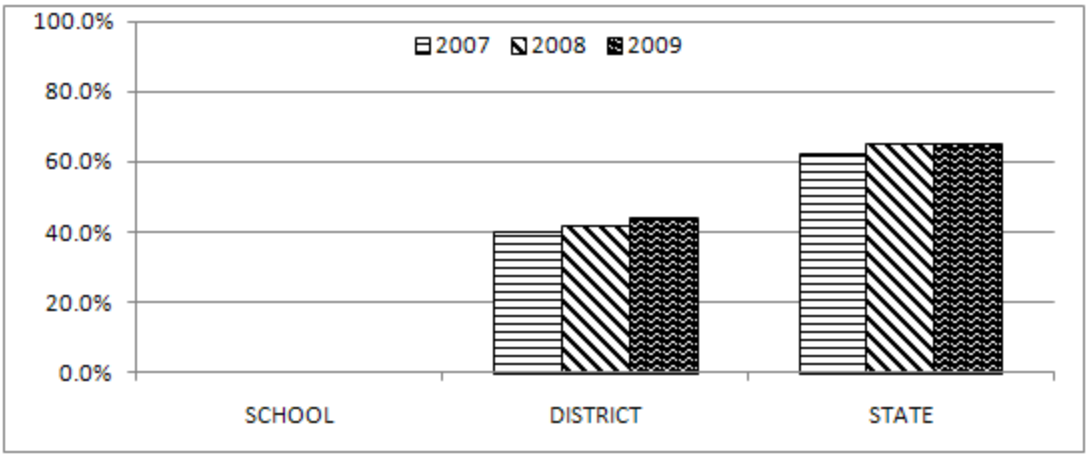

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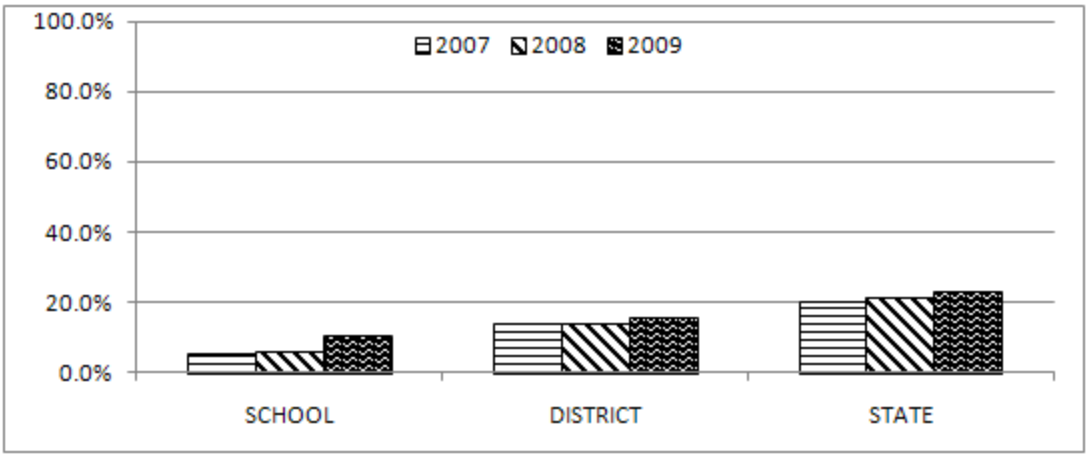

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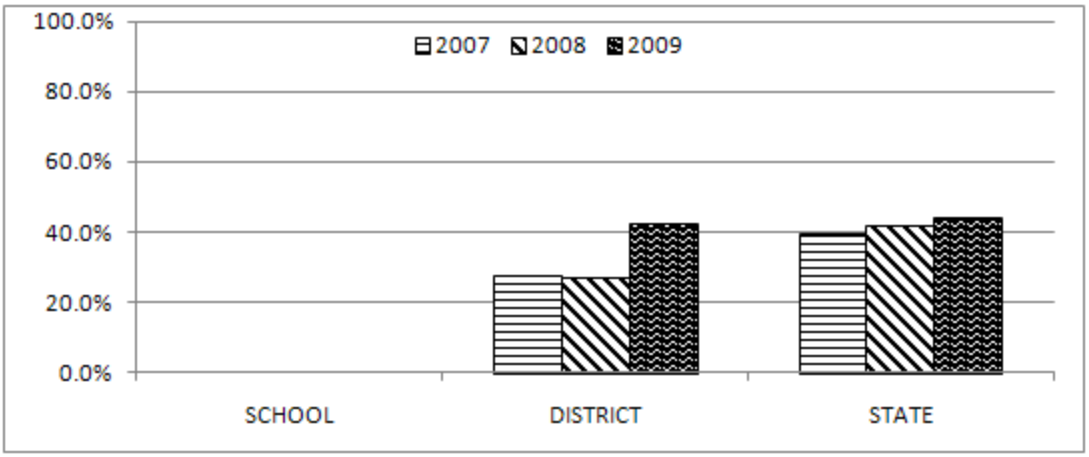

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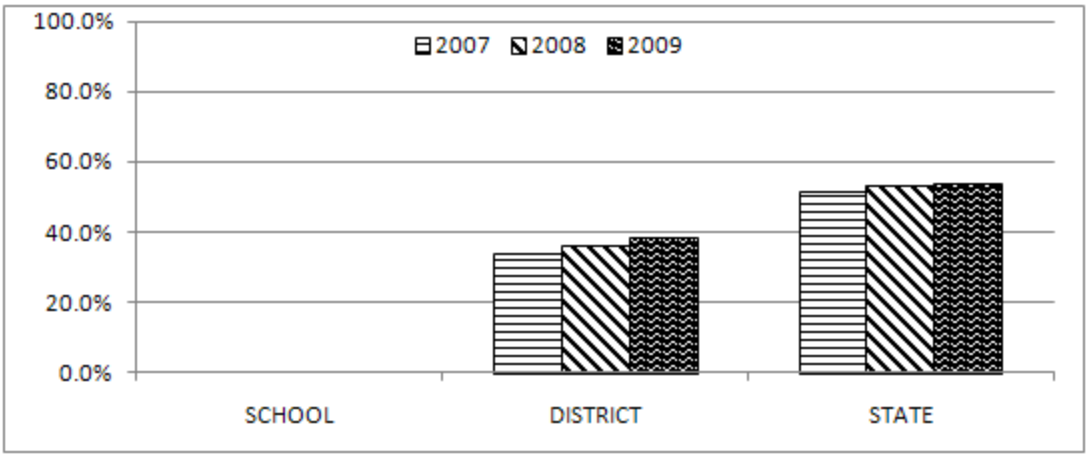

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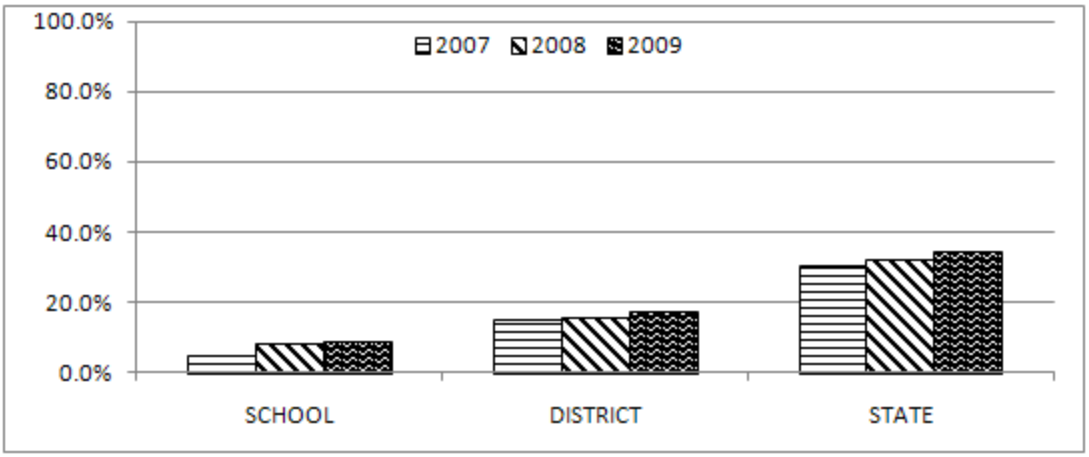

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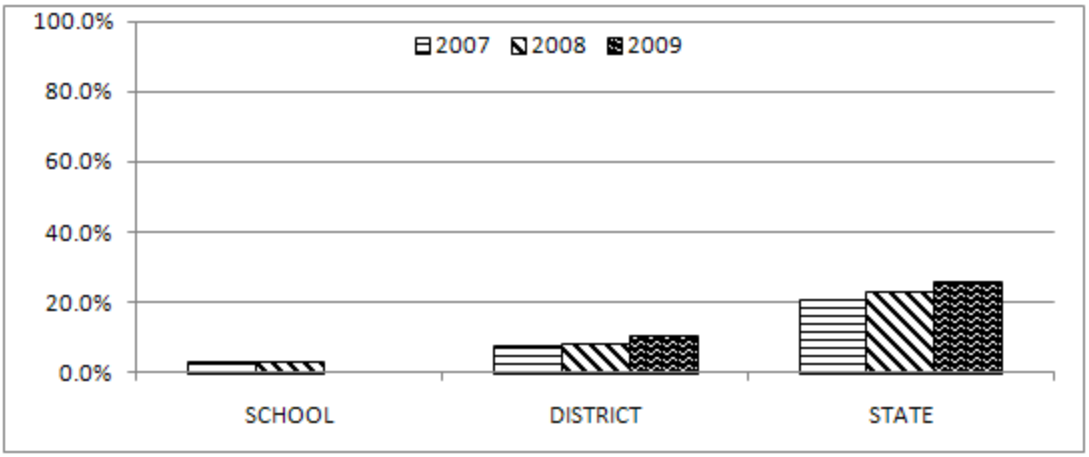
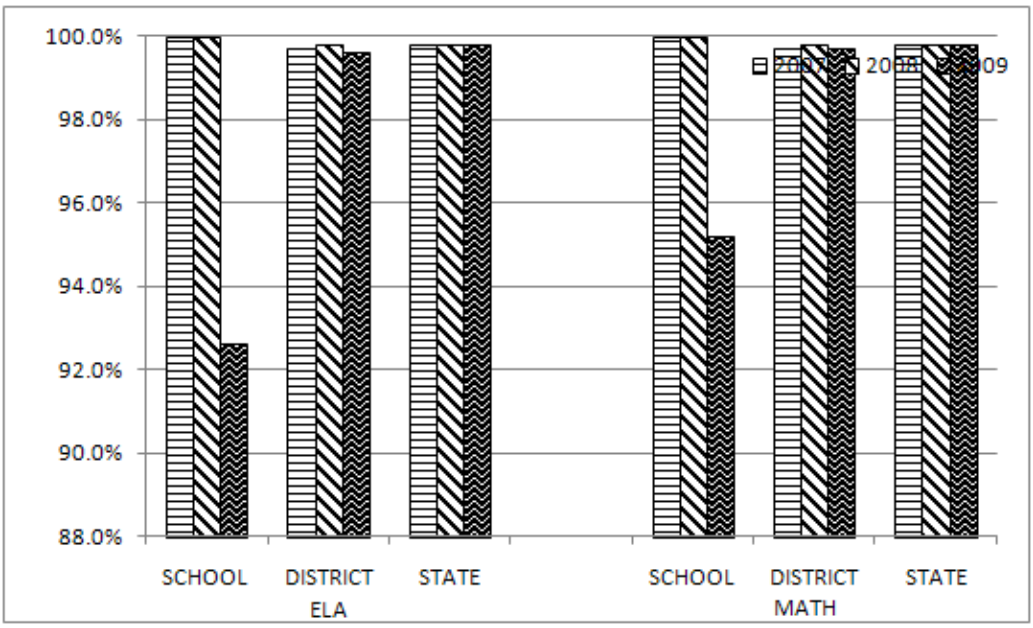


MATH Proficiency : LEP

School Total: Participation



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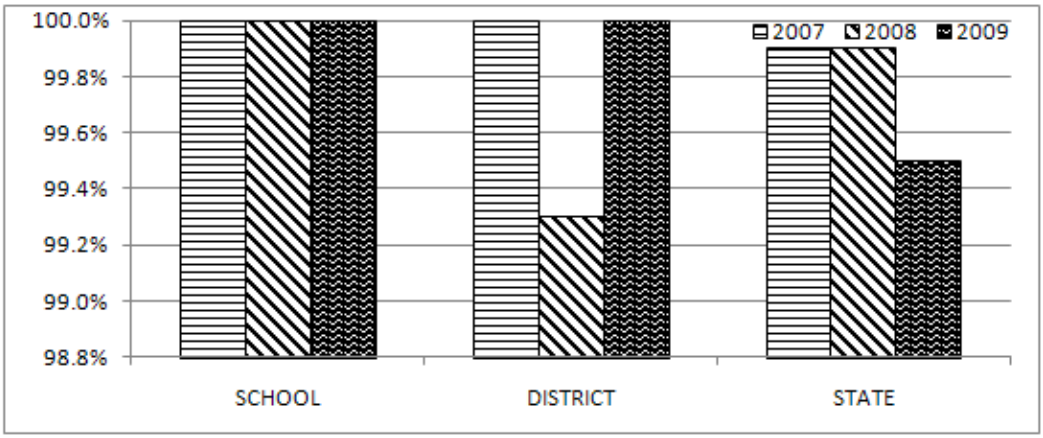

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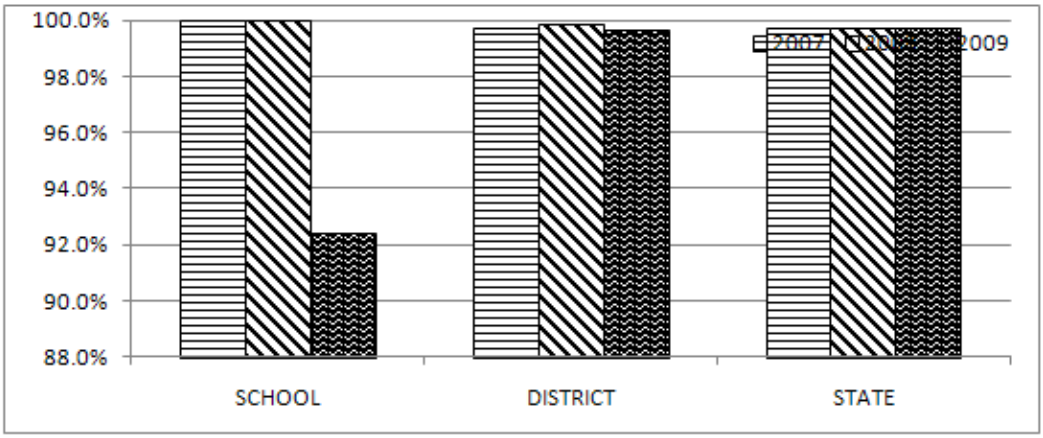

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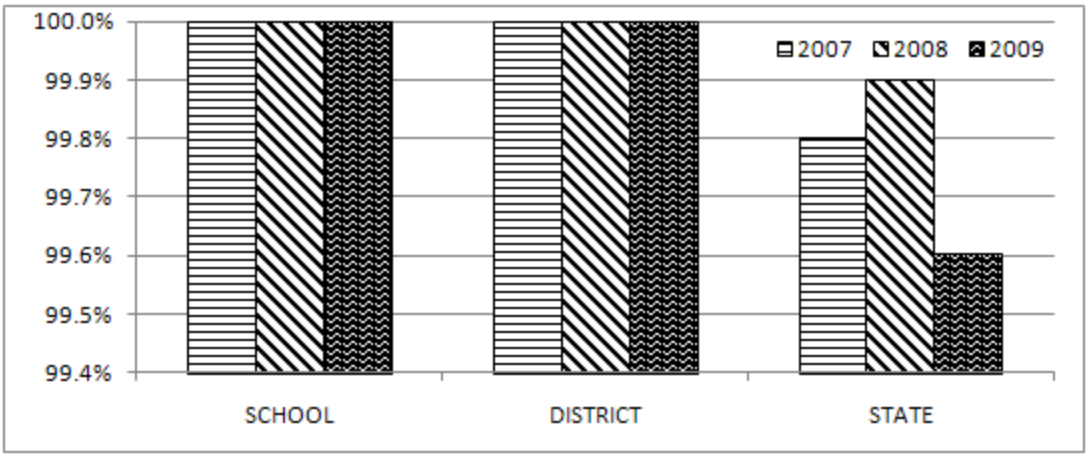

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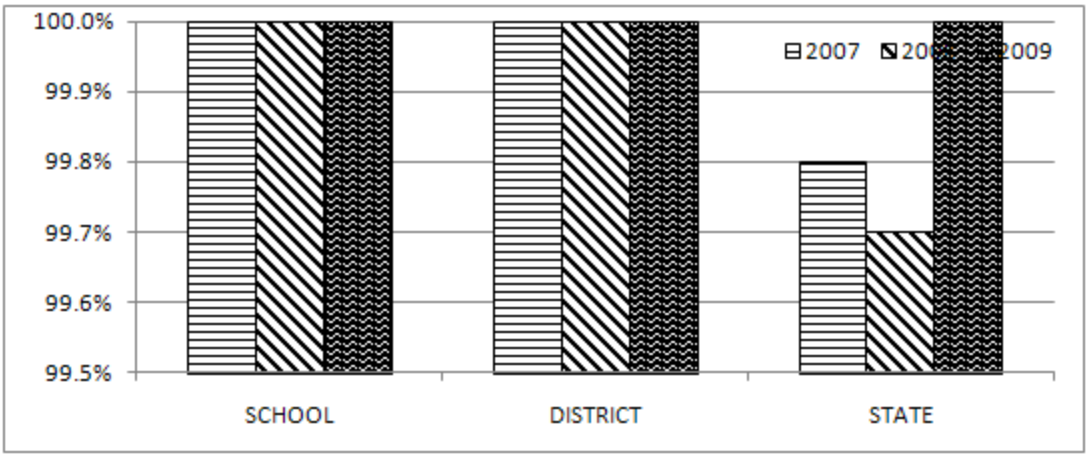

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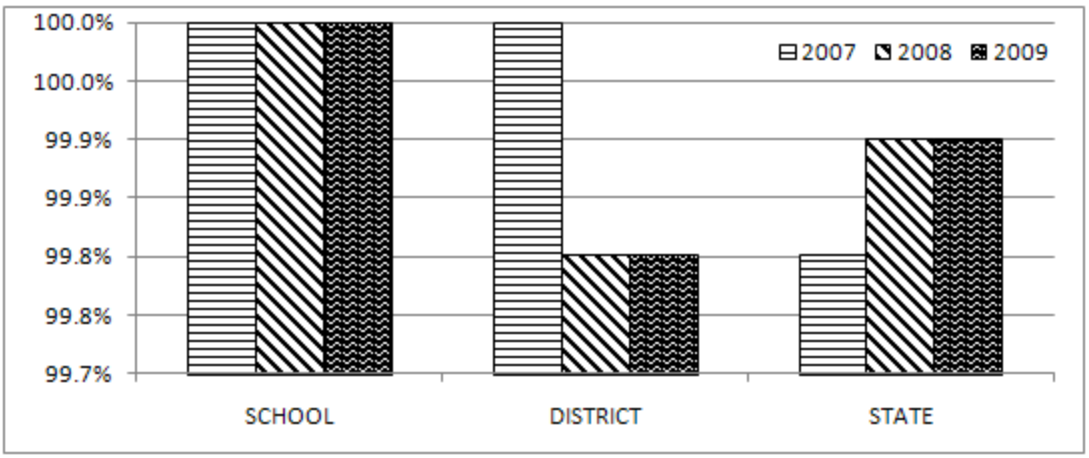

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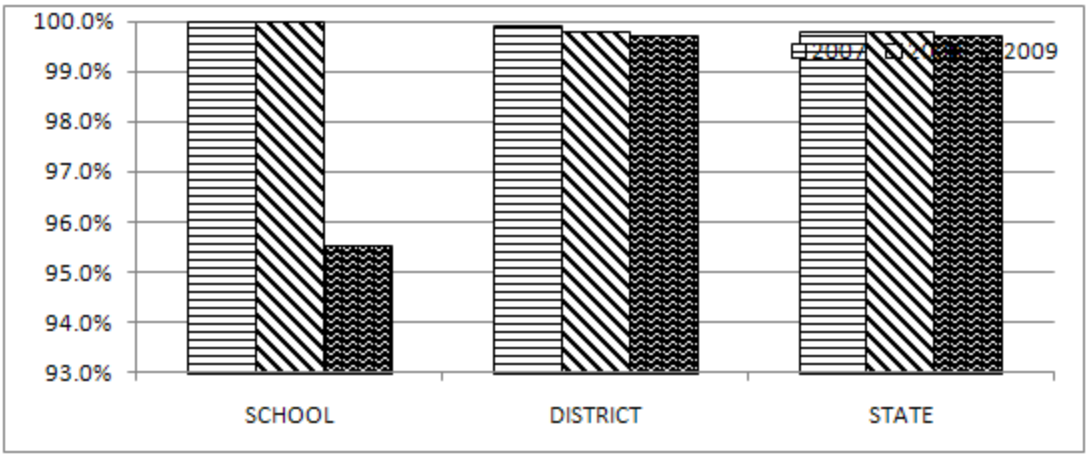

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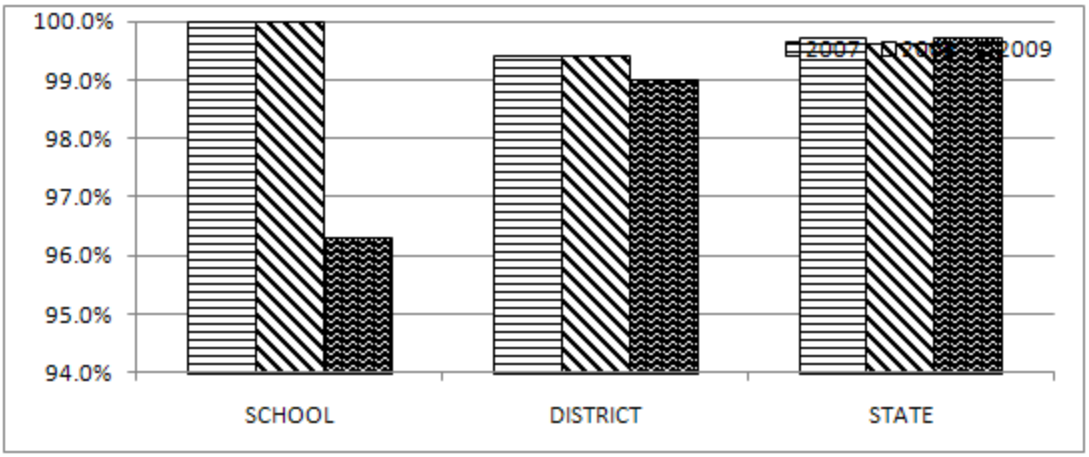

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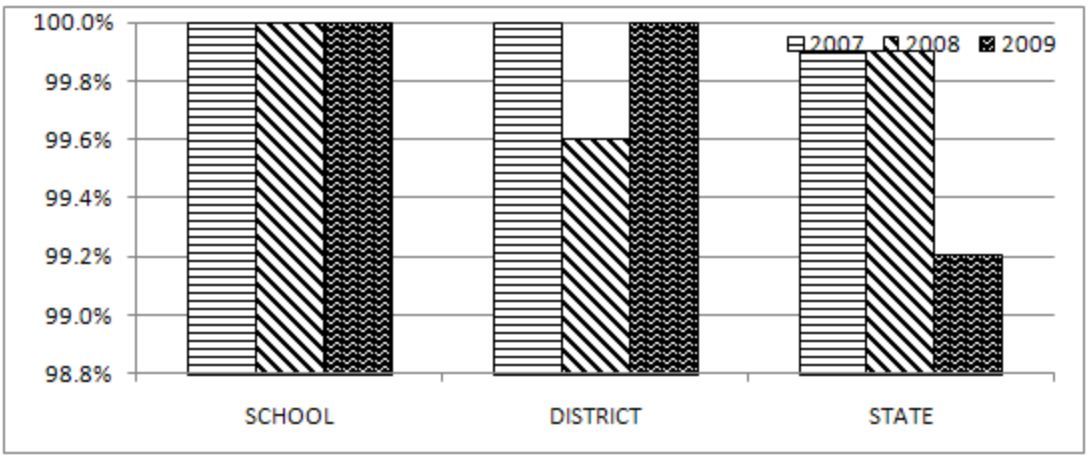

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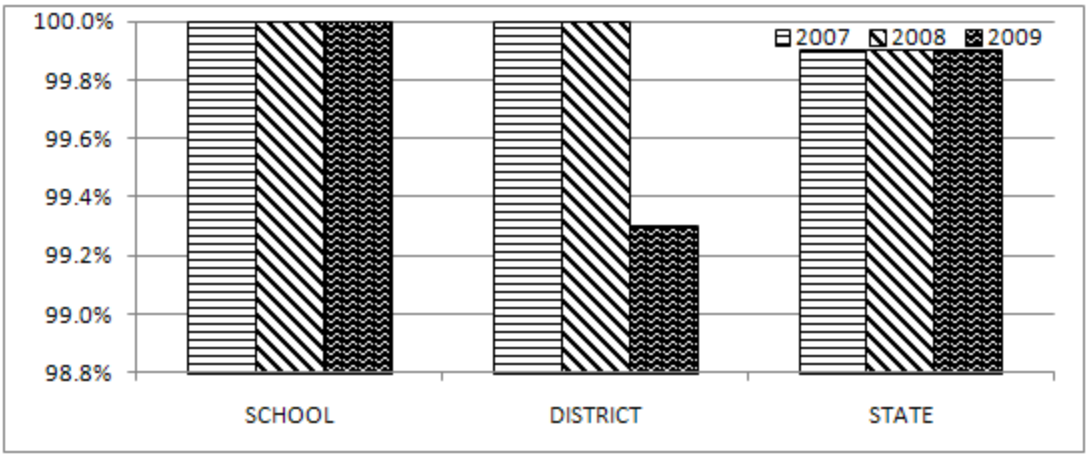

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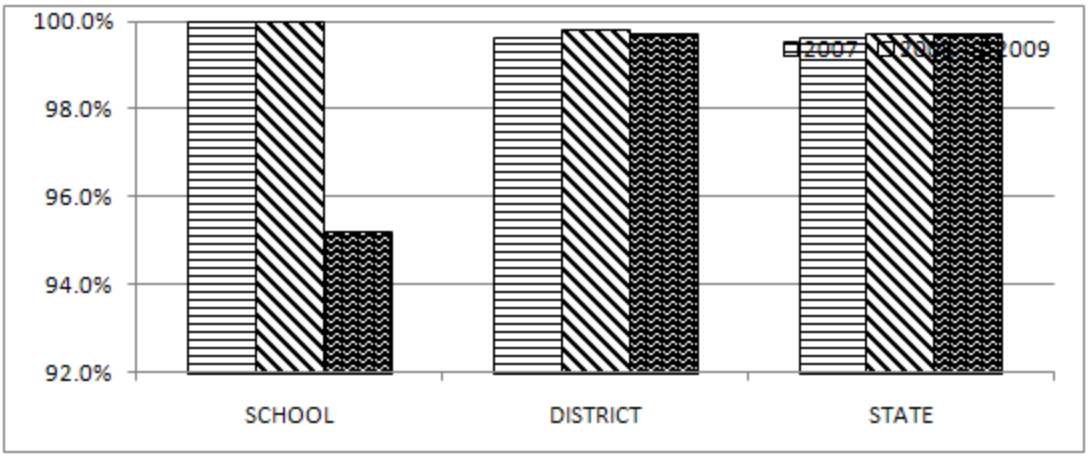

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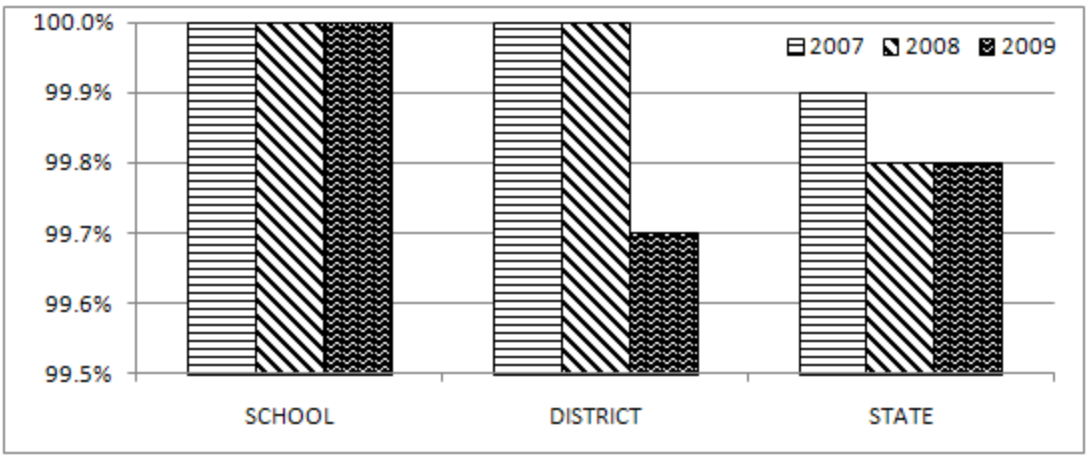

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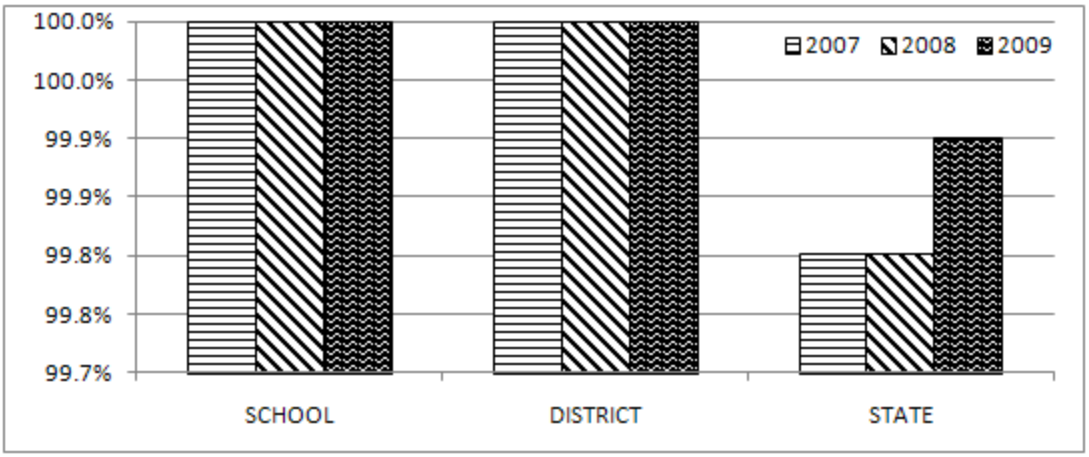

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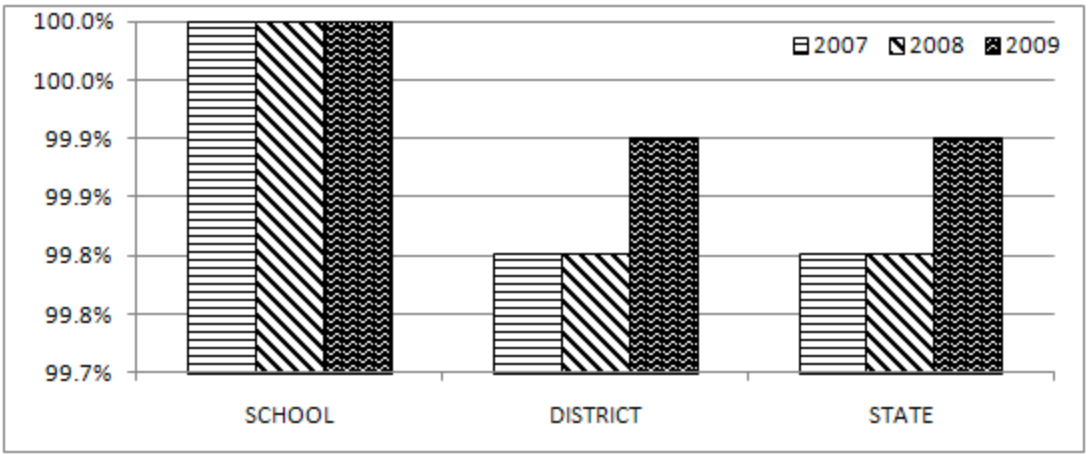

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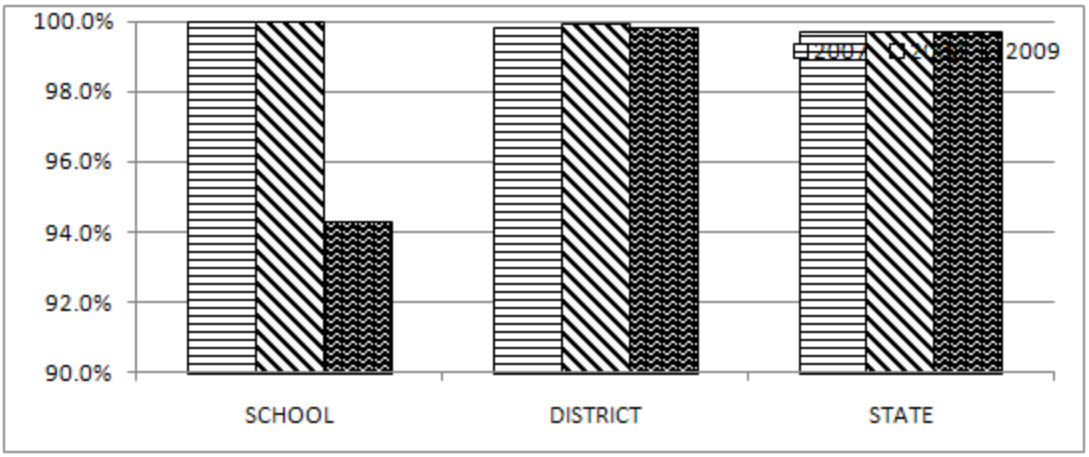

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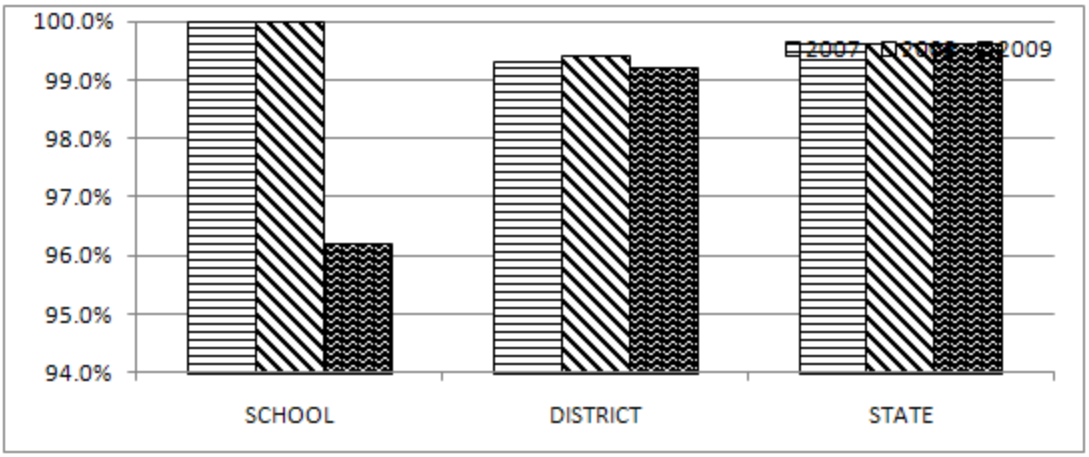
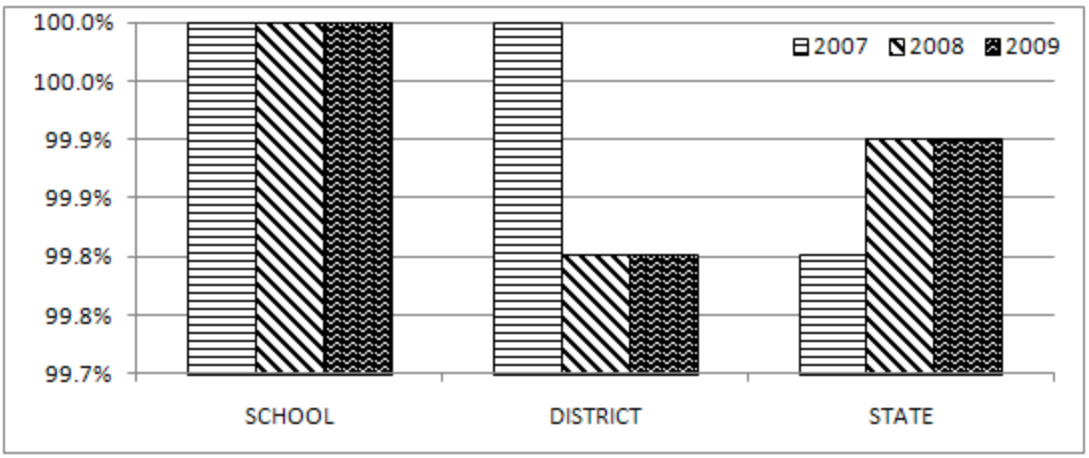


MATH Participation : LEP



PROFICIENCY	2009	2008	2007

At/Above ELA (SCHOOL)	29.5%	6.2%	4.7%
At/Above ELA (DISTRICT)	27.5%	21.6%	19.5%
At/Above ELA (STATE)	51.2%	45.7%	44.4%
At/Above MATH (SCHOOL)	10.0%	5.8%	5.0%
At/Above MATH (DISTRICT)	19.6%	17.6%	17.2%
At/Above MATH (STATE)	47.6%	46.7%	44.9%
At/Above ASIAN (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above ASIAN (DISTRICT) (ELA)	36.3%	33.8%	32.2%
At/Above ASIAN (STATE) (ELA)	61.7%	57.3%	55.5%
At/Above BLACK (SCHOOL) (ELA)	30.0%	6.3%	4.8%
At/Above BLACK (DISTRICT) (ELA)	24.2%	18.2%	16.2%
At/Above BLACK (STATE) (ELA)	29.7%	24.0%	22.8%
At/Above HISPANIC (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above HISPANIC (DISTRICT) (ELA)	32.2%	22.7%	24.1%
At/Above HISPANIC (STATE) (ELA)	37.7%	32.5%	31.4%
At/Above AMER IND (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (ELA)	37.5%	25.0%	23.5%
At/Above AMER IND (STATE) (ELA)	51.1%	42.3%	40.7%
At/Above WHITE (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above WHITE (DISTRICT) (ELA)	43.0%	37.5%	36.0%
At/Above WHITE (STATE) (ELA)	56.6%	51.1%	49.8%
At/Above FREE LUNCH (SCHOOL) (ELA)	29.4%	5.6%	4.6%
At/Above FREE LUNCH (DISTRICT) (ELA)	23.9%	18.8%	17.2%
At/Above FREE LUNCH (STATE) (ELA)	36.9%	31.6%	29.9%
At/Above IEP (SCHOOL) (ELA)	15.4%	10.5%	0.0%
At/Above IEP (DISTRICT) (ELA)	12.2%	7.4%	5.7%
At/Above IEP (STATE) (ELA)	23.6%	19.1%	17.2%
At/Above LEP (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above LEP (DISTRICT) (ELA)	24.3%	22.2%	18.1%
At/Above LEP (STATE) (ELA)	24.7%	22.9%	20.8%

At/Above ASIAN (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above ASIAN (DISTRICT) (MATH)	43.7%	41.4%	39.8%
At/Above ASIAN (STATE) (MATH)	64.8%	64.8%	62.3%
At/Above BLACK (SCHOOL) (MATH)	10.0%	5.9%	5.0%
At/Above BLACK (DISTRICT) (MATH)	15.4%	13.5%	13.7%
At/Above BLACK (STATE) (MATH)	23.0%	21.2%	20.1%
At/Above HISPANIC (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above HISPANIC (DISTRICT) (MATH)	23.9%	21.8%	19.4%
At/Above HISPANIC (STATE) (MATH)	35.8%	34.4%	32.3%
At/Above AMER IND (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above AMER IND (DISTRICT) (MATH)	42.4%	26.5%	27.3%
At/Above AMER IND (STATE) (MATH)	44.0%	41.8%	39.3%
At/Above WHITE (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above WHITE (DISTRICT) (MATH)	38.1%	35.6%	33.8%
At/Above WHITE (STATE) (MATH)	53.6%	52.8%	51.0%
At/Above FREE LUNCH (SCHOOL) (MATH)	8.4%	7.8%	4.4%
At/Above FREE LUNCH (DISTRICT) (MATH)	16.9%	15.3%	14.8%
At/Above FREE LUNCH (STATE) (MATH)	34.1%	31.8%	30.2%
At/Above IEP (SCHOOL) (MATH)	0.0%	2.6%	2.7%
At/Above IEP (DISTRICT) (MATH)	10.1%	7.9%	7.1%
At/Above IEP (STATE) (MATH)	25.9%	22.7%	20.7%
At/Above LEP (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above LEP (DISTRICT) (MATH)	27.3%	22.7%	17.0%
At/Above LEP (STATE) (MATH)	28.6%	28.4%	23.2%
PARTICIPATION	**2009**	**2008**	**2007**
TEST PARTICIPATION ELA (SCHOOL)	92.6%	100.0%	100.0%
TEST PARTICIPATION ELA (DISTRICT)	99.6%	99.8%	99.7%
TEST PARTICIPATION ELA (STATE)	99.8%	99.8%	99.8%
TEST PARTICIPATION MATH (SCHOOL)	95.2%	100.0%	100.0%
TEST PARTICIPATION MATH (DISTRICT)	99.7%	99.8%	99.7%
TEST PARTICIPATION MATH (STATE)	99.8%	99.8%	99.8%

TEST PARTICIPATION ASIAN (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION ASIAN (DISTRICT) (ELA)	100.0%	99.3%	100.0%
TEST PARTICIPATION ASIAN (STATE) (ELA)	99.5%	99.9%	99.9%
TEST PARTICIPATION BLACK (SCHOOL) (ELA)	92.4%	100.0%	100.0%
TEST PARTICIPATION BLACK (DISTRICT) (ELA)	99.6%	99.8%	99.7%
TEST PARTICIPATION BLACK (STATE) (ELA)	99.7%	99.7%	99.7%
TEST PARTICIPATION HISPANIC (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (DISTRICT) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (STATE) (ELA)	99.6%	99.9%	99.8%
TEST PARTICIPATION AMER IND (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (DISTRICT) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (STATE) (ELA)	100.0%	99.7%	99.8%
TEST PARTICIPATION WHITE (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION WHITE (DISTRICT) (ELA)	99.8%	99.8%	100.0%
TEST PARTICIPATION WHITE (STATE) (ELA)	99.9%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (ELA)	95.5%	100.0%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (ELA)	99.7%	99.8%	99.9%
TEST PARTICIPATION FREE LUNCH (STATE) (ELA)	99.7%	99.8%	99.8%
TEST PARTICIPATION IEP (SCHOOL) (ELA)	96.3%	100.0%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (ELA)	99.0%	99.4%	99.4%
TEST PARTICIPATION IEP (STATE) (ELA)	99.7%	99.6%	99.7%
TEST PARTICIPATION LEP (SCHOOL) (ELA)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (ELA)	100.0%	99.6%	100.0%
TEST PARTICIPATION LEP (STATE) (ELA)	99.2%	99.9%	99.9%
TEST PARTICIPATION ASIAN (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION ASIAN (DISTRICT) (MATH)	99.3%	100.0%	100.0%
TEST PARTICIPATION ASIAN (STATE) (MATH)	99.9%	99.9%	99.9%
TEST PARTICIPATION BLACK (SCHOOL) (MATH)	95.2%	100.0%	100.0%
TEST PARTICIPATION BLACK (DISTRICT) (MATH)	99.7%	99.8%	99.6%

TEST PARTICIPATION BLACK (STATE) (MATH)	99.7%	99.7%	99.6%
TEST PARTICIPATION HISPANIC (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (DISTRICT) (MATH)	99.7%	100.0%	100.0%
TEST PARTICIPATION HISPANIC (STATE) (MATH)	99.8%	99.8%	99.9%
TEST PARTICIPATION AMER IND (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (DISTRICT) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION AMER IND (STATE) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION WHITE (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION WHITE (DISTRICT) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION WHITE (STATE) (MATH)	99.9%	99.8%	99.8%
TEST PARTICIPATION FREE LUNCH (SCHOOL) (MATH)	94.3%	100.0%	100.0%
TEST PARTICIPATION FREE LUNCH (DISTRICT) (MATH)	99.8%	99.9%	99.8%
TEST PARTICIPATION FREE LUNCH (STATE) (MATH)	99.7%	99.7%	99.7%
TEST PARTICIPATION IEP (SCHOOL) (MATH)	96.2%	100.0%	100.0%
TEST PARTICIPATION IEP (DISTRICT) (MATH)	99.2%	99.4%	99.3%
TEST PARTICIPATION IEP (STATE) (MATH)	99.6%	99.6%	99.6%
TEST PARTICIPATION LEP (SCHOOL) (MATH)	100.0%	100.0%	100.0%
TEST PARTICIPATION LEP (DISTRICT) (MATH)	99.8%	99.8%	100.0%
TEST PARTICIPATION LEP (STATE) (MATH)	99.9%	99.9%	99.8%

PROJECT DESCRIPTION

Sumner High School will implement the Turnaround Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance.

ACADEMIC DOMAIN

ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all-aforementioned curricular programs in Communication Arts, Mathematics, Science and Social Studies, the SLPS Benchmark Assessment tools, required by the state for SIG schools. The Curriculum and Assessments consist of many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. Further, several levels of professional support will be offered to classroom teachers to increase their capacity to provide more rigorous, and data driven instruction that tends to the individual needs of students.

Modeling these materials, the SLPS Office of Innovation, curriculum coaches, and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skills mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons. This too, will be facilitated by layers of additional, mandatory, job embedded professional development that will be required by all SIG eligible schools.

The school will continue/begin to implement:

- Communication Arts
    - In order for our students to succeed, there is a strong need for an intervention reading program for our ninth and tenth grade students. It is important that the program be able to assess students reading ability and provide teachers with information to guide instruction. Renaissance's Learning Accelerated Reading program has been chosen for this intervention. The program has a vast body of scientific research and has been favorably reviewed by the National Center on Student Progress Monitoring and What Works Clearinghouse. Program needs include: classroom libraries of books at appropriate levels; student licenses to access materials; hosting licenses; STAR Reading Assessment component to determine student placement, instructional needs, and growth; 1 mobile computer lab and printers for each teacher; and company technical and project manager support. To provide the necessary reading/writing connection the purchase of two sets (one set for grade 9 and one set for grade

10) of handheld NEO units are required. These are computer-like devices that work solely with the Renaissance Program. Extensive professional development is a major component required for the success of the program.

- Mathematics
  - The Renaissance Learning Program was used during this past school year as an intervention program to help our 9th grade students to help master the concepts that would were tested on the EOC exam. To address one of the schools needs, we want to establish a high priority to enhance the integration of technology into the academic program and to be able to implement with fidelity the Renaissance Math programs. We will need computer labs to accommodate these classes in addition to a computer lab technician to oversee them. During this past school term Renaissance Learning was implemented at the 9th grade Algebra 1 course. The Renaissance program should also be extended to the 10th grade Geometry course to help students continue being successful at mastering mathematical concepts needed for graduation. To implement the Renaissance Learning Math program effectively in the Algebra 1 and Geometry courses an additional two math teachers trained to implement the program are needed. Additional computers will be needed in order to accommodate the implementation of this program. Also, needed are additional materials such as student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be supported by St. Louis Public Schools to help maintain teacher quality throughout the life of the program's use.
- Science
  - Even though science is not required for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points.

    The main focus is to try to get a type of benchmark for data analysis and to make informed decisions on improvement. Most of this work is in collaboration with the Accountability Office but they will need support/funding as science has not been supported in prior years.
- Social Studies
  - Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for proficiency in the area of social studies. Although social studies is not an area for

accreditation to meet AYP, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level.

During each year of the grant, teachers will participate in mandatory training on the Curriculum and establish pacing guides and vertical alignment in a particular content domain (Year 1-Communication arts; Year 2- mathematics; and Year 3 – science and social studies). In terms of the SLPS Assessment Program, SIG schools will re evaluate their assessment program on an annual basis to make certain that the benchmarks are aligned to instruction, and at the same time, develop classroom, informal 'mini assessments' to provide unit by unit quizzes, and more consistent data, to help shape instructional priorities and tend the precise learning needs of each student.

IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPS Innovation administrators, will conduct walk through protocols to collect information/data on the instructional strategies used to implement the curriculum. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed with the Office of Innovation, principals, and teachers to ensure fidelity of curriculum implementation. In Years 1 through 3, the principal (and other school leaders) will continue to observe the classroom instruction of each core curriculum teachers three times a year, and provide feedback to strengthen each teacher's practice.

In Year 1, Sumner will establish and use model classrooms as a key job-embedded professional development activity to raise implementation fidelity levels. Starting in Year 1, the Sumner principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms. In Years 2 and 3, these teachers will implement model classrooms that will serve an essential delivery method for job-embedded professional development, and increase the internal capacity of the school at the same time.

USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

Teachers will be trained to make instructional decisions based on relevant data. Sumner literacy and mathematics coaches will attend district data coach training in summer 2010. In turn, these coaches will conduct training for Sumner staff. Subject area coaches will lead the design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis and integration into instruction, differentiated instruction, infusion of technology, and time and classroom management strategies. Quarterly sessions will be conducted during the school year. Teachers will employ demonstrated student learning best practices, Response to Intervention (RtI), one-on-one instruction, modify

assignments, and provide multiple opportunities for students to demonstrate mastery of content. Once again, teachers will also take advantage of informal, 'mini assessments' to make sure of student mastery on an individual basis.

Teachers will be able to differentiate instruction based on formative assessment data, as they learned from the SLPS Office of Innovation, all content area coaches in Year 1. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies. Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks.

Starting in Year 1 and continuing in Years 2 and 3, teachers and administrators will continuously use data to inform and differentiate instruction through the implementation of the SLPS data and the Instructional Management System facilitated by content area coaches. All teachers will use tools to analyze formative and summative data to inform classroom instruction.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program.

SCHOOL LEARNING ENVIRONMENT DOMAIN

Providing staff with ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. Sumner will use the Curriculum and Benchmark Assessments and informal, 'mini assessments' to collect formative assessment data and equip teachers and school leaders with the skills to analyze assessment data, customize instructional interventions based on these data, and continuously monitor student progress towards proficiency.

The SLPS Office of Innovation, content area coaches and various external professional development providers will offer mandatory job-embedded professional development throughout the school year in formats such as weekly grade-level common planning time, monthly cross-grade common planning periods, and quarterly small group sessions. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; discussion of student progress; attendance and behavioral issues that affect instruction; and

communications with parents. The following is a breakdown of the professional development, which will be coordinated by the Office of Innovation, that Sumner faculty and staff will be provided:

- AFT Professional Development
    - The AFT affiliate in St Louis will be partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
    - SIG Professional Development Liaison – This individual will proved guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. He/She will work to ensure program fidelity and high levels of implementation.
    - Teacher Center - A teacher center will be developed and open to bring support to the teachers in all the impacted schools. A director, two city wide coordinators, a site coordinator and two administrative assistants will provide this ongoing support which will concentrate on help with School Improvement Grant priorities, support for new teachers, relevant professional development, innovative assistance, grant finding and writing and certification issues.

- Program specific training in Communication Arts, Mathematics, Science, and Social Studies
    - Program specific training will be provided consistently by external providers, as per the contracts with the company, to ensure fidelity of implementation and mastery of instructional techniques.
- Instructional and Content Area training by SLPS instructional coaching staff
    - SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for these identified schools. They will also assist DESE with monthly Saturday Institutes for teachers on relevant topics to be determined as the need arises, but highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas
- National consultants Professional Development
    - National consultants will assist the school in the development of school leadership teams. They will also bring in the services of a Turnaround Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management, and environment issues that often impact successful instruction
- National consultants/Innovation Services Professional Development
    - National consultants are in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. National consultants will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and

scheduled so that there is continuity and order. As part of this process National consultants will develop a master professional development schedule.

- Also, National consultants staff will lead in the completion of a series of executive searches to assist the district in bringing the best candidates for district leadership for the SLPS. We anticipate 5 to 7 searchers throughout the year as the district finalizes its need for positions and evaluates current district leadership

During Year 1, the district will identify and coordinate specified program providers that Sumner can select to conduct training to increase pedagogical knowledge of all teachers in each content area. Starting in Year 1 and continuing in Years 2 and 3, job-embedded professional development will be facilitated in different formats such as weekly common planning time, observations of exemplary instructional practice in onsite demonstration classrooms, and professional learning community study groups.

The selected professional development providers will consult with the SLPS Office of Innovation, as well as Sumner staff to analyze SLPS benchmark data, classroom performance data, and any other performance evaluation data to refine content of professional development. In Years 2 and 3, teachers will be trained in how to use student portfolios to track and assess student progress toward proficiency and to advance proficiency over time.

STUDENT AND PARENT SCHOOL ENGAGEMENT

Sumner will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students. Sumner High School will collaborate with elementary and middle School Improvement Grant recipients to develop a Parent Resource Center.

Sumner will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, and adult education classes.

Starting in Year 1, and continuing in Years 2 and 3, External partners will be identified to develop and conduct school-wide campaigns to promote healthy choices and positive behavior.

SCHOOL LEADERSHIP

During Year 1, the Sumner principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school turnaround process by attending the local, state and national conferences during the school year. The Sumner principal will demonstrate management skills and effective problem solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Office of Innovation and other central office administrators.

During Years 2 and 3, if warranted, the contract with the Sumner Principal will be renewed, and training and ongoing support will continue to be offered by the Office of Innovation, and other appropriate central office personnel.

Throughout the grant period, the Sumner principal will report directly to the district's Director Haggen and work under the close guidance of the Office of Innovation. The Office of Innovation will assist the Superintendent, the Chief Academic Officer, and the Dr. Haggen in supporting the implementation of the turnaround activities named in this grant. The Office of Innovation will work with the Sumner principal and staff to monitor fidelity and progress of the turnaround school plan, help to build leadership capacity and problem-solving skills, and coordinate communications and activities across SIG-funded schools.

Additionally, time will be allotted for school staff to work with the new school leadership on vision building and implementing the model.

HUMAN RESOURCES; USING DATA TO SELECT, RETAIN, AND INCENTIVIZE HIGHLY QUALIFIED STAFF

In order to attract and retain the appropriate staff to implement school turnaround efforts, The Office of Innovation and the Sumner principal will ensure that each new teacher (both new to the profession and experienced teachers new to Sumner) is paired with a seasoned teacher who has been trained to provide mentoring services during a teacher's first year.

During Year 1, the Office of Innovation will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or demonstration classrooms. They will provide mentor training to teachers who are identified to serve in this mentoring or demonstration capacity. New teachers will participate in new teacher orientation on mentoring component and be paired with mentors. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, Sumner will continue to use the Office of Innovation to implement a performance evaluation process to screen and hire teacher candidates, ensure there are no vacancies, and replace teachers who do not improve performance.

MONITORING FOR CONTINUOUS IMPROVEMENT AND LONG-RANGE STRATEGIC AND SUSTAINABILITY

Planning for Continued Development and Implementation of Sumner Reform Efforts: Starting in Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

SUMNER HIGH SCHOOL PROJECT ACTIVITY PLAN

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

Objective 1: The percentage of secondary students performing at the proficient or advanced levels on the End of Course Exams in Communication Arts will increase by 10% in each of the next three years.

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Teachers will deliver focused instruction utilizing differentiation and Marzano strategies targeting power Course Level Expectations as evidenced by the walkthrough data, lesson plans, and CLE tracking forms.	• Monitor the implementation fidelity of the written curriculum as evidence from minutes of the Professional Learning Communities • Train biannually and support staff daily in differentiation as a Tier I strategy for communication arts and math. • Provide quarterly training for support staff in the area of coaching students for success. • Create scheduling that is amenable to vertical and/or horizontal team meetings. • Conduct Quarterly Academic Team Meetings to report the progress of students, assess the quality of lesson plans, student work, and make instructional decisions.	Building Administrators Associate Superintendent of Innovative Services AFT Consultant Group Turnaround Specialist	Year 1,2,3 No cost
Strategy	**Action Steps**	**Responsible**	**Implementation**

		Person	Year/Cost
Increase effective instructional opportunities for students as measured by increased instructional time, results from academic assessments, and participation in volunteer programs as evidenced by attendance logs, course offerings, and EOC practice assessments.	• Identify targeted students for extended services including Saturday School, before and after school tutoring and design tools for reporting progress on interventions. • Identify students based on academic diagnostic assessment to receive double dosing in communication arts and math. • Recruit volunteers from retired teachers and tutors to tutor in communications arts and math. • Fully implement Renaissance Learning in geometry and interventions in communication arts. • Provide external support through the use of the AFT Teacher Center.	Building administrators Department Heads Teaching Learning Facilitator Curriculum Supervisors AFT St. Louis	Renaissance Reading and Renaissance Math $5000.00
Increase student accountability as measured by student academic progress, implementation of coherent curriculum units, behavioral referrals, attendance rates, truancy, and dropout rate changes.	• Develop Individual Academic Plans for each student the end of the first quarter. • Develop data communication structures to track publically for staff and report publically for students and parents. • Develop a system of communication between school and home on a quarterly basis. • Monitor attendance and develop attendance plans when the student misses 10 consecutive days. • Create an environment of respect through the implementation of a Character Education Program.	Guidance Counselor Attendance Monitor Social Worker School Secretary Parent Community Specialist Classroom Teacher	Year 1: $1500

Objective 2: Increase the graduation rate by at least 2% annually until the school is at the APR rate of 93% in order for the school to make AYP.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Develop a Dropout Prevention Plan	• Create a Dropout Prevention and Recovery Committee to include, the Leadership team, key staff, parents and community members to monitor and support implementation of the plan. • Implement and adopt an At-Risk Student Program in which staff member adopts a student to mentor and monitor academic progress. • Utilize ACE program for credit recovery and enrichment.	Guidance Counselor School Leadership Team Classroom Teachers	Yearly Cost: ACE: $433,000.00
Implement A+ Schools Partnership and AVID as evidenced by the enrollment status, reduced drop out rate, and increased graduation rate over a period of 3 years.	• Provide professional development for staff in AVID strategies • Forge relationships with local colleges and universities through Memorandum of Understandings (MOU) • Seek partnerships with universities, colleges, businesses, and organizations to increase the mentorship opportunities for students.	Guidance Counselor School Leadership Team Classroom Teachers	
Develop a 9th grade transition program	• Identify incoming 9th graders prior to the close of the 2010-2011. • Develop and implement a course of study for 9th grade students that include academic and career diagnostics. • Communicate the plan to students, parents, and teachers for signed commitments.	Guidance Counselor Leadership Team Students Parents	Year 2:
Increase student participation in post-high school education and work opportunities	• Use assessments [Explore(8th), Plan(9th), PSAT(10th), ACT (11th)] that will prepare students for the ACT and SAT tests to serve as communication and intervention purposes. • Use Career Cruising to assess aptitude.	Guidance Counselor Leadership Team Students Parents	

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

Objective 1: Replace building administrators and a minimum of 50% of the staff as evidenced by the staff roster.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Leadership Team will conduct interviews to populate the remaining 50% of the school.	• Train Leadership Team in conducting behavioral interviews. • Work with Human Resources to obtain list of highly qualified candidates. • Conduct the interviews.	Building Administrators Human Resources	
Principal and Teacher Leadership Team will conduct interviews to populate the remaining Administrative Team	• Train Teacher Leadership Team in conducting behavioral interviews. • Obtain a list of administrative candidates from Human Resources • Conduct the interview	Building Principal Human Resources Teacher Leadership Team	

Objective 2: Establish a recruitment and retention plan to ensure high quality, highly qualified teachers in all classrooms from years 2 and 3 as evidenced by certification binders.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Leadership Team will create a Succession and Supply Instrument specific to the needs of the schools.	• Monitor and review teacher certifications yearly. • Forecast the needs of the school based on retirements and intent to return documents.	Building Administrators Human Resources	
Revise current performance based teacher evaluation system to ensure rigor and inclusion of student achievement measures as components to ensure teacher quality as indicated in the significant findings.	• Create vertical team to review current teacher evaluation process and forms • Review/revise current teacher evaluation process and forms to include required components related to student achievement • Distribute revised teacher evaluation process and forms to all stakeholders for feedback • Revise new teacher evaluation process and forms based on feedback • Implement new teacher evaluation process	Human Resources Principals AFT 420 Vertical team; Human Resources Department Chair Representatives	Year 1/no cost Year 3/no cost
Develop a process to hire the best candidates in critical positions	• Work with national consultants to assist in recruiting top candidates. • Work with Human Resources and university partners to create partnerships .	Building Principal Human Resources Teacher Leadership Team	

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Objective 3: 100% of new teachers will be provided a mentor to ensure proper support during the critical 1st year.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Provide mentors for every new teacher	• Work with Human Resources to pair new teachers with a Consultant Teacher • Assign an in house teacher an internal support	St. Louis Plan Program Human Resources Building Principal	
Support District-sponsored New Teacher Induction	• Communicate with new teachers regarding district-wide training dates for new teachers. • Follow up with new teachers on professional development offered during New Teacher Induction. • Comply with all requirements set forth by the New Teacher Induction Program.	Building Principal Human Resources St. Louis Plan Consultant Teachers Office of Professional and Leadership Development	

Goal 3: Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Objective 1: Students will be engaged in instruction using instructional technology for a minimum of 3 times per week as measured by lesson plans and computer logs.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Increase the number of computers in the classroom in order to appropriately operate existing and new programs.	• Purchase computers per the grant needs and requirement • Provide professional development for staff	Building Administrators Office of Instructional Technology TLFs	$47,000
Increase the use of instructional technology in lesson plan design as measured by lesson plans.	• Design lesson plans reflecting integration of technology • Analyze lesson plans and student work during PLCs/team meetings to determine effective	Building Administrators Office of Instructional Technology TLFs	

Objective 2: 100% of the staff will utilize data manage systems a minimum of 1 time per week in each year of the grant as evidenced by system reports.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Staff will access appropriate data systems to inform instructional decisions.	• Secure log on information in Pulse and other data management systems. • PLC and/or team meeting minutes reflect data used to inform decisions.	Turnaround Specialist Office of Assessment and Accountability Team Leaders	
School Leadership Teams will support teams in using and analyzing data to inform instructional decisions.	• Provide professional development for Leadership Teams • Implement a process for analyzing data. • Design lesson plans reflecting integration of technology	Turnaround Specialist National consultants	

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

Objective 1: Increase communication with and participation from all stakeholders by 20% over each of the 3 years of the grant.

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Create multiples avenues under which to communicate to parents and other stakeholders as measured by survey data.	• Obtain email addresses of parents at registration or set up email accounts for parents upon request. • Post information on the school website. • Create and distribute a monthly newsletter to the home and posted on the school website.	Principal Parent School Community Liaison	
Revitalize the Sumner Alumni Association in order to instill school pride as measured by discipline referrals.	• Work with Sumner Alumni Officers to create programs that align to school needs • Create a physical presence for the association • Highlight the accomplishments	Parent School Community Liaison Sumner Alumni Association	
Create a Family Resource Center to support families as measured by frequency of use.	• Work with elementary and middle SIG schools to coordinate efforts • Determine a physical space with easy access • Survey parents to determine needs • Utilize Sumner Alumni as a resource to the center	Parent School Community Liaison Sumner Alumni Association	
Create multiple avenues for parent-teacher conferences to increase the percentage of parent participation as evidenced by attendance rosters.	• Host conferences in multiple published sites • Host conferences in conjunction with student performance and/or other high profile attractions	Building Principal Guidance Counselor Social Worker Parent School Community Liaison	

Objective 2: Increase the number of partners by 3 each year of the year that specifically support instructional, cultural, and social efforts of the school as measured by the Memorandum of Understandings (MOUs).

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Seek partners to provide services to promote healthy choices	• Work with the Office of External Engagement to enlist services of health organizations. • Create a program of studies for healthy choices. • Execute the program.	Principal Office of External Engagement School Nurse	
Seek partners to provide services to promote positive behavior.	• Work with the Office of External Engagement to enlist services of behavior management and/or Character Education organizations. • Create a program of studies for creating positive behaviors. • Execute the program.	Principal Office of External Engagement Social Worker Counselor	
Seek partners to provide services to promote a positive culture.	• Work with the Office of External Engagement to enlist services of organizations that specialize in culture building. • Create a program of studies for creating a positive culture. • Execute the program.	Principal Office of External Engagement Social Worker Counselor	

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

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION		
LEA/DISTRICT/AGENCY NAME **St. Louis Public Schools—Yeatman School**		COUNTY-DISTRICT CODE
NAME OF BOARD-AUTHORIZED REPRESENTATIVE **Dr. Kelvin Adams**	ADDRESS **801 N. 11th Street**	CITY.STATE, ZIP **St. Louis, MO 63101**
EMAIL ADDRESS **Kelvin.Adams@Slps.org**	TELEPHONE NUMBER **(314) 345-2296**	FAX NUMBER **(314) 345-2261**
NAME OF GRANT CONTACT **Michael Haggen**	ADDRESS **801 N. 11th Street**	CITY, STATE, ZIP **St. Louis, MO 63101**
EMAIL ADDRESS **Michael.Haggen@slps.org**	TELEPHONE NUMBER **(314) 345-2233**	FAX NUMBER **(314) 345-2261**

THE DEPARTMENT'S APPROVAL			
The Department AUTHORIZED REPRESENTATIVE	**SIGNATURE**	**DATE**	**TOTAL APPROVED**
			$

St. Louis Public Schools & Yeatman Middle School Improvement Grant Application— Transformation

The St. Louis Public School District (SLPS), Superintendent Kelvin Adams, Principal Tracy Guillory and the Yeatman Middle School Community are pleased to present this School Improvement Grant proposal for your review and consideration. We look forward to a partnership between the central office, Yeatman Middle School, and the greater Yeatman educational community to provide a comprehensive Transformation Strategy for our principal, faculty, families, and students, to improve the quality of leadership, instruction, student performance, and community involvement. We hope that this letter and the accompanying SIG Application demonstrate the SLPS policies, processes, and procedures supporting the implementation of the building's transformation plan, while at the same time sets aggressive targets for improvement for not only the student body, but for teachers, principals, support staff, and non certified staff. Further, we strongly feel that our plan calls for the design and implementation of an aggressive model for recruiting, evaluating, and retaining the best teachers and leaders, while providing the infrastructure and data/technology systems to replace those not demonstrating the appropriate gains in their

classrooms. Finally, it is our hope to develop and implement the training, bold instructional models, and rigorous coursework so that every student in the school is given the best possible chance to succeed. With all these pieces in place, our teachers have demonstrated the commitment to our plan, and will work tirelessly towards its success.

Background

Yeatman-Liddell Middle School was named in honor of Minnie Liddell, the pioneer of equal rights to education in the St. Louis Public School District. It was the lawsuit filed on behalf of her son, Craton Liddell, which opened the doors to the desegregation of the St. Louis Public Schools and led to the formation of the magnet school program, a model of educational excellence throughout the nation. Yeatman is in the second year as a New York Turnaround Model school.

Yeatman Middle School is a 7th and 8th grade school. The school currently enrolls 304 students- 100% of students are African American. Of these students, 15.1% are classified for special education, 19% of which have been identified with learning disabilities and 4% are identified as having a behavior disability. 83% of all students are eligible for free or reduced-price lunch. English language learners (ELL) account for 0% of the population. Yeatman's average daily attendance rate is 85% and mobility rate is 63%.

Yeatman's current principal is in his/her first year and the vice principal hire is pending SIG funding. Yeatman has a veteran staff (50% of the staff has been teaching for 7+ years). 30% possess advanced degrees and 74% are highly qualified. The current principal represents the 3rd change in administration since 2003.

The principal is in his second year as a principal. The principal will continue to participate in the newly designed Principal Summer Leadership Academy but will also be assigned a Turnaround Specialist from the New York Turnaround Program and a mentor from the Office of Innovation who will meet bi monthly and utilize the Leadership Principal Performance Worksheet (**LPPW**), to determine leader strengths and opportunities for growth. The initial mentor match will be based on the Leader Performance Inventory by Kouzes and Posner. The initial work by the mentor based on a review of the data will be to create a climate and culture of uniqueness and building the competency level of the staff to support that uniqueness.

Yeatman received designation by the MDOE because, in each of the past three years, this school ranked among the lowest achieving five percent of MO Middle schools with regard to the percentage of students who met AYP.

Statement of Assurances

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

1. **Documentation of Federal Compliance**

A. 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.

X Extending the period of availability of school improvement funds.

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/15/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/15/10

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

2. Reporting Metrics

a. SIG PROGRAM TYPE
   i. Transformation

b. AYP Targets Missed/Made
   i. Communication Arts: Met, Math: Not Met, Additional Indicators: Met

c. School Improvement Status
   i. School Improvement Level 5, Restructuring, Continuing

d. Instructional Minutes Per Year

        i. 67,338
    e. Average Student : Teacher Ratio
        i. 20:1
    f. Discipline Incidents
        i. 42
3. Professional Staff
    a. Leadership Information:
        i. The current principal has been principal since the beginning of the 2009-2010 school year and will continue in that role through the 2010-2011 school year. For the 2009-2010 school year there was an assistant principal appointed for the year. The same assistant principal will not return for the 2010-2011 school year.
    b. Instructional Staff
        i. During the 2009-2010 school years there were 16 general education classroom teachers at the middle school level: 1 Title I language arts teacher, 1 math teacher, 2 science teachers, 2 Special Education teachers, 2 Social Studies teachers, and 1 continuing substitute teacher in place of a certificated teacher, 5 rElated art teachers and 1 Developmental Reading teacher.
    c. Support Staff
        i. During the 2009-2010 school year there was 1 school secretary, 1 parent support specialist, 1 Instructional Care Aide, 1 Title I Teacher Assistant, 1 In School Suspension Monitor, 1 librarian, 1 counselor, and 1 social worker.

STATEMENT OF NEED

In order to determine the individual needs at Yeatman Middle School, the following assessments/audits have been conducted:

1. **School Quality Review/ Performance Audit**

   During the 2006-2008 school year, all schools were supported through the Accountability office by School Performance Team facilitators. Schools were given the task to create School Performance Teams (SPT) The teams were charged with meeting monthly, reviewing student data, and make staffing or instructional adjustments based on the review of data A needs assessment was conducted at each school site to assess professional development needs, parent perceptions of need, school climate and culture and teacher expectations. . Beginning in 2010-2011, data that is collected monthly will be more closely scrutinized by Data coaches and team members to determine the effectiveness of data driven changes recommended by the teams and reviewed in following meetings throughout the year as evidenced by team meeting minutes and quarterly progress presentations to the respective Associate Superintendent.

   Quarterly academic team meetings were held during the 2009-2010 school years with clusters of schools and their respective Associate Superintendent to review various school and student achievement data. Beginning in 2010-2011 teams will also assess progress toward action steps outlined in school improvement plans and establish additional short term goals on a quarterly basis. Principals and Teaching-Learning Facilitators will share various data and perceived root cause analysis to support progress or lack thereof toward achieving previous short term goals/action steps defined in building school improvement plans and the District Accountability Plan.

   All schools submitted information and data for a Phi Delta Kappa curriculum management audit to ascertain the different types of programmatic offerings unique to the needs of each school and district mandated programmatic offerings. Results received from this curriculum management audit will be used to examine and adjust programmatic offerings prior to the beginning of the 2010-2011 school year.

2. **Collaborative Assessment for Planning and Achievement**

   Throughout the 2007-2009 school years, Education Officers (now Associate Superintendents) utilized processes such as Critical Friends and Sub Cluster meeting for principals to meet monthly to discuss assessment and instructional data from their individual schools. Beginning in the 2010-2011 school year, Critical Friends and/or Sub Cluster monthly meetings will use a Professional Learning Communities (PLC) approach and the agenda and meeting minutes will be reviewed by the Associate Superintendents to ensure fidelity to the PLC processes. These monthly meetings will be conducted using this more formalized process with a targeted focus and specific meeting outcomes than previously. Meeting participants will be required to bring current data grounded in action steps contained within their school improvement plans and the District Accountability Plan.

These processes were modeled for principals during bi-monthly principal meetings throughout the 2007-2009 school years to provide support in transferring these strategies to the school sites as measured by principal meeting agendas and transfer to school site through data collected in TLF monthly logs indicated department/grade level meeting occurrences. Department and grade level meetings will use the same PLC processes and format on a weekly basis to measure individual teacher data rElated to student achievement.

All schools have a community partner who supports school activities and initiatives in various manners. ARCHES, a collaborative community group, facilitated the placement of community partnership after school activities in various school sites.

Area universities and colleges have an interactive partnership with all schools including the placement of student teachers, professional development collaborations such as Missouri Reading Initiative and internships.

Parent involvement, by opportunity and parent choice, has historically been limited as illustrated by only 16% attendance at parent teacher conferences in October, 2009, and sparse attendance at various school functions. Multiple strategies for increasing parent involvement and presence within the school include the creation of both a site-based Parent Advisory Council and a Family Resource Center. Designated members of the Parent Advisory Council will serve on the building leadership team. Through the creation of a centrally located Family Resource Center within each school site , a variety of resources including, but not limited to: computer access, interest based classes, play area/child care for younger siblings during parent conferences and staff to provide needed and requested parent support will exist. The Social Worker attached to each Center will assist families in connecting with community resources and aid in resolving issues that impact student attendance. The school nurse will provide health screening for younger siblings and nutrition counseling. A Family Specialist serves as a grass-roots liaison between home and school while assisting families in networking within the school and parent community, helping parents understand how to serve as an effective advocate for their child and working with the School Planning and Management to increase parental involvement.

Formal, collaborative, systemic processes for governance have not existed to this point in time. To promote a more systemic, collaborative approach to governance a site-based School Performance and Management Team (SPMT) consisting of staff, both certified and classified, community and parent representatives are elected by the respective constituent groups. The primary function of the SPMT is to regularly monitor the progress of the action steps within the school improvement plan, create/promote a positive school culture and analyze various data sets to determine needed adjustments in the school improvement plan. Representatives for this team include the principal, classified staff member(s) (eg custodian, secretary, and/or teaching assistant), certified staff to include representatives from the various departments/grade levels and/or special education as well as related arts, parents and students if appropriate.

Another component of this governance structure is the site-based Parent Advisory Council (PAC). This group differs from the typical Parent-Teacher Organization/Association group in that: 1) it is not run by

parents and 2) does not exist to develop social activities for parents or conduct fundraising events. Chaired by the principal, the primary purposes of the Council are to provide a two way communication conduit for parents and to serve as a think tank for issues brought forward by parents. Processes are developed by the Council to ensure all parents are aware of this Council and how to convey concerns to the parent representatives serving their respective grade level(s). Additionally, one parent from each school's PAC is selected to serve on the District Parent Advisory Council. Additionally, minimally two parents from this group serve on the School Planning and Management to ensure seamless, two-way communication between these two governance components.

3. School Climate Assessment

Over the past several years, principals have worked with various consultants/ providers to annually collect school climate data using multiple data sources. Education for the Future conducted and provided climate survey results during the summer of 2009. Before that, Victoria Berhnardt's work was used annually for principals to administer surveys to their individual staffs to assess climate, parent and teacher perceptions related to a variety of school and instructional issues. Some schools have also utilized the Character Plus School Climate Survey to identify areas of strength and weaknesses in their school climate and culture.

Beginning in 2010-2011 schools will select a formal comprehensive school climate survey to be administered biannually. Results of the baseline climate survey administered in August, 2010 will be used in refining school improvement plans by the building leadership team within 30 days of data receipt. Revised school improvement plans, reviewed by the building leadership team, will be completed and implemented no later than September 30th. Informal climate assessment progress measures will be collected by teachers during parent teacher conferences in October, 2010 and March, 2011 to determine climate status and improvement. The formal comprehensive school climate survey will be administered in May, 2011 and results compared to the August, 2010 survey by building leadership team to ascertain growth.

To create and/or maintain a positive working environment and culture a teacher mentoring process, the St Louis Plan, will provide Consultant Teachers who assist and support beginning and at-risk teachers. The Consultant Teacher is a dedicated mentoring position which allows for variable, differentiated support to be provided to teachers on an ad hoc basis.

4. Student Assessment

Historically principals and teachers have engaged in root cause analysis in developing school improvement plans. Principals and staffs have reviewed Individual Benchmark descriptors indicated the Crystal reports of MAP results from the DESE website to identify the grade level expectations on which students performed poorly on and to target instruction to help students demonstrate mastery on those specific grade level expectations. Targeted instructional areas will be articulated using Individual Academic Plans.

Schools have access to the PULSE system to track student attendance, grades, enrollment, discipline events, and performance on the state assessment. The PULSE data platform also aggregates the data by teacher.

Triangulated student performance data using MAP, and Terra Nova assessments indicate a consistent failure to meet state and district targets with the exception of MAP Communication Arts for the 08-09 school year. However, growth was demonstrated in MAP and Terra Nova Communication Arts from 07-08 to 08-09 for all grades except for Terra Nova grade 8 which showed a decline. Math Performance on MAP and Terra Nova was erratic with grade 7 demonstrating a decline on both assessment and grade 8 indicating steady growth. Examination of content standards in 2009 MAP Communication Arts indicated no significant difference in performance across standards. Percentage of correct items ranged from 47% to 59% in grade 7 and 43% to 54% in grade 8. Lowest scoring standards were Reading – Nonfiction at 47% in grade 7 and Speaking/Writing Standard English at 43% in grade 8.

In the 2010-2011 school year, Individual Academic Plans (IAPs) will be created for all students scoring at Basic and Below Basic on the MAP in order to provide differentiated, targeted instruction using research based instructional strategies. The IAPs will be adjusted on a weekly basis using informal assessment as well as formal assessments such as benchmark tests when available. Materials and programs such as leveled classroom libraries, System 44 and Expert 21 will be used in providing differentiated learning opportunities for all students. Instructional time for all students, with preference being given to at-risk students, will be increased through Summer School, Saturday School and extended school day where individualized tutoring and/or interest based classes will be provided.

Traditionally principals have not had the opportunity to serve as an instructional leader due to the various management and operational responsibilities within a school. A dedicated position, the Turnaround/ Transitional Specialist, will assist and support the principal by assuming responsibility for various operational and managerial activities including but not limited to budgetary expenditures, facility/ grounds maintenance and parent complaints.

A Care Coordination Team (CCT) whose membership will be cross functional to include both special and regular education staff will ensure support for students. Primary team members include the counselor, social worker and nurse. Additional team members include SPED staff representatives, Cross Categorical/Resource Room teacher(s), Occupational and/or Physical Therapist and SPED Compliance teacher as well as regular classroom staff to include the principal and representative Regular Education staff members. The functions of this team are to: 1) serve as a resource in assisting teachers in meeting the needs of all students, 2) identify additional school and community resources to be used in addressing those needs and 3) serve as the pre-assessment team if student needs are unable to be met and the student appears to be a good candidate for special education assessment after a minimum of 60 days of interventions. Meetings will occur a minimum of twice monthly with additional meetings scheduled as needed.

Finally, all staff will be required to sign a commitment letter demonstrating their willingness to comply with and support the tenets and activities outlined in the school improvement plan. Failure to sign this

commitment letter will result in a transfer to a non-Sig school. This action will further ensure the success of the school improvement plan.

5. Community Assessment

The Greater St. Louis Foundation audited the number of non-profits that were providing services and resources to the District and concluded that over 700 different organizations were involved in a variety of ways with our schools. In an effort to ensure all community partnerships are focused on student achievement, a Memorandum of Understanding (MOU) process was established. The MOU ensures that any community partnership providing after-school programming contains an academic component.

In the 2010-2011 school year, all community partnerships will be evaluated to determine effectiveness through a monthly analysis of the frequency and quality of services conducted by the After-School Liaison. Adjustments in after school programs will be made grounded in the data analysis on a quarterly basis.

A faith-based initiative was created in 2009 to establish a formalized relationship between the school district and area churches, mosques and synagogues. This partnership is beneficial for the faith community and the schools that they partner with because they often share the same families and the partnerships resulting from this initiative help meet the church outreach mandates. Mentoring, joint events, volunteering and supporting families are some of the activities that provide support and foster community building.

In the 2010-2011 school year, all faith-based partnerships will be evaluated to determine effectiveness through a quarterly examination of the correlation of students participating in faith-based activities and student grades, attendance and discipline referrals.

6. Title One Assessment

Yeatman Middle School is currently in School Improvement Level 5 [Restructuring, Continuing] and has not met Overall Status AYP targets In Communication Arts nor Math since 2003 with the exception of meeting AYP targets in the area of Communication Arts in 2009. In 2009 in the area of Communication Arts all subgroups met the AYP target using the confidence interval through Safe Harbor or Safe Harbor. In the area of Math all subgroups failed to meet the AYP target using any measure. The additional indicator of attendance has been met two out of the last four years and was met in 2009

1. Yeatman Middle School Core Instructional Programs:

- Communication Arts
    - Student assessment of Reading Ability is determined by use of Scholastic Reading Inventory.

- The SRI (Scholastic Reading Inventory) will now be used to place students in the expanded Scholastic READ 180 program, which includes System 44 for the lowest achieving readers and Expert 21 for those transitioning out of READ 180. All Communication Arts teachers will be trained in all 3 levels of Scholastic's Reading Program. Purchase of student licenses for SRI, READ 180, System 44 and Expert 21 will be needed. The programs have a heavy focus on teacher instruction but they also require technology such as computers, headsets, microphones, CD players and a DVD player. As part of the purchase, classroom libraries are provided, CD's and DVD's are provided as well as student rBooks. Extensive professional development is an integral part of the success of this program along with technical support and program management at both the company and district levels.

- Mathematics
  - The Renaissance Learning program for mathematics has been expanded to include students in grades 6-8 this school year to better prepare them to be successful on the MAP tests and the 9th grade Algebra 1 EOC exam. To ensure continued success of the students enrolled in the Renaissance Program (STAR Math Diagnostic Test, Accelerated Math, and Math Facts in a Flash) additional materials are needed; such as student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be required to help maintain teacher quality throughout the life of the program's use (3 years).
- Science
  - Saint Louis Public School District students over the past 5 years have continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points.
- Social Studies
  - Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level.

2. **Assessment Programs**
   - School Turnaround Benchmark Test, MAP, Teacher Assessments
3. **English Language Learners Programs**
   - N/A
4. **Special Education Programs**
   - System 44, Read 180, Study Island, IMPACT, FLIGHT Program
5. **Magnet (themed) Programs**
   - N/A
6. **Professional Development Programs**

   Professional development focusing on Professional Learning Communities and

   All professional development will be created using effective professional development programming principles including differentiation based on participant needs, job embedded activities with opportunities for coaching and modeling through the TLF and peer coaching opportunities and a narrow focus for each of the three years of the grant.
   - Teachers and Administrators
     - Effective Instructional Strategies (including strategies for differentiation, effective technology use, at-risk students and teaching in the Block), Test Taking Strategies, Understanding Curriculum and Data Analysis and Instruction.
   - Support Staff
     - Understanding the Curriculum, Teaching Strategies for At-Risk Students
7. **What has been done, locally at the school, to identify root causes of persistent academic failure?**
   - Review school data to include
     - Attendance, test data, neighborhood data (poverty level, crime, community programs for students-Boys' and Girls' Clubs, YMCA programs)
   - School Climate Assessment
     - Survey conducted by administrators to determine if students and parents feel safe at the school and if the climate of the school is one of teaching and learning
   - Student Assessment
     - Benchmark data, MAP data, Attendance data, Teacher test data, Identifying target students and those students who may require additional academic support
   - Business Community Assessment
     - Understanding how the business community views the school and the students. Businesses include community organization as well as religious groups.
8. **Title I Assessment**
   - Yeatman Middle School is currently in School Improvement Level 5 [Restructuring, Continuing] and has not met Overall Status AYP targets In Communication Arts nor Math since 2003 with the

exception of meeting AYP targets in the area of Communication Arts in 2009. In 2009 in the area of Communication Arts all subgroups met the AYP target using the confidence interval through Safe Harbor or Safe Harbor. In the area of Math all subgroups failed to meet the AYP target using any measure. The additional indicator of attendance has been met two out of the last four years and was met in 2009.

9. **School report cards, benchmark assessment data**

A variety of student achievement and behavioral data is regularly reviewed including:

- DESE School Report Cards are reviewed annually
- PULSE Dashboard is reviewed at various times based on the data being reviewed including weekly for attendance and every six weeks to. examine and analyze benchmark data

10. **Safe and Drug Free School Data**

- Because we have students with multiple issues affecting school performance, we have partnered with multiple community organizations to provide Character Education and Abstinence Education.
- Yeatman Middle School utilizes metal detectors and a Security Guard to maintain school safety. All visitors to the building must sign a log book and receive a visitors' badge
- Our school uses AVID, which begins in the 7th grade. AVID is a program designed to help students in the middle prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic "survival skills" and college level entry skills. The AVID program teaches the student how to study, read for content, takes notes, and manages time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding.
- The mission of AVID is to ensure that all students, especially the middle performing students, will:
    - Succeed in the most rigorous curriculum
    - Enter the mainstream activities of the school
    - Increase their enrollment in four year colleges; and
    - Become educated, responsible participants and leaders in a democratic society
- In order to be eligible for the AVID program a student must a have a GPA between a 2.0 and a 3.5, a Terra Nova score between the 50th and 88th percentiles, a teacher and administrator recommendation, and an expressed commitment to achievement.
- AVID is offered in more than 1,500 schools including Department of Defense schools in Europe and the Pacific. AVID has an enrollment of about 120,000 students worldwide. Approximately 95% of AVID high school graduates enroll in college with more than 60% enrolled in four-year colleges. AVID graduates persist in college at an 89% rate. Given these statistics, we believe AVID should play a critical role for our schools as we move forward.

SUMMARY OF SURVEY RESULTS

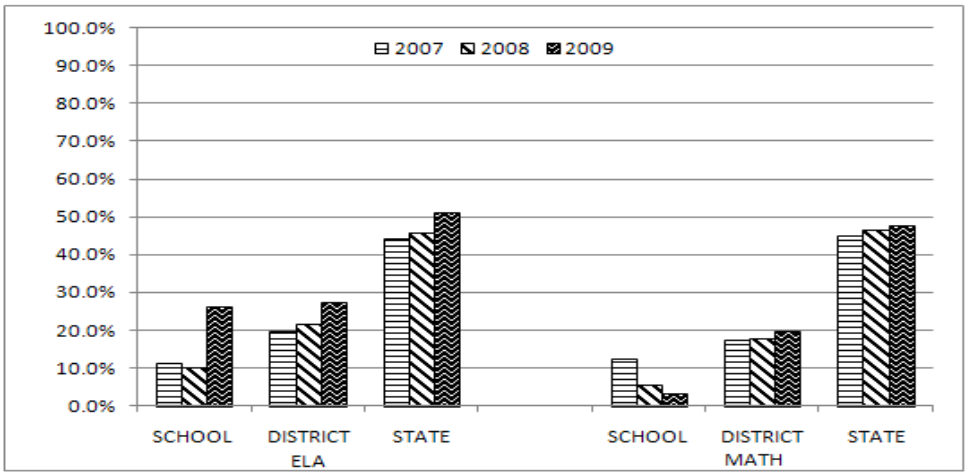
As a result of the comprehensive look at the school, the following needs, trends and priorities have emerged. These highlighted results are the basis for change and improvement at Yeatman. They are:

- Low use of rigorous standards based curriculum
- Low use of differentiated and effective research-based instructional methods
- Low expectations for students
- Students do not feel good about their school
- Lack of a safe and orderly environment
- Lack of self respect
- Poor professional development opportunities
- Little evidence of teacher collaborations
- Low academic performance

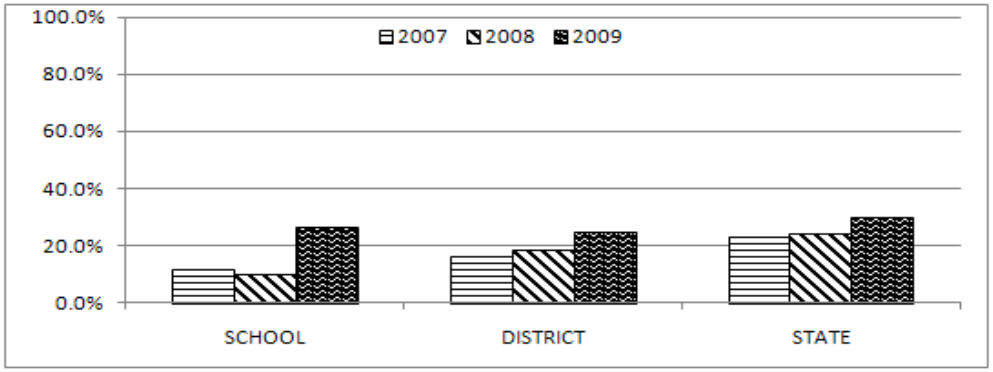
YEATMAN MIDDLE SCHOOL RELEVANT SCHOOL DATA

*ELA denotes Comm Arts

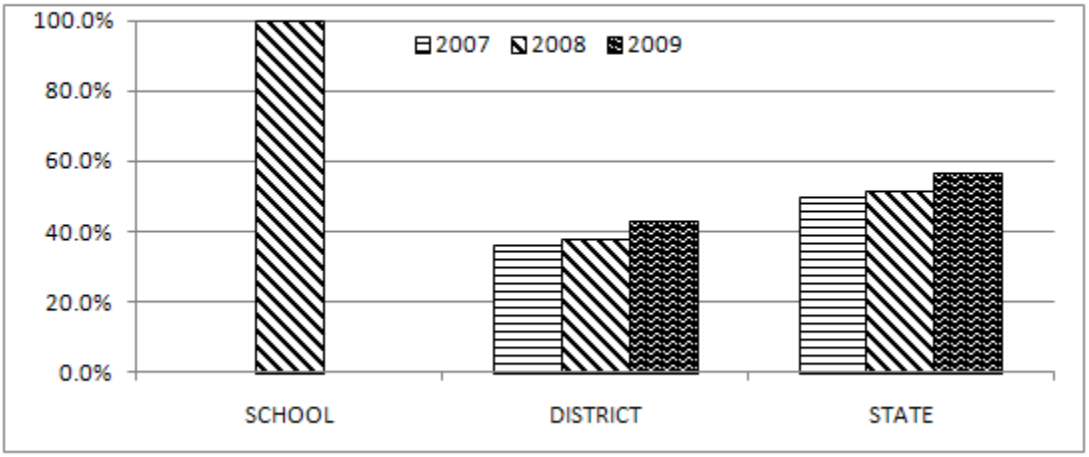
School Total Proficiency



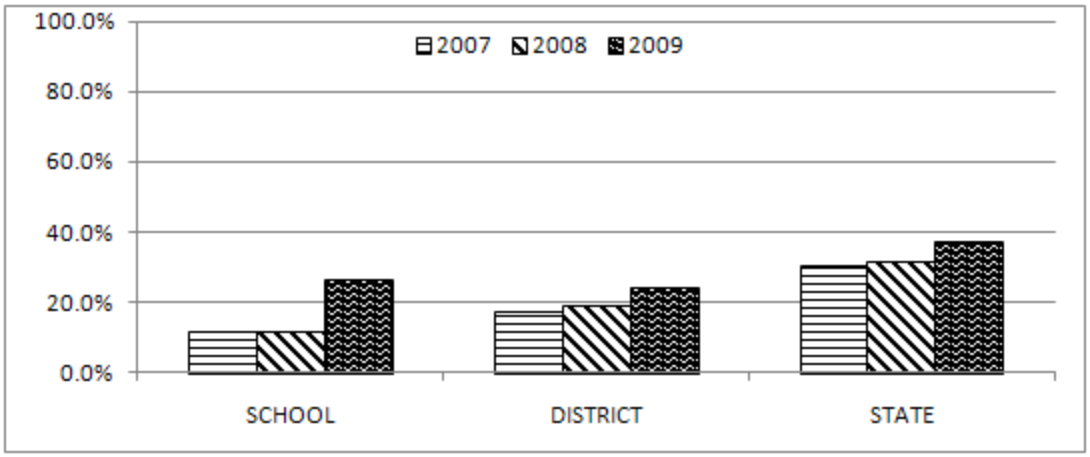
Communication Arts Proficiency : BLACK



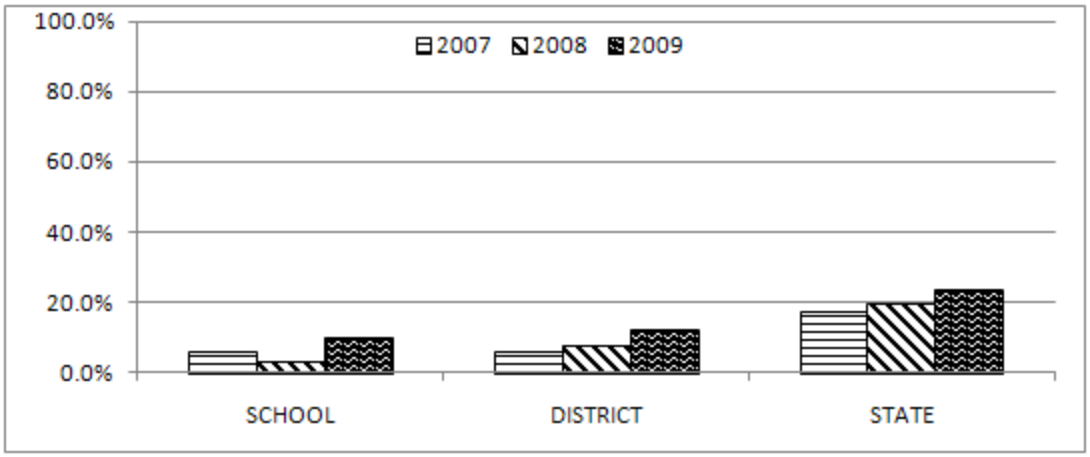
Communication Arts Proficiency : WHITE



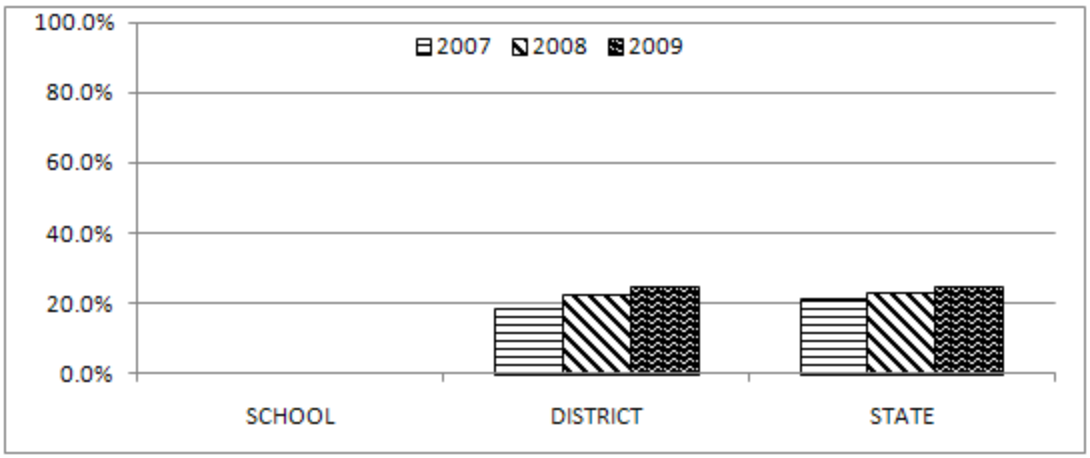
Communication Arts Proficiency : FREE/REDUCED LUNCH



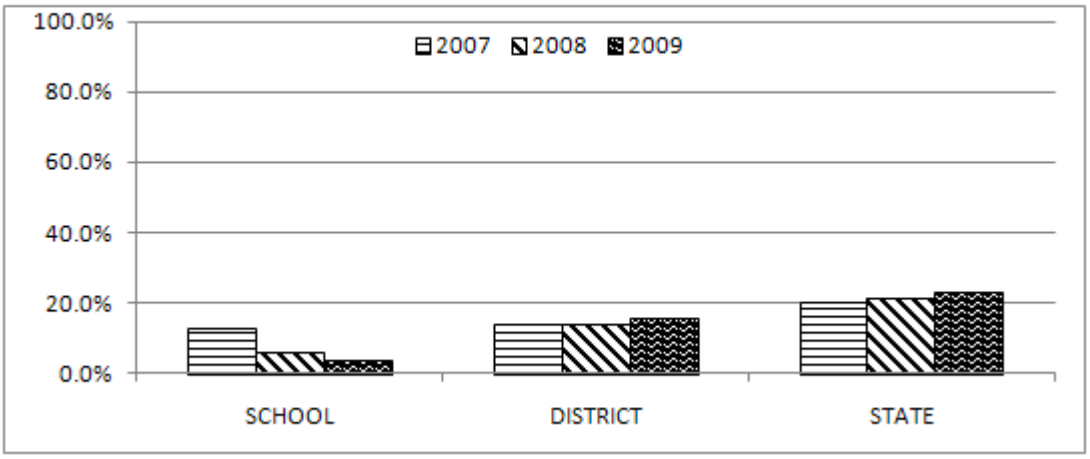
Communication Arts Proficiency : IEP



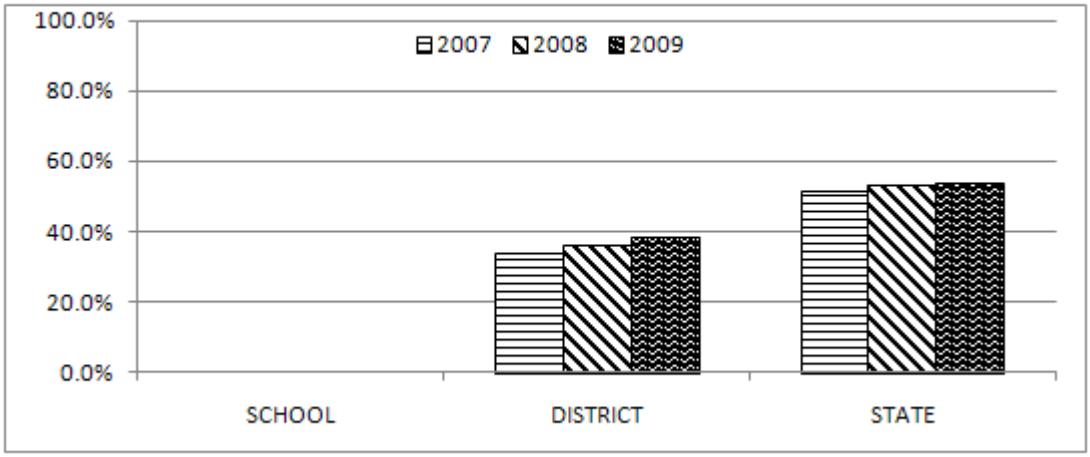
Communication Arts Proficiency : LEP



MATH Proficiency : BLACK

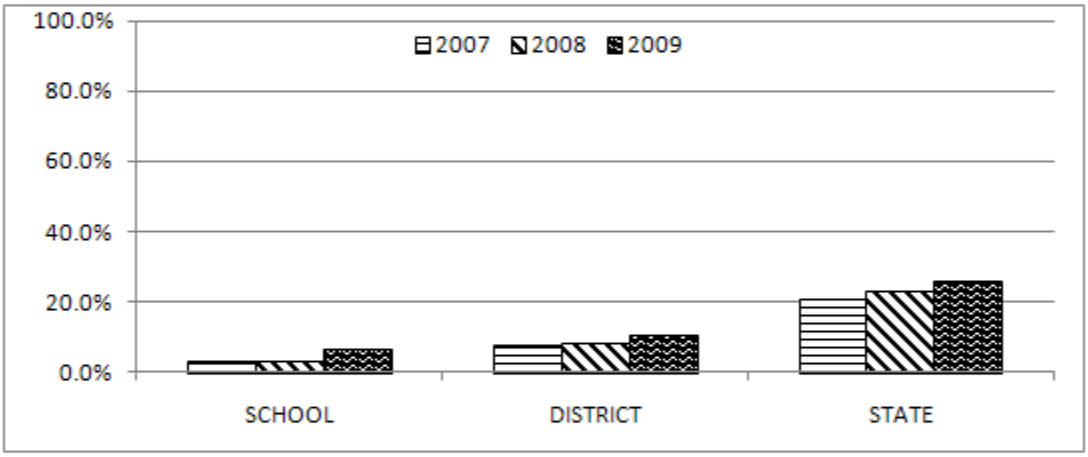


MATH Proficiency : WHITE



MATH Proficiency : FREE/REDUCED LUNCH

MATH Proficiency : IEP



MATH Proficiency : LEP

PROFICIENCY	2009	2008	2007
At/Above ELA (SCHOOL)	26.2%	10.0%	11.3%
At/Above ELA (DISTRICT)	27.5%	21.6%	19.5%
At/Above ELA (STATE)	51.2%	45.7%	44.4%
At/Above MATH (SCHOOL)	3.3%	5.6%	12.4%
At/Above MATH (DISTRICT)	19.6%	17.6%	17.2%
At/Above MATH (STATE)	47.6%	46.7%	44.9%
At/Above BLACK (SCHOOL) (ELA)	26.3%	9.5%	11.3%
At/Above BLACK (DISTRICT) (ELA)	24.2%	18.2%	16.2%
At/Above BLACK (STATE) (ELA)	29.7%	24.0%	22.8%
At/Above WHITE (SCHOOL) (ELA)	0.0%	100.0%	0.0%
At/Above WHITE (DISTRICT) (ELA)	43.0%	37.5%	36.0%
At/Above WHITE (STATE) (ELA)	56.6%	51.1%	49.8%
At/Above FREE LUNCH (SCHOOL) (ELA)	26.1%	11.3%	11.6%
At/Above FREE LUNCH (DISTRICT) (ELA)	23.9%	18.8%	17.2%
At/Above FREE LUNCH (STATE) (ELA)	36.9%	31.6%	29.9%
At/Above IEP (SCHOOL) (ELA)	9.7%	2.8%	5.4%
At/Above IEP (DISTRICT) (ELA)	12.2%	7.4%	5.7%
At/Above IEP (STATE) (ELA)	23.6%	19.1%	17.2%
At/Above LEP (SCHOOL) (ELA)	0.0%	0.0%	0.0%
At/Above LEP (DISTRICT) (ELA)	24.3%	22.2%	18.1%
At/Above LEP (STATE) (ELA)	24.7%	22.9%	20.8%
At/Above BLACK (SCHOOL) (MATH)	3.3%	5.6%	12.4%
At/Above BLACK (DISTRICT) (MATH)	15.4%	13.5%	13.7%
At/Above BLACK (STATE) (MATH)	23.0%	21.2%	20.1%
At/Above WHITE (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above WHITE (DISTRICT) (MATH)	38.1%	35.6%	33.8%
At/Above WHITE (STATE) (MATH)	53.6%	52.8%	51.0%
At/Above FREE LUNCH (SCHOOL) (MATH)	3.3%	5.7%	11.0%
At/Above FREE LUNCH (DISTRICT) (MATH)	16.9%	15.3%	14.8%
At/Above FREE LUNCH (STATE) (MATH)	34.1%	31.8%	30.2%

At/Above IEP (SCHOOL) (MATH)	6.4%	2.8%	2.8%
At/Above IEP (DISTRICT) (MATH)	10.1%	7.9%	7.1%
At/Above IEP (STATE) (MATH)	25.9%	22.7%	20.7%
At/Above LEP (SCHOOL) (MATH)	0.0%	0.0%	0.0%
At/Above LEP (DISTRICT) (MATH)	27.3%	22.7%	17.0%
At/Above LEP (STATE) (MATH)	28.6%	28.4%	23.2%

PROJECT DESCRIPTION

Yeatman Middle School will implement the Transformation Model to achieve rapid improvement in three important domains: academic performance; school learning environment; and school leadership/governance.

ACADEMIC DOMAIN

ENSURE DELIVERY OF STANDARDS-BASED, RIGOROUS CORE CURRICULUM

Core curriculum teachers will utilize exemplar units and lessons developed through implementation of the all aforementioned curricular programs in Communication Arts, Mathematics, Science and Social Studies, and the SLPS Benchmark Assessment tools required by the state for SIG schools. The Curriculum and Assessments consist of many exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practices and increase student achievement. Further, several levels of professional support will be offered to classroom teachers to increase their capacity to provide more rigorous, and data driven instruction that meets the individual needs of students and the effective implementation of designated programs, materials and strategies

Modeling these materials, the SLPS Office of Innovation, curriculum coaches and lead teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skill mastery. Standards-based classrooms will be the school-wide norm wherein teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons. This too, will be facilitated by layers of additional, mandatory, job embedded professional development that will be required by all SIG eligible schools.

The school will continue/begin to implement:

- Communication Arts
    a. Student assessment of Reading Ability is determined by use of Scholastic Reading Inventory.
    b. The SRI (Scholastic Reading Inventory) will now be used to place students in the expanded Scholastic READ 180 program, which includes System 44 for the lowest achieving readers and Expert 21 for those transitioning out of READ 180. All Communication Arts teachers will be trained in all 3 levels of Scholastic's Reading Program. Purchase of student licenses for SRI, READ 180, System 44 and Expert 21 will be needed. The programs have a heavy focus on teacher instruction but they also require technology such as computers, headsets, microphones, CD players and a DVD player. As part of the purchase, classroom libraries are provided, CD's and DVD's are provided as well as student rBooks. Extensive professional development is an integral part of the success of this program along with technical support and program management at both the company and district levels.
- Mathematics

a. The Renaissance Learning program for mathematics has been expanded to include students in grades 6-8 this school year to better prepare them to be successful on the MAP tests and the 9th grade Algebra 1 EOC exam. To ensure continued success of the students enrolled in the Renaissance Program (STAR Math Diagnostic Test, Accelerated Math, and Math Facts in a Flash) additional materials are needed; such as student licenses, hosting license, scanners, scan sheets, NEO 2 units, printers, ink and paper to fully implement the program with fidelity. Specific professional development, a program manager and a Renaissance Learning mentoring team will be required to help maintain teacher quality throughout the life of the program's use (3 years).

- Science
    a. Saint Louis Public School District students have over the past 5 years continued to score below the state average for proficiency in the area of science. Although science is not an area for accreditation to meet AYP it is still a heavily tested area in the state of Missouri and can support AYP by showing gains in improvement to increase the number of students proficient to count towards APR as bonus points. Students will be taught how to use expository specific literacy strategies to improve student achievement. Staff will receive professional development is ascertaining student needs and developing expository text strategies for use in instruction with students.
- Social Studies
    a. Saint Louis Public Schools has not conducted MAP testing in the area of social studies since the 2002-2003 school year. For the past seven years there has not been any district or statewide data to track student performance in the area of social studies. In order to get a slight glimpse of student performance in social studies content, the nonfiction section of the communication arts MAP test has been used, because a majority of the questions in this section comes directly from social studies content. After the review of that data we are left to conclude that over the last 7 years, students continue to score below the state average for proficiency in the area of social studies. Although social studies is not an area for accreditation to meet AYP, however, improved student performance in social studies is critical for the state required Missouri and U.S. Constitution tests administered at the 8th grade level. Students will be taught how to use expository specific literacy strategies to improve student achievement. Staff will receive professional development is ascertaining student needs and developing expository text strategies for use in instruction with students.

During each year of the grant, teachers will participate in training on the Curriculum and Assessment exemplars and establish pacing guides and vertical alignment in a particular content domain (Year 1-Communication Arts; Year 2-mathematics; and Year 3 – science and social studies).

IMPLEMENT CURRICULUM WITH FIDELITY

School leadership, along with SLPS Office of Innovation administrators, will conduct walk through protocols to collect information/data on the implementation of the curriculum with fidelity and instructional strategies used to implement the curriculum. Initial data will be used to identify progress through pacing guides at the appropriate rate including re-teaching, and the use of research-based instructional practices. Data generated will be used to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed a minimum of quarterly by members of the with the Office of Innovation and Academic Division, principals, and teachers to ensure fidelity of curriculum implementation and use of effective research-based instructional strategies. In all years of the grant, the principal (and other school leaders) will continue to formally observe the classroom instruction of each core curriculum teacher a minimum of monthly with identified at-risk teachers being observed on a weekly basis with formative feedback being provided within 48 hours of the observation. At-risk teachers will be identified as any staff whose students fail to demonstrate progressive growth on benchmark assessments and/or walkthrough data indicates that there is a lack of rigor and differentiation, effective curriculum implementation with fidelity and use of the curriculum pacing guide. Performance Improvement Plans will be created for identified at-risk teachers and weekly status update meetings will be conducted by the principal with identified staff to determine progress toward elements within the action plan.

In Year 1, Yeatman will establish and use model classrooms (e.g., organized for learning and instruction with flexible grouping; print rich associated with content, posted goals, objectives and rubrics, student portfolio, clearly visible easy to understand student data) as a key job-embedded professional development activity to raise curriculum implementation fidelity levels and the use of effective, research based instructional strategies. Starting in Year 1, the Yeatman principal will use classroom observation data to identify expert teachers to model or coach instruction in other teachers' classrooms. In Years 2 and 3, these teachers will create model classrooms that will serve as an essential delivery method for job-embedded professional development, and increase the internal capacity of the school at the same time.

USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

Teachers will be trained to make instructional decisions based on relevant data. Yeatman literacy and mathematics coaches will attend district data coach training in summer 2010. In turn, these coaches will conduct training for Yeatman Staff. Curriculum Supervisors will lead the design and implementation of an annual Teacher Summer Professional Development Institute (in July/August) to provide professional development relative to data analysis and identification/use of effective, differentiated instructional strategies instruction, , infusion of technology, and time and classroom management strategies. Mandatory quarterly session’s professional development sessions will be conducted during the school year. After school and Saturday Institutes will be offered on a voluntary basis for all

staff except identified at risk staff fro whom it will be mandatory. Teachers will employ demonstrated best instructional practices, interventions processes outlined in the SLPS Response to Intervention (RtI) model, one-on-one instruction, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content. Once again, teachers will also take advantage of informal, 'mini assessments' such as anecdotal assessment and lesson embedded questioning strategies to make sure of student mastery on an individual student basis.

Teachers will be able to differentiate instruction based on formative assessment data, as they learned from the SLPS Office of Innovation and all content area coaches in Year 1. Small group instruction will be evident a minimum of once per week during Year 1. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate differentiated learning methodologies and students will receive small group instruction a minimum of three times per week. . Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each grade-level will use SLPS benchmark assessments and progress reports to monitor student achievement outcomes at least every four weeks.

Response to Intervention (RtI) programming and strategies will be implemented to help struggling students. Special education students will have their individual education plans (IEPs) reviewed by teachers and, all (100%) students will have their reading and mathematics levels assessed using the SLPS benchmark assessment program. All students scoring at Basic and Below Basic on MAP assessments will also be placed on an Individual Academic Plan.

SCHOOL LEARNING ENVIRONMENT DOMAIN

Yeatman will use the Curriculum and Benchmark Assessments and informal, 'mini assessments' such as questioning and anecdotal assessments to collect formative assessment data. Knowledge of this data will equip teachers and school leaders with the assessment data to analyze. Customized instructional interventions based on these data will be continuously used to monitor student progress towards proficiency.

The SLPS Office of Innovation, content area coaches, and various external professional development providers will offer mandatory, job-embedded professional development throughout the school year in formats such as weekly grade-level meetings using common planning time, monthly cross-grade meetings using common planning periods, and quarterly small group sessions occurring after school. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; examination of student work and discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. All grade/team meetings

will use Professional Learning Communities format and processes. The following is a breakdown of the professional development, which will be coordinated by the Office of Innovation, that Yeatman faculty and staff will be provided:

- AFT Professional Development
    - The AFT affiliate in St Louis will be collaborative partners in the school improvement process. They will bring assistance, guidance and leadership in three important areas.
    - SIG Professional Development Liaison – This individual will provide guidance and assistance to ensure that all AFT work is coordinated both within the program and with other professional development. He/She will work to ensure fidelity identified areas and high levels of implementation
    - A Teacher Center will be developed to support teachers in the SIG schools. Staffing will be available to provide ongoing support, including relevant mandated professional development, support for new and tenured teachers, and a resource library including instructional videos, professional literature, webinars, and various instructional modules.

- Program specific training in Communication Arts, Mathematics, Science, and Social Studies
    - Program specific training will be provided consistently by external providers, as per the contracts with the company, to ensure fidelity of implementation and mastery of instructional techniques.
- Instructional and Content Area training by SLPS instructional coaching staff
    - SLPS will provide additional support focused on the development of classroom libraries and mobile computer labs for these identified schools. They will conduct monthly Saturday Institutes for teachers on relevant topics indicated in each site's school improvement plan while, highlighting the use of technology and classroom libraries as tools for teaching and learning. The assistance will be content specific and will include professional development in the four core areas
- National Consultants Professional Development
    - National consultants will assist the school in the development of school leadership teams. They will also bring in the services of a Transformation Specialist to assist the school with this process. They will also work with teachers directly to ensure that training is given for methods, management and environment issues that often impact successful instruction. Any outside consultants will go be selected using the rigorous SLPS RFP process.
- National Consultants Professional Development
    - National consultants will be in charge of overall coordination for all professional development. So often low performing schools get so much support that at times it seems to be conflicting. National consultants will ensure that the support is focused on the identified objectives and goals, aligned with the district improvement plan, coordinated with the SIG priorities and scheduled so that there is continuity and order. As part of this process national

consultants will develop a master professional development schedule, and fill in as a provider of professional development, as necessary.

- National consultant staff will act as the professional development liaison with the rest of SLPS, so that the development provided at SIG schools is consistent, in both spirit and goals, as all other systemic professional development. They will meet consistently with the Superintendent, Chief Academic Officer, and the Accountability office to ensure consistency across the district and fidelity to the school improvement plan.

STUDENT AND PARENT SCHOOL ENGAGEMENT

Yeatman will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students. Mentors will be assigned to at-risk students to prevent drop-outs and ensure support during the instructional day/year. Class meetings will be conducted on a weekly basis to identify class issues and needs.

Yeatman will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, and adult education classes. Parents will continue to serve on the building leadership team to participate in the development and implementation of school improvement initiatives and efforts. A Parent Advisory Committee (PAC) will be created and will meet on a monthly basis to share concerns, feedback and input on identified topics/areas.

An administrator or designee(s) will participate in the Leadership Academy for Character Education (LACE) through the partnership with University of Missouri-St Louis through a Boeing Aeronautical Company Endowed Chair grant in Year 1 of the grant. During that time a character education plan will be developed as a result of participating in LACE.

SCHOOL LEADERSHIP

During Year 1, the Yeatman principal will be provided opportunities to further develop the knowledge and skills necessary to lead the school transformation process by attending the local, state and national conferences during the school year. The Yeatman principal will demonstrate management skills, effective problem-solving and monitoring of the reform process as a result of ongoing, intensive training and the facilitation/assistance from the SLPS Office of Innovation and other central office administrator as evidenced by quarterly performance reviews and annual evaluation.

During Years 2 and 3, if warranted, the contract with the Yeatman Principal will be renewed, Differentiated training and ongoing support will continue to be offered by the Office of Innovation, and other appropriate central office personnel.

Throughout the grant period, the principal will report directly to the Associate Superintendent of Innovative Services. The Office of Innovation will assist the Superintendent and the Chief Academic Officer in supporting the implementation of the turnaround activities identified in this grant. The Office of Innovation will work with the principal and staff to monitor fidelity through performance appraisals, walkthroughs, quarterly academic team meetings, and progress monitoring checklists. Additionally, the Office of Innovation will monitor the progress of the turnaround school plan, help build leadership capacity and problem-solving skills of the school instructional staff, and coordinate communications and activities across SIG-funded schools.

HUMAN RESOURCES; USING DATA TO SELECT, RETAIN, AND INCENTIVIZE HIGHLY QUALIFIED STAFF

In order to attract and retain the appropriate staff to implement school transformation efforts, The Office of Innovation and the Yeatman principal will ensure that each new teacher (both new to the profession and experienced teachers new to Yeatman) is paired with a seasoned mentor teacher who has been trained to provide mentoring services during a teacher's first year.

During Year 1, the Office of Innovation will work to develop and implement a process to be used to identify exemplary teachers who can serve to provide mentoring and/or create model classrooms. These teachers will provide mentor support to identified first year teachers using a both formal and informal methods including but not limited to weekly meetings, coaching observations and modeling of effective instructional strategies. . New teachers will participate in new teacher orientation and paired with mentors at that time to ensure initial support is available to them.. The teacher mentoring process will be evaluated to identify strengths, opportunities and limitations. The overall goal of such programs is to increase the overall effectiveness of instruction, as well as increase the internal capacity of each SIG school.

During Years 2 and 3, Yeatman will continue to use the Office of Innovation to implement performance evaluation processes to screen and hire teacher candidates and replace teachers who do not improve performance. Strategies to determine staff satisfaction to promote teacher retention will also be identified/developed.

Monitoring for Continuous Improvement and Long-Range Strategic and Sustainability

Planning for continued development and implementation of Yeatman reform efforts. Starting in Year 1, and continuing through Years 2 and 3, the principal and teacher leaders will use ongoing formative and year-end summative reform monitoring data to identify current needs (which teachers and students need additional attention, resources, or program modification to improve teaching and learning) and future needs (which program improvements strategies will be sustained and with what resources in the next year).

GOALS, OBJECTIVES AND INDICATORS

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

Objective 1: The percentage of students performing at the proficient or advanced levels on the MAP Communication Arts test will increase by 10% in each of the next three years.

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Ensure effective instructional opportunities for students as measured by walkthrough data, review of lesson plans, participation in after school programs and improved student achievement on benchmark tests.	Increase use of CLEAR curriculum as measured by TLF review of teacher lesson plans, classroom walkthrough data and benchmark results	TLF; Core subject teachers	Year 1,2,3/no cost
	Create targeted walk through form to be used a minimum of weekly with data collapsed and analyzed on a monthly basis	Exec. Dir. – C&I	Year 1,2,3/no cost
	Provide effective professional development for staff and administrators in the use of CLEAR curriculum and lesson plan tool and data analysis	Exec. Dir. – PD; TLF;AFT National Consultant	Year 1,2,3/$15,000
	Ensure teachers include CLEAR objectives in lesson plan process	TLF; Teachers	Year 1,2,3/no cost
Extended learning time opportunities will be provided for all students/mandated for at- risk students	Saturday School, after-school tutoring and interest based after school classes focused on needed skills provided.	Staff; Principal; Transformational Specialist	Year 1/$20,000
	Remedial and enrichment Summer School will be provided – voluntary for all students/mandatory for at- risk students	Principal; Staff	Year 2,3/$200,000 ($100, 000 each year)
	Staff will be trained in differentiated instruction to	Exec. Dir.-PD; Principal; TLF	Year 1, 2/ $11,000

	ensure individual student needs		
Objective 2: Students will receive differentiated instruction a minimum of twice a week in year 1 and three times per week in years 2&3 as indicated by student focus group data, teacher lesson plans and walkthrough data			
Students and staff will be assessed to determine instructional/ professional development need and grouping a minimum of once a month	Assessment measures and data to be used to group students will be identified and purchased if necessary	Principal; Office of Accountability; Teachers	Year 1/$50,000
	Students will be assessed daily using informal and anecdotal assessments.	Teachers; students	Year 1,2,3/no cost
	Assessment notebooks will be maintained on at-risk students	Teachers	Year 1/$200
	Professional development needs assessments will be conducted quarterly to ensure appropriate professional development occurs for staff.		
	Scaffolded professional development in differentiated instruction will be provided throughout the grant.	National consultant; TLF	Year 1,2,3/ $75,000
Students will experience a variety of differentiated instructional approaches	System 44 & Expert 21 will be used with at-risk and proficient students		Year 1/ $75000
	Guided Reading Groups/ Literature circles will be used with all students incorporating narrative and expository texts		Year 1/ $10000
	Socratic seminars will be used to foster critical thinking and analysis skills		Year 1/ no cost
	Learning centers and supplementary materials will be used to support differentiated instruction		Year 1/ $10000
Objective 3: Implement processes to ensure 100% of Transformational/Turnaround requirements are			

met in reorganizing the school as evidenced by change in staff rosters and alignment with Transformational/Turnaround checklists.			
Reconstruct staff configurations to ensure compliance with Transformational/ Turnaround guidelines/ mandates	Identify staff to be removed	Exec. Dir. – HR	Year 1/no cost
	Retain new staff	Exec. Dir. – HR; Principal	Year 1/no cost
Create PR campaign to notify parents of school reconstruction	Work with district communications division to develop appropriate materials	Superintendent; Communications Division	Year 1/ no cost
	Implement PR campaign	Superintendent; Communications Division	Year 1/ no cost

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

Objective 1: 100% of all staff will be Highly Qualified for assigned position by July 2012 as indicated by certification certificates of identified staff.

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Revise current performance based teacher evaluation system to ensure rigor and inclusion of student achievement measures as components to ensure teacher quality as indicated in the MSIP significant findings of 2009.	Create a vertical team to review current teacher evaluation process and forms	Exec. Dir - Human Resource; Principals	Year 1/no cost
	Review/revise current teacher evaluation process and forms to include required components related to student achievement	Vertical team; HR Dept. representative;	Year 1/no cost
	Distribute revised teacher evaluation process and forms to all stakeholders for feedback	Exec. Dir.-HR or designee	Year 2/no cost

	Revise new teacher evaluation process and forms based on feedback	Vertical team; HR Dept. representative	Year 2/no cost
	Implement new teacher evaluation process	Exec. Dir.- HR	Year 3/no cost
Ensure a process is established to identify and hire best candidates for all positions	Remove staff as required within Transformational and Turnaround processes	Superintendent	Year 1/no cost
	Select an interview process, such as Haberman, and train administrators in the selected interview process	Exec. Dir.-HR; Exec. Dir.- Prof. Dev.	Year 1/ cost dependent upon number of staff interviewed
	Hire most highly qualified staff based on interview scores	Principal	Year 1/ no cost
Objective 2: 100% of qualified, effective staff will remain for a minimum of three years as indicated by building demographics and teacher evaluation data by July 1, 2014.			
Establish processes to ensure retention of effective staff in all positions	Provide differentiated, job embedded professional development	TLF; Principal; AFT Teacher Center	Year 1/$20,000
	Ensure adequate materials, resources and training are available to support instruction	AFT Teacher Center; Principal	Year 1/$20,000
	Assign peer mentor or St Louis Plan Consultant Teacher to all first year teachers	Principal	Year 1/$20,000
Regularly assess staff satisfaction	Administer annual climate survey	Principal	Year 2, 3/no cost
	Conduct focus groups throughout the school year	Principal designee	Year 1,2,3/no cost

	Create staff satisfaction committee to provide immediate response to teacher concerns/issues	School Planning & Management Team	Year 1/no cost

Goal 3: Provide and maintain appropriate instructional resources, support services and functional and safe facilities.

Objective 1: Objective 2: New programs and instructional strategies will be used with 100% of students by July, 2011 as indicated by teacher lesson plans and monthly TLF log data.

System 44 and Expert 21 will be used with students a minimum of 3x per week beginning September, 2010	Identify students for each program	Teachers; TLF	Year 1,2,3/no cost
	Establish small groups based on student need	Teachers	Year 1,2,3/no cost
Retain program manager to provide logistical and programmatic support	Review applications	Exec. Dir-HR; Principal	Year 1,2,3/no cost
	Establish interview view team and conduct interviews	Exec. Dir-HR; Principal	Year 1/no cost
	Retain Program Manager to support implementation of newly adopted programs such as System 44.	Principal	Year 1/ $80,000
	Introduce manager to staff with clearly articulated responsibilities so all staff will be aware of support	Principal	Year 1/no cost
Objective 2: Appropriate materials and support will be provided to all staff beginning in August, 2010 and continuing throughout the grant period as indicated by staff focus group data and annual climate survey.			
Adequate materials will be purchased to support all program and instructional approaches	Purchase site licenses and software for Renaissance Math, Systems 44 & Expert 21	Principal	Year 1/ $75,000

	Purchase computers sufficient in number to support implementation of new programs with fidelity	Principal	Year 1/$25,000
	Purchase materials to support the various instructional strategies employed including but not limited to classroom libraries, leveled book rooms, and other teacher resource materials.		Year 1/$20,000 Year 2/$10,000 Year 3/$ 10,000
Adequate support will be provided to staff to support new programs and instructional strategies	Schedule weekly grade level/ department meetings to provide support for teachers in effectively implementing the new programs/materials.	Principal; Teachers	Year 1,2,3/no cost
	Scaffolded, differentiated professional development and coaching of all differentiated strategies and programs will be conducted throughout the grant period	Principal; TLF; Teachers; National Consultant	Year 1,2,3/$60,000
	Weekly department/ grade level meetings will be held focusing on examining student work and needed support to increase student achievement		

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

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

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Conduct annual parent satisfaction survey and other activities to determine specific needs, interests and barriers to parent involvement	Refine annual survey to reflect sufficient questions to provide baseline	Parent Advisory Council; Principal	Year 1/No Cost
	Conduct biannual parent focus groups	Principal or Principal designee	Year 1,2,3/~$200 annually
	Provide feedback forms at each parent event	Family Specialist	Year 1,2,3/no cost
Create Parent Advisory Committee	Delineate roles and responsibilities of PAC	School Planning & Management Team; Principal	Year 1/no cost
	Recruit parents to serve on committee reflective of population demographics	Principal; School Planning & Management Team	Year 1/no cost
Create Family Center to provide various supports for parents	Create Parent University to offer interest based classes for parents/ guardians	School Planning & Management Team; Principal;Parent Advisory Committee	Year 1/$50,000
	Design Parent University program and processes	School Planning & Management Team; Principal;Parent Advisory Committee	Year 1/no cost
	Conduct quarterly	Parent	Year 1,2,3/no cost

	assessment to determine session content and frequency	Advisory Committee	
	Retain Family Specialist and Social Worker to provide support services	School Planning & Management Team; Principal; Parent Advisory Committee	Year 1/$123,000 per annum
	Purchase necessary materials to support Family Center	School Planning & Management Team; Principal; Parent Advisory Committee	Year 1/$2,000 Year 2/ $2,500 Year 3/ $2500
Objective 2: Increase two-way communication methods employed by 20% per annum over the three years of the grant and beyond as measured by parent initiated responses attached to each method.			
Identify and implement various two-way communication methods	Create committee to identify/ develop a variety of two way communication methods	Teachers; Principal	Year 1/no cost
	Conduct survey for staff to select top three methods for use	School Planning & Management Team	Year 1/no cost
	Identify top three preferred two- way communication methods	Staff	Year 1,2/no cost
	Develop PR campaign to notify parents of methods available to them	Parent Advisory Committee	Year 2/no cost
Assess barriers to use of two way communication methods	Create parent focus group to be conducted biannually to provide feedback	School Planning & Management Team ; Parent Advisory Committee	Year 1,2,3/no cost
	Create staff focus group to be conducted biannually to provide feedback	School Planning & Management	Year 1,2,3/no cost

		Team; Principal	
	Include items in annual school climate survey to obtain feedback	School Planning & Management Team	Year 1,2,3/no cost

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

Objective 1: Implement processes to ensure 100% of Transformational/Turnaround requirements are met in reorganizing the school by August, 2010 as evidenced by change in staff rosters and alignment with Transformational/Turnaround checklists. (same as Goal 1/Objective 3)

Strategies and Action Plans:

Strategy	Action Steps	Responsible Person	Implementation Year/Cost
Reconstruct staff configurations to ensure compliance with Transformational/ Turnaround guidelines/ mandates	Identify staff to be removed	Exec. Dir. – HR	Year 1/no cost
	Retain new staff	Exec. Dir. – HR; Principal	Year 1/no cost
Create PR campaign to notify parents of school reconstruction	Work with district communications division to develop appropriate materials	Superintendent; Communications Division	Year 1/ no cost
	Implement PR campaign	Superintendent; Communications Division	Year 1/ no cost
Objective 2: Reorganize leadership/organizational structures by August, 2010 to ensure an effective, systemic, coherent leadership process is established as evidenced by increased student achievement on benchmark and state assessments and school climate survey.			
Create new school management structures to support school improvement and increased parent	Create School Planning and Management Team	Principal	Year 1/ no cost

engagement			
	Create District Parent Advisory Council	School Planning & Management Team; Principal	Year 1/ no cost
	Create Care Coordination Team	School Planning & Management Team; Principal	Year 1/ no cost
Create new school management structures to support school improvement and increased parent engagement	Create AFT Teacher Center	School Planning & Management Team; Principal;AFT representative	Year 1/ $13,000
	Create Family Center	School Planning & Management Team; Principal; Parent Advisory Council	Year 1/ $22,500
Hire Turnaround/ Transformational Specialist	Establish interview process involving various stakeholders	Principal; Exec. Dir. - HR	Year 1/ no cost
	Conduct interviews with vertical team	Principal and selected stakeholders	Year 1/ no cost
	Introduce Turnaround/ Transformational Specialist to staff	Principal	Year 1/ no cost