

# **Urban Community Leadership Academy School Improvement Grant Application**

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



**Missouri Department of Elementary and Secondary Education**

**Box 480 Jefferson City, Missouri 65102**

**Application due:**

**July 14, 2010**

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# Urban Community Leadership Academy School Improvement Grant Application

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## **School Improvement Grant Abstract Urban Community Leadership Academy (UCLA)**

This is an application for a school improvement grant from the Urban Community Leadership Academy (UCLA) to the Missouri Department of Elementary and Secondary Education (DESE). The eleven year old charter school serves upward of 200 students in grades five through nine.

UCLA proposes to adopt the Turnaround Model and is currently replacing 50% of its teaching staff and its principal/director. It proposes to strengthen its staff by attracting and hiring more highly qualified/experienced teachers and by providing embedded professional development, as well as more support for UCLA teachers. The school proposes to align its curriculum to Common Core and/or state standards, including horizontal and vertical articulation, and to ensure that a targeted differentiated instructional strategy, based on Individual Success Plans, is aligned to the curriculum. It will set up a Turnaround Team to oversee and monitor adoption of and ensure fidelity to its Turnaround Model, based on formative and summative progress assessments regarding the status of each objective in the school improvement plan. UCLA proposes to increase communication arts and mathematics instruction through a modified block schedule during the school day as well as extending the school year through mandatory Saturday instruction and summer school. The school proposes to utilize formative, interim and summative academic and social emotional learning data- both qualitative and quantitative- to inform instruction and youth development, including immediate and targeted interventions for struggling students. Students will all have an adult mentor and Individual Success Plan that includes academic goals aligned with standards, and personal goals that address issues such as: behavior, service, leadership and career. Finally, UCLA proposes to address student engagement, conflict resolution and social emotional learning needs, rather than simply behavior and discipline, with expanded and new internal processes as well as specific support from families, educational and other institutions and the community at large. Although the school improvement plan focuses on attaining academic proficiency for students, it does not lose sight of the student as a whole person.

By leveraging student strengths and new achievements and by exposing young people to options within and beyond the community, UCLA will afford students the 21<sup>st</sup> century sensibilities and skills necessary for college and careers and for reaching their own personal goals and potentials.

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

### DIRECTIONS

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

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

### LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME <b>Urban Community Leadership Academy</b>		COUNTY-DISTRICT CODE <b>048907</b>	
NAME OF BOARD-AUTHORIZED REPRESENTATIVE <b>Bernard Wesley</b>	ADDRESS <b>1524 Paseo Boulevard</b>	CITY, STATE, ZIP <b>Kansas City, MO, 64108</b>	
E-MAIL ADDRESS <b>Wesleyucla05@hotmail.com</b>		TELEPHONE NUMBER <b>(816) 483-8035</b>	FAX NUMBER <b>(816) 483-8998</b>
NAME OF BOARD-AUTHORIZED REPRESENTATIVE <b>Bernard Wesley</b>	ADDRESS <b>1524 Paseo Boulevard</b>	CITY, STATE, ZIP <b>Kansas City, MO, 64108</b>	
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### THE DEPARTMENT'S APPROVAL

For Department use only.

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED  <b>\$</b>

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

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Urban Community Leadership Academy Charter School		X			X			

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

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

## Section B. Descriptive Information

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

### B.1 Tier I and Tier II Schools Served

Urban Community Leadership Academy (UCLA) is a Tier I charter school. The school serves as its own LEA; there are no other schools which can be served by UCLA.

#### B.1.1 Needs Analysis

##### Urban Community Leadership Academy History

In 2009, the school did not make its No Child Left Behind (NCLB)-required adequate yearly progress (AYP)—minimum levels of improvement determined by the state of Missouri in terms of student performance and other accountability measures. Actual recent state test results, a major concern, are listed further in the document.

UCLA is a charter school. A charter school is a public school that is independently operated by educators, parents, community leaders, entrepreneurs, or others. Its funding is based on designated local or state organizations responsible for monitoring and assessing the quality and effectiveness of its educational delivery and outcomes. Such schools operate outside of the traditional public school educational system. A charter school is its own district or local educational agency (LEA). The Kansas City school district received 10 percent of UCLA's per-pupil reimbursement and the sponsor (University of Central Missouri) gets 1.5 percent—significantly reducing the amount of per-pupil funding support as compared with public schools.

The school is governed by a charter, which includes information on the school's philosophy and goals. The name of the school, the Urban Community Leadership Academy, was chosen to reflect the school's goal to meet the need for leadership in urban communities by providing students with a safe environment, consistent education, and leadership opportunities.

Additionally, UCLA and its board have chosen project-based learning as its instructional model and project-based learning is written into the school charter. The school delivers its curriculum through the project-based learning model, and instruction includes such strategies as hands-on interaction, student performance and production, and field experiences, providing opportunities for student leadership. Many of the instructional methods used in project-based learning reflect best-practice and, if implemented with fidelity, can engage students in their own education. Thus, the project-based learning model poses no conflict with the turnaround model the school intendeds to implement.

##### B.1.1.1 Needs Analysis Methodology

The needs analysis for the UCLA Charter School was conducted in May and June of 2010 by Learning Point Associates, a national nonprofit educational consulting firm with offices in Naperville and Chicago, IL, Washington, D.C., and New York, NY. The analysis synthesized three types of data:

- Student achievement data (SD)—specifically, the Missouri Assessment Program (MAP) and the Stanford Achievement Test, Tenth Edition (SAT-10) scores,
- Document review (DR) data, which analyzed existing school documents, and
- Adult perception data collected during leader/administrator (AI) and teacher (TI) interviews, a parent and community focus group (FG), and a teacher survey (TS).

### **Student Achievement Data**

Student achievement data from UCLA was analyzed, including MAP scores and scores from the Stanford Achievement Test, Tenth Edition (SAT-10) that the school gives twice yearly to measure student growth.

### **Document Review**

Learning Point Associates conducted a review of key school documents in June 2010.

### **Adult Perception Data**

**Administrator and Teacher Interviews.** During May and June of 2010, Learning Point Associates conducted interviews with four leaders/administrators, one instructional coach, and five teachers. Data were analyzed for content. The analysis focused on presenting majority as well as minority opinions of the respondents and presenting viewpoints of both administrators and coaches, and the teachers. For each topic addressed, all responses were read, coded, and synthesized. Separate reports for administrator interviews and teacher interviews were written and used in the development of the school needs analysis.

**Parent and Community Focus Groups.** On June 2, 2010, Learning Point Associates conducted a focus group with three parents and one grandparent for the UCLA Needs Assessment. The participants remained actively engaged in the discussion and each of them contributed to each of the topics addressed. The questions specifically targeted the culture of the school, school safety, communication issues, the academic support services provided by the school, and the school's academic instruction.

**Teacher Surveys.** The teacher surveys were completed by 14 staff members before teacher dismissals were determined. The survey was administered to learn about the opinions and experiences of all teachers, no matter the subject area or grade levels they teach.

The data sources and the data subjects each addressed are listed below in Table 1.

**Table 1. Data Gathered by Subject and Source**

<b>Data Subject↓</b>	<b>Data Source→</b>	<b>SD</b>	<b>DR</b>	<b>AI</b>	<b>TI</b>	<b>TS</b>	<b>FG</b>
Student Performance		X	X	X	X	X	X
Curriculum Development and Learning Management			X	X	X	X	
Professional Development			X	X	X	X	
Safe, Secure, and Engaging Environment			X	X	X	X	X

Parent and Community Involvement		X				X
Information Technology and Data Management			X	X	X	
Human Resources		X				
Leadership and Governance		X	X	X	X	X
Fiscal and Budget			X			

UCLA Charter School has identified the most significant results of the needs analysis and the data submitted support those decisions. Once the data had been collected, they were entered into a data report—one for each means of data collecting. The process by which UCLA stakeholders identified the most significant results of the needs analysis is called (by Learning Point Associates) a co-interpretation<sup>sm</sup>.

UCLA leadership invited teachers, school coordinators, administrators, instructional coach, parents, board members, the charter authorizer, consultants, and the school social worker to the co-interpretation. At the co-interpretation on June 15 and 16, stakeholders present included the following: director, assistant director, student support assistant director, assessment coordinator, business manager, finance and compliance manager, instructional coach/teacher, and two consultants.

Through the process of co-interpretation small groups were set up and each read a different data report. From the respective report, each group identified what it believed to be important “findings”—important to the improvement of the school. Once all these individual findings were identified, a second set of small groups were constituted (ensuring that each had a representative from each earlier data report group) and these were charged with writing “key findings”—combined or synthesized larger findings composed of smaller, triangulated findings across data reports. Key findings had to meet the following criteria:

- Is the key finding one of the most critical problems faced by the school and addressed by the needs assessment?
- If resolved, would student achievement improve sufficiently to move the school out of corrective action?
- If resolved, would there be a measurable, positive impact system wide?

Once key findings were posted, accepted, perhaps merged for clarity and inclusion, and agreed upon, there was a full stakeholder vote to determine which ones were critical school priorities for improvement.

**B.1.1.2 Needs Analysis Significant Results**

In the narrative of the revised (January 2010) *School Wide Academic Accountability Plan*, UCLA recognized the major challenges of its students as follows: they come from transient homes, they lack the proper educational baseline, and they live in deepening poverty. UCLA leadership is committed to attracting and recruiting the best teaching staff and continuing to research the most effective ways to serve its students, a portion of whom are transient and/or homeless.

The themes that came out of ongoing conversations with stakeholders were culture, attendance and retention, and academic growth. One of the findings of the recent needs assessment (from the parent/grandparent focus group) was that “the racial makeup, gender, and culturally appropriate approach of the UCLA staff create a positive sense of community.” Attendance and retention, as well as academic growth, remain serious challenges. The attendance rate at UCLA had decreased from 93.4 percent in 2008 to 88.1 percent in 2009. The dropout rate had increased from 1.5 percent in 2008 to 30.3 percent in 2009. School leadership noted that this dramatic increase is at least in part the result of a change in the school’s reporting system, and issues resulting from aligning the new system with Missouri’s reporting system. They do not have alternate figures that would reflect more accurate dropout rate numbers. Finally, the academic accountability plan indicated that 91 percent of UCLA students were considered to be underperforming; the percentage of below-proficient students, according to the 2008–09 School Accountability Report Card, was 88.6 percent in communication arts, 96.6 percent in mathematics, and 98 percent in science. There had been very small improvements at certain grade levels. Overall, dramatic change is needed to school processes and structures that will facilitate student achievement growth for all UCLA students.

### **Student Performance**

*Need:* Student academic growth is a challenge for UCLA Charter School. This is evidenced by previous student academic performance on state assessments and perceptions of student performance by schoolteachers, administrators, and parents in the recent needs assessment.

*Evidence:* A summary of results of the MAP assessment from 2007–09, as reported in the 2008–09 School Accountability Report Card, shows low proficiency levels for all subject areas and grades tested. Communication Arts shows improvement for Grade 6 (from 11.8 percent proficient or better in 2007 to 16.7 percent proficient or better in 2009), and Grade 7 (from 6 percent proficient or better in 2007 to 16.2 percent proficient or better in 2009). However, Grades 5 and 8 show declines, with no students proficient or better in Grade 5 for 2009 results.

Mathematics results show no areas of improvement from 2007–09. Most notably with a decrease of 25 percent fewer students meeting proficiency in Grade 5 between 2007 and 2009 (from 33.3 percent proficient or better in 2007 to 7.7 percent proficient or better in 2009). No students scored proficient or better in 2009 for Grade 6 or algebra I. The percent of students who received scores of proficient or above on MAP tests from 2002 to 2009 in the areas of communication arts and mathematics are shown in Table 2.

Science results only included two years of data and two grade levels, making any comparisons difficult. However, between 2008 and 2009 Grade 5 science showed a drop in proficiency from 9 percent to 0 percent and Grade 8 showed minor improvements (from 2.7 percent proficient or better in 2008 to 3.4 percent proficient or better in 2009). Grade 5 results in all three subject areas show less growth than other grades; this is also the first grade in which students arrive at UCLA.

### **Table 2. UCLA Student Proficiency**

Subject	2002	2003	2004	2005	2006	2007	2008	2009
Communication Arts	0	0	0	4	11.1	11.5	11.6	13.7
Mathematics	0	1.8	0	2.2	8	9.2	8.5	3.7

In addition to annual MAP scores, UCLA administers the Stanford Achievement Test, 10th edition (SAT-10) to students twice annually. The SAT-10 assesses students' grade-level growth through a fall baseline and spring progress measure assessment. The results of the SAT-10 over the last four years indicate that, although UCLA students are not meeting grade-level proficiency on the MAP assessment, they are making measurable progress toward grade-level achievement. Tables 3-5 show student achievement at UCLA, according to SAT-10 data in the subjects of reading, mathematics and science, are listed below.

**Table 3. SAT-10 Reading Scores**

	fall 07	spring 08	fall 08	spring 09	fall 09	spring 10
Grade 5	3.3	4.3	2.8	2.9	3.0	2.8
Grade 6	3.4	3.5	2.8	3.5	3.0	4.4
Grade 7	3.9	5.2	5	5.5	3.8	5.9
Grade 8	5.9	5.8	5.4	5.9	5.3	6.3
Grade 9	5.8	7.9	5.6	7.6	5.5	6.6

Over the past three years, the blue cohort (students starting eighth grade in the fall, who were in fifth grade in fall 2007) have moved from having an average reading grade equivalent of 3.3 grade to 5.9 grade. Over the past three years, the green cohort (students starting ninth grade in the fall, who were in sixth grade in fall 2007) have moved from having an average reading grade equivalent of 3.9 grade to 6.3 grade. Over the past three years, the red cohort (students starting 10th grade in the fall, who were in seventh grade in fall 2007) have moved from having an average reading grade equivalent of 3.9 grade to 6.6 grade.

**Table 4. SAT-10 Mathematics Scores**

	fall 07	spring 08	fall 08	spring 09	fall 09	spring 10
Grade 5	3.6	3.8	2.9	4.2	3.3	3.4
Grade 6	4.5	5.2	3.7	4.5	3.6	4.9
Grade 7	4.9	5.5	5.1	5.6	4.7	5.8
Grade 8	5.5	6	5.4	6.9	5.6	6.7
Grade 9	6.4	7.6	6.2	7.8	6.0	8.4

Over the past three years, the blue cohort (students starting eighth grade in the fall, who were in fifth grade in fall 2007) have moved from having an average mathematics grade equivalent of 3.6 grade to 5.8 grade. Over the past three years, the green cohort (students starting ninth grade in the fall, who were in sixth grade in fall 2007) have moved from having an average mathematics grade equivalent of 4.5 grade to 6.7 grade. Over the past three years, the red cohort (students starting 10th grade in the fall, who were in seventh grade in fall 2007) have moved

from having an average mathematics grade equivalent of 4.9 grade to 8.4 grade.

**Table 5. SAT-10 Science Scores**

	fall 07	spring 08	fall 08	spring 09	fall 09	spring 10
Grade 5	2.9	3.8	1.6	2.4	2.3	3.0
Grade 6	2.7	3.4	2.7	3.8	2.7	3.0
Grade 7	3.1	4	3.9	3.9	3.8	4.9
Grade 8	3.9	6.7	3.6	6.4	3.6	6.3
Grade 9	6.3	8.1	6	7.2	6.0	8.4

Over the past three years, the blue cohort (students starting eighth grade in the fall, who were in fifth grade in fall 2007) have moved from having an average science grade equivalent of 2.9 grade to 4.9 grade. Over the past three years, the green cohort (students starting ninth grade in the fall, who were in sixth grade in fall 2007) have moved from having an average science grade equivalent of 2.7 grade to 6.3 grade. Over the past three years, the red cohort (students starting 10th grade in the fall, who were in seventh grade in fall 2007) have moved from having an average science grade equivalent of 3.1 grade to 8.4 grade.

Teachers who completed the teacher survey did not have consistent, high expectations for students. Seventy-one percent of teachers reported that less than half of their students would meet minimum requirements for course completion. Ninety-three percent of teachers reported that less than half of their students would post a score of proficient or better on the state test, and 46 percent of teachers stated less than half of their students are capable of improving performance on state tests given adequate and differentiated support.

### **Highly Qualified Staff**

*Need:* UCLA Charter school struggles to attract, recruit, retain, and develop highly effective staff. This is evidenced by data in the *2008-2009 School Accountability Report Card* and by the perceptions of recruitment and performance of teachers by schoolteachers, administrators, and parents in the recent needs assessment.

*Evidence:* Data from the accountability report indicate the percent of teachers with regular certification has been inconsistent over a three-year period (85.7 percent in 2007, 95 percent in 2008, and 88.9 percent in 2009). The percent of classes taught by highly qualified teachers has also been inconsistent and below the goal (80 percent for charter schools) of all students being taught by highly qualified teachers: 79.4 percent in 2007, 55.2 percent in 2008 and 62.5 percent in 2009.

During the past three years, the average “years of experience” of teachers at UCLA has decreased from 8.7 years to 4.7 years, while the state average has remained consistent at 12 years. Although the average number of staff years of experience at UCLA is 61 percent lower than the state, the average salary is 19 percent lower (\$44,249 for Missouri in 2009 and \$35,738 for UCLA in 2009). The number of staff with advanced degrees has been inconsistent over the same three-year period.

When asked how many teachers in the school “feel responsible when students in the school fail” 64% reported that statement described less than half of the teachers. And although the majority of staff reported high expectations for students and high levels of teacher support for students in interviews, 78 percent of teachers surveyed believe that less than half of their students will score at the proficient level or better on the state exam.

### **Facilities, Support, and Instructional Resources**

*Facilities Need:* The physical condition of UCLA’s facilities requires improvement to ensure technology, and program needs related to the implementation of the school improvement plan can be met. This is evidenced by data in the perceptions of schoolteachers, administrators, and parents in the recent needs assessment.

*Evidence:* Most respondents in the administrator interviews reported that the school facilities and space are adequate. No teachers in the survey responded that technology that supports instruction is available to a great extent, 85 percent reported minimal or moderate availability, and 15 percent reported not at all. Parents in the focus group indicated a need for a library and computer lab to support academic instruction.

- UCLA understands some physical improvements to the building are required to ensure the effective implementation of the school improvement plan. The school has committed \$50,000 of local funding to completing these renovations and enhancements in preparation for full implementation of the plan (outlined in section B.1.2).

*Student Support Need:* UCLA Charter School is challenged to increase student engagement, including attending to social-emotional and disciplinary concerns. This is evidenced by data in the *2008-2009 School Accountability Report Card*, the *School Wide Academic Accountability Plan*, and perceptions of policies and availability of options by schoolteachers, administrators, and parents determined in the recent needs assessment.

*Evidence:* Report card data for UCLA Charter School indicates the school had a 16.5 percent suspension rate (10 days or more) for 2009 data. This suspension rate is nine times higher than the state suspension rate of 1.8 percent in the same year. According to the *School Accountability Report Card*, the Missouri state average for students eligible for free or reduced-price lunch was 43.7 percent in 2009. UCLA Charter School had 84.5 percent eligible students the same year. This is a difference of 40 percent.

Multiple sources noted that existing counseling resources are not sufficient for the children’s needs. Teachers identified obstacles to turnaround, including the following: issues of discipline, lack of teacher collaboration, lack of communication between administration and staff, counseling, and a negative climate. Teachers stated in interviews that it would be valuable to learn more about working with at-risk students in order to address motivation, support, and emotional needs. Administrators indicated a need for more social services to address all of the emotional needs of the students.

*Instructional Resources Need:* It is a challenge for UCLA to provide students and teachers with adequate instructional support and resources. This is evidenced by data in *School Wide*

*Academic Accountability Plan* and perceptions of policies regarding resources and availability of such resources by schoolteachers, administrators, and parents as per the recent needs assessment.

*Evidence:* The accountability plan acknowledges a need for greater instructional resources and support through an identified objective to increase use of best practice and scientifically based practices to meet the learning needs and learning styles of all students.

All stakeholders included in the needs assessment (teachers, administrators, and parents) agreed there is a need for more instructional resources to support teacher planning and differentiation of instruction in order to meet the diverse needs of UCLA students. Administrators and teachers were most concerned about resources to serve students who are struggling, and those performing above or below grade level. Instructional resources, textbooks, and programs are available to staff. Administrators, however, are curious about some teachers' perceptions that they (teachers) need to provide resources personally (not required by the school) and the fact that there are not enough textbooks to send home with students for homework purposes. In the teacher survey, 86 percent of staff report that they do not have instructional materials for students two or more years behind grade level. The survey also found that 72 percent of the teaching staff is unsure about the availability of instructional materials specifically for students with disabilities. Administrators responded to one interview question that there are no specific written guidelines for use of instructional materials in the classroom. This was supported by responses in the teacher interviews; UCLA does not have guidelines or directions on how to use programs and materials.

### **Parent and Community Involvement**

*Need:* There are regular interactions between the school, parents, and community. However, there is not a well-defined, formalized, and consistent engagement process among the school, parents, and surrounding community. This is evidenced by the *School Wide Academic Accountability Plan* and data in the perceptions of schoolteachers, administrators, and parents in the recent needs assessment.

*Evidence:* The accountability plan includes two objectives related to parent perception of and interaction with the school. The school also included parent surveys as a measure of the school climate. The accountability plan does not address increased or improved relationships with the surrounding community, including organizations, businesses, and so on.

The needs analysis did not reveal information regarding the role of the community within the school or the school's involvement in the community. Reporting about school and parent relations from the needs sensing sources is inconsistent. Parents and the grandparent who participated in the focus group had generally positive remarks about the school culture and involvement of parents. The focus group indicates the school environment is safe, which is attributed to there being no drugs or gangs, a locked entry, the presence of male teachers, and school leadership. The focus group also noted open communication within the school, and evidenced the school's open door policy, teachers' willingness to talk to parents and answer questions, and that teachers proactively contact parents to resolve issues. Finally, the focus group participants felt parent activity is encouraged in the school. The number involved in the focus group was small (4), making it difficult to generalize conclusions from the data. Teacher

interviews reported that teacher meetings cover strategies to contact parents; however, teachers also reported more parent involvement would help improve student achievement. Administrators in the interviews listed parent involvement as one of the school's goals. The strategies for reaching this goal are that there is a parent liaison, and the school holds parent-centered activities such as monthly parent meetings, parent-teacher conferences with a pot-luck dinner after all-school showcases that display student work, fundraisers, and student-parent kickball games. The document review found minimal programs and services offered according to the student-parent handbook. Documents submitted reference a policy for student field experiences, but this did not surface through participant-generated findings.

School leadership indicates that the school accesses services within the community on behalf of students in the areas of homelessness, parent support for jobs, family need for utilities, adult education and job training, student uniforms, clothing, food, violence prevention and victim grief support, sexual assault counseling, emergency medical and dental support, mental health services, case management and after school support. According to administrators, students participate in community service projects.

### **Governance and Leadership**

*Need:* UCLA school has leadership and governance structures that are insufficiently participatory. Both teachers and administrators recognize this need. This is evidenced by the *School Wide Academic Accountability Plan*, the school charter, and governing board policies as well as data in the perceptions of schoolteachers, administrators, and parents indicated by the recent needs assessment.

*Evidence:* Current school leadership has been in place since the school opened in 1999. The school charter indicates the Board of Directors has the capacity to adopt policies, particularly related to teacher wages, conditions of employment, and operation of the school. The charter also indicates it is the responsibility of the school president to implement and monitor those policies, reporting progress to the board. The board document further states the board has “full legislative rule and management authority” to adopt policy and direct governing procedures and administrative responsibilities. Board policy states the school president will implement policy and adds that the board evaluates the school operations, practices and programs to determine effectiveness of implementation. The Board will also support the school president in his/her efforts to appoint the most qualified staff.

The initial needs assessment surfaced few strong, triangulated key findings in governance and leadership. Learning Point Associates conducted further analysis of submitted data to identify school governance and leadership needs. Administrators indicated a school need for true, shared, collaborative leadership efforts, and clear and concise goals about how to move forward with the school mission and vision. It is necessary for the school leadership to set the tone of the school, and for everyone in the building to understand his/her role in the community. Teacher interviews revealed a desire for team meetings to be more teacher-led and less administrator-led. Teachers indicated the administration often directs the topics teachers cover during this time. Teachers also identified a negative climate within the school and lack of communication between administrators and staff as a barrier to school improvement.

### **Fiscal and Budget Analysis**

Learning Point Associates also interviewed the director and business manager to identify the school fiscal and budget practices. Interview questions were generated from the Council of Chief State School Officers publication *Decision Support Architecture Consortium (DSAC) – Phase II*, October 2008, section Category: 09 Finance and Assets. The Finance and Assets Section outlines best practices with regard to financial and budgetary matters.

The needs analysis revealed the following facts about the finances and budget of UCLA.

- The director, in collaboration with the assistant director, business manager and leadership team, creates the annual budget, which is reviewed quarterly by the board of directors.
- The board of directors will suggest changes to the budget during its quarterly review, but members do not have any authority to set the budget.
- The director disagreed with the statement that “external sources of funding are being pursued,” noting that in the past few years, the school leadership has been less proactive in pursuing external funding sources.
- UCLA has an accounting company who helps to ensure budgetary record-keeping is correct.

#### **B.1.1.3 Variety of Methods Used**

Section 1.1.1 describes in detail the data collected and methods used to conduct the needs analysis. Table 1 illustrates six methods used to collect data for the nine required dimensions. These include student achievement data review, document review, administrator interviews, teacher interviews, teacher surveys and focus groups.

#### **B.1.1.4 Model Selection**

The leadership of UCLA has selected the Turnaround option for its fifth- to ninth-grade school due to the urgency of such low student proficiency in core subjects. After directing the school for 11 years, the founding principal has agreed to step down and another principal was hired to replace her. Since it was anticipated for some time that the current director would step down; beginning in January, 2010, the incoming director assumed director duties and was assigned a mentor who has continued the mentoring until presently. The mentor and turnaround team will continue to work with the director throughout the next year.

The incoming director, Mr. Wesley, holds a Masters in Secondary Education and Masters of Education Administration. He has a total of 12 years of experience in working in urban schools with at-risk students in other schools including UCLA. He has had success in improving classroom instruction and improving school climate and culture. Several other candidates were interviewed, but Mr. Wesley proved to be the best candidate based on his experiences and his knowledge of the administration of a charter school, which was lacking with other candidates.

Mr. Wesley's appointment was board approved.

In addition, as part of the turnaround process UCLA has released more than 50 percent of its teaching staff, based on performance evaluations and “critical friend” feedback collected during the 2009–2010 school year, and new teachers will be hired, trained and in place by the beginning of the school year, including three teachers from Teach for America.

In response to school needs as they have been identified by the needs analysis above, UCLA has developed a plan for implementation that is specific, measurable, attainable, realistic, and urgent. This plan focuses on addressing immediate school needs and building long-term school capacity to serve students. School growth data from the SAT-10 assessment shows that UCLA students have been achieving grade-level growth or higher over the last three years. However, because students are 1.5 to 2 grade levels behind when entering UCLA, this progress is not evidenced on the MAP assessment. The school developed a *School Wide Accountability Plan* in 2008–09, and examined reallocating resources to become more effective. The implementation of this plan began during the 2009–10 school year. Additional staff and resources will allow UCLA to implement more effective programs and procedures, examine and leverage existing successes, and align those areas to amplify student growth.

UCLA chose to implement the School Turnaround Model because of the schools extensive needs related to changes in leadership and governance, recruiting and retaining high-quality staff, developing new and returning staff, using data to implement instructional programs and differentiate instruction, and meeting students social-emotional and community needs.

**Table 6. Alignment of Turnaround Model Selection to School Needs**

Required Activities of Turnaround Model	Needs Statement of the Needs Analysis of Urban Community Leadership Academy
Replace the principal and grant the 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.	<ul style="list-style-type: none"> <li>UCLA school has leadership and governance structures that are insufficiently participatory. Both teachers and administrators recognize this need. This is evidenced by the <i>School Wide Academic Accountability Plan</i> and data in the perceptions of schoolteachers, administrators, and parents in the recent needs assessment.</li> </ul>
Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, <ul style="list-style-type: none"> <li>Screen all existing staff and rehire no more than 50 percent</li> <li>Select new staff</li> </ul>	<ul style="list-style-type: none"> <li>UCLA school struggles to recruit, and retain highly qualified staff. This is evidenced by data in the <i>2008-2009 School Accountability Report Card</i>, and perceptions of recruiting and performance by schoolteachers, administrators, and parents in the recent needs assessment.</li> <li>The former director at UCLA has stepped down and will be replaced by a new director; a new assistant director will be hired. Over 50 percent of the staff was dismissed and new</li> </ul>

	<p>teachers hired. The new teachers include several Teach for America teachers. To support its turnaround initiatives, the school plans to hire the following long-term staff:</p> <ol style="list-style-type: none"> <li>1. A full-time school librarian</li> <li>2. Part-time mentors for new teachers</li> </ol> <p>UCLA is also hiring short-term consulting positions:</p> <ul style="list-style-type: none"> <li>• A turnaround team consisting of three people to focus on the areas of leadership, instruction and infrastructure —two of these people will be new hires and one will come from within the building</li> <li>• A curriculum coach</li> </ul>
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.</p>	<ul style="list-style-type: none"> <li>• UCLA Charter school struggles to recruit, and retain highly qualified staff. This is evidenced by data in the <i>2008-2009 School Accountability Report Card</i>, and perceptions of recruiting and performance by schoolteachers, administrators, and parents in the recent needs assessment.</li> </ul>
<p>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<ul style="list-style-type: none"> <li>• UCLA Charter school struggles to recruit, and retain highly qualified staff. This is evidenced by data in the <i>2008-2009 School Accountability Report Card</i>, and perceptions of recruiting and performance by schoolteachers, administrators, and parents in the recent needs assessment.</li> <li>• The physical condition of UCLA’s facilities requires improvement to ensure technology, and program needs related to the implementation of the school improvement plan can be met. This is evidenced by data in the perceptions of schoolteachers, administrators, and parents in the recent needs assessment.</li> <li>• It is a challenge for UCLA to support students and teachers with adequate instructional support and resources. This is evidenced by data in <i>School Wide Academic Accountability Plan</i> and perceptions of policies and availability by schoolteachers, administrators, and parents in the recent needs assessment.</li> </ul>
<p>Adopt a new governance structure, which may include but is not limited to, requiring the school</p>	<ul style="list-style-type: none"> <li>• UCLA school has leadership and governance structures that are insufficiently participatory.</li> </ul>

<p>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.</p>	<p>Both teachers and administrators recognize this need. This is evidenced by the <i>School Wide Academic Accountability Plan</i> and data in the perceptions of schoolteachers, administrators, and parents in the recent needs assessment.</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p>	<ul style="list-style-type: none"> <li>• Student academic growth is a challenge for UCLA Charter School. This is evidenced by previous student academic performance on state assessments, the <i>School Wide Academic Accountability Plan</i>, and perceptions of student performance by schoolteachers, administrators, and parents in the recent needs assessment.</li> <li>• It is a challenge for UCLA to provide students and teachers with adequate instructional support and resources. This is evidenced by data in <i>School Wide Academic Accountability Plan</i> and perceptions of policies regarding resources and availability of such resources by schoolteachers, administrators, and parents as per the recent needs assessment.             <ul style="list-style-type: none"> <li>• <i>Evidence:</i> The accountability plan acknowledges a need for greater instructional resources and support through an identified objective to increase use of best practice and scientifically based practices to meet the learning needs and learning styles of all students.</li> </ul> </li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Student academic growth is an urgent challenge for UCLA Charter School. This is evidenced by previous student academic performance on state assessments, the <i>School Wide Academic Accountability Plan</i>, and perceptions of student performance by schoolteachers, administrators, and parents in the recent needs assessment.</li> <li>• It is a challenge for UCLA to support students and teachers with adequate instructional support and resources. This is evidenced by data in <i>School Wide Academic Accountability Plan</i> and perceptions of policies and availability by schoolteachers, administrators, and parents in the recent needs assessment.</li> </ul>
<p>Establish schedules and implement strategies that</p>	<ul style="list-style-type: none"> <li>• It is a challenge for UCLA to support students and teachers with adequate</li> </ul>

<p>provide increased learning time.</p>	<p>instructional support and resources. This is evidenced by data in <i>School Wide Academic Accountability Plan</i> and perceptions of policies and availability by schoolteachers, administrators, and parents in the recent needs assessment.</p>
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	<ul style="list-style-type: none"> <li>• UCLA Charter School struggles to support student engagement and needs, including social- emotional and disciplinary concerns. This is evidenced by data in the <i>2008-2009 School Accountability Report Card</i>, the <i>School Wide Academic Accountability Plan</i> and perceptions of policies and availability by schoolteachers, administrators, and parents in the recent needs assessment.</li> <li>• There are interactions between the school, parents, and community. However, there is not a well defined, formalized, and consistent engagement process between the school, parents, and surrounding community. This is evidenced by the <i>School Wide Academic Accountability Plan</i> and data in the perceptions of schoolteachers, administrators, and parents in the recent needs assessment.</li> </ul>
<p>Permissible activities: A turnaround model may also implement other strategies, such as:          (a) Any of the required and permissible activities under the transformation model; or          (b) A new school model (e.g., themed, dual language academy).</p>	

## **B.1.2 Capacity to Serve Tier I and Tier II Schools**

### **B.1.2.1 Recent School Improvement Initiatives**

School improvement initiatives have been carried out at UCLA related to its Title I school improvement plans, and a schoolwide academic accountability plan. Specifically, the most recent schoolwide academic accountability plan (2009–12) included goals focused on the following:

- A culture of academic growth and personal responsibility
- Increasing student retention, enrollment and attendance as it relates to student achievement
- Increasing student achievement
- Providing professional development related to student achievement

Although, the goals in the achievement plan are focused on student achievement, the majority of objectives within the plan attempt to address student social-emotional and support needs with the

intention that supporting and fostering relationships with students will lead to greater academic achievement. UCLA SAT-10 data shows that academic growth is taking place for students at UCLA; however, the amount of growth required to realize student achievement goals on the MAP has not been attained (see Tables 3, 4 and 5 for student achievement on the SAT-10). The overarching focus on student achievement (academically and personally) in the accountability plan shows UCLA's understanding of the schools need to improve student performance on state MAP assessment. Recent goals in the Schoolwide Academic Accountability Plan are based on student performance on the 2009–10 MAP assessment. As the results of this assessment are not currently available, it is difficult to determine the impact of recent improvement activities.

However, the focus of previous plans was to improve, increase, and grow current initiatives and activities, rather than dramatic change. UCLA understands that previous improvement initiatives have not focused on the urgent need for bold change and innovative action required in School Improvement Grant 1003(g) plan.

UCLA charter school is its own LEA. It has not previously implemented turnaround initiatives in other schools and has, therefore, no evidence of external impact. This application is UCLA's initial undertaking in the turnaround movement. For this reason, UCLA has looked to national research from the Center on Innovation and Improvement and Council of Chief State School Officers to help guide turnaround plan develop.

### **B.1.2.2 School Improvement Plan**

This complete proposal application will serve as UCLA's one, guiding plan for the school to implement the turnaround model during the 2010–2013 school years. The detailed goals, objectives, strategies, and action items, along with their measures, can be found in the school improvement plan and LEA improvement plan (ePeGS) documents, attachments C and D, all of which are designed to drive dramatic change in the school. The baseline data is derived from the needs analysis—specifically student MAP and SAT-10 scores, documents in use, and stakeholder input. The focus of the plan is on the improvement of student academic achievement, in the context of improving the life and future of each individual child who attends the school.

UCLA charter school staff and leadership engaged in the action planning process in June 2010. Actionable objectives were developed based on alignment with the schools needs, School Improvement Grant Application requirements, Missouri state regulations, the schools charter documents, and where possible—existing goals within the schools accountability plan.

The UCLA Charter School is 11 years old and serves around 200 children in Grades 5–9. The founders, filled with idealism, good intentions, and positive attitudes, set out to reach a very special population of children, many of whose families seemed locked into intergenerational cycles of poverty, homelessness, transience, instability and insecurity. It was the intent to create a caring community—the “village” it takes to raise a child. For some children, this worked. For many others, it did not. Good intentions, hard work and long hours, and stalwart insistence on the idea that every child can learn was not enough to break the grip of poverty or to interrupt the chronology of a systemic failure to educate.

The board of directors, administration, and staff of UCLA needed to take a step back. They needed to reexamine their own ideas regarding what this school was about and to reinvent a way to revive and reinvigorate the original vision. To their credit, they were able to mindfully and honestly reflect on the school's coming of age, accept the current realities of the students and their families, and commit to changing course so that the mission could be reached.

In applying for the School Improvement Grant, UCLA is generating creative and rigorous new ways of stimulating and sustaining learning. To improve student achievement with urgency, UCLA has created a comprehensive school improvement plan that will lead to changes and improvements in all areas of the schools operations and includes new innovative strategies, including:

- Differentiating instruction based on research-based strategies so that instruction works for all students, no matter their abilities, skills, learning styles, capacities and needs, and ensuring sufficient resources, opportunities, exposure and learning experiences for each individual child.
- Working smarter rather than harder in strictly aligning the curriculum to Common Core and state standards, including horizontal and vertical articulation.
- Ensuring all teachers are highly qualified and have high academic expectations for all students.
- A focus on proactive positive student engagement rather than reactive punitive student discipline, using research-based approaches to motivation, accelerated learning, service to self and others, and leadership opportunities.
- Creating a friendly, intergenerational and comprehensive learning community for all UCLA educators, parents, and young people so that each can witness the others enjoying learning experiences and working to reach his or her own academic, personal, and career potential.
- Inclusion and investment of the greater community to support the family in lifelong learning and achievement by involving businesses, institutions of higher education, social service and community organizations, local government, and skilled and compassionate neighbors in generating, designing, implementing and monitoring leadership opportunities.
- Creating Individual Success Plans for each student and ensuring each student has an adult mentor from the community. Individual Success Plans will address the academic and personal (behavioral, service, leadership, career) success goals determined collaboratively between students and teachers. Teachers, students and families will be responsible for monitoring the progress of students towards their goals.
- Encouraging collaboration and community-building to develop teachers through professional learning communities who are confident, innovative leaders in their classrooms and school community and who evidence high expectations for their students.

A full, detailed description of the UCLA School Improvement Plan can be found in Appendix C: School Improvement Plan. A summary of the key objectives and strategies is below in Table 7.

**Table 7. Summary of School Improvement Initiatives**

<b>Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.</b>	
Objective 1: By June 2011, all UCLA students will receive research-based, rigorous instruction as evidenced by improving student proficiency 15 percent from 19% to 34% in communication arts and, from 12 to 27% in mathematics on the MAP.	
<b>Strategy 1</b>	<p>Implement project based learning model with rigorous, research-based instruction, develop and incorporate career-aligned assignments, units and experiential activities to help immerse students in real-world applications of the curriculum and make long-term connections to tasks, skills and strengths they possess and will need in the future.</p> <ol style="list-style-type: none"> <li>1. Identify top 3-5, research-based instructional strategies and interventions by content area and grade to optimize whole class learning opportunities for all students, which supplement the project based learning model.</li> <li>2. The director, turnaround team and instructional coach will develop teachers understanding of newly selected strategies and how/when they are most effective and applicable in their instruction.</li> <li>3. The director and instructional coach will ensure that rigorous, extended comprehensive reading instruction is implemented to significantly increase student reading skills, engagement and enjoyment, focusing on: prereading and decoding strategies, fluency, comprehension, vocabulary development, reading for a variety of purposes, multimedia engagement and student interest/motivation.</li> <li>4. The director and instructional coach will ensure that rigorous, extended comprehensive mathematics instruction is implemented to significantly increase student mathematics skills, engagement and enjoyment, focusing on: strategies incorporating the use of manipulatives, spatial learning, collaborative/team learning and problem-solving, math vocabulary, data analysis, mental math strategies, estimation multimedia engagement and student interest/motivation.</li> <li>5. Teachers will provide documentation and lessons learned on processes that are implemented. The director will work with IHE’s and other research/foundation organizations to study effectiveness.</li> </ol>
	Funding: SIG
	Person(s) Responsible: Director
	Timeline: September 2010 - October 2011
<b>Strategy 2</b>	<p>Tie measureable, valid and reliable assessments that will assist in raising student test scores to all units of study and key objectives in the curriculum. Progress toward these measureable objectives is analyzed by teachers and building level leadership on an ongoing basis and appropriate and timely instructional adjustments are made during the entire school year.</p> <ol style="list-style-type: none"> <li>1. The Director, turnaround team and instructional coach will identify and use free resources like the Assessment and Accountability Comprehensive Center and other websites to make these determinations.</li> <li>2. The Director, turnaround team and instructional coach will determine “best practice” interventions and resources based on recent successes identified from 2009-2010 MAP and SAT-10 data.</li> <li>3. The director, turnaround team and instructional coach will help teachers understand newly selected strategies and how/when they are most effective and applicable in their instruction</li> </ol>
	Funding: SIG

	Person(s) Responsible:	Director, Turnaround Team
	Timeline:	August 2010-June 2011
Strategy 3	<p>Train teachers on formative assessment research and strategies to develop local assessments that can look at students’ skills on a continuum, improve techniques used to elicit evidence on student learning and provide constructive feedback to students to promote enhanced cognition and learning (Inside the Black Box research).</p> <ol style="list-style-type: none"> <li>1. The director and turnaround team will immerse staff in formative assessment research and develop skills and understanding through book studies and free resources (i.e., TeachersTv.com).</li> <li>2. The director will hire formative assessment consultant to work with staff and incorporate formative assessment strategies.</li> <li>3. Teacher collaboration time includes multiple sessions for teachers to reflect on and share what they have learned about implementing formative assessments and receive feedback from peers.</li> </ol>	
	Funding:	Title 1, Title 2, Local
	Person(s) Responsible:	Director/Turnaround Team
	Timeline:	August 2010- June 2011
Strategy 4	<p>All students will have an Individual Success Plan and be held accountable to progress towards the plan. Refer to work done in Wisconsin around standards-based IEPs.</p> <ol style="list-style-type: none"> <li>1. Teachers will get to know students and begin diagnostic evaluations by engaging in student interviews at the beginning of each year, as well as when new students enter the school. The director and turnaround team will take free multiple intelligence assessments as new students enter school to differentiate content based on their unique strengths and modes of learning.</li> <li>2. The Director and Instructional Coach will ensure proactive assessments and evaluations are conducted of all students upon entry to UCLA to make determinations for Students with Disabilities (SWD) and all at-risk students.</li> <li>3. The Director and turnaround team will investigate standards-based IEP/ILP models, tools, and research to incorporate into a best practices system. Teachers will differentiate instruction based on student individual learning styles, multiple intelligences, and personal and career interests.</li> <li>4. The Instructional Coach will provide teachers with professional development on creating and monitoring student success plans</li> <li>5. Teachers and students will create Individual Success Plans for all UCLA students, sharing plans with parents and students mentors</li> <li>6. Teachers and students will review progress on success plans on a regular basis.</li> </ol>	
	Funding:	Local Funds
	Person(s) Responsible:	Director , Assistant Director, Turnaround Team
	Timeline:	October 2010-July 2011
Strategy 5	<p>Increase school year to achieve instructional goals.</p> <ol style="list-style-type: none"> <li>1. Adopt a modified block schedule to increase the amount of time students spend in Communication Arts and Mathematics from 50 minutes to 90 minutes a day. Providing opportunities to connect to other strategies such as: experiential learning, formative assessment, project based learning, extended reading instruction. Implement mandatory Saturday school 8 weeks during the school year.</li> <li>2. Implement three weeks of summer school that allows a focus on transitioning students</li> </ol>	

	from elementary to middle school, middle to high school and accelerated instruction.	
	Funding:	Local Funds
	Person(s) Responsible:	Director, Assistant Director
	Timeline:	August 2010 - August 2011
<b>Strategy 6</b>	<p>Perform classroom walk-throughs to identify the extent to which core curriculum is being taught and level of student engagement via instructional techniques and lesson plans. Identify and adopt a protocol for standardization and connections to other research-based, school improvement strategies (i.e., “Learning Walks”).</p> <ol style="list-style-type: none"> <li>1. The director, turnaround office and instructional coach identify and adopt a protocol for classroom walk-throughs</li> <li>2. The director, turnaround office and instructional coach will observe classroom instruction</li> <li>3. The director, turnaround office and instructional coach perform formative evaluations of instructional alignment with curriculum frequently and provide feedback to teachers</li> <li>4. Incorporate instructional alignment with curriculum into summative evaluation</li> </ol>	
	Funding:	
	Person(s) Responsible:	Director, Turnaround Team
	Timeline:	August 2010 – April 2011
<p>Objective 2: By June 2012, all UCLA grade levels and subject areas will have a vertically and horizontally articulated curricula based on the Common Core and Missouri Grade Level Expectations/best practice, as evidenced by curriculum documents that are teacher and parent friendly.</p>		

<b>Strategy 1</b>	<p>Create communication arts and mathematics curriculum documents that are in parent-friendly formats, share high expectations with all community stakeholders and establish a culture of high, rigorous and relevant standards for all students. Common curriculum guides for each subject area and grade level can be shared with the public and are electronic to be updated regularly</p> <ol style="list-style-type: none"> <li>1. Director and Instructional Coach will establish a curriculum team consisting of all stakeholders to develop a comprehensive communication arts and mathematics curriculum in Grades 5-9.</li> <li>2. Director will hire curriculum coach following school and Board of Director hiring guidelines</li> <li>3. Curriculum team will develop aggressive development timeline to incorporate grade-specific, higher-order thinking skills and depth of knowledge of CCSS.</li> <li>4. Director will purchase curriculum management software will to speed up the development and analysis process, as well as converting curricula into public documents and viewable in multiple formats.</li> <li>5. Consultant and curriculum team will align CCSS to the unique UCLA student achievement needs and instructional priorities, identify curricular duplicates and gaps (vertically and horizontally), and optimize instructional time through existing redundancies with current lesson plans, enhancing curriculum implementation and teacher effectiveness.</li> <li>6. Consultant and instructional coach provide professional development to teachers to learn about and understand new curriculum</li> <li>7. Curriculum team and instructional coach work with teachers to develop common pacing guides by subject area and grade level.</li> <li>8. Teachers provide feedback on implementation of curricular documents and pacing guides</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Director, Assistant Director, Turnaround Team, Curriculum Team
	Timeline:	September 2010 – September 2012

<b>Strategy 2</b>	<p>Create curriculum documents for all other subject areas that are in parent-friendly formats, share high expectations with all community stakeholders and establish a culture of high, rigorous and relevant standards for all students. Common curriculum guides for each subject area and grade level can be shared with the public and are electronic to be updated regularly.</p> <ol style="list-style-type: none"> <li>1. Curriculum team will develop aggressive development timeline to incorporate grade-specific, higher-order thinking skills and depth of knowledge of CCSS.</li> <li>2. Curriculum team will incorporate lessons learned from teacher feedback in communication arts and mathematics development</li> <li>3. Consultant and curriculum team will align CCSS to the unique UCLA student achievement needs and instructional priorities, identify curricular duplicates and gaps (vertically and horizontally) use curriculum management software, and optimize instructional time through existing redundancies with current lesson plans, enhancing curriculum implementation and teacher effectiveness</li> <li>4. Consultant and instructional coach provide professional development to teachers to learn about and understand new curriculum</li> <li>5. Curriculum team and instructional coach work with teachers to develop common pacing guides by subject area and grade level.</li> <li>6. Teachers provide feedback on implementation of curricular documents and pacing guides</li> </ol>	
	Funding:	Director, Turnaround Team
	Person(s) Responsible:	SIG
	Timeline:	September 2011 – September 2012
<b>Strategy 3</b>	<p>Implement project based learning model and engage community partners and institutes of higher education to develop and incorporate career-aligned assignments, units and experiential activities to help immerse students in real-world applications of the curriculum and make long-term connections to tasks, skills and strengths they possess and will need in the future.</p> <ol style="list-style-type: none"> <li>1. Turnaround team convenes regular meetings to seek out and collect information on effective project based learning and experiential learning strategies.</li> <li>2. Turnaround team will Sponsor and support students’ exhibits at external stakeholders and partner sites.</li> <li>3. Turnaround team implement student recognition program. Director and turnaround team Research free resources for college attendance, visitations, and enrollment.</li> <li>4. Administer Kuder Interest Inventory to all students, grades 5-9</li> <li>1. Turnaround team and instructional coach make recommendations to staff regarding multidisciplinary instruction that will increase areas of student learning needed Acuity and other interim assessments to measure effectiveness of project based learning and other content quarterly</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Director, Counselor
	Timeline:	July 2010-September 2012

<b>Strategy 4</b>	<p>Implement a robust Data-Driven Instructional Delivery System. Progress measure: implementation of Acuity, alignment of assessment with curriculum</p> <ol style="list-style-type: none"> <li>1. Purchase the Acuity InFormative Assessment solution to provide real-time, ongoing interim assessments to monitor student progress towards standards and to incorporate valid and reliable, grade-appropriate, common assessments to evaluate the quality and fidelity of standards-aligned instruction.</li> <li>2. Provide professional development to teachers on Acuity and using formative assessment to drive instructional decision-making</li> <li>3. Assessment coordinator and curriculum team create a full sampling of assessments, including Acuity and teacher created assessments and analyzes assessments against the curriculum documents</li> <li>4. Assessment coordinator and staff discuss holes in alignment for possible solutions</li> <li>5. Monitor application of assessment results to changes in instructional delivery (with walk-throughs, teacher observation and conversation, teacher evaluation)</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Director, Instructional Coach
	Timeline:	August 2010-July 2012
<b>Strategy 5</b>	<p>Provide professional development in the following areas to optimize implementation fidelity and build long-term capacity at the school: Effective Instructional Strategies; the connection between Curriculum, Instruction and Assessments; Community Engagement and Parental Involvement with Curriculum.</p> <ol style="list-style-type: none"> <li>1. The turnaround team and instructional coach will identify and prioritize professional development needs based on the school improvement plan and curriculum development.</li> <li>2. The turnaround team and instructional coach will develop a calendar for professional development.</li> <li>3. The instructional coach, expert teachers and consultants will provide professional development trainings</li> <li>4. The instructional coach, expert teachers and consultants will incorporate professional development activities and follow up into team meetings, classroom instruction and observation</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Director, Turnaround Team
	Timeline:	August 2010-May 2011
<b>Strategy 6</b>	<p>Revise curriculum, based on local data, regularly to adjust for skills students are mastering ahead of schedule and allow more time or access to areas they are struggling with to reduce redundancies and inefficiencies and optimize instructional time with students.</p> <ol style="list-style-type: none"> <li>1. Assessment coordinator and curriculum have conversations with staff regarding student progress and usability of curriculum</li> <li>2. Assessment coordinator and curriculum team conduct periodic and ongoing review of Acuity, local assessment data, and other teacher developed assessments</li> <li>3. Assessment coordinator and curriculum team compare review with curriculum software</li> <li>4. Assessment coordinator and curriculum make revisions based on review</li> <li>5. Assessment coordinator and curriculum inform teachers of changes</li> </ol>	
	Funding:	SIG

	Person(s) Responsible:	Director, Turnaround Team
	Timeline:	September 2012 – June 2013
<b>Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.</b>		
Objective By July 2012, 100% of communication arts and mathematics classes will be taught by highly qualified and effective teachers and all classes will be taught by teachers with high academic expectations for all students, as evidenced by personal files, classroom observations, evaluations and dismissal of ineffective staff.		
<b>Strategy 1</b>	By June 30, 2011, UCLA will have designed a UCLA marketing brand and implemented a marketing strategy for the recruitment of highly qualified staff. Progress measures: a clear school mission and vision consistently shared at recruitment events, UCLA participation at job fairs at local colleges, and an influx of appropriate resumes tracked and categorized as to quality of applicants.	
	<ol style="list-style-type: none"> <li>1. The turnaround team will work with the director, assistant director and all school staff to revisit the school mission and vision statement, before school starts in 2010 and ensure the new school mission and vision statements are shared widely with all stakeholders, including students, parents, and community members.</li> <li>2. Create a marketing committee that will promote the school mission, vision, accomplishments and activities.</li> <li>3. Develop relationships with institutions of higher education with teacher preparation programs.</li> <li>4. The director and marketing team will use the developed teacher recruitment information and school website at job fairs to promote the school and recruit highly qualified staff.</li> <li>5. The director and marketing team will use the developed teacher recruitment information and school website at job fairs to promote the school and recruit highly qualified staff.</li> </ol>	
	Funding:	SIG, Title 1
	Person(s) Responsible:	Director
	Timeline:	June 2010-June 2011
<b>Strategy 2</b>	UCLA will have attracted, recruited and hired highly qualified and effective staff for all communication arts and mathematics positions, and removed ineffective teachers.	
	<ol style="list-style-type: none"> <li>1. The business manager and compliance coordinator will advertise all open positions throughout the year</li> <li>2. The director and other leaders will screen selected candidates using a two-step process and Haberman protocol.</li> <li>3. The Turnaround team will interview the candidates recommended by the director and offer positions to the most qualified candidates</li> <li>4. The business manager and marketing team will hold a one day induction/orientation for teachers new to the school.</li> </ol>	
	Funding:	SIG, Local
	Person(s) Responsible:	Director, Turnaround Team
	Timeline:	July 2010-September 2011

<b>Strategy 3</b>	<p>Provide ongoing and embedded professional development including coaching, mentoring, modeling, team teaching, observation of practice in other classrooms/schools, participatory research, and teacher collaboration.</p> <ol style="list-style-type: none"> <li>1. Provide teachers with professional development in the years 2010-2011 on topics related to turnaround interventions, including: change, goal persistence, the importance of creativity, professional stamina, quick win and the utility and the utility of quick wins, how to analyze timely student data to identify instructional needs and assessments.</li> <li>2. The director and turnaround team will partner with content experts and teacher leaders who can assist in the planning and delivery of professional development to build internal capacity and teacher leadership.</li> <li>3. Teachers will evaluate professional development via a written survey at the end of each session with questions about the utility and quality.</li> <li>4. The business manager and compliance coordinator will target retired teachers to recruit part-time mentors, each mentor serving no more than two teachers.</li> <li>5. Director and turnaround teams will develop mentoring guidelines and processes, including evaluation</li> <li>6. Teachers will create individualized professional development plans, explaining how they plan to work on areas of improvement (e.g., through collegial observations, PD external to the school, continuing education, reflective journals).</li> </ol>	
	Funding:	
	Person(s) Responsible:	Director, Turnaround Team
	Timeline:	July 2010-June 2012
<b>Strategy 4</b>	<p>Determine the components of and implement a comprehensive teacher evaluation system that provides pay for performance.</p> <ol style="list-style-type: none"> <li>1. Identify and adopt a new teacher evaluation system that includes multiple measures, one significant portion of which will be student performance.</li> <li>2. The director and assistant director will develop an observation schedule, protocols and criteria for the evaluation.</li> <li>3. Teachers will be evaluated twice annually, (one formative and one summative) beginning with the 2011-2012 school year.</li> <li>4. The director, in collaboration with the assistant director and turnaround team, will provide teachers with professional development on the new teacher evaluation system.</li> <li>5. After each teacher evaluation, either formative or summative, teachers will be provided timely written and verbal feedback and suggestions as appropriate.</li> <li>6. After each summative evaluation, teachers with minor deficiencies will submit a report to administrators describing how they plan to address the areas needing improvement.</li> <li>7. Staff will develop a Performance for Pay plan: The budget is as follows: <ul style="list-style-type: none"> <li>• Year 1: \$12,000</li> <li>• Year 2: \$24,000</li> <li>• Year 3: \$36,000</li> </ul> </li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Director, Board of Directors
	Timeline:	August 2011-June 2012
<b>Facilities, Support, and Instructional Resources: Provide and maintain appropriate instructional</b>		

<b>resources, support services, and functional and safe facilities.</b>							
<b>Objective 1: By June 2013, UCLA will increase student engagement and increase support to accelerate learning, with use of technology support and instructional resources, improve service to self and others and promote leadership as evidenced by 75% reduction in student code of conduct referrals, improved student engagement by 100% in class, evidence of student ran clubs and organizations and increase MAP scores to 63% in Mathematic and 74% in Communication Art.</b>							
<b>Strategy 1</b>	<p>By June 30, 2012, UCLA will have completed setting up and opening an appropriate and well-stocked, multi-media school library.</p> <ol style="list-style-type: none"> <li>1. Assistance Director catalogues and evaluates current library collection.</li> <li>2. Director hires librarian following school and Board of Director policy.</li> <li>3. Librarian researches Missouri standards for media library centers and American Association of School Librarians guidelines for middle school libraries.</li> <li>4. Teacher teams identify “musts” for library collection.</li> <li>5. Librarian obtains feedback on library collection from stakeholders (students, parents, instructional coach).</li> <li>6. Complete necessary building renovations and enhancements (see previous objective).</li> <li>7. Building and grounds supervisor and librarian identify equipment needs (such as furniture and technology).</li> <li>8. Librarian and director Purchase resources.</li> <li>9. Librarian catalogues and displays print and nonprint resources.</li> <li>10. Librarian establishes relationship with Kansas City Library.</li> <li>11. Librarian promotes use of library resources through classroom “book talks.”</li> <li>12. Librarian and instructional coach assist teachers in developing instructional units/lessons utilizing library resources.</li> <li>13. Librarian collects feedback from multiple stakeholders on library effectiveness and needs.</li> </ol>						
	<table border="1"> <tr> <td>Funding:</td> <td></td> </tr> <tr> <td>Person(s) Responsible:</td> <td>Assistant director, librarian, director, teachers</td> </tr> <tr> <td>Timeline:</td> <td>July2010-July 2011</td> </tr> </table>	Funding:		Person(s) Responsible:	Assistant director, librarian, director, teachers	Timeline:	July2010-July 2011
	Funding:						
	Person(s) Responsible:	Assistant director, librarian, director, teachers					
Timeline:	July2010-July 2011						
<b>Strategy 2</b>	<p>By June 2012, UCLA will have a state-of-the-art computer center or mobile computer center for use by all students in the school as evidenced by documented visual observation of the computer center and student feedback on the use and effectiveness of each.</p> <ol style="list-style-type: none"> <li>1. Director contracts with IT consultant to analyze current technology infrastructure and equipment, and determine need.</li> <li>2. IT Consultant researches instructional technology options and reports options cost/benefit to school.</li> <li>3. Director obtains feedback on technology needs from stakeholders (teachers, students, parents, instructional coach).</li> <li>4. Turnaround team and IT committee purchases computer center equipment (desktop or laptop computers, printers, projector and screen, desks and chairs, etc.).</li> <li>5. IT consultant Installs computer center equipment.</li> <li>6. IT Consultant and IT committee trains staff, students, and parents on equipment use and purpose.</li> <li>7. Instructional coach and IT committee assist teachers in developing instructional units/lessons utilizing technology resources.</li> <li>8. IT committee collects feedback from multiple stakeholders on school technology effectiveness and needs.</li> </ol>						

	9. IT consultant builds capacity of IT committee in establishing, implementing, and evaluating school needs.	
	Funding:	SIG
	Person(s) Responsible:	Director, IT consultant, turnaround team, IT committee, Instructional Coach
	Timeline:	August 2010-June 2012
<b>Strategy 3</b>	<p>By June 2011, UCLA will develop a Student Support and Engagement school policy and guidance to support student needs and behavior, including guidance on: school support for student engagement and behavior, students expectation for education and behavior, student support services, and discipline, as evidenced by the student support and engagement written policy, a reduction in student referrals, up-to-date signed parent consent forms, referral records, case records, and student/parent feedback documenting successful use of and satisfaction with such resources.</p> <ol style="list-style-type: none"> <li>1. Turnaround team holds focus groups with teachers, parents, and students regarding student expectations, school expectations, behavior and discipline policies</li> <li>2. Turnaround team and social worker examine and evaluate existing school policies and programs for effectiveness and alignment with school needs</li> <li>3. Leadership team researches best practice and research-based policies, programs, and practices on student engagement, support services, behavior and discipline</li> <li>4. Turnaround team and social worker, and assistant director develop student engagement, behavior, and discipline policies and procedures in cooperation with teachers, parents, and students that align with research and best-practice.</li> <li>5. Board of Director approves Student Support and Engagement policy</li> <li>6. Director and social worker communicate new guidance and expectation with school staff, students, and parents.</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Director, Board of Directors, Leadership team, social worker, Turnaround Team
	Timeline:	July 2010-June 2011
	<b>Parent and Community Involvement: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.</b>	
<p><b>Objective 1: By June 2012, 100% of parents will have access to a full-service community school with comprehensive on-and-off site student and family services as well as calendar-based on-site opportunities for parent learning and engagement in school programs, as evidenced by calendar of scheduled services and events and records of family participation.</b></p>		

<b>Strategy 1</b>	<p>By June 2011, UCLA will have worked with parents and families to identify, develop and implement parent-friendly learning opportunities at the school, including parent-as-teacher skill-building groups and beginner’s computer classes as evidenced by minutes of parent planning meetings, calendar of classes, attendance at parent events, and participant evaluations.</p> <ol style="list-style-type: none"> <li>1. The director will work with the existing parent liaison to assess parent learning needs and skill-building interests, via questionnaire and focus groups.</li> <li>2. Parent liaison will set up a small committee of parents who will constitute the Parent Education Group (PEG) and will identify ongoing parent education needs, volunteers, instructional materials, contacts (potential facilitators and/or speakers/presenters) in other organizations, parent outreach and engagement strategies, and means of evaluation of parent satisfaction.</li> <li>3. Turnaround team and parent liaison will attract, recruit, develop, evaluate and retain excellent facilitators: <ul style="list-style-type: none"> <li>• Advertise</li> <li>• Interview</li> <li>• Select according to criteria</li> <li>• Sign agreement including mutual responsibilities</li> <li>• Evaluate parent satisfaction and retain good facilitators</li> </ul> </li> <li>4. Parent education courses will begin January 2011.</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Director, parent liaison, turnaround team
	Timeline:	July 2010 – June 2011
<b>Strategy 2</b>	<p>By June 2012, UCLA will have promoted, facilitated and enhanced parent involvement in school educational programs as evidenced by needs assessment tools, outreach materials, records of attendance, with the goal of adults from all families participating in an event at the school by June 2012.</p> <ol style="list-style-type: none"> <li>1. Social worker creates a list of community service resources and referral options including go-to persons and their contact information—both on school premises and in the family’s community of residence.</li> <li>2. Social worker and family liaison creates calendar of scheduled services and events and continue outreach to parents.</li> <li>3. Turnaround team uses these adult education sessions to invite participants to become more involved and engaged in school-based educational programs for students; create and utilize an instrument to assess and collect data on parent involvement.</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Parent Liaison, Social worker, Turnaround team
	Timeline:	August 2011-June 2012

<b>Strategy 3</b>	<p>By June 2013, UCLA will have expanded its services to students and parents, as evidenced by calendars of events, sign-in sheets, school-home communication materials, parent participation tracking forms.</p> <ol style="list-style-type: none"> <li>1. Parent Liaison provides personalized/customized introductory and invitational outreach to each parent of a UCLA student via in-person contact, phone calls, e-mails, letters, parent activity calendars, list of school-site and home community services</li> <li>2. Parent Liaison maintains records of all parent feedback (positive, negative and neutral) and suggestions in hard copy including evaluations of programs, e-mails, log of phone calls, dated and recorded notes from parent contacts/visits, etc.</li> <li>3. Parent Liaison bring all parent concerns, interests, suggestions, and questions to the attention of the Principal, the School Leadership Team and the Turnaround Team on a periodic basis</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Parent Liaison, Turnaround Team, School Leadership Team
	Timeline:	August 2011-June 2013
<p>By June 2012, eight to ten community service organizations, institutions of higher education (IHEs), businesses will partner with UCLA to enhance and support academic education, student and family support services, leadership and career opportunities as evidenced by Memoranda of Understanding (MOUs) on file at the school detailing the nature of each organization’s relationship with UCLA and its families/students.</p>		
<b>Strategy 1</b>	<p>By August 2011, UCLA will have created relationships with community service organization, institutions of higher education and businesses, including the Kansas City Empowerment Zone to obtain a volunteer mentor for each student in the school.</p> <ol style="list-style-type: none"> <li>1. The director and turnaround team will create guidelines for a mentoring program for students.</li> <li>2. The director will reach out to community service organizations, institutions of higher education and businesses to secure one volunteer mentor for each student in the school, beginning in the 2011-2012 school year, informing all potential mentors of their responsibilities.</li> <li>3. The director, turnaround team and social worker will work to schedule events during the 2011-2012 school year in which mentors and students can meet at the school.</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Director, turnaround team
	Timeline:	September 2010-August 2011

<b>Strategy 2</b>	<p>By December 2010, UCLA will have promoted, facilitated and enhanced community involvement in school educational programs and invited community organizations and businesses to use school space outside of school hours; offering mentoring and apprenticeship opportunities, opportunities for supporting the school and its students, and partnership opportunities, as evidenced by outreach materials, records and documents indicating varied involvement by community groups, service organizations and community businesses.</p> <ol style="list-style-type: none"> <li>1. The Director and turnaround team will draw up a standard Memorandum of Understanding to be used with each potential community partner including what each will provide to students, parents and/or the school (student mentoring, job shadowing, employment; health, mental health and dental health services; college trips, tours, speakers and access to courses in person and on-line; material and/or fiscal contributions for school repairs, enhancements and/or programs).</li> <li>2. The director and turnaround team will create a document addressing community organizations and businesses inviting use of school space outside of school hours; offering mentoring and apprenticeship opportunities, opportunities for supporting the school and its students, partnership opportunities.</li> <li>3. The director and turnaround team will distribute document to hospitals, community based organizations, local businesses, institutions of higher education, volunteer and service organizations, mental health service providers, local government, local media, transportation providers, parents, current and potential funders, Board members, school staff, local employers, etc; hand out at all school meetings and functions.</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Director, Turnaround team
	Timeline:	July 2010-December 2010
<b>Strategy 3</b>	<p>By June 2012, UCLA will have worked with community partners on college and career opportunities for its students by sponsoring field trips to colleges and having career presentations made in classrooms or at local places of business. Progress measure: calendar of college trips and classroom career presentations.</p> <ol style="list-style-type: none"> <li>1. The director and turnaround team will reach out to local and nearby community colleges, colleges and universities and invite them to come to UCLA and make presentations to students regarding college opportunities and related careers, and to host student visits to their campuses.</li> <li>2. The director and turnaround team will schedule speakers at UCLA as well as field trips to colleges.</li> <li>3. The director and turnaround team will document these activities by creating and maintaining calendar of college presentations and field trips, as well as relevant notes and follow-up activities.</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Director, Turnaround team
	Timeline:	July 2011-June 2012
<p><b>Governance: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students.</b></p>		
<p><b>Objective 1: By June 2013, UCLA will have clear guidance, policies, protocols and processes of governance that support the flexible and creative leadership and stewardship of UCLA,</b></p>		

<b>including 100% of staff are actively engaged in professional learning communities, as evidenced by written documents clearly stating these policies, protocols and processes.</b>							
<b>Strategy 1</b>	<p>Review Board of Director by-laws and the requirements of the turnaround process and clarify the separation of powers and responsibilities between before the beginning of the 2010-2011 school year:</p> <ul style="list-style-type: none"> <li>• The Board of directors and the director so that the director will have increased operational flexibility</li> <li>• The director and turnaround team</li> <li>• The director and teachers</li> </ul> <ol style="list-style-type: none"> <li>1. The Board of Directors will call a meeting, if one is not scheduled to occur before the school year begins.</li> <li>2. The Board of Directors will review the UCLA by-laws, the requirements of the school improvement grant, and UCLA’s school improvement grant application.</li> <li>3. The Board of Directors will revise the by-laws to clarify the roles of the Board of Directors, director, turnaround team and teachers, in light of the aforementioned documents.</li> <li>4. The Board of Directors will share revised by-laws with teachers at UCLA and the charter authorizer.</li> </ol>						
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Funding:</td> <td>SIG</td> </tr> <tr> <td>Person(s) Responsible:</td> <td>Board of Directors</td> </tr> <tr> <td>Timeline:</td> <td>July 2010 – September 2010</td> </tr> </table>	Funding:	SIG	Person(s) Responsible:	Board of Directors	Timeline:	July 2010 – September 2010
	Funding:	SIG					
	Person(s) Responsible:	Board of Directors					
Timeline:	July 2010 – September 2010						
<p>UCLA will create clear policies and guidance concerning professional learning communities so that all teachers are involved in professional learning communities that meet several times a week.</p> <ol style="list-style-type: none"> <li>1. The director, assistant director and turnaround team will reach out to the Kansas City Regional Professional Development Center to get training for a group of school leaders and teachers on using professional learning communities.</li> <li>2. The director and assistant director will arrange the school schedule to allow professional learning communities to meet regularly</li> <li>3. Teachers will begin meeting in professional learning communities, with assistance from the Kansas City Regional Professional Development Center starting in September 2010</li> <li>4. 4. The director, assistant director and turnaround team will work with the Kansas City Regional Professional development Center to measure the implementation of PLCs in UCLA quarterly, working toward full implementation.</li> </ol>							
<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Funding:</td> <td>SIG</td> </tr> <tr> <td>Person(s) Responsible:</td> <td>Director, Assistant Director, Turnaround team</td> </tr> <tr> <td>Timeline:</td> <td>July 2012-July 2013</td> </tr> </table>		Funding:	SIG	Person(s) Responsible:	Director, Assistant Director, Turnaround team	Timeline:	July 2012-July 2013
Funding:	SIG						
Person(s) Responsible:	Director, Assistant Director, Turnaround team						
Timeline:	July 2012-July 2013						

<b>Strategy 3</b>	<p>UCLA will hire a turnaround team consisting of three members, one focused on each of the following turnaround areas: leadership, instruction, and infrastructure. Two of these members will be external candidates</p> <ol style="list-style-type: none"> <li>1. The Business Manager and Compliance Coordinator will create job postings and job descriptions for turnaround team.</li> <li>2. External experts will be targeted for at least two of these positions. Board policies and the school’s hiring process will be followed.</li> <li>3. The members of the turnaround team will be hired, after being interviewed by the director and board of directors.</li> <li>4. Turnaround team will implement strategies and activities required to complete the school improvement plan and monitor progress.</li> <li>5. The turnaround team and director will provide quarterly updates to the board of directors on the implementation of the school improvement grant.</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	Director, board of directors, business manager, compliance coordinator
	Timeline:	July 2010-August 2010
<b>Strategy 4</b>	<p>By June 2013, UCLA’s Board of Directors and school leaders will revise the current comprehensive plan (CSIP) and the academic accountability plan (AAP). These plans include annual goals for increasing student academic and social-emotional proficiency, raising funds to launch and sustain effective programs, and developing a “Covenant With Families”; the revised CSIP and AAP will detail the school responsibilities related to a child’s educational development and growth. Progress measure: written strategic plan including how these goals will be achieved.</p> <ol style="list-style-type: none"> <li>1. The director, assistant director, and turnaround team will create a timeline for their work and share it with the Board of Directors.</li> <li>2. The director, assistant director, and turnaround team will report on their progress to the Board of Directors in April 2012.</li> <li>3. The director assistant director and turnaround team will present to the Board of Directors, school staff, students and community stakeholders a revised draft consisting of: <ul style="list-style-type: none"> <li>• Job descriptions</li> <li>• Teacher Handbook</li> <li>• Governance chart</li> </ul> </li> <li>4. The director, assistant director and turnaround team will present a method for incorporating feedback from stakeholders.</li> <li>5. The director, assistant director, and turnaround team will review and incorporate input from the Board of Directors, school staff, parents and community stakeholders into the strategic plan.</li> <li>6. The director, assistant director, and turnaround team will present a final version of the CSIP and AAP plans to the Board of Directors, students, school staff, parents, and school community stakeholders in June 2013.</li> </ol>	
	Funding:	SIG
	Person(s) Responsible:	director, turnaround team
	Timeline:	August 2011-June 2013

UCLA believes the dramatic shift in the schools “paradigm” will have a prominent effect on the operation, culture, and outcomes of the school. The changes in school operation and direction

will lead to positive impacts for the school and its stakeholders.

**Table 8. Change in School Practices and Effect**

<b>Current Structures and Intervention</b>	<b>New Paradigm Intervention and Why UCLA Believes This One Will Make the Difference</b>	<b>Anticipated/Intended Impact</b>
<p>The current leadership at UCLA is not well-defined. The director makes the majority of program and budgetary decisions.</p> <p>The needs analysis found UCLA school has leadership and governance structures that are insufficiently participatory. Both teachers and administrators recognize this need. This is evidenced by the <i>School Wide Academic Accountability Plan</i> and data in the perceptions of schoolteachers, administrators, and parents in the recent needs assessment.</p>	<p>The former director at UCLA has stepped down and will be replaced by a new director; a new assistant director will be hired. To support its turnaround initiatives, the school plans to hire the following short-term consulting experts:</p> <ul style="list-style-type: none"> <li>• A turnaround team consisting of three people to focus on the areas of leadership, instruction and infrastructure—two of these people will be new hires and one will come from within the building</li> <li>• An information technology consultant</li> <li>• A curriculum coach</li> <li>• A professional learning communities coach</li> </ul>	<p>By bringing in content experts for a short time, the school hopes to build its internal capacity and promote teacher leadership.</p> <p>A more distributed leadership structure will exist that does not rest solely in one person.</p>
<p>The leadership focuses on letting teachers have freedom in the classroom rather than setting concrete, clear and well-communicated guidelines that allow teachers the flexibility to innovate.</p> <p>The expectation is of teacher independence in creating project-based lessons and units.</p>	<p>The leadership and teachers will work with a curriculum coach to develop curricular documents that are aligned with the Common Core standards in communication arts and mathematics and Missouri state standards in other subjects. <i>(Described in Goal 1)</i></p>	<p>Teachers will have a comprehensive curriculum to work from that is aligned with state standards <i>(Described in Goal 1)</i>.</p>
<p>UCLA teachers have only 4.7 years of teaching experience as opposed to the statewide rate of 12 years. The number of teachers with regular certification has been inconsistent over the school’s 11 years of operation. The school seems to be challenged in attracting more highly qualified teaching staff.</p> <p>More than 50 percent of the staff was dismissed as part of the turnaround process and new teachers hired to fill those positions.</p>	<p>UCLA has embraced the reality of the relative inexperience of UCLA teachers and the requirements of the school improvement grant, deciding to seek out the most effective new teachers available.</p> <ul style="list-style-type: none"> <li>• The newly hired teachers for the 2010–11 school year include three Teach for America teachers.</li> <li>• During the first year of the grant, the school plans to engage in a comprehensive but low-cost marketing and recruitment effort that will include identifying positive aspects of the school, creating</li> </ul>	<p>The new teaching staff will be focused on instruction and innovation.</p> <p>Inexperienced teachers will receive support through a variety of avenues, including professional learning communities. <i>(Described in Goal 5)</i></p> <p>The presence of content experts will ensure that professional development and professional learning communities at UCLA will be implemented correctly and meet the needs of all staff members.</p>

	<p>collateral that can be given to prospective teachers and attending job fairs at six local colleges. <i>(Described in Goal 2)</i></p> <p>UCLA will provide a professional environment that supports teachers through professional learning communities. <i>(Described in Goal 5)</i></p> <p>In revising its evaluation system, the leadership at UCLA is committed to removing teachers who are ineffective. <i>(Described in Goal 2)</i></p>	<p>The school will retain only effective teachers, ensuring a highly effective teaching staff able to meet student needs. <i>(Described in Goal 2)</i></p>
<p>The needs analysis shows that there are interactions between the school, parents, and community. However, there is not a well-defined, formalized, and consistent engagement process between the school, parents, and surrounding community.</p>	<p>The school improvement grant includes several strategies for engaging parents and community members, including the following:</p> <ul style="list-style-type: none"> <li>• Becoming a community school</li> <li>• Partnering with community organizations and businesses through a community partner of the Kansas City Empowerment Zone <i>(Described in Goal 4)</i></li> </ul>	<p>By providing community organizations and businesses access to the school property after hours and seeking to procure services for parents and students, UCLA is working to ensure that the school:</p> <ul style="list-style-type: none"> <li>• Is welcoming to all stakeholders</li> <li>• Is engaging for students</li> <li>• Is a resource to parents, students, businesses and community organizations.</li> </ul>

**B.1.2.3 Alignment With School Needs**

The UCLA school improvement plan is clearly aligned with the findings of the needs analysis and progress measures reflect the findings of that analysis. Table 9 below shows the alignment between the needs statements from the needs analysis and the objectives included in the school improvement plan.

**Table 9. Alignment of Needs Statements of the Needs Analysis and the Objectives of the School Implementation Plan**

Needs Statement of the Needs Analysis of Urban Community Leadership Academy	Objective of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR1	YR2	YR3
1. Student academic growth is a challenge for UCLA Charter School. This is evidenced by previous student academic performance on state assessments, the School Wide Academic Accountability Plan, and perceptions of student performance by schoolteachers, administrators, and parents in the recent needs assessment.	By June 2011, all UCLA students will receive research-based, rigorous instruction as evidenced by improving student proficiency 15 percent from 19% to 34% in communication arts and, from 12 to 27% in mathematics on the MAP.	x					x		
	By June 2012, all UCLA grade levels and subject areas will have a vertically and horizontally articulated curriculum based on the Common Core and Missouri Grade Level Expectations/best practice, as evidenced by curriculum documents that are teacher and parent friendly.	x					x	x	x

Needs Statement of the Needs Analysis of Urban Community Leadership Academy	Objective of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR1	YR2	YR3

<p>2. UCLA Charter school struggles to recruit, and retain highly qualified staff. This is evidenced by data in the <i>2008-2009 School Accountability Report Card</i>, and perceptions of recruiting and performance by schoolteachers, administrators, and parents in the recent needs assessment.</p>	<p>By July 2012, 100% of communication arts and mathematics classes will be taught by highly qualified and effective teachers and all classes will be taught by teachers with high academic expectations for all students, as evidenced by personal files, classroom observations, evaluations and dismissal of ineffective staff.</p>		x				x	x			
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Needs Statement of the Needs Analysis of Urban Community Leadership Academy	Objective of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline				
		1	2	3	4	5	YR1	YR2	YR3		
<p>3. It is a challenge for UCLA to support students and teachers with adequate instructional support and resources. This is evidenced by data in <i>School Wide Academic Accountability Plan</i> and perceptions of policies and availability by schoolteachers, administrators, and parents in the recent needs assessment.</p>	<p>By June 2013, UCLA will increase student engagement and increase support to accelerate learning, with use of technology support and instructional resources, improve service to self and others and promote leadership as evidenced by 75% reduction in student code of conduct referrals, improved student engagement by 100% in class, evidence of student ran clubs and organizations and increase MAP scores to 63% in Mathematic and 74% in Communication Art.</p>			x			x	x			

Needs Statement of the Needs Analysis of Urban Community Leadership Academy	Objective of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline				
		1	2	3	4	5	YR1	YR2	YR3		
<p>4. UCLA Charter School struggles to support student engagement and support needs, including social- emotional and disciplinary concerns. This is evidenced by data in the <i>2008-2009 School</i></p>	<p>By June 2013, UCLA will increase student engagement and increase support to accelerate learning, with use of technology support and instructional resources, improve service to self and others and promote leadership as evidenced by 75% reduction in student code of conduct</p>			x			x	x			

<p><i>Accountability Report Card, the School Wide Academic Accountability Plan and perceptions of policies and availability by schoolteachers, administrators, and parents in the recent needs assessment.</i></p>	<p>referrals, improved student engagement by 100% in class, evidence of student ran clubs and organizations and increase MAP scores to 63% in Mathematic and 74% in Communication Art.</p>										
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Needs Statement of the Needs Analysis of Urban Community Leadership Academy	Objective of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR1	YR2	YR3
<p>5. The physical condition of UCLA’s facilities requires improvement to ensure technology, and program needs related to the implementation of the school improvement plan can be met. This is evidenced by data in the perceptions of schoolteachers, administrators, and parents in the recent needs assessment.</p>	<p>By June 2013, UCLA will increase student engagement and increase support to accelerate learning, improve service to self and others and promote leadership as evidenced by 75% reduction in student code of conduct referrals, improved student engagement by 100% in class, evidence of student ran clubs and organizations and 56.3% of Mathematic and 48.6% of Communication Art improvement student achievement.</p>			x			x	x	

Needs Statement of the Needs Analysis of Urban Community Leadership Academy	Objective of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline		
		1	2	3	4	5	YR1	YR2	YR3
<p>6. There are interactions between the school, parents, and community. However, there is not a well-defined, formalized, and consistent engagement process between the school, parents, and surrounding community. This is</p>	<p>By June 2012, 100% of parents will have access to a full-service community school with comprehensive on-and-off site student and family services as well as calendar-based on-site opportunities for parent learning and engagement in school programs, as evidenced by calendar of scheduled services and events and records of family</p>				x		x	x	

evidenced by the <i>School Wide Academic Accountability Plan</i> and data in the perceptions of schoolteachers, administrators, and parents in the recent needs assessment.	participation.								
	By June 2012, eight to ten community service organizations, institutions of higher education (IHEs), businesses will partner with UCLA to enhance and support academic education, student and family support services, leadership and career opportunities as evidenced by Memoranda of Understanding (MOUs) on file at the school detailing the nature of each organization’s relationship with UCLA and its families/students.					X		X	X

Needs Statement of the Needs Analysis of Urban Community Leadership Academy	Objective of the School Implementation Plan	Missouri Goal Alignment					Implementation Timeline			
		1	2	3	4	5	YR1	YR2	YR3	
7. UCLA school has leadership and governance structures that are insufficiently participatory. Both teachers and administrators recognize this need. This is evidenced by the <i>School Wide Academic Accountability Plan</i> and data in the perceptions of schoolteachers, administrators, and parents in the recent needs assessment.	By June 2013, UCLA will have clear guidance, policies, protocols and processes of governance that support the flexible and creative leadership and stewardship of UCLA, including 100% of staff are actively engaged in professional learning communities for teachers, as evidenced by written documents clearly stating these policies, protocols and processes.						X	X	X	X

#### **B.1.2.4 Plan Evaluation**

A third-party evaluator is recommended for the plan outlined in this proposal. The University of Central Missouri (charter authorizer) will be engaged in the evaluation process. We propose an objective, rigorous evaluation to study the fidelity of implementation, quality of program and partners, and impact on student achievement. Changes in behavior, improved decision-making and skill sets, and overall school and community effectiveness should be exhibited by the strategies and programs outlined and answer the following questions:

- To what degree have these programs been implemented as planned?
- To what extent have participants increased effectiveness?
- How have student achievement and behaviors improved as a result of these programs?

A balance of formative and summative data will be used and pre- and postannual, biannual, and quarterly assessments and surveys will be collected. The third-party evaluator will have the staff, instruments, and analysis/modeling capacity and track record of performing quality evaluations. This evaluator will work collaboratively with UCLA staff, students, and community stakeholders to build the evaluation and identify successful components of the plan. Data will be made available as quickly as possible and all findings will be transparent to the public. The following components of the plan are envisioned for evaluation:

#### **Turnaround Staff Effectiveness**

The Leadership, Instructional and Infrastructure specialists will be evaluated. The external evaluator will develop, with the support of the leadership team, surveys for coaches, specialists, teachers, and supervising administrators regarding their effect on student achievement and the oversight of the plan.

#### **Professional Development Plans**

With the support of an external evaluator, the leadership team will evaluate the effectiveness of UCLA's new professional development plans and professional learning communities as they relate to the analysis and use of student data to inform instruction, evidenced by visual data throughout the school/classrooms, observations of classrooms and fidelity of research-based instructional programs. External evaluators will examine student data, conduct observations and review the results of classroom observations conducted by the leadership team to assess whether or not, and how the professional development plans/PLC are having an impact on instruction in the classrooms of participating teachers. This analysis will be ongoing, beginning in September 2010, and results of the analysis will be offered to the leadership team in a timely fashion.

#### **Teacher Recruitment/Marketing and Retention Programs**

The external evaluators will examine the quality of the teacher recruitment and marketing program and its impact on teacher/staff attraction and retention through a review of the materials and processes used, staff surveys and data on teacher turnover and retention.

### **Afterschool Programs**

The evaluator will examine the success of the afterschool program through parent, teacher, student, and administrator interviews or surveys and interim/annual assessment data. Recommendations for the improvement of the afterschool program will be offered to the Leadership Team in June 2011 and June 2012. The findings of the evaluation will inform the future funding of such programs.

### **Parent/Community Involvement and Business/Community Partnerships**

The evaluation will assess the implementation and success of programs for improving parent/teacher and school/community relationships. To ensure the quality of these key initiatives, the external evaluator will work with the leadership team and board to evaluate the success of these partnerships on an ongoing basis, and perform analyses on connections to student achievement during the year and year to year.

### **Teacher and Leadership Performance Evaluations**

An external evaluator will monitor and assess the new teacher and leadership performance evaluation systems. The fidelity and integrity of implementation of these important new systems, and the impact on student achievement, teacher effectiveness, and decision-making capabilities will be an important part of the overall plan. The evaluator can assist with recommendations for tying interim and summative assessment data fairly and accurately, building a multiple measurements growth model and capturing teacher and leader “best practice” artifacts into the evaluation systems. UCLA can be a leader in this realm, and evaluating the efficacy of the programs can assist in promoting and using these bold and innovative programs examining teacher and leadership performance. UCLA will remove any teacher found to be ineffective in the context of the new teacher performance evaluation system.

### **Comprehensive Service Providers for Student Support Needs**

As service providers are identified for student support needs, formative, and summative evaluations can be performed on these entities. Determining whether the breadth of student and parent/caretaker needs are being met through a comprehensive assessment of these providers will be critical. Tying these impacts to student achievement will also be critical. With the growing body of evidence around the Harlem Children’s Zone’s effectiveness and success through this approach, UCLA and the evaluator can contribute to this research.

### **B.1.2.5 Implementation of Turnaround Model Requirements**

UCLA has selected the Turnaround Model. Table 10 specifies the alignment between the school turnaround model and the school improvement plan (section B.1.2 and Appendix C). The plan explains in detail how the required and appropriate permissible activities of the selected intervention model will be implemented.

**Table 10. Alignment of Plan With Turnaround Model**

<b>Required Activities of Turnaround Model</b>	<b>Key Strategies of Urban Community Leadership Academy</b>
<p>Replace the principal and grant the 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.</p>	<p>The former director at UCLA has stepped down and will be replaced by a new director; a new assistant director will be hired. Over fifty percent of the staff was dismissed and new teachers hired. The new teachers include three Teach for America teachers.</p> <p>UCLA is also hiring short-term consulting positions:</p> <ul style="list-style-type: none"> <li>• A turnaround team consisting of three people to focus on the areas of leadership, instruction and infrastructure—two of these people will be new hires and one will come from within the building</li> </ul> <p>According to the school improvement plan, before the school year begins the board of directors will revise its policies and by-laws to clarify the separation of powers between and responsibilities of both the board of directors and the director, ensuring the director has the authority to hire and dismiss teachers and staff members (see Goal 5).</p> <p>The school will revise its teacher evaluation plan to one that will use multiple measures, including student achievement as a significant portion and use teacher evaluations to rate teacher performance, dismissing ineffective teachers (see Goal 2).</p>
<p>Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students</p> <ul style="list-style-type: none"> <li>• Screen all existing staff and rehire no more than 50 percent</li> <li>• Select new staff</li> </ul>	<p>More than 50 percent of the staff was dismissed, based on performance evaluations and “critical friend” feedback collected during the 2009–2010 school year, as part of the turnaround process and new teachers hired to fill those positions, including three teachers from Teach for America.</p>
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.</p>	<p>Goal 2, Objective 1, Strategy 4 Determine the components of and implement a comprehensive teacher evaluation system that provides pay for performance.</p>
<p>Provide staff ongoing, high-quality, job-embedded professional development that is</p>	<p>Goal 5, Objective 1, Strategy 2 UCLA will create clear policies and guidance</p>

<p>aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>concerning professional learning communities so that all teachers are involved in professional learning communities that meet several times a week.</p>
<p>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 multiyear contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.</p>	<p>Goal 5, Objective 1, Strategy 3 UCLA will hire a turnaround team consisting of three members, one focused on each of the following turnaround areas: leadership, instruction, and infrastructure. Two of these members will be external candidates</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.</p>	<p>Goal 1, Objective 1, Strategy 2 Tie measureable, valid and reliable assessments that will assist in raising student test scores to all units of study and key objectives in the curriculum. Progress toward these measureable objectives are analyzed by teachers and building level leadership on an ongoing basis and appropriate and timely instructional adjustments are made during the entire school year.</p> <p>Goal 1, Objective 2 By June 2012, all UCLA grade levels and subject areas will have a vertically and horizontally articulated curriculum based on the Common Core and Missouri Grade Level Expectations/best practice, as evidenced by curriculum documents that are teacher and parent friendly.</p> <p>Goal 1, Objective 2, Strategy 4 Implement a robust Data-Driven Instructional Delivery System. Progress measure: implementation of Acuity, alignment of assessment with curriculum</p>
<p>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.</p>	<p>Goal 1, Objective 1, Strategy 2 Tie measureable, valid and reliable assessments that will assist in raising student test scores to all units of study and key objectives in the curriculum. Progress toward these measureable objectives are analyzed by teachers and building level leadership on an ongoing basis and appropriate and timely instructional adjustments are made during the entire school year.</p> <p>Goal 1, Objective 2, Strategy 4 Implement a robust Data-Driven Instructional Delivery System. Progress measure:</p>

	implementation of Acuity, alignment of assessment with curriculum
Establish schedules and implement strategies that provide increased learning time.	UCLA will utilize a modified block scheduling to increase the amount of time students spend in communication arts and Mathematics from 50 minutes to 90 minutes a day. UCLA will extend it school year by implementing mandatory 8 weeks of Saturday school and two three weeks sessions of summer school. Required summer school allows a focus on transitioning students from elementary to middle school, middle to high school and accelerated instruction. (See Goal 1, Objective 1, Strategy 5)
Provide appropriate social-emotional and community-oriented services and supports for students.	<p>Goal 4, Objective 1 By June 2012, UCLA will be a full-service community school with comprehensive on-and-off site student and family services as well as calendar-based on-site opportunities for parent learning and engagement in school programs, as evidenced by calendar of scheduled services and events and records of family participation.</p> <p>Goal 4, Objective 2 By June 2012, eight to ten community service organizations, institutions of higher education (IHEs), businesses will partner with UCLA to enhance and support academic education, student and family support services, leadership and career opportunities as evidenced by Memoranda of Understanding (MOUs) on file at the school detailing the nature of each organization’s relationship with UCLA and its families/students.</p>
Permissible activities: A turnaround model may also implement other strategies, such as: (a) Any of the required and permissible activities under the transformation model; or (b) A new school model (e.g., themed, dual-language academy).	

**B.1.2.6 LEA/District Support of School Plan**

As UCLA Charter School is not under the jurisdiction of a district and is in fact its own LEA. The school Board of Directors is committed to leading, enhancing, and sustaining improvement efforts. The school improvement plan (Appendix B) and the LEA improvement plan (Appendix C) include evidence of the Board of Directors involvement in the implementation of the school improvement plan, such as:

- At the beginning of the implementation process, the Board of Directors will review board policies and by-laws to define the responsibilities of the Board of Directors and school

director, clarifying separation of powers, decision-making responsibilities, and chain of command. This will also ensure the policies allow for the necessary flexibility required to implement the school improvement model.

- The Board of Directors is responsible for approving any job posting that UCLA creates and intends to fill. Therefore, the board will be apprised of an involved with decisions regarding qualifications of consultants and school staff.
- The director, assistant director, and turnaround team will provide the Board of Directors with information about the new teacher evaluation system.
- Many strategies include approval of policies or implementation strategies by the Board of Directors.

## **B.2 LEA Lack of Capacity to Serve Tier I and Tier II Schools**

UCLA is a Tier I charter school. The school serves as its own LEA; therefore, there are no other schools that can be served by UCLA.

## **B.3 LEA Implementation Plan and Actions**

### **B.3.1 Alignment of LEA Plan**

The UCLA plan to implement interventions is detailed, aligned with the needs analysis results, and the requirements of the turnaround model. UCLA has created a comprehensive, well-aligned plan as detailed in section B.1.2.

#### **LEA Plan**

UCLA is a Tier I charter school. The school serves as its own LEA; therefore, there is no district that UCLA reports to or that provides support to the school. Under the advisement of the Missouri Charter School Association, this plan treats the school and the LEA/District as if they are the same thing. Details on the LEA plan can be found in Appendix D: LEA Improvement Plan.

#### **Alignment of LEA Plan With Needs Analysis Results**

This plan is based the school improvement plan. To demonstrate the alignment between the findings of the needs analysis and improvement activities, please see Table 9.

#### **Alignment of LEA Plan with Turnaround Model**

This plan is based the school improvement plan. To demonstrate the alignment between the findings of the needs analysis and improvement activities, please see Table 6.

### **B.3.2 Align Resources With Interventions**

UCLA is committed to the complete implementation of its school improvement grant, and plans to streamline and utilized resources from several funding sources to implement the full plan with fidelity. UCLA plans to use the following funding streams to implement parts of the school improvement grant:

- Title I
- Title II
- Local funds

For example, Title I funds will pay for part of the revised afterschool program. Title II funds will partially fund professional development for teachers related to using formative assessments. Local funds will be used to purchase furniture and pay for human resources related to the new media center. They will also be used, in part, toward building renovations necessary for increased student technology use as well as for library and other program needs.

### **B.3.4 Modify LEA Practices to Implement Interventions**

UCLA is a Tier I charter school. The school serves as its own LEA; therefore, there is no district

that UCLA reports to or that provides support to the school. Under the advisement of the Missouri Charter School Association, this plan treats the school and the LEA/District as if they are the same entity. UCLA charter school and its Board of Directors have agreed to modify policies and practices necessary to implement the school improvement plan. The school improvement plan (Appendix B) details many areas where the school and Board of Directors will examine and modify practices as necessary related to plan implementation, such as the following:

- Reviewing and revising Board policies to ensure the Director has the necessary authority and flexibility to implement the human resources and budget operations of the school.
- Creating a turnaround team that will report to the director and oversee the progress of the school improvement plan.
- Establishing a new teacher evaluation system that includes multiple measures and is approved by both the Board of Directors and teachers. The evaluation system will include student growth data from Acuity and student achievement results from the MAP assessment, have formative and summative components, and be tied to pay-for-performance incentives.

### **B.3.5 LEA Ability to Sustain Reforms, and Portability of Reforms**

In Michael Fullan's (2010) most recent book, *All Systems Go: The Change Imperative for Whole System Reform*, he identifies two critical factors for sustainability:

- Shared responsibility and accountability
- Systematic recruitment

Shared commitment to and responsibility for high standards of quality are critical, aided by strong internal and external partnerships at all levels (student-to-teacher, student-to-student, teacher-to-coach, teacher-to-parent, etc.) to support the multifaceted and multi-stakeholder nature of schools, communities, and learning. Having all staff focused on individual and organizational learning, growth and excellence, with evaluation and shared learning systems (i.e., Professional Learning Communities) to monitor and maintain positive movement will help ensure sustainability.

The selection, initial investment in and long-term development of new teachers and leaders must be aligned with the overall improvement goals of the school and comprehensive in design and practices to maintain a culture of excellence. Continuity and the ongoing growth of staff are important for students and parents to see and experience.

The Center for Innovation and Improvement's *Handbook on Effective Implementation of School Improvement Grants* suggests that school leaders should communicate to all stakeholders the needs for reform and identify resources and capabilities required of all partners. Measureable outcomes and expectations from those resource allocations should be articulated and evaluated for effectiveness. The improvement and accountability plan should provide for programmatic, personnel, and financial contingencies to maintain important initiatives that are working. UCLA will engage as many local leaders (business, IHE, political, foundation, etc.) as possible in

soliciting and maintaining important levels of fiscal and human capital support (Cawelti & Protheroe, 2007; Murphy, 2007; Wong, 2007). Engaging this kind of broad and diverse community support in the planning process can help strengthen long-term viability of the reform.

The addition of turnaround staff can provide strategic and focused monitoring of initiatives and emphasize the pursuit of supportive resources and expertise to help UCLA accomplish its goals on an ongoing basis. This staff will support the interventions, engage external partners in them, and look for ways to align itself with SEA-level initiatives, supports, and funding to optimize effectiveness.

### **B.3.6 External Provider Selection**

The Urban Community Leadership Academy leadership is committed to working with external partners who will build the school's capacity to generate, implement, and sustain creative new school improvements. To select these providers, UCLA will create a request for proposals no later than August 2010.

UCLA will hire a high-quality external provider to assist with the setup and implementation of its turnaround model plan. The external provider will engage with UCLA at a deep level and provide technical, leadership, and implementation expertise. The external provider will act as a trusted and embedded partner and assist with the following:

- Development and execution of quick wins
- Develop recruitment and interview protocols and ongoing evaluations of new teachers and leaders
- Align services to needs based on ongoing student achievement, and other formative evaluation, data on all aspects of the turnaround plan
- Develop comprehensive data analysis systems and provide supports around building capacity in that area
- Evaluate the internal and external communication generated by UCLA leadership for effectiveness and comprehensiveness
- Collect ongoing data and use the data to evaluate the effectiveness of the supports provided
- Assist with the development of teacher and leader performance/evaluation systems
- Advise and develop new leadership training and other job-embedded professional development for teachers and leadership
- Assess local data system capabilities and help purchase/implement an updated version of that system and design an early warning system;

Careful review of the approved external providers will be conducted by the school and other stakeholders and, prior to selection, each provider will be analyzed and vetted for its ability and capacity to successfully meet UCLA's needs.

UCLA has determined to focus on bringing in external partners with expertise in the areas of the school's greatest needs (turnaround, information technology/instructional technology, curriculum).

**B.4 Timeline**

**Table 11. Goal 1: Student Performance**

Subtask and Activity	First-Year Detail by Month (July to June)												Years 2–3	
	1	2	3	4	5	6	7	8	9	10	11	12	2	3
<b>Objective 1: By June 2011, all UCLA students will receive research-based, rigorous instruction as evidenced by improving student proficiency 15 percent from 19% to 34% in communication arts and, from 12% to 27% in mathematics on the MAP and an additional 15% each subsequent year.</b>														
<u>Strategy 1:</u> Implement project based learning model and engage community partners and institutes of higher education to develop and incorporate career-aligned assignments, units and experimental activities to help immerse students in real-world applications of the curriculum and make long-term connections to tasks, skills and strengths they possess and will need in the future.			▲	▲										
<u>Strategy 2:</u> Tie measurable, valid and reliable assessments that will assist in raising student test scores to all units of study and key objectives in the curriculum. Progress toward these measurable objectives are analyzed by teachers and building level leadership on an ongoing basis and appropriate and timely instructional adjustments are made during the entire school year.	▲	→										▲		
<u>Strategy 3:</u> Train teachers on formative assessment research and strategies to develop local assessments that can look at students’ skills on a continuum, improve techniques used to elicit evidence on student learning and provide constructive feedback to students to promote enhanced cognition and learning (Inside the Black Box research).	▲	→										▲	▲	▲

<p><u>Strategy 4:</u> All students will have an Individual Success Plan and be held accountable to progress towards the plan. Refer to work done in Wisconsin around standards-based IEPs.</p>	▲											▲			
<p><u>Strategy 5:</u> Increase school day/year to achieve instructional goals.</p>	▲												▲	→	▲
<p><u>Strategy 6:</u> Perform classroom walk-throughs to identify the extent to which core curriculum is being taught and level of student engagement via instructional techniques and lesson plans. Identify and adopt a protocol for standardization and connections to other research-based, school improvement strategies (i.e., “Learning Walks”).</p>	▲											▲			
<p><b>Objective 2: By June 2012, all UCLA grade levels and subject areas will have a vertically and horizontally articulated curriculum based on the Common Core and Missouri Grade Level Expectations/best practice, as evidence by curriculum documents that are teacher and parent friendly.</b></p>															
<p><u>Strategy 1:</u> Create communication arts and mathematics curriculum documents that are in parent-friendly formats, share high expectations with all community stakeholders and establish a culture of high, rigorous and relevant standards for all students. Common curriculum guides for each subject area and grade level can be shared with the public and are electronic to be updated regularly. Funding will be used to hire personnel, curriculum team time, and curriculum management software.</p>			▲									▲	▲		
<p><u>Strategy 2:</u> Create curriculum documents for all other subject areas that are in parent-friendly formats, share high expectations with all community stakeholders and establish a culture of high, rigorous and relevant standards for all students. Common</p>													▲		▲

<p>curriculum guides for each subject area and grade level can be shared with the public and are electronic to be updated regularly.</p>														
<p><u>Strategy 3:</u> Implement project based learning model and engage community partners and institutes of higher education to develop and incorporate career-aligned assignments, units and experiential activities to help immerse students in real-world applications of the curriculum and make long-term connections to tasks, skills and strengths they possess and will need in the future.</p>	▲												▲	
<p><u>Strategy 4:</u> UCLA will implement a robust Data-Driven Instructional Delivery System as evidenced by implementation of Acuity, alignment of assessments with curriculum.</p>		▲											▲	
<p><u>Strategy 5:</u> Provide professional development in the following areas to optimize implementation fidelity and build long-term capacity at the school: Effective instructional strategies, the connection between curriculum instruction and assessments, community engagement and parental improvement with curriculum.</p>		▲								▲				
<p><u>Strategy 6:</u> Revise curriculum, based on local data, regularly to adjust for skills student are mastering ahead of schedule and allow more time or access to areas they are struggling with to reduce redundancies and inefficiencies and optimize instructional time with students.</p>														▲

**Table 12. Goal 2: Highly Qualified Staff**

Subtask and Activity	First-Year Detail by Month (July to June)												Years 2-3	
	1	2	3	4	5	6	7	8	9	10	11	12	2	3
<b>Objective 1: By July 2012, 100% of communication arts and mathematics classes will be taught by highly qualified and effective teachers and all classes will be taught by teachers with high academic expectations for all students, as evidenced by personal files, classroom observations, evaluations and dismissal of ineffective staff.</b>														
<u>Strategy 1:</u> By June 2011, UCLA will have designed a UCLA marketing brand and implemented a marketing strategy for the recruitment of highly qualified staff. Progress measures: a clear school mission and vision consistently shared at recruitment events, UCLA participation at job fairs at local colleges, and an influx of appropriate resumes tracked and categorized as to quality of applicants.	▲											▲		
<u>Strategy 2:</u> UCLA will have attracted, recruited and hired highly qualified and effective staff for all communication arts and mathematics positions, and removed ineffective teachers.	▲	▲	▲											
<u>Strategy 3:</u> Provide ongoing and embedded professional development including coaching, mentoring, modeling, team teaching, observation of practice in other classrooms/schools, participatory research, and teacher collaboration.	▲												▲	
<u>Strategy 4:</u> Determine the components of and implement a comprehensive teacher evaluation system that provides pay for performance.													▲	

**Table 13. Goal 3: Facilities, Support, and Resources**

Subtask and Activity	First-Year Detail by Month (July to June)												Years 2-3	
	1	2	3	4	5	6	7	8	9	10	11	12	2	3
<b>Objective 1: By June 2013, UCLA will increase student engagement and increase support to accelerate learning, with use of technology support and instructional resources, improve service to self and others and promote leadership as evidenced by 75% reduction in student code of conduct referrals, improved student engagement by 100% in class, evidence of student ran clubs and organizations and increase MAP scores to 63% in Mathematic and 74% in Communication Art.</b>														
<u>Strategy 1:</u> By June 2012, UCLA will have completed setting up and opening an appropriate and well-stocked multi-media school library.							▲	→	→	→	→	→	→	▲
<u>Strategy 2:</u> By June 2012, UCLA will have a state-of-the-art computer center or mobile computer center for use by all students in the school as evidenced by documented visual observation of the computer center and student feedback on the use and effectiveness of each.		▲	→	→	→	→	→	→	→	→	→	→	→	▲
<u>Strategy 3:</u> By June 2011, UCLA will develop a Student Support and Engagement school policy and guidance to support student needs and behavior, including guidance on: school support for student engagement and behavior, students expectation for education and behavior, student support services, and discipline, as evidenced by the student support and engagement written policy, a reduction in student referrals, up-to-date signed parent consent forms, referral records, case records, and student/parent feedback documenting successful use of and satisfaction with such resources.	▲	→	→	→	→	→	→	→	→	→	→	→	▲	

**Table 14. Goal 4: Parent and Community Involvement**

Subtask and Activity	First-Year Detail by Month (July to June)												Years 2-3	
	1	2	3	4	5	6	7	8	9	10	11	12	2	3
<b>Objective 1: By June 2012, 100% of parents will have access to a full-service community school with comprehensive on-and-off site student and family services as well as calendar-based on-site opportunities for parent learning and engagement in school programs, as evidenced by calendar of scheduled services and events and records of family participation.</b>														
<u>Strategy 1:</u> By June 2011, UCLA will have worked with parents and families to identify, develop and implement parent-friendly learning opportunities at the school, including parent-as-teacher skill-building groups and beginner’s computer classes as evidenced by minutes of parent planning meetings, calendar of classes, attendance at parent events, and participant evaluations.	▲											▲		
<u>Strategy 2:</u> By June 2012, UCLA will have promoted, facilitated and enhanced parent involvement in school educational programs as evidenced by needs assessment tools, outreach materials, records of attendance, with the goal of adults from all families participating in an event at the school by June 2012.													▲	
<u>Strategy 3:</u> By June 2013, UCLA will have expanded its services to students and parents, as evidenced by calendars of events, sign-in sheets, school-home communication materials, parent participation tracking forms.													▲	▲
<b>Objective 2: By June 2012, eight to ten community service organizations, institutions of higher education (IHEs), businesses will partner with UCLA to enhance and support academic education, student and family support services, leadership and career opportunities as evidenced by Memoranda of Understanding (MOUs) on file at the school detailing the nature of each organization’s relationship with UCLA and its families/students.</b>														
<u>Strategy 1:</u> By August 2011, UCLA will have created relationships with community service organization, institutions of higher education and businesses, including the Kansas City		▲											▲	

<p>Empowerment Zone to obtain a volunteer mentor for each student in the school.</p>														
<p><u>Strategy 2:</u> By December 2010, UCLA will have promoted, facilitated and enhanced community involvement in school educational programs and invited community organizations and businesses to use school space outside of school hours; offering mentoring and apprenticeship opportunities, opportunities for supporting the school and its students, and partnership opportunities, as evidenced by outreach materials, records and documents indicating varied involvement by community groups, service organizations and community businesses.</p>	▲	▲	▲	▲	▲	▲								
<p><u>Strategy 3:</u> By June 2012, UCLA will have worked with community partners on college and career opportunities for its students by sponsoring field trips to colleges and having career presentations made in classrooms or at local places of business. Progress measure: calendar of college trips and classroom career presentations.</p>	▲	→										▲		

**Table 15. Goal 5: Governance and Leadership**

Subtask and Activity	First-Year Detail by Month (July to June)												Years 2–3	
	1	2	3	4	5	6	7	8	9	10	11	12	2	3
<b>Objective 1: By June 2013, UCLA will have clear guidance, policies, protocols and processes of governance that support the flexible and creative leadership and stewardship of UCLA, including 100% of staff are actively engaged in professional learning communities, as evidenced by written documents clearly stating these policies, protocols and processes.</b>														
<u>Strategy 1:</u> Review Board of Director by-laws and the requirements of the turnaround process and clarify the separation of powers and responsibilities between before the beginning of the 2010–2011 school year: <ul style="list-style-type: none"> <li>• The Board of directors and the director so that the director will have increased operational flexibility</li> <li>• The director and turnaround team</li> <li>• The director and teachers</li> </ul>	▲	▲												
<u>Strategy 2:</u> UCLA will create clear policies and guidance concerning professional learning communities so that all teachers are involved in professional learning communities that meet several times a week.	▲												▲	▲
<u>Strategy 3:</u> UCLA will hire a turnaround team consisting of three members, one focused on each of the following turnaround areas: leadership, instruction, and infrastructure. Two of these members will be external candidates.	▲	▲												
<u>Strategy 4:</u> By June 2013, UCLA’s Board of Directors and school leaders will revise the current comprehensive plan (CSIP) and the academic accountability plan (AAP). These plans include annual goals for increasing student academic and social-emotional proficiency, raising funds to launch and sustain effective programs, and developing a “Covenant With Families”; the revised CSIP and AAP will detail the school responsibilities related to a child’s educational development and growth. Progress measure: written strategic plan including how these goals will be achieved.													▲	▲

**B.5 Annual Goals**

In consultation with the Missouri Department of Elementary and Secondary Education, UCLA has set student achievement goals of increasing students proficient on the MAP assessment 15 percent in reading/language (communication) arts and mathematics and for all grade levels in each year of the grant. The baseline for these student achievement goals is set on the most currently available MAP data, from the 2008–09 school year. Student achievement goals for the School Improvement Grant 1003(g) are reflected in the MAP scores for the 2010–11 through 2012–13 school year. Therefore, these projections will not include the 2009–10 school year.

Current rates of student proficiency on the MAP assessment for UCLA students are very low. The average percent of students scoring proficient or better for Grades 5–9 in communication arts is 11.35 percent. The average percent of students scoring proficient or better for Grades 5–9 in mathematics is 3.36 percent. The annual growth target of 15 percent will lead to 50 percent of UCLA student scoring proficient or better by the end of the 2012–13 school year. These are ambitious, given that 0 percent of the students at UCLA were proficient in communication arts and mathematics as recently as 2004. Although this number is short of longer terms goals for student achievement, it is an impressive start to turning the school around and making progress out of school improvement status.

**Table 16. Student Achievement Goals**

Subject	Baseline (2008–09)	2009–10*	2010–11	2011–12	2012–13
Communication Arts	11.35%	19%	34%	59%	74%
Mathematics	3.36%	12%	27%	45%	63%

\*2009–10 MAP assessment scores are not currently available, or part of the achievement goals related to this plan.

**B.6 Tier III Schools Served**

UCLA is a Tier I charter school. The school serves as its own LEA; therefore, there are no other schools that can be served by UCLA.

**B.7 Tier III School Goals**

Urban Community Leadership Academy is a Tier I charter school. The school serves as its own LEA; therefore, there are no other schools that can be served by UCLA.

## **B.8 Stakeholders**

The initial kick-off meeting for the UCLA's needs assessment was attended by representatives of the school administration and Board of Directors. During the needs analysis conducted by Learning Point Associates, data were collected from the following stakeholders:

- The president of the board of directors
- The director
- The assistant director
- The business manager
- The instructional coach
- Teachers
- Parents and grandparents (each of whom has had one or more children/grandchildren in the school for a number of years)

Data from the needs analysis were analyzed and prioritized by participants at the co-interpretation meeting. UCLA leaders invited representatives of the following stakeholders to the co-interpretation event:

- Teachers
- Administrators (director, assistant directors)
- Business manager
- Assessment coordinator
- Instructional coach
- Social worker
- External consultants (Keys for Success)
- Parents
- Board of directors
- Charter authorizers

Of the invited stakeholders, consultants were the only external school stakeholders who attended the co-interpretation. The internal stakeholders in attendance included the following:

- Administrators (director, assistant directors)
- Business manager
- Finance and compliance manager
- Assessment coordinator

- Instructional coach
- Social worker
- External consultants (Keys for Success)

At the July 8, 2010, school meeting, the director and assistant director explained key aspects of the plan to new and returning teachers and staff members. All teachers and staff members who were present (10 of 12 teachers hired for the fall) agreed to fully implement the plan.

UCLA maintains partnership with other stakeholders in the community, critical for help in the provision of services to its students and families. These have included the following:

- **Synergy**, which works with homeless children
- **United Service**, which provides parent support, jobs, help with utilities, adult education, food and job training
- **Family Conservation**, which has helped to provide uniforms to students
- **Neighbor to Neighbor**, which has supported families by providing clothing and food
- **Ad Hoc**, which has worked with the school to help prevent violence and offer Victim Grief Group support
- **MOSCA**, which helps victims of sexual assault
- **DFS** which provides an array of family supports
- **Samuel Rodgers**, which helps provide emergency medical and dental care
- **Swope Mental Health Center**, which supports families with mental health care and services
- **St. Vincent (Operation Breakthrough)**, which provides case management and afterschool support
- **Children’s Mercy Hospital**, which offers emergency services, case management, and other community supports

To successfully implement the school improvement plan for UCLA charter school, school and community stakeholders will have to be engaged in the process and provide support to the school. UCLA will continue to involve these stakeholders in conversations and actions to further the achievement of its objectives in the SIG application as it reaches out to the community and as it works to provide more comprehensive and on-site services to its families. UCLA is also pursuing a partnership with the Kansas City Empowerment Zone (KCEZ) for enhanced opportunities, such as: student mentors and apprenticeships in new “green job” industries.

The school improvement plan (section B.1.2 and Appendix C) and LEA improvement plan (Appendix C) of this proposal include stakeholders engaged in improvement activities and initiatives in the following ways:

**Table 17. Stakeholder Engagement in Plan Implementation**

Stakeholder Group	Role in Plan Implementation
Students	<ul style="list-style-type: none"> <li>• The most critical stakeholder group is composed of the students. UCLA students and alumni will be invited and encouraged to generate exciting new thinking regarding student needs, youth development, and</li> </ul>

	supportive technologies, as well as to involve themselves in student government and alumni action groups.
Building Staff	<ul style="list-style-type: none"> <li>• The teachers at UCLA will be involved in almost every aspect of plan implementation. They will be the ones in the classrooms, working to ensure student growth increases by 15 percentage points each year. Their role will include the following: <ul style="list-style-type: none"> <li>▪ Help revise the school’s mission and vision statement (goal 2)</li> <li>▪ Developing and implementing a revised curriculum (goal 1)</li> <li>▪ Utilize the data-driven instructional delivery system (goal 1)</li> <li>▪ Attend professional development (goal 2)</li> <li>▪ Participate in professional learning communities (goal 5)</li> </ul> </li> </ul>
LEA Staff	<ul style="list-style-type: none"> <li>• UCLA is a Tier I charter school. The school serves as its own LEA, the primary organizations involved with the operation and governance of the school are the building staff and the Board of Directors.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• UCLA will involve parents in the implementation of the plan by identifying their needs and seeking their input in the school’s pursuit to do the following: <ul style="list-style-type: none"> <li>▪ Create parent-friendly learning opportunities</li> <li>▪ Become a community school</li> <li>▪ Provide opportunities for students and parents at the school by creating and expanding relationships with community organizations and businesses, including the Kansas City Empowerment Zone.</li> </ul> </li> </ul>
Teachers Organizations	<ul style="list-style-type: none"> <li>• There are no teacher organizations or unions represented at UCLA.</li> </ul>
Colleges and Universities	<ul style="list-style-type: none"> <li>• UCLA seeks to create working relationships with local institutions of higher education as part of their community involvement plan and to get a volunteer mentor for each student.</li> </ul>
Community Representatives	
Local Government and Other Public Sector Representatives	<ul style="list-style-type: none"> <li>• Student services include the Department of Family Services. Other local government and public sector stakeholders may be engaged as the school operations require.</li> </ul>
Business Community	<ul style="list-style-type: none"> <li>• UCLA expects to reach out to community businesses as part of their community involvement plan and to get a volunteer mentor for each student.</li> </ul>
Other Organizations	<ul style="list-style-type: none"> <li>• UCLA will set criteria for partner organization providing services to students. This may include local business and public sector representatives, but also will include other community and social services-based organizations. Additional organizations will be sought to get a volunteer mentor for each student, such as the Kansas City Empowerment Zone.</li> </ul>
Board of Directors	<ul style="list-style-type: none"> <li>• At the beginning of the implementation process, the board of directors will review board policies and by-laws to define the responsibilities of the board and director, clarifying separation of powers, decision-making responsibilities, and chain of command.</li> <li>• The board of directors is responsible for approving any job description that UCLA creates and intends to fill.</li> </ul>

	<ul style="list-style-type: none"><li>• The director, assistant director and turnaround team will provide the board of directors with information about the new teacher evaluation system.</li></ul>
Sponsoring Organization	<ul style="list-style-type: none"><li>• UCLA will continue its collaborative and transparent working relationship with Central Missouri State University, its sponsoring organization. They will be involved in the external evaluation of the school improvement grant.</li></ul>

## Works Cited

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## Section C. Budget

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

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

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

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

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

**LEA/District and School Budget Templates**

**LEA/District:** Urban Community Leadership Academy      **School:** Urban Community Leadership Academy

**County/District Code:** 048907      **School Code:** \_\_\_\_\_

**Year I 2010 - 2011**

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

Budget Codes	Related Strategies and Activities
<b>1100 Instruction</b>	
<b>1100 Instruction 1003 (g) SIG</b>	<b>Goals 1, 3 and 4:</b> Parent Liaison, Part-time mentors, counselor, Regional Professional Development Center support, Turnaround office
<b>1251 Culturally Different Instruction(Title I)</b>	
<b>1251 Culturally Different Instruction(Title I)  1003 (g) SIG</b>	
<b>2100 Support Services - Pupils</b>	

<p><b>2100 Support Services – Pupils 1003 (g) SIG</b></p>	<p><b>Goals 3 &amp; 5:</b> Wiring (throughout the school) and renovation of media center (library), computers for all classrooms (4 per classroom), the media center and the technology center/carts with wireless computers, textbooks and supplemental materials, marketing, curriculum software and licenses, guidance and social-emotional development materials <b>for students</b></p>
<p><b>2210 Improvement of Instruction Services (Professional Development)</b></p>	
<p><b>2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG</b></p>	<p><b>Goals 2, 3, 4 &amp; 5:</b> Turnaround office, Project Based Learning, Professional Learning Community consultant, professional development, consultants, stiphens, Regional Professional Development staff support</p>
<p><b>2620 Planning, Research, Development, and Evaluation Services</b></p>	
<p><b>2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG</b></p>	<p><b>Goals 1, 2, 5:</b> Turnaround office, acuity, curriculum builder, NWEA, SAT, technology consultant</p>
<p><b>3000 Parent Involvement</b></p>	
<p><b>3000 Parent Involvement 1003 (g) SIG</b></p>	<p><b>Goals 3, 4 &amp; 5:</b> Behavior Specialists, attendance at workshops and conferences, materials and supplies, equipment, games, books and other materials for parent center,</p>
<p><b>Other (Use Missouri Accounting manual codes)</b></p>	
<p><b>Administrative Costs</b></p>	

<p><b>Administrative Costs</b> <b>1003 (g) SIG</b></p>	<p><b>Goals 2 &amp; 5:</b> Evaluator, mentoring costs for the school principal/director and new assistant director, annual theme materials and supplies, Board retreat expenses and participation in regional, national conferences, costs incurred for administrative, management, accounting services for the project</p>
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**LEA/District and School Budget Templates**

**LEA/District:** Urban Community Leadership Academy      **School:** Urban Community Leadership Academy

**County/District Code:** 048907      **School Code:** \_\_\_\_\_

**Year 2: 2011 -2012**

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

<b>Budget Codes</b>	<b>Related Strategies and Activities</b>
<b>1100 Instruction</b>	
<b>1100 Instruction 1003 (g) SIG</b>	<b>Goals:</b> 2, 3 & 5: Turnaround office, Project Based Learning, Professional Learning consultant, professional development, consulting services, stiphens, Regional Professional Development staff support,
<b>1251 Culturally Different Instruction(Title I)</b>	
<b>1251 Culturally Different Instruction(Title I)</b>  <b>1003 (g) SIG</b>	
<b>2100 Support Services - Pupils</b>	

<p><b>2100 Support Services – Pupils 1003 (g) SIG</b></p>	<p><b>Goals 3 &amp; 5:</b> Wiring (throughout the school) and renovation of media center (library), computers for all classrooms (4 per classroom), the media center and the technology center/carts with wireless computers, textbooks and supplemental materials, marketing, curriculum software and licenses, guidance and social- emotional development materials for students</p>
<p><b>2210 Improvement of Instruction Services (Professional Development)</b></p>	
<p><b>2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG</b></p>	<p><b>Goals: 2, 3, 4 &amp; 5:</b> Turnaround office, Project Based Learning, Professional Learning Community consultant, professional development, consultants , stiphens, Regional Professional Development staff support,</p>
<p><b>2620 Planning, Research, Development, and Evaluation Services</b></p>	
<p><b>2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG</b></p>	<p><b>Goals: 1, 2, 5:</b> Turnaround office, acuity, curriculum builder, NWEA, SAT, technology consultant</p>
<p><b>3000 Parent Involvement</b></p>	
<p><b>3000 Parent Involvement 1003 (g) SIG</b></p>	<p><b>Goals 3, 4 &amp; 5:</b> Behavior Specialists, attendance at workshops and conferences, materials and supplies, equipment, games, books and other materials for parent center,</p>
<p><b>Other (Use Missouri Accounting manual codes)</b></p>	
<p><b>Administrative Costs</b></p>	

<p><b>Administrative Costs</b> <b>1003 (g) SIG</b></p>	<p><b>Goals 2 &amp; 5:</b> Evaluator, mentoring costs for the school principal/director and new assistant director, annual theme materials and supplies, Board retreat expenses and participation in regional, national conferences, costs incurred for administrative, management and accounting services for the project</p>
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**LEA/District and School Budget Templates**

**LEA/District:** Urban Community Leadership Academy      **School:** Urban Community Leadership Academy

**County/District Code:** 048907      **School Code:** \_\_\_\_\_

**Year 3: 2012 -2013**

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

<b>Budget Codes</b>	<b>Related Strategies and Activities</b>
<b>1100 Instruction</b>	
<b>1100 Instruction 1003 (g) SIG</b>	<b>Goals:</b> 2, 3 & 5: Turnaround office, Project Based Learning, Professional Learning consultant, professional development, consulting services, stiphens, Regional Professional Development staff support,
<b>1251 Culturally Different Instruction(Title I)</b>	
<b>1251 Culturally Different Instruction(Title I)</b>  <b>1003 (g) SIG</b>	
<b>2100 Support Services - Pupils</b>	

<p><b>2100 Support Services – Pupils 1003 (g) SIG</b></p>	<p><b>Goals 3 &amp; 5:</b> Wiring (throughout the school) and renovation of media center (library), computers for all classrooms (4 per classroom), the media center and the technology center/carts with wireless computers, textbooks and supplemental materials, marketing, curriculum software and licenses, guidance and social- emotional development materials for students</p>
<p><b>2210 Improvement of Instruction Services (Professional Development)</b></p>	
<p><b>2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG</b></p>	<p><b>Goals: 2, 3, 4 &amp; 5:</b> Turnaround office, Project Based Learning, Professional Learning Community consultant, professional development, consultants , stiphens, Regional Professional Development staff support,</p>
<p><b>2620 Planning, Research, Development, and Evaluation Services</b></p>	
<p><b>2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG</b></p>	<p><b>Goals: 1, 2, 5:</b> Turnaround office, acuity, curriculum builder, NWEA, SAT, technology consultant</p>
<p><b>3000 Parent Involvement</b></p>	
<p><b>3000 Parent Involvement 1003 (g) SIG</b></p>	<p><b>Goals 3, 4 &amp; 5:</b> Behavior Specialists, attendance at workshops and conferences, materials and supplies, equipment, games, books and other materials for parent center,</p>
<p><b>Other (Use Missouri Accounting manual codes)</b></p>	
<p><b>Administrative Costs</b></p>	

<p><b>Administrative Costs</b> <b>1003 (g) SIG</b></p>	<p><b>Goals 2 &amp; 5:</b> Evaluator, mentoring costs for the school principal/director and new assistant director, annual theme materials and supplies, Board retreat expenses and participation in regional, national conferences, costs incurred for administrative, management and accounting services for the project</p>
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**UCLA Year 1**  
**SIG Budget 2010 -2011**

<b>BUDGET</b>								
Budget Year—20____	6100 Certificated Salaries	6150 Non- certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG					72,000	57,354		129,354
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils								
2100 Support Services – Pupils 1003 (g) SIG		48,000	14,400	75,000				137,400
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	113,000	96,000	35,000	108,000	7,000			359,000
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG		60,000	18,000	215,000	1,000			294,000
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG				12,000	12,000			24,000
Administrative Costs								
Administrative Costs 1003 (g) SIG				22,000	640			22,640
Program Costs Subtotal (Not including 1003 (g) SIG )								
1003 (g) SIG Subtotal								
<b>Grand Total</b>	<b>113,000</b>	<b>204,000</b>	<b>67,400</b>	<b>432,000</b>	<b>92,640</b>	<b>57,354</b>		<b>966,394</b>

**UCLA Year 2  
SIG Budget 2011 -2012**

<b>BUDGET</b>								
Budget Year—20____	6100 Certificated Salaries	6150 Non- certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG	221,450		66,435	315,000	75,000			677,885
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils								
2100 Support Services – Pupils 1003 (g) SIG	56,650			11,000		75,000	155,000 Technolo gy & Equip	297,650
2210 Improvement of Instruction Services (Professional Development)								1
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG				100,000				100,000
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG				50,000				50,000
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG		149,350	30,900	7,000	7,000			194,250
Administrative Costs								
Administrative Costs 1003 (g) SIG (10%)	27,810	14,935	9,733	48,300	8,200	7,500	15,500	
Program Costs Subtotal (Not including 1003 (g) SIG )								
1003 (g) SIG Subtotal	305,910	164,285	107,068	531,300	90,200	82,500	170,500	1,451,764
Grand Total								

**UCLA Year 3  
SIG Budget 2012 -2013**

<b>BUDGET</b>								
Budget Year—20____	6100 Certificated Salaries	6150 Non- certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG	228,094		68,397	220,500	46,000			562,991
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils								
2100 Support Services – Pupils 1003 (g) SIG	58,350			4,400		25,000	50,000 Tech & Equip	137,750
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG				75,000				75,000
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG				20,000				20,000
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG		153,831	31,827	3,000	3,000			191,658
Administrative Costs	28,644	15,383	10,000	32,290	4,900	2,500	5,000	98,717
Administrative Costs 1003 (g) SIG (10%)								
Program Costs Subtotal (Not including 1003 (g) SIG )								
1003 (g) SIG Subtotal								
<b>Grand Total</b>	<b>315,088</b>	<b>169,214</b>	<b>110,224</b>	<b>355,190</b>	<b>53,900</b>	<b>27,500</b>	<b>55,000</b>	<b>1,086,116</b>

## Section D. Assurances

Urban Community Leadership Academy, 048907

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

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

The LEA/district must assure that it will—

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

## Section E. Waivers

Urban Community Leadership Academy, 048907

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

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

Extending the period of availability of school improvement funds.

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

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

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

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE <i>Bernard M. Winters</i>	DATE 7/12/10
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative) <i>Joyce M. Gauthier</i>	DATE 7/12/10

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), 5<sup>th</sup> Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

## Appendix A Competitive Priorities Form

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

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

**1) Implement one plan.**

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

**Response:** The Urban Community Leadership Academy (UCLA) is a charter school and therefore is its own local education agency. Because the LEA is not a separate entity, its policies, processes, and procedures are identical to those of the school and can in no way contradict the implementation of the building’s turnaround plan.

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

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

**Response:** UCLA has chosen to set the goal of raising student test scores on the MAP test in communication arts and mathematics by 15 percentage points every year, over the next three years. The goal states that by 2013, 56 percent of the students will be proficient in communication arts and 48 percent of the students will be proficient in mathematics. These goals are ambitious, given that 0 percent of the students at UCLA were proficient in communication arts and mathematics as recently as 2004 and that during the 2008–2009 school year (the last year for which data are available) only 11.35 percent of students were proficient in communication arts and 3.36 percent were proficient in mathematics.

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

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

**Response:** UCLA's plan includes a revision of the school's teacher evaluation system, so that the teacher evaluations include multiple measures, with student achievement as one significant factor of those evaluations. Teachers will be informed of evaluation components before it is adopted and provided with professional development on how the system will work and expectations, before it is implemented. Beginning in January 2012, teachers will be evaluated twice annually using this new teacher evaluation system, once formatively and once summatively.

On the basis of annual summative evaluations, the director and turnaround leader will identify low-performing staff members who may need extra support. If low performance continues after receiving support, those staff members will be counseled out of the profession. There is no union contract or collective bargaining agreement at UCLA, so counseling ineffective teachers out of the profession will not meet with contractual resistance. Teachers who perform well and receive a good rating on their annual summative evaluation will be eligible for performance pay.

UCLA plans to establish professional learning communities that will engage in collaborative learning focused on school goals and student needs, drawing on the PLC support available to the schools through the Kansas City Regional Professional Development Center housed at the University of Missouri-Kansas City. This important job-embedded professional development structure will provide teachers with the coaching and support they need to implement the initiatives included in the school improvement grant and to dramatically increase student achievement, and develop their internal professional growth and accountability.

UCLA has historically had difficulty recruiting and retaining teachers, since the whole school serves a high-need population. The school improvement plan includes the development of a marketing strategy for the school to identify and increase positive aspects of the school (professional development opportunities, teacher leadership opportunities, positive working conditions) and share those positive characteristics with prospective hires. The plan also includes a more robust and proactive recruitment strategy for the school. UCLA plans to improve its retention of highly effective teachers by offering financial incentives to teachers who increase student achievement.

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

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

**Response:** Teachers at UCLA will participate in professional learning communities, with support from the Kansas City Professional Development Center. In these groups, teachers will focus on identifying what students can presently and should be able to do, measuring student progress toward those goals, and supporting students who do not meet identified goals.

To support teachers in accelerating student achievement, the following critical steps are part of the school improvement plan:

- \* UCLA will develop a more robust core curriculum in math and communication arts that aligns with the Common Core State Standards and Missouri Grade Level Expectations.
- \* UCLA will purchase and adopt the Acuity InFormative Assessment solution to provide real-time, ongoing interim assessments to monitor student progress toward standards.
- \* UCLA will implement effective, research-based formative assessment practices to improve teacher assessment literacy and work more closely with students to close achievement gaps.
- \* UCLA will develop a Student Support and Engagement school policy and guidance to support student needs and behavior.

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

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

#### **Response:**

**Consistent support:** UCLA is a charter school and therefore is its own local education agency; because the two entities are the same, support from the LEA is therefore consistent. UCLA is committed to revisiting and revising policies and practices to ensure support to school stakeholders is clear and consistent.

**Freedom to innovate:** UCLA is a charter school and therefore is its own local education agency; because the two entities are the same, the LEA provides no limit on the school's freedom to

innovate. UCLA is committed to taking bold actions and is excited begin these innovative plans.

**Autonomy to make personnel decisions:** According to the school improvement plan, before the school year begins the board of directors will revise its policies and by-laws to clarify the separation of powers between and responsibilities of both the board of directors and the director, ensuring the director has the authority required to implement the school improvement plan, including hiring and dismissal of teachers and staff members.

**Structural changes to school day and year:** UCLA will utilize a modified block scheduling to increase the amount of time students spend in Communication Arts and Mathematics from 50 minutes to 90 minutes a day. UCLA will extend its school year by implementing mandatory 8 weeks of Saturday school and two three weeks sessions of summer school. Required summer school allows a focus on transitioning students from elementary to middle school, middle to high school and accelerated instruction.

**Staffing:** According to the school improvement plan, before the school year begins the board of directors will revise its policies and by-laws to clarify the separation of powers between and responsibilities of both the board of directors and the director, ensuring the director has the authority to hire and dismiss teachers and staff members. A new teacher evaluation system will be implemented. The new evaluation will include teacher input into the design, student achievement, and pay-for-performance components to reward high-performing teachers. UCLA teachers have significantly less experience than the state average (four years of average experience for the school in comparison to 12 years of average experience for the state). Rather than lament this shortage the school is embracing it by bring in Teach for America teachers beginning in the 2010–2011 school year.

**Supplement, not supplant:** To support its turnaround initiatives, the school plans to hire the following short-term consulting experts: A turnaround team consisting of three people to focus on the areas of leadership, instruction, and infrastructure—two of these people will be new hires and one will come from within the building; an information technology consultant; a curriculum coach. The focus of external content experts will be to build the schools capacity (through systems and personnel). This strategy will lead to a school that is more efficient and effective in providing services to students while decreasing the schools dependency on external experts and services at basic levels.

**Other innovative plans:**

UCLA will embrace the local community by developing relationships that are mutually beneficial, such as partnering with the Kansas City Empowerment Zone, community service organizations, institutions of higher education and local businesses to obtain a volunteer mentor for each student and connecting them with their local community, allowing for the real-world development of the future leaders of Kansas City in action.

UCLA will establish the school as a community resource by making it a community school that contains programs for students and parents during out of school hours and makes the school building available to community service organizations, institutions of higher education and local businesses. This provides the school building as a resource to these organizations and can help local students and their parents have greater access to community resources.

UCLA will develop student “Individual Success Plans” to customize the instruction, assessment and other resources around the strengths and needs of each student.

UCLA will collaborate with community partners on college and career opportunities for its students by sponsoring field trips to colleges and having career presentations made in classrooms or at local places of business.

**6) Demonstrate teacher commitment.**

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

**Response:** At the July 8, 2010, school meeting, the director and assistant director explained key aspects of the plan to new and returning teachers and staff members. All present teachers (10 or 12 currently hired for the 2010-2011 school year) and staff members attending agreed to fully implement the plan.

## **Appendix B Leading Indicators**

### Objectives and Strategies, including:

- Measures used to evaluate annual progress on achieving *objectives*
  - Procedures in place to evaluate implementation of *strategies*
- 

### **Goal 1:**

Objective 1: By June 2011, all UCLA students will receive research-based, rigorous instruction as evidenced by improving student proficiency 15 percent from 19% to 34% in communication arts and, from 12% to 27% in mathematics on the MAP and an additional 15% each subsequent year.

Objective achievement indicator: comparative assessment of annual MAP scores. For this, student participation rate on state assessments in reading/language/communication arts and mathematics, measured per student subgroup, must be at the highest level possible at UCLA.

Strategy implementation indicators: In order for the following strategies to be effective, student attendance rates must increase and truancy and dropout rates must be significantly reduced. Data will be strictly maintained and available to evaluators on these indicators, as will be data regarding family mobility/transience, homelessness, and poverty (free and reduced lunch rates), and how these may have affected student attendance rates.

In addition, teacher retention and attendance rates must be consistently high in order for students to benefit from the following strategies. These records will be maintained and available to evaluators.

Anecdotal records as well as attendance records of student experiential learning under the aegis of engaged community partners will be maintained.

Finally, increased time-on-task requires a comparative tracking of number of minutes within the school year that students are engaged in academic activities - both during an average lengthened school day and cumulatively for the full lengthened academic year.

*Strategy 1:* Implement project based learning model and engage community partners and institutes of higher education to develop and incorporate career-aligned assignments, units and experiential activities to help immerse students in real-world applications of the curriculum and make long-term connections to tasks, skills and strengths they possess and will need in the future.

*Strategy 2:* Tie measureable, valid and reliable assessments that will assist in raising student test scores to all units of study and key objectives in the curriculum. Progress toward these measureable objectives is analyzed by teachers and building level leadership on an ongoing basis and appropriate and timely instructional adjustments are made during the entire school year.

*Strategy 3:* Train teachers on formative assessment research and strategies to develop local assessments that can look at students' skills on a continuum, improve techniques used to elicit evidence on student learning and provide constructive feedback to students to promote enhanced cognition and learning (Inside the Black Box research).

*Strategy 4:* All students will have an Individual Success Plan and be held accountable to progress towards the plan. Refer to work done in Wisconsin around standards-based IEPs.

*Strategy 5:* Increase school day/year to achieve instructional goals.

*Strategy 6:* Perform classroom walk-throughs to identify the extent to which core curriculum is being taught and level of student engagement via instructional techniques and lesson plans. Identify and adopt a protocol for standardization and connections to other research-based, school improvement strategies (i.e., "Learning Walks").

Objective 2: By June 2012, all UCLA grade levels and subject areas will have a vertically and horizontally articulated curricula based on the Common Core and Missouri Grade Level Expectations/best practice, as evidenced by curriculum documents that are teacher and parent friendly.

Objective achievement indicators: documented aligned and articulated curriculum, differentiated lesson plans, and regular classroom observations.

Strategy implementation indicators: Teacher retention and attendance rates must be consistently high, monitored and analyzed in order for students to benefit from the following strategies. These records will be maintained and available to evaluators.

In addition, as a result of classroom observations regarding the application of the aligned curriculum to differentiated instructional practice and the use of data to drive instructional decision-making, teacher performance will be assessed on the basis of a standardized UCLA teacher observation/evaluation protocol and the degree to which teachers make use of related professional development.

Curricula will be posted on the website and shared with parents and other stakeholders in an effort to maintain transparency and to engage parents/community in understanding educational processes.

*Strategy 1:* Create curriculum arts and mathematics curriculum documents that are in parent-friendly formats, share high expectations with all community stakeholders and establish a culture of high, rigorous and relevant standards for all students. Common curriculum guides for each

subject area and grade level can be shared with the public and are electronic to be updated regularly

Funding will be used to hire personnel, curriculum team time, and curriculum management software

*Strategy 2:* Create curriculum documents for all other subject areas that are in parent-friendly formats, share high expectations with all community stakeholders and establish a culture of high, rigorous and relevant standards for all students. Common curriculum guides for each subject area and grade level can be shared with the public and are electronic to be updated regularly

*Strategy 3:* Implement project based learning model and engage community partners and institutes of higher education to develop and incorporate career-aligned assignments, units and experiential activities to help immerse students in real-world applications of the curriculum and make long-term connections to tasks, skills and strengths they possess and will need in the future.

*Strategy 4:* Implement a robust Data-Driven Instructional Delivery System. Progress measure: implementation of Acuity, alignment of assessment with curriculum

*Strategy 5:* Provide professional development in the following areas to optimize implementation fidelity and build long-term capacity at the school: Effective Instructional Strategies; the connection between Curriculum, Instruction and Assessments; Community Engagement and Parental Involvement with Curriculum.

*Strategy 6:* Revise curriculum, based on local data, regularly to adjust for skills students are mastering ahead of schedule and allow more time or access to areas they are struggling with to reduce redundancies and inefficiencies and optimize instructional time with students.

## **Goal 2:**

Objective 1: By July 2012, 100% of communication arts and mathematics classes will be taught by highly qualified and effective teachers and all classes will be taught by teachers with high academic expectations for all students, as evidenced by personal files, classroom observations, evaluations and dismissal of ineffective staff.

Objective achievement indicators: human resource records (credentials, licenses, experience) and individual teacher records (attendance, observation monitoring, participation in professional development, application of data and PD to instructional practice, involvement in collaborative activities, level of expectations of students).

Strategy implementation indicators: Hiring criteria will be followed equally for all new hires and documented on a checklist. Data will be maintained regarding appropriateness of applicants responding to outreach and marketing strategies. Records will be maintained regarding support, including mentoring and coaching, given to new teachers as well as continuing teachers, and indicators will be developed to determine what

constitutes highly qualified teaching practice at UCLA. Teacher evaluations will be based on this rubric which will inform teacher retention by the school. Distribution of teachers by their performance level along an evaluation continuum will be part of the LEA's teacher evaluation system.

Teacher attendance, quality and quantity of peer collaboration, participation in and classroom application of professional development, and positive relationships established with parents will be indicators of success in implementing these strategies. UCLA will determine criteria for a pay-for-performance system.

Finally, student MAP scores will also inform the success of these strategies.

*Strategy 1:* By June 30, 2011, UCLA will have designed a UCLA marketing brand and implemented a marketing strategy for the recruitment of highly qualified staff. Progress measures: a clear school mission and vision consistently shared at recruitment events, UCLA participation at job fairs at local colleges, and an influx of appropriate resumes tracked and categorized as to quality of applicants.

*Strategy 2:* UCLA will have attracted, recruited and hired highly qualified and effective staff for all communication arts and mathematics positions, and removed ineffective teachers.

*Strategy 3:* Provide ongoing and embedded professional development including coaching, mentoring, modeling, team teaching, observation of practice in other classrooms/schools, participatory research, and teacher collaboration.

*Strategy 4:* Determine the components of and implement a comprehensive teacher evaluation system that provides pay for performance.

### **Goal 3**

Objective 1: By June 2013, UCLA will increase student engagement and increase support to accelerate learning, with use of technology support and instructional resources, improve service to self and others and promote leadership as evidenced by 75% reduction in student code of conduct referrals, improved student engagement by 100% in class, evidence of student ran clubs and organizations and increase MAP scores to 63% in Mathematic and 74% in Communication Art.

Objective achievement indicators: reduction in disciplinary incidents as well as increases in student attendance and positive behaviors, and student utilization and application of PBIS and social/emotional supports.

Strategy implementation indicators: Student attendance and participation rate in project-based learning, reduction in negative or self-defeating student behaviors (discipline incidents) and dropping out, measureable increases in student engagement as indicated in

increased classroom participation and teamwork as well as evidenced in portfolios and presentations of academic achievement will constitute implementation indicators, as will an expressed interest in opportunities for advanced coursework and additional curricular offerings.

A documented increase in student utilization of literacy and technology resources as well as a documented increase in teacher expectations regarding student academic achievement and social-emotional behavioral improvements would indicate successful implementation of these strategies.

*Strategy 1:* By June 30, 2012, UCLA will have completed setting up and opening an appropriate and well-stocked, multi-media school library.

*Strategy 2:* By June 2012, UCLA will have a state-of-the-art computer center or mobile computer center for use by all students in the school as evidenced by documented visual observation of the computer center and student feedback on the use and effectiveness of each.

*Strategy 3:* By June 2011, UCLA will develop a Student Support and Engagement school policy and guidance to support student needs and behavior, including guidance on: school support for student engagement and behavior, students expectation for education and behavior, student support services, and discipline, as evidenced by the student support and engagement written policy, a reduction in student referrals, up-to-date signed parent consent forms, referral records, case records, and student/parent feedback documenting successful use of and satisfaction with such resources.

#### **Goal 4**

Objective 1: By June 2012, 100% of parents will have access to a full-service community school with comprehensive on-and-off site student and family services as well as calendar-based on-site opportunities for parent learning and engagement in school programs, as evidenced by calendar of scheduled services and events and records of family participation.

Objective achievement indicators: documented assignment of service providers to specific school spaces, calendars of services and events, referrals for services, participation records, satisfaction surveys and feedback.

Strategy implementation indicators: Attendance, participation, utilization rates and feedback including satisfaction, suggestions and recommendations will indicate successful implementation of strategies. Of special importance will be feedback regarding on-premises services. This will result in decisions regarding retaining such services in the building, altering locations or schedules of operation, and expanding or extending services. Background check records must be maintained and accessible on the premises for all co-located service providers.

*Strategy 1:* By June 2011, UCLA will have worked with parents and families to identify, develop and implement parent-friendly learning opportunities at the school, including parent-as-teacher skill-building groups and beginner's computer classes as evidenced by minutes of parent planning meetings, calendar of classes, attendance at parent events, and participant evaluations.

*Strategy 2:* By June 2012, UCLA will have promoted, facilitated and enhanced parent involvement in school educational programs as evidenced by needs assessment tools, outreach materials, records of attendance, with the goal of adults from all families participating in an event at the school by June 2012.

*Strategy 3:* By June 2013, UCLA will have expanded its services to students and parents, as evidenced by calendars of events, sign-in sheets, school-home communication materials, parent participation tracking forms.

Objective 2: By June 2012, eight to ten community service organizations, institutions of higher education (IHEs), businesses will partner with UCLA to enhance and support academic education, student and family support services, leadership and career opportunities as evidenced by Memoranda of Understanding (MOUs) on file at the school detailing the nature of each organization's relationship with UCLA and its families/students.

Objective achievement indicators: 8-10 completed and signed MOUs on file in the school representing a wide range of community service, educational and business partners.

Strategy implementation indicators: Activated MOU's including documented student and family attendance at and participation in services offered by local organizations, IHEs and businesses would indicate implementation of these strategies. In addition to monitoring utilization rates, implementation will also be informed by satisfaction surveys or other qualitative feedback from students and family members.

While UCLA has a distance to go in the development of basic skills in their student population, there is a small cohort of students performing at or above proficiency. By achieving objective one and by partnering closely with institutions of higher education, it is anticipated that over the three years an increasing number of students will be able to complete advanced coursework or dual enrollment classes and that school records will be available that indicate this.

The level of support for the school will be indicated by the amount of funds raised and the estimated and documented fiscal value of contributed goods and services, including the time and effort of volunteers, as indicated in appreciation notes and recognition events.

*Strategy 1:* By August 2011, UCLA will have created relationships with community service organization, institutions of higher education and businesses, including the Kansas City Empowerment Zone to obtain a volunteer mentor for each student in the school.

*Strategy 2:* By December 2010, UCLA will have promoted, facilitated and enhanced community involvement in school educational programs and invited community organizations and businesses to use school space outside of school hours; offering mentoring and apprenticeship opportunities, opportunities for supporting the school and its students, and partnership opportunities, as evidenced by outreach materials, records and documents indicating varied involvement by community groups, service organizations and community businesses.

*Strategy 3:* By June 2012, UCLA will have worked with community partners on college and career opportunities for its students by sponsoring field trips to colleges and having career presentations made in classrooms or at local places of business. Progress measure: calendar of college trips and classroom career presentations.

## **Goal 5**

Objective 1: By June 2013, UCLA will have clear guidance, policies, protocols and processes of governance that support the flexible and creative leadership and stewardship of UCLA, including 100% of staff are actively engaged in professional learning communities, as evidenced by written documents clearly stating these policies, protocols and processes.

Objective achievement indicators: documented and transparent guidance, guidelines, policies, protocols, procedures, practices and plans generated by UCLA and its board, maintained and accessible in the school building, including but not limited to the Turnaround implementation process; school safety and emergency procedures; adult roles, responsibilities and expectations; professional learning communities, and student engagement and behaviors.

Strategy implementation indicators: These strategies will be implemented beginning with the identification and formalizing of the Turnaround Team and its introduction to board, staff and parents. Its role and responsibilities will be posted on the school's website and widely distributed among stakeholder constituencies and communities. The Turnaround team, leadership team and other stakeholders will conduct a review of all policies and determine need for new policies or revisions.

Another indicator of strategy implementation will be the study and alignment of all plans with one comprehensive and overarching strategic plan. These plans will be informed by the intent and initiation of all objectives and strategies contained herein.

*Strategy 1:* By June 2013, UCLA will have clear and dynamic guidance and policies, protocols and processes of governance that support the flexible and creative leadership and stewardship of UCLA, including policies and protocols related to professional learning communities for

teachers, as evidenced by written documents clearly stating these policies, protocols and processes.

*Strategy 2:* UCLA will create clear policies and guidance concerning professional learning communities so that all teachers are involved in professional learning communities that meet several times a week.

*Strategy 3:* UCLA will hire a turnaround team consisting of three members, one focused on each of the following turnaround areas: leadership, instruction, and infrastructure. Two of these members will be external candidates

*Strategy 4:* By June 2013, UCLA's Board of Directors and school leaders will revise the current comprehensive plan (CSIP) and the academic accountability plan (AAP). These plans include annual goals for increasing student academic and social-emotional proficiency, raising funds to launch and sustain effective programs, and developing a "Covenant with Families"; the revised CSIP and AAP will detail the school responsibilities related to a child's educational development and growth. Progress measure: written strategic plan including how these goals will be achieved.

**Appendix C:  
UCLA: School Improvement Plan**

<p><b>Mission:</b> Why do we exist?</p>	<p>The Urban Community Leadership Academy’s mission is to provide its diverse student body the best possible educational opportunities by focusing on a strongly affirmed academic foundation delivered through an integrated multidisciplinary project based learning curriculum. The Urban Community Leadership Academy strives to prepare students for community leadership through academic, personal, and professional excellence based on high expectations and consistent support. Teachers, parents, students and Community are involved in the decision-making process.</p>
<p><b>Needs Assessment:</b> (4,000 character limit) The needs of the district are identified and prioritized (if multiple needs are listed) through data analysis. More than MAP data should be considered when looking at the needs of the school. Only major findings should be stated and in a bulleted format. These will become the basis for Objectives and Strategies.</p>	<p>The needs analysis for the UCLA Charter School was conducted in May and June of 2010 by Learning Point Associates, a national nonprofit educational consulting firm with offices in Naperville and Chicago, IL, Washington, D.C., and New York, NY. The analysis synthesized three types of data: student achievement data—specifically, the Missouri Assessment Program (MAP) and the Stanford Achievement Test, Tenth Edition (SAT-10) scores, document review data, and adult perception data collected from school leadership/administrators (4)/coaches (1), teachers (5 in interviews and 14 in surveys before teacher dismissals were determined) and parents (3)/grandparents (1) using administrator and teacher interviews, a teacher survey, and a parent/grandparent focus group. The results of this analysis produced the following significant finding of school need:</p> <ul style="list-style-type: none"> <li>• Student academic growth is a challenge for UCLA Charter School. This is evidenced by previous student academic performance on state assessments and perceptions of student performance by schoolteachers, administrators, and parents in the recent needs assessment.</li> <li>• UCLA Charter school struggles to attract, recruit, retain, and develop highly qualified staff. This is evidenced by data in the <i>2008-2009 School Accountability Report Card</i> and by the perceptions of recruitment and performance of new teachers by schoolteachers, administrators, and parents in the recent needs assessment.</li> <li>• The physical condition of UCLA’s facilities requires improvement to make the environment more conducive to student learning. This is evidenced by data in the perceptions of schoolteachers, administrators, and parents in the recent needs assessment</li> <li>• UCLA Charter School is challenged to increase student engagement, including attending to social-emotional and disciplinary concerns. This is evidenced by data in the <i>2008-2009 School Accountability Report Card</i>, the <i>School Wide Academic Accountability Plan</i>, and perceptions of policies and availability of options by schoolteachers, administrators, and parents determined in the recent needs assessment.</li> <li>• It is a challenge for UCLA to provide students and teachers with adequate instructional support and resources. This is evidenced by data in <i>School Wide Academic Accountability Plan</i> and perceptions of policies regarding resources and availability of such resources by schoolteachers, administrators, and parents as per the recent needs assessment</li> <li>• There are regular interactions between the school, parents, and community. However, there is not a well-defined, formalized, and consistent engagement process among the school, parents, and surrounding community. This is evidenced by the <i>School Wide Academic Accountability Plan</i> and data in the perceptions of schoolteachers,</li> </ul>

administrators, and parents in the recent needs assessment.

- UCLA school has leadership and governance structures that are insufficiently participatory. Both teachers and administrators recognize this need. This is evidenced by the *School Wide Academic Accountability Plan*, the school charter, and governing board policies as well as data in the perceptions of schoolteachers, administrators, and parents indicated by the recent needs assessment.

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

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

Develop measurable targets to show progress toward meeting objectives in the new or revised plan. Use the SMART format for objectives: By (when), (percent/number) of (who) will (do what) as evidenced by (what).		Strategies explain how the objectives will be accomplished. Strategies identify programs and practices to be implemented, responsible persons, resources committed to the strategy, and timelines for implementation.					Action steps divide the strategies into more specific responsibilities and activities necessary to implement the programs and practices described in the strategies. Action plans indicate responsible persons, resources, and timelines identifying when each action will be completed.		
Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<b>1. By June 2011, all UCLA students will receive research-based, rigorous instruction as evidenced by improving student proficiency 15 percent from 19% to 34% in communication arts and, from 12% to 27% in mathematics on the MAP and an additional 15% each subsequent year.</b>	<b>1. Implement project based learning model with rigorous, research-based instruction, develop and incorporate career-aligned assignments, units and experiential activities to help immerse students in real-world applications of the curriculum and make long-term connections to tasks, skills and strengths they possess and will need in the future.</b>	<b>9.1/6.3</b>	<b>Director</b>	<b>SIG</b>	<b>September 2010</b>	<b>October 2010</b>	1. Identify top 3-5, research-based instructional strategies and interventions by content area and grade to optimize whole class learning opportunities for all students, which supplement the project based learning model.	September 2010	September 2010
							2. The director, turnaround team and instructional coach will develop teachers understanding of newly selected strategies and how/when they are most effective and applicable in their instruction	April 2010	ongoing

MSIP Standard	Progress Measures	Baseline	Progress	Target								July 2010	June 2013
											3. The director and instructional coach will ensure that rigorous, extended comprehensive reading instruction is implemented to significantly increase student reading skills, engagement and enjoyment, focusing on: prereading and decoding strategies, fluency, comprehension, vocabulary development, reading for a variety of purposes, multimedia engagement and student interest/motivation.	July 2010	June 2013
											4. The director and instructional coach will ensure that rigorous, extended comprehensive math instruction is implemented to significantly increase student math skills, engagement and enjoyment, focusing on: strategies incorporating the use of manipulatives, spatial learning, collaborative/team learning and problem-solving, math vocabulary, data analysis, mental math strategies, estimation multimedia engagement and student interest/motivation.	July 2010	June 2013
											5. Teachers will provide documentation and lessons learned on processes that are implemented. The director will work with IHE's and other research/foundation organizations to study effectiveness.	July 2010	June 2013

	2008-2009				<p><b>2. Tie measureable, valid and reliable assessments that will assist in raising student test scores to all units of study and key objectives in the curriculum. Progress toward these measureable objectives are analyzed by teachers and building level leadership on an ongoing basis and appropriate and timely instructional adjustments are made during the entire school year.</b></p>	<p><b>9.1/6.3</b></p>	<p><b>Director, Turnaround Team</b></p>	<p><b>SIG</b></p>	<p><b>August 2010</b></p>	<p><b>June 2011</b></p>	<p>1. The Director, turnaround team and instructional coach will identify and use free resources like the Assessment and Accountability Comprehensive Center and other websites to make these determinations.</p>	<p>August 2010</p>	<p>October 2011</p>
	2009-2010										<p>2. The Director, turnaround team and instructional coach will determine “best practice” interventions and resources based on recent successes identified from 2009-2010 MAP and SAT-10 data.</p>	<p>October 2010</p>	<p>June 2011</p>
	2010-2011										<p>3. The director, turnaround team and instructional coach will help teachers understand newly selected strategies and how/when they are most effective and applicable in their instruction</p>	<p>April 2010</p>	<p>ongoing</p>
	2011-2012												
	2012-2013												
	2013-2014												

<p><b>Comments</b></p> <p>For each strategy, check the box next to the plans that the strategy applies to. For building and district plans, CSIP is always checked. If the strategy does not belong in the CSIP/building plan, uncheck the box next to CSIP.</p>	<p><b>3. Train teachers on formative assessment research and strategies to develop local assessments that can look at students’ skills on a continuum, improve techniques used to elicit evidence on student learning and provide constructive feedback to students to promote enhanced cognition and learning (Inside the Black Box research).</b></p>	<p>6.8/9.1</p>	<p>Director/Turnaround Team</p>	<p>Title 1, Title 2, Local</p>	<p>August 2010</p>	<p>June 2011</p>	<p>1. The director and turnaround team will immerse staff in formative assessment research and develop skills and understanding through book studies and free resources (i.e., TeachersTv.com).</p>	<p>August 2010</p>	<p>June 2011</p>
							<p>2. The director will hire formative assessment consultant to work with staff and incorporate formative assessment strategies.</p>	<p>August 2010</p>	<p>August 2010</p>
							<p>3. Teacher collaboration time includes multiple sessions for teachers to reflect on and share what they have learned about implementing formative assessments and receive feedback from peers.</p>	<p>September 2011</p>	<p>Quarterly</p>
	<p><b>4. All students will have an Individual Success Plan and be held accountable to progress towards the plan. Refer to work done in Wisconsin around standards-based IEPs.</b></p>	<p>9.1/6.2</p>	<p>Director , Assistant Director, Turnaround Team</p>	<p>Local Funds</p>	<p>October 2010</p>	<p>July 2011</p>	<p>1. Teachers will get to know students and begin diagnostic evaluations by engaging in student interviews at the beginning of each year, as well as when new students enter the school. The director and turnaround team will take free multiple intelligence assessments as new students enter school to differentiate content based on their unique strengths and modes of learning.</p>	<p>October 2010</p>	<p>October 2010</p>



<input type="checkbox"/> Education Technology Plan	<p><b>5. Increase school year to achieve instructional goals.</b></p>	<p>9.1/6.3/1.2</p>	<p>Director, Assistant Director</p>	<p>Local funds</p>	<p>August 2010</p>	<p>August 2011</p>	<ol style="list-style-type: none"> <li>1. Adopt a modified block schedule to increase the amount of time students spend in Communication Arts and Mathematics from 50 minutes to 90 minutes a day. Providing opportunities to connect to other strategies such as: experiential learning, formative assessment, project based learning, extended reading instruction</li> <li>2. Implement mandatory Saturday school 8 weeks during the school year.</li> <li>3. Implement three weeks of summer school that allows for a focus on transitioning students from elementary to middle school, middle to high school and accelerated instruction.</li> </ol>	<p>July 2010</p>	<p>August 2010</p>
	<p><b>6. Perform classroom walk-throughs to identify the extent to which core curriculum is being taught and level of student engagement via instructional techniques and lesson plans. Identify and adopt a protocol for standardization and connections to other research-based, school</b></p>	<p>5.1/6.7</p>	<p>Director, Turnaround Team</p>		<p>August 2010</p>	<p>April 2011</p>	<ol style="list-style-type: none"> <li>1. The director, turnaround office and instructional coach identify and adopt a protocol for classroom walk-throughs</li> <li>2. The director, turnaround office and instructional coach will observe classroom instruction</li> </ol>	<p>August 2010</p>	<p>October 2010</p>

	<p><b>improvement strategies (i.e., “Learning Walks”).</b></p>						<p>3. The director, turnaround office and instructional coach perform formative evaluations of instructional alignment with curriculum frequently and provide feedback to teachers</p>	<p>October 2010</p>	<p>At least quarterly</p>
							<p>4. Incorporate instructional alignment with curriculum into summative evaluation</p>	<p>January 2011</p>	<p>April 2011</p>

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<p><b>2. By June 2012, all UCLA grade levels and subject areas will have a vertically and horizontally articulated curricula based on the Common Core and Missouri Grade Level Expectations/best practice, as evidenced by curriculum documents that are teacher and parent friendly.</b></p>	<p><b>1. Create curriculum arts and mathematics curriculum documents that are in parent-friendly formats, share high expectations with all community stakeholders and establish a culture of high, rigorous and relevant standards for all students. Common curriculum guides for each subject area and grade level can be shared with the public and are electronic to be updated regularly</b></p> <p><b>Funding will be used to hire personnel, curriculum team time, and curriculum management software</b></p>	<p><b>9.1/6.1</b></p>	<p><b>Director, Assistant Director, Turnaround Teram, Curriculum Team</b></p>	<p><b>Sig Funds</b></p>	<p><b>September 2010</b></p>	<p><b>September 2012</b></p>	<p>1. Director and Instructional Coach will establish a curriculum team consisting of all stakeholders to develop a comprehensive communication arts and mathematics curriculum in Grades 5-9.</p>	<p>September 2010</p>	<p>October 2010</p>
							<p>2. Director will hire curriculum coach following school and Board of Director hiring guidelines</p>	<p>August 2010</p>	<p>October 2010</p>
							<p>3. Curriculum team will develop aggressive development timeline to incorporate grade-specific, higher-order thinking skills and depth of knowledge of CCSS.</p>	<p>October 2010</p>	<p>November 2010</p>
							<p>4. Director will purchase curriculum management software will to speed up the development and analysis process, as well as converting curricula into public documents and viewable in multiple formats.</p>	<p>October 2010</p>	<p>November 2010</p>

MSIP Standard	Progress Measures	Baseline	Progress	Target							5. Consultant and curriculum team will align CCSS to the unique UCLA student achievement needs and instructional priorities, identify curricular duplicates and gaps (vertically and horizontally), and optimize instructional time through existing redundancies with current lesson plans, enhancing curriculum implementation and teacher effectiveness.	December 2010	July 2011
											6. Consultant and instructional coach provide professional development to teachers to learn about and understand new curriculum	August 2011	October 2011
											7. Curriculum team and instructional coach work with teachers to develop common pacing guides by subject area and grade level.	September 2011	June 2012
											8. Teachers provide feedback on implementation of curricular documents and pacing guides	May 2012	September 2012

	2008-2009				<p><b>2. Create curriculum documents for all other subject areas that are in parent-friendly formats, share high expectations with all community stakeholders and establish a culture of high, rigorous and relevant standards for all students. Common curriculum guides for each subject area and grade level can be shared with the public and are electronic to be updated regularly</b></p>	6.7	Director, Turnaround Team	SIG	September 2011	September 2013	1. Curriculum team will develop aggressive development timeline to incorporate grade-specific, higher-order thinking skills and depth of knowledge of CCSS.	September 2011	November 2011
	2009-2010										2. Curriculum team will incorporate lessons learned from teacher feedback in communication arts and mathematics development	October 2011	December 2011
	2010-2011										3. Consultant and curriculum team will align CCSS to the unique UCLA student achievement needs and instructional priorities, identify curricular duplicates and gaps (vertically and horizontally) use curriculum management software, and optimize instructional time through existing redundancies with current lesson plans, enhancing curriculum implementation and teacher effectiveness.	December 2012	July 2012
	2011-2012										4. Consultant and instructional coach provide professional development to teachers to learn about and understand new curriculum	August 2012	October 2012

	2012-2013										5. Curriculum team and instructional coach work with teachers to develop common pacing guides by subject area and grade level.	September 2012	June 2013
	2013-2014										6. Teachers provide feedback on implementation of curricular documents and pacing guides	January 2013	September 2013
					<p><b>3. Implement project based learning model and engage community partners and institutes of higher education to develop and incorporate career-aligned assignments, units and experiential activities to help immerse students in real-world applications of the curriculum and make long-term connections to tasks, skills and strengths they possess and will need in the future.</b></p>	6.9/7.1	Director/Counselor	SIG	July 2010	September 2012	1. Turnaround team convenes regular meetings to seek out and collect information on effective project based learning and experiential learning strategies.	August 2010	Ongoing
<p><b>Comments</b></p>											2. Turnaround team will Sponsor and support students’ exhibits at external stakeholders and partner sites.	October 2010	Quarterly
											3. Turnaround team implement student recognition program	January 2011	Each semester
											4. Director and turnaround team Research free resources for college attendance, visitations, and enrollment.	January 2011	May 2011

						<p>5. Administer Kuder Interest Inventory to all students, grades 5-9</p> <p>6. Turnaround team and instructional coach make recommendations to staff regarding multidisciplinary instruction that will increase areas of student learning needed Acuity and other interim assessments to measure effectiveness of project based learning and other content quarterly</p>	<p>May 2011</p> <p>February 2011</p>	<p>Annually</p> <p>Quarterly</p>
<p><b>4. Implement a robust Data-Driven Instructional Delivery System. Progress measure: implementation of Acuity, alignment of assessment with curriculum</b></p>	<p>6.1/6.1</p>	<p>Director/Instructional Coach</p>	<p>SIG</p>	<p>August 2010</p>	<p>July 2012</p>	<p>1. Purchase the Acuity InFormative Assessment solution to provide real-time, ongoing interim assessments to monitor student progress towards standards and to incorporate valid and reliable, grade-appropriate, common assessments to evaluate the quality and fidelity of standards-aligned instruction.</p> <p>2. Provide professional development to teachers on Acuity and using formative assessment to drive instructional decision-making</p> <p>3. Assessment coordinator and curriculum team create a full sampling of assessments, including Acuity and teacher created assessments and analyzes assessments against</p>	<p>August 2010</p> <p>September 2010</p> <p>January 2011</p>	<p>September 2011</p> <p>June 2011</p> <p>June 2011</p>

							the curriculum documents		
							4. Assessment coordinator and staff discuss holes in alignment for possible solutions	July 2011	September 2011
							5. Monitor application of assessment results to changes in instructional delivery (with walk-throughs, teacher observation and conversation, teacher evaluation)	October 2011	July 2012
							1. The turnaround team and instructional coach will identify and prioritize professional development needs based on the school improvement plan and curriculum development.	August 2010	September 2010
							2. The turnaround team and instructional coach will develop a calendar for professional development.	August 2010	September 2010
							3. The instructional coach, expert teachers and consultants will provide professional development trainings	September 2010	May 2011
							4. The instructional coach, expert teachers and consultants will incorporate professional development activities and follow up into team meetings,	September 2010	May 2011
<b>5. Provide professional development in the following areas to optimize implementation fidelity and build long-term capacity at the school: Effective Instructional Strategies; the connection between Curriculum, Instruction and Assessments; Community Engagement and Parental Involvement with Curriculum.</b>	<b>6.7</b>	<b>Director, Turnaround Team</b>	<b>SIG</b>	<b>August 2010</b>	<b>May 2011</b>				

						classroom instruction and observation		
<p><b>6. Revise curriculum, based on local data, regularly to adjust for skills students are mastering ahead of schedule and allow more time or access to areas they are struggling with to reduce redundancies and inefficiencies and optimize instructional time with students.</b></p>	<p><b>6.1/6.7</b></p>	<p><b>Director, Turnaround Team</b></p>	<p><b>SIG</b></p>	<p><b>September 2012</b></p>	<p><b>June 2013</b></p>	<p>1. Assessment coordinator and curriculum have conversations with staff regarding student progress and usability of curriculum</p>	<p>September 2012</p>	<p>Quarterly</p>
						<p>2. Assessment coordinator and curriculum team conduct periodic and ongoing review of Acuity, local assessment data, and other teacher developed assessments</p>	<p>September 2012</p>	<p>Quarterly</p>
						<p>3. Assessment coordinator and curriculum team compare review with curriculum software</p>	<p>September 2012</p>	<p>Quarterly</p>
						<p>4. Assessment coordinator and curriculum make revisions based on review</p>	<p>October 2012</p>	<p>Quarterly</p>
						<p>5. Assessment coordinator and curriculum inform teachers of changes</p>	<p>October 2012</p>	<p>Quarterly</p>

**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	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<p><b>1. By July 2012, 100% of communication arts and mathematics classes will be taught by highly qualified and effective teachers and all classes will be taught by teachers with high academic expectations for all students, as evidenced by personal files, classroom observations, evaluations and dismissal of ineffective staff.</b></p>	<p><b>1. By June 30, 2011, UCLA will have designed a UCLA marketing brand and implemented a marketing strategy for the recruitment of highly qualified staff. Progress measures: a clear school mission and vision consistently shared at recruitment events, UCLA participation at job fairs at local colleges, and an influx of appropriate resumes tracked and categorized as to quality of applicants.</b></p>	<p><b>5.1</b></p>	<p><b>Director</b></p>	<p><b>SIG, Title 1</b></p>	<p><b>July 2010</b></p>	<p><b>June 2011</b></p>	<p><b>1. The turnaround team will work with the director, assistant director and all school staff to revisit the school mission and vision statement, before school starts in 2010 and ensure the new school mission and vision statements are shared widely with all stakeholders, including students, parents, and community members.</b></p>	<p><b>July 2010</b></p>	<p><b>September 2010</b></p>
							<p><b>2. Create a marketing committee that will promote the school mission, vision, accomplishments and activities.</b></p>	<p><b>August 2010</b></p>	<p><b>September 2010</b></p>
							<p><b>3. Develop relationships with institutions of higher education with teacher preparation programs.</b></p>	<p><b>September 2010</b></p>	<p><b>December 2011</b></p>

											4. The director and marketing team will use the developed teacher recruitment information and school website at job fairs to promote the school and recruit highly qualified staff.	January 2011	June 2011					
											5. The director and marketing team will use the developed teacher recruitment information and school website at job fairs to promote the school and recruit highly qualified staff.	January 2011	June 2011					
	2008-2009				<p><b>2. UCLA will have attracted, recruited and hired highly qualified and effective staff for all communication arts and mathematics positions, and removed ineffective teachers.</b></p>	<p><b>5.1, 8.4</b></p>	<p><b>Director, Turnaround Team</b></p>	<p><b>SIG, Local</b></p>	<p><b>July 2010</b></p>	<p><b>September 2010</b></p>	1. The business manager and compliance coordinator will advertise all open positions throughout the year	July 2010	ongoing					
	2009-2010															2. The director and other leaders will screen selected candidates using a two-step process and Haberman protocol.	July 2010	August 2010
	2010-2011															3. The Turnaround team will interview the candidates recommended by the director and offer positions to the most qualified candidates	August 2010	September 2010
	2011-2012															4. The business manager and marketing team will hold a one day induction/orientation for teachers new to the school.	August 2010	annually
	2012-2013																	
	2013-2014																	
<b>Comments</b>																		

<p><b>3. provide ongoing and embedded professional development including coaching, mentoring, modeling, team teaching, observation of practice in other classrooms/schools, participatory research, and teacher collaboration.</b></p>	<p><b>6.7</b></p>	<p><b>Director, Turnaround Team</b></p>	<p><b>July 2010</b></p>	<p><b>June 2012</b></p>	<p>1. Provide teachers with professional development in the years 2010-2011 on topics related to turnaround interventions, including: change, goal persistence, the importance of creativity, professional stamina, quick win and the utility and the utility of quick wins, how to analyze timely student data to identify instructional needs and assessments.</p>	<p>August 2010</p>	<p>May 2011</p>
					<p>2. The director and turnaround team will partner with content experts and teacher leaders who can assist in the planning and delivery of professional development to build internal capacity and teacher leadership.</p>	<p>August 2010</p>	<p>May 2011, annually</p>
					<p>3. Teachers will evaluate professional development via a written survey at the end of each session with questions about the utility and quality.</p>	<p>September</p>	<p>ongoing</p>
					<p>4. The business manager and compliance coordinator will target retired teachers to recruit part-time mentors, each mentor serving no more than two teachers.</p>	<p>November 2010</p>	<p>December 2010</p>
					<p>5. Director and turnaround teams will develop mentoring guidelines and processes, including evaluation</p>	<p>October 2010</p>	<p>March 2011</p>



<p>6. After each summative evaluation, teachers with minor deficiencies will submit a report to administrators describing how they plan to address the areas needing improvement.</p>	<p>Spring 2012</p>	<p>Annually thereafter</p>
<p>7. Staff will develop a Performance for Pay plan: The budget is as follows:</p> <ul style="list-style-type: none"> <li>• Year 1: \$12,000</li> <li>• Year 2: \$24,000</li> <li>• Year 3: \$36,000</li> </ul>	<p>Spring 2012</p>	<p>Spring 2012 Annually</p>

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

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<p><b>1. By June 2013, UCLA will increase student engagement and increase support to accelerate learning, with use of technology support and instructional resources, improve service to self and others and promote leadership as evidenced by 75% reduction in student code of conduct referrals, improved student engagement by 100% in class, evidence of student ran clubs and organizations and increase MAP scores to 63% in Mathematic and 74% in Communication Art.</b></p>	<p><b>1. By June 30, 2012, UCLA will have completed setting up and opening an appropriate and well-stocked, multi-media school library.</b></p>		<p><b>Assistant director, librarian, director, teachers</b></p>		<p><b>July 2010</b></p>	<p><b>July 2011</b></p>	<p>1. Assistance Director catalogues and evaluates current library collection.</p>	<p>January 2011</p>	<p>March 2011</p>
							<p>2. Director hires librarian following school and Board of Director policy.</p>	<p>January 2011</p>	<p>April 2011</p>
							<p>3. Librarian researches Missouri standards for media library centers and American Association of School Librarians guidelines for middle school libraries.</p>	<p>May 2011</p>	<p>July 2011</p>
							<p>4. Teacher teams identify “musts” for library collection.</p>	<p>April 2011</p>	<p>June 2011</p>
							<p>5. Librarian obtains feedback on library collection from stakeholders (students, parents, instructional coach).</p>	<p>July 2011</p>	<p>September 2011</p>

									6. Complete necessary building renovations and enhancements (see previous objective).	January 2011	September 2011
									7. Building and grounds supervisor and librarian identify equipment needs (such as furniture and technology).	August 2011	September 2011
									8. Librarian and director Purchase resources.	July 2011	October 2011
									9. Librarian catalogues and displays print and nonprint resources.	October 2011	December 2011
									10. Librarian establishes relationship with Kansas City Library.	September 2011	December 2011
									11. Librarian promotes use of library resources through classroom "book talks."	January 2012	March 2012
									12. Librarian and instructional coach assist teachers in developing instructional units/lessons utilizing library resources.	January 2012	June 2012
									13. Librarian collects feedback from multiple stakeholders on library effectiveness and needs.	April 2012	June 2012





	<p><b>of and satisfaction with such resources.</b></p>						<p>4. Turnaround team and social worker, and assistant director develop student engagement, behavior, and discipline policies and procedures in cooperation with teachers, parents, and students that align with research and best-practice.</p>	<p>January 2011</p>	<p>April 2011</p>
							<p>5. Board of Director approves Student Support and Engagement policy</p>	<p>April 2011</p>	<p>May 2011</p>
							<p>6. Director and social worker communicate new guidance and expectation with school staff, students, and parents.</p>	<p>May 2011</p>	<p>June 2011</p>

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

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<p><b>1. Objective 1: By June 2012, 100% of parents will have access to a full-service community school with comprehensive on-and-off site student and family services as well as calendar-based on-site opportunities for parent learning and engagement in school programs, as evidenced by calendar of scheduled services and events and records of family participation.</b></p>	<p><b>1. By June 2011, UCLA will have worked with parents and families to identify, develop and implement parent-friendly learning opportunities at the school, including parent-as-teacher skill-building groups and beginner’s computer classes as evidenced by minutes of parent planning meetings, calendar of classes, attendance at parent events, and participant evaluations.</b></p>	<p><b>7.6/7.5</b></p>	<p><b>Director, parent liaison, turnaround team</b></p>	<p><b>SIG</b></p>	<p><b>July 2010</b></p>	<p><b>June 2011</b></p>	<p>1. The director will work with the existing parent liaison to assess parent learning needs and skill-building interests, via questionnaire and focus groups.</p>	<p>July 2010</p>	<p>September 2010</p>
							<p>2. Parent liaison will set up a small committee of parents who will constitute the Parent Education Group (PEG) and will identify ongoing parent education needs, volunteers, instructional materials, contacts (potential facilitators and/or speakers/presenters) in other organizations, parent outreach and engagement strategies, and means of evaluation of parent satisfaction.</p>	<p>October 2010</p>	<p>November 2010</p>

MSIP Standard	Progress Measures	Baseline	Progress	Target										
												3. Turnaround team and parent liaison will attract, recruit, develop, evaluate and retain excellent facilitators: <ul style="list-style-type: none"> <li>• Advertise</li> <li>• Interview</li> <li>• Select according to criteria</li> <li>• Sign agreement including mutual responsibilities</li> <li>• Evaluate parent satisfaction and retain good facilitators</li> </ul>	November 2010	June 2011
												4. Parent education courses will begin January 2011.	January 2011	June 2011
	2008-2009				<b>2. By June 2012, UCLA will have promoted, facilitated and enhanced parent involvement in school educational programs as evidenced by needs assessment tools, outreach materials, records of attendance, with the goal of adults from all families participating in an event at the school by June 2012.</b>	7.5	Parent Liaison, Social worker, Turnaround team	SIG	August 2011	June 2012	1. Social worker creates a list of community service resources and referral options including go-to persons and their contact information—both on school premises and in the family’s community of residence.	July 2011	August 2011	
	2009-2010										2. Social worker and family liaison creates calendar of scheduled services and events and continue outreach to parents.	August 2011	Twice annually,	



Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<p><b>2. By June 2012, eight to ten community service organizations, institutions of higher education (IHEs), businesses will partner with UCLA to enhance and support academic education, student and family support services, leadership and career opportunities as evidenced by Memoranda of Understanding (MOUs) on file at the school detailing the nature of each organization’s relationship with UCLA and its families/students.</b></p>					<p><b>1. By August 2011, UCLA will have created relationships with community service organization, institutions of higher education and businesses, including the Kansas City Empowerment Zone to obtain a volunteer mentor for each student in the school.</b></p>	<p>7.6/7.5</p>	<p>Director, turnaround team</p>	<p>SIG</p>	<p>September 2010</p>	<p>August 2011</p>	<p>1. The director and turnaround team will create guidelines for a mentoring program for students.</p>	<p>September 2010</p>	<p>December 2010</p>
											<p>2. The director will reach out to community service organizations, institutions of higher education and businesses to secure one volunteer mentor for each student in the school, beginning in the 2011-2012 school year, informing all potential mentors of their responsibilities.</p>	<p>December 2010</p>	<p>June 2011</p>
											<p>3. The director, turnaround team and social worker will work to schedule events during the 2011-2012 school year in which mentors and students can meet at the school.</p>	<p>June 2011</p>	<p>August 2011</p>
MSIP Standard	Progress Measures	Baseline	Progress	Target									

2008-2009				<p><b>2. By December 2010, UCLA will have promoted, facilitated and enhanced community involvement in school educational programs and invited community organizations and businesses to use school space outside of school hours; offering mentoring and apprenticeship opportunities, opportunities for supporting the school and its students, and partnership opportunities, as evidenced by outreach materials, records and documents indicating varied involvement by community groups, service organizations and community businesses.</b></p>	7.6/7.5	Director, Turnaround team	SIG	July 2010	December 2010	<p>1. The Director and turnaround team will draw up a standard Memorandum of Understanding to be used with each potential community partner including what each will provide to students, parents and/or the school (student mentoring, job shadowing, employment; health, mental health and dental health services; college trips, tours, speakers and access to courses in person and on-line; material and/or fiscal contributions for school repairs, enhancements and/or programs).</p>	July 2010	September 2010
2009-2010										<p>2. The director and turnaround team will create a document addressing community organizations and businesses inviting use of school space outside of school hours; offering mentoring and apprenticeship opportunities, opportunities for supporting the school and its students, partnership opportunities.</p>	September 2010	October 2010



					3. The director and turnaround team will document these activities by creating and maintaining calendar of college presentations and field trips, as well as relevant notes and follow-up activities.	August 2011	June 2011
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**Goal 5: Governance: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students.**

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<p><b>Objective 1: By June 2013, UCLA will have clear guidance, policies, protocols and processes of governance that support the flexible and creative leadership and stewardship of UCLA, including 100% of staff are actively engaged in professional learning communities, as evidenced by written documents clearly stating these policies, protocols and processes.</b></p>	<p><b>1. Review Board of Director by-laws and the requirements of the turnaround process and clarify the separation of powers and responsibilities between before the beginning of the 2010-2011 school year:</b></p> <ul style="list-style-type: none"> <li>• <b>The Board of directors and the director so that the director will have increased operational flexibility</b></li> <li>• <b>The director and turnaround team</b></li> <li>• <b>The director and teachers</b></li> </ul>	<p><b>8.3/8.3</b></p>	<p><b>Board of Directors</b></p>	<p><b>SIG</b></p>	<p><b>July 2010</b></p>	<p><b>September 2010</b></p>	<p>1. The Board of Directors will call a meeting, if one is not scheduled to occur before the school year begins.</p>	<p>July 2010</p>	<p>August 2010</p>
							<p>2. The Board of Directors will review the UCLA by-laws, the requirements of the school improvement grant, and UCLA's school improvement grant application.</p>	<p>July 2010</p>	<p>August 2010</p>
							<p>3. The Board of Directors will revise the by-laws to clarify the roles of the Board of Directors, director, turnaround team and teachers, in light of the aforementioned documents.</p>	<p>August 2010</p>	<p>September 2010</p>
							<p>4. The Board of Directors will share revised by-laws with</p>	<p>emb er</p>	<p>emb er</p>

MSIP Standard	Progress Measures	Baseline	Progress	Target									
													teachers at UCLA and the charter authorizer.
	2008-2009				<p><b>2. UCLA will create clear policies and guidance concerning professional learning communities so that all teachers are involved in professional learning communities that meet several times a week.</b></p>	<p><b>Director, Assistant Director, Turnaround team</b></p>	<p><b>SIG</b></p>	<p><b>July 2012</b></p>	<p><b>July 2013</b></p>	1. The director, assistant director and turnaround team will reach out to the Kansas City Regional Professional Development Center to get training for a group of school leaders and teachers on using professional learning communities.	July 2012	July 2012	
	2009-2010									2. The director and assistant director will arrange the school schedule to allow professional learning communities to meet regularly	July 2012	August 2012	
	2010-2011									3. Teachers will begin meeting in professional learning communities, with assistance from the Kansas City Regional Professional Development Center starting in September 2010	September 2012	September 2012, ongoing	
	2011-2012									4. 4. The director, assistant director and turnaround team will work with the Kansas City Regional Professional development Center to measure the implementation of PLCs in UCLA quarterly, working toward full implementation.	October 2012	Quarterly	
	2012-2013												

2013-2014													
				<p><b>3. UCLA will hire a turnaround team consisting of three members, one focused on each of the following turnaround areas: leadership, instruction, and infrastructure. Two of these members will be external candidates</b></p>	<p><b>Director, board of directors, business manager, compliance coordinator</b></p>	<p><b>SIG</b></p>	<p><b>July 2010</b></p>	<p><b>August 2010</b></p>	<p>1. The Business Manager and Compliance Coordinator will create job postings and job descriptions for turnaround team.</p>	<p>July 2010</p>	<p>August 2010</p>		
									<p>2. External experts will be targeted for at least two of these positions. Board policies and the school’s hiring process will be followed.</p>	<p>August 2010</p>	<p>October 2010</p>		
									<p>3. The members of the turnaround team will be hired, after being interviewed by the director and board of directors.</p>	<p>August 2010</p>	<p>December 2010</p>		
									<p>4. Turnaround team will implement strategies and activities required to complete the school improvement plan and monitor progress.</p>	<p>September 2010</p>	<p>June 2013</p>		
									<p>5. The turnaround team and director will provide quarterly updates to the board of directors on the implementation of the school improvement grant.</p>	<p>September 2010</p>	<p>thereafter until June 2013</p>		

				<p><b>4. By June 2013, UCLA’s Board of Directors and school leaders will revise the current comprehensive plan (CSIP) and the academic accountability plan (AAP). These plans include annual goals for increasing student academic and social-emotional proficiency, raising funds to launch and sustain effective programs, and developing a “Covenant With Families”; the revised CSIP and AAP will detail the school responsibilities related to a child’s educational development and growth. Progress measure: written strategic plan including how these goals will be achieved.</b></p>	<p><b>Director, assistant director, turnaround team, board of directors</b></p>	<p><b>SIG</b></p>	<p><b>August 2011</b></p>	<p><b>June 2013</b></p>	<p>1. The director, assistant director, and turnaround team will create a timeline for their work and share it with the Board of Directors.</p>	<p>August 2011</p>	<p>August 2011</p>
									<p>2. The director, assistant director, and turnaround team will report on their progress to the Board of Directors in April 2012.</p>	<p>August 2011</p>	<p>April 2012</p>
									<p>3. The director assistant director and turnaround team will present to the Board of Directors, school staff, students and community stakeholders a revised draft consisting of:</p> <ul style="list-style-type: none"> <li>• Job descriptions</li> <li>• Teacher Handbook</li> <li>• Governance chart</li> </ul>	<p>June 2012</p>	<p>August 2012</p>
									<p>4. The director, assistant director and turnaround team will present a method for incorporating feedback from stakeholders.</p>	<p>September 2012</p>	<p>December 2012</p>
									<p>5. The director, assistant director, and turnaround team will review and incorporate input from the Board of Directors, school staff, parents and community stakeholders into the strategic plan.</p>	<p>February 2013</p>	<p>May 2013</p>



**Appendix D:  
UCLA: LEA Improvement Plan**

<p><b>Mission:</b> Why do we exist?</p>	<p>The Urban Community Leadership Academy’s mission is to provide its diverse student body the best possible educational opportunities by focusing on a strongly affirmed academic foundation delivered through an integrated multidisciplinary project based learning curriculum. The Urban Community Leadership Academy strives to prepare students for community leadership through academic, personal, and professional excellence based on high expectations and consistent support. Teachers, parents, students and Community are involved in the decision-making process.</p>
<p><b>Needs Assessment:</b> (4,000 character limit) The needs of the district are identified and prioritized (if multiple needs are listed) through data analysis. More than MAP data should be considered when looking at the needs of the school. Only major findings should be stated and in a bulleted format. These will become the basis for Objectives and Strategies.</p>	<p>The needs analysis for the UCLA Charter School was conducted in May and June of 2010 by Learning Point Associates, a national nonprofit educational consulting firm with offices in Naperville and Chicago, IL, Washington, D.C., and New York, NY. The analysis synthesized three types of data: student achievement data—specifically, the Missouri Assessment Program (MAP) and the Stanford Achievement Test, Tenth Edition (SAT-10) scores, document review data, and adult perception data collected from school leadership/administrators (4)/coaches (1), teachers (5 in interviews and 14 in surveys before teacher dismissals were determined) and parents (3)/grandparents (1) using administrator and teacher interviews, a teacher survey, and a parent/grandparent focus group. The results of this analysis produced the following significant finding of school need:</p> <ul style="list-style-type: none"> <li>• Student academic growth is a challenge for UCLA Charter School. This is evidenced by previous student academic performance on state assessments and perceptions of student performance by schoolteachers, administrators, and parents in the recent needs assessment.</li> <li>• UCLA Charter school struggles to attract, recruit, retain, and develop highly qualified staff. This is evidenced by data in the <i>2008-2009 School Accountability Report Card</i> and by the perceptions of recruitment and performance of new teachers by schoolteachers, administrators, and parents in the recent needs assessment.</li> <li>• The physical condition of UCLA’s facilities requires improvement to make the environment more conducive to student learning. This is evidenced by data in the perceptions of schoolteachers, administrators, and parents in the recent needs assessment</li> <li>• UCLA Charter School is challenged to increase student engagement, including attending to social-emotional and disciplinary concerns. This is evidenced by data in the <i>2008-2009 School Accountability Report Card</i>, the <i>School Wide Academic Accountability Plan</i>, and perceptions of policies and availability of options by schoolteachers, administrators, and parents determined in the recent needs assessment.</li> <li>• It is a challenge for UCLA to provide students and teachers with adequate instructional support and resources. This is evidenced by data in <i>School Wide Academic Accountability Plan</i> and perceptions of policies regarding resources and availability of such resources by schoolteachers, administrators, and parents as per the recent needs assessment</li> <li>• There are regular interactions between the school, parents, and community. However, there is not a well-defined, formalized, and consistent engagement process among the school, parents, and surrounding community. This is evidenced by the <i>School Wide Academic Accountability Plan</i> and data in the perceptions of schoolteachers,</li> </ul>

administrators, and parents in the recent needs assessment.

- UCLA school has leadership and governance structures that are insufficiently participatory. Both teachers and administrators recognize this need. This is evidenced by the *School Wide Academic Accountability Plan*, the school charter, and governing board policies as well as data in the perceptions of schoolteachers, administrators, and parents indicated by the recent needs assessment.

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

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

Develop measurable targets to show progress toward meeting objectives in the new or revised plan. Use the SMART format for objectives: By (when), (percent/number) of (who) will (do what) as evidenced by (what).		Strategies explain how the objectives will be accomplished. Strategies identify programs and practices to be implemented, responsible persons, resources committed to the strategy, and timelines for implementation.					Action steps divide the strategies into more specific responsibilities and activities necessary to implement the programs and practices described in the strategies. Action plans indicate responsible persons, resources, and timelines identifying when each action will be completed.		
Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<b>1. By June 2011, all UCLA students will receive research-based, rigorous instruction as evidenced by improving student proficiency 15 percent from 11.35% to 26.35% in communication arts and, from 3.36% to 18.36% in mathematics on the MAP and an additional 15% each subsequent year.</b>	<b>1. Implement project based learning model with rigorous, research-based instruction, develop and incorporate career-aligned assignments, units and experiential activities to help immerse students in real-world applications of the curriculum and make long-term connections to tasks, skills and strengths they possess and will need in the future.</b>	<b>9.1/6.3</b>	<b>Director</b>	<b>SIG</b>	<b>September 2010</b>	<b>October 2010</b>	1. Identify top 3-5, research-based instructional strategies and interventions by content area and grade to optimize whole class learning opportunities for all students, which supplement the project based learning model.	September 2010	September 2010
							2. The director, turnaround team and instructional coach will develop teachers understanding of newly selected strategies and how/when they are most effective and applicable in their instruction	April 2010	ongoing

MSIP Standard	Progress Measures	Baseline	Progress	Target								July 2010	June 2013
											<p>3. The director and instructional coach will ensure that rigorous, extended comprehensive reading instruction is implemented to significantly increase student reading skills, engagement and enjoyment, focusing on: prereading and decoding strategies, fluency, comprehension, vocabulary development, reading for a variety of purposes, multimedia engagement and student interest/motivation.</p>	July 2010	June 2013
											<p>4. The director and instructional coach will ensure that rigorous, extended comprehensive math instruction is implemented to significantly increase student math skills, engagement and enjoyment, focusing on: strategies incorporating the use of manipulatives, spatial learning, collaborative/team learning and problem-solving, math vocabulary, data analysis, mental math strategies, estimation multimedia engagement and student interest/motivation.</p>	July 2010	June 2013
											<p>5. Teachers will provide documentation and lessons learned on processes that are implemented. The director will work with IHE's and other research/foundation organizations to study effectiveness.</p>	July 2010	June 2013

	2008-2009				<b>2. Tie measureable, valid and reliable assessments that will assist in raising student test scores to all units of study and key objectives in the curriculum. Progress toward these measureable objectives are analyzed by teachers and building level leadership on an ongoing basis and appropriate and timely instructional adjustments are made during the entire school year.</b>	<b>9.1/6.3</b>	<b>Director, Turnaround Team</b>	<b>SIG</b>	<b>August 2010</b>	<b>June 2011</b>	1. The Director, turnaround team and instructional coach will identify and use free resources like the Assessment and Accountability Comprehensive Center and other websites to make these determinations.	August 2010	October 2011
	2009-2010										2. The director, turnaround team and instructional coach will determine “best practice” interventions and resources based on recent successes identified from 2009-2010 MAP and SAT-10 data.	October 2010	June 2011
	2010-2011										3. The director, turnaround team and instructional coach will help teachers understand newly selected strategies and how/when they are most effective and applicable in their instruction	April 2010	ongoing
	2011-2012												
	2012-2013												
	2013-2014												

<p><b>Comments</b></p> <p>For each strategy, check the box next to the plans that the strategy applies to. For building and district plans, CSIP is always checked. If the strategy does not belong in the CSIP/building plan, uncheck the box next to CSIP.</p>	<p><b>3. Train teachers on formative assessment research and strategies to develop local assessments that can look at students’ skills on a continuum, improve techniques used to elicit evidence on student learning and provide constructive feedback to students to promote enhanced cognition and learning (Inside the Black Box research).</b></p>	<p>6.8/9.1</p>	<p>Director/Turnaround Team</p>	<p>Title 1, Title 2, Local</p>	<p>August 2010</p>	<p>June 2011</p>	<p>1. The director and turnaround team will immerse staff in formative assessment research and develop skills and understanding through book studies and free resources (i.e., TeachersTv.com).</p>	<p>August 2010</p>	<p>June 2011</p>
							<p>2. The director will hire formative assessment consultant to work with staff and incorporate formative assessment strategies.</p>	<p>August 2010</p>	<p>August 2010</p>
							<p>3. Teacher collaboration time includes multiple sessions for teachers to reflect on and share what they have learned about implementing formative assessments and receive feedback from peers.</p>	<p>September 2011</p>	<p>Quarterly</p>
	<p><b>4. All students will have an Individual Success Plan and be held accountable to progress towards the plan. Refer to work done in Wisconsin around standards-based IEPs.</b></p>	<p>9.1/6.2</p>	<p>Director , Assistant Director, Turnaround Team</p>	<p>Local Funds</p>	<p>October 2010</p>	<p>July 2011</p>	<p>1. Teachers will get to know students and begin diagnostic evaluations by engaging in student interviews at the beginning of each year, as well as when new students enter the school. The director and turnaround team will take free multiple intelligence assessments as new students enter school to differentiate content based on their unique strengths and modes of learning.</p>	<p>October 2010</p>	<p>October 2010</p>



<input type="checkbox"/> Education Technology Plan	<p><b>5. Increase school year to achieve instructional goals.</b></p>	<p>9.1/6.3/1.2</p>	<p>Director, Assistant Director</p>	<p>Local funds</p>	<p>August 2010</p>	<p>August 2011</p>	<ol style="list-style-type: none"> <li>1. Adopt a modified block schedule to increase the amount of time students spend in Communication Arts and Mathematics from 50 minutes to 90 minutes a day. Providing opportunities to connect to other strategies such as: experiential learning, formative assessment, project based learning, extended reading instruction</li> <li>2. Implement mandatory Saturday school 8 weeks during the school year.</li> <li>3. Implement three weeks of summer school that allows for a focus on transitioning students from elementary to middle school, middle to high school and accelerated instruction.</li> </ol>	<p>July 2010</p>	<p>August 2010</p>
	<p><b>6. Perform classroom walk-throughs to identify the extent to which core curriculum is being taught and level of student engagement via instructional techniques and lesson plans. Identify and adopt a protocol for standardization and connections to other research-based, school</b></p>	<p>5.1/6.7</p>	<p>Director, Turnaround Team</p>		<p>August 2010</p>	<p>April 2011</p>	<ol style="list-style-type: none"> <li>1. The director, turnaround office and instructional coach identify and adopt a protocol for classroom walk-throughs</li> <li>2. The director, turnaround office and instructional coach will observe classroom instruction</li> </ol>	<p>August 2010</p>	<p>October 2010</p>

	<p><b>improvement strategies (i.e., “Learning Walks”).</b></p>						<p>3. The director, turnaround office and instructional coach perform formative evaluations of instructional alignment with curriculum frequently and provide feedback to teachers</p>	<p>October 2010</p>	<p>At least quarterly</p>
							<p>4. Incorporate instructional alignment with curriculum into summative evaluation</p>	<p>January 2011</p>	<p>April 2011</p>

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<p><b>2. By June 2012, all UCLA grade levels and subject areas will have a vertically and horizontally articulated curricula based on the Common Core and Missouri Grade Level Expectations/best practice, as evidenced by curriculum documents that are teacher and parent friendly.</b></p>	<p><b>1. Create curriculum arts and mathematics curriculum documents that are in parent-friendly formats, share high expectations with all community stakeholders and establish a culture of high, rigorous and relevant standards for all students. Common curriculum guides for each subject area and grade level can be shared with the public and are electronic to be updated regularly</b></p> <p><b>Funding will be used to hire personnel, curriculum team time, and curriculum management software</b></p>	<p><b>9.1/6.1</b></p>	<p><b>Director, Assistant Director, Turnaround Teram, Curriculum Team</b></p>	<p><b>Sig Funds</b></p>	<p><b>September 2010</b></p>	<p><b>September 2012</b></p>	<p>1. Director and Instructional Coach will establish a curriculum team consisting of all stakeholders to develop a comprehensive communication arts and mathematics curriculum in Grades 5-9.</p>	<p>September 2010</p>	<p>October 2010</p>
							<p>2. Director will hire curriculum coach following school and Board of Director hiring guidelines</p>	<p>August 2010</p>	<p>October 2010</p>
							<p>3. Curriculum team will develop aggressive development timeline to incorporate grade-specific, higher-order thinking skills and depth of knowledge of CCSS.</p>	<p>October 2010</p>	<p>November 2010</p>
							<p>4. Director will purchase curriculum management software will to speed up the development and analysis process, as well as converting curricula into public documents and viewable in multiple formats.</p>	<p>October 2010</p>	<p>November 2010</p>

MSIP Standard	Progress Measures	Baseline	Progress	Target									
											5. Consultant and curriculum team will align CCSS to the unique UCLA student achievement needs and instructional priorities, identify curricular duplicates and gaps (vertically and horizontally), and optimize instructional time through existing redundancies with current lesson plans, enhancing curriculum implementation and teacher effectiveness.	December 2010	July 2011
											6. Consultant and instructional coach provide professional development to teachers to learn about and understand new curriculum	August 2011	October 2011
											7. Curriculum team and instructional coach work with teachers to develop common pacing guides by subject area and grade level.	September 2011	June 2012
											8. Teachers provide feedback on implementation of curricular documents and pacing guides	May 2012	September 2012

	2008-2009				<p><b>2. Create curriculum documents for all other subject areas that are in parent-friendly formats, share high expectations with all community stakeholders and establish a culture of high, rigorous and relevant standards for all students. Common curriculum guides for each subject area and grade level can be shared with the public and are electronic to be updated regularly</b></p>	6.7	Director, Turnaround Team	SIG	September 2011	September 2013	1. Curriculum team will develop aggressive development timeline to incorporate grade-specific, higher-order thinking skills and depth of knowledge of CCSS.	September 2011	November 2011
	2009-2010										2. Curriculum team will incorporate lessons learned from teacher feedback in communication arts and mathematics development	October 2011	December 2011
	2010-2011										3. Consultant and curriculum team will align CCSS to the unique UCLA student achievement needs and instructional priorities, identify curricular duplicates and gaps (vertically and horizontally) use curriculum management software, and optimize instructional time through existing redundancies with current lesson plans, enhancing curriculum implementation and teacher effectiveness.	December 2012	July 2012
	2011-2012										4. Consultant and instructional coach provide professional development to teachers to learn about and understand new curriculum	August 2012	October 2012

	2012-2013										5. Curriculum team and instructional coach work with teachers to develop common pacing guides by subject area and grade level.	September 2012	June 2013
	2013-2014										6. Teachers provide feedback on implementation of curricular documents and pacing guides	January 2013	September 2013
					<p><b>3. Implement project based learning model and engage community partners and institutes of higher education to develop and incorporate career-aligned assignments, units and experiential activities to help immerse students in real-world applications of the curriculum and make long-term connections to tasks, skills and strengths they possess and will need in the future.</b></p>	6.9/7.1	Director/Counselor	SIG	July 2010	September 2012	1. Turnaround team convenes regular meetings to seek out and collect information on effective project based learning and experiential learning strategies.	August 2010	Ongoing
<p><b>Comments</b></p>											2. Turnaround team will Sponsor and support students' exhibits at external stakeholders and partner sites.	October 2010	Quarterly
											3. Turnaround team implement student recognition program	January 2011	Each semester
											4. Director and turnaround team Research free resources for college attendance, visitations, and enrollment.	January 2011	May 2011





						classroom instruction and observation		
<p><b>6. Revise curriculum, based on local data, regularly to adjust for skills students are mastering ahead of schedule and allow more time or access to areas they are struggling with to reduce redundancies and inefficiencies and optimize instructional time with students.</b></p>	<p><b>6.1/6.7</b></p>	<p><b>Director, Turnaround Team</b></p>	<p><b>SIG</b></p>	<p><b>September 2012</b></p>	<p><b>June 2013</b></p>	<p>1. Assessment coordinator and curriculum have conversations with staff regarding student progress and usability of curriculum</p>	<p>September 2012</p>	<p>Quarterly</p>
						<p>2. Assessment coordinator and curriculum team conduct periodic and ongoing review of Acuity, local assessment data, and other teacher developed assessments</p>	<p>September 2012</p>	<p>Quarterly</p>
						<p>3. Assessment coordinator and curriculum team compare review with curriculum software</p>	<p>September 2012</p>	<p>Quarterly</p>
						<p>4. Assessment coordinator and curriculum make revisions based on review</p>	<p>October 2012</p>	<p>Quarterly</p>
						<p>5. Assessment coordinator and curriculum inform teachers of changes</p>	<p>October 2012</p>	<p>Quarterly</p>

**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	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<p><b>1. By July 2012, 100% of communication arts and mathematics classes will be taught by highly qualified and effective teachers and all classes will be taught by teachers with high academic expectations for all students, as evidenced by the recruitment of HQ staff and dismissal of ineffective staff</b></p>	<p><b>1. By June 30, 2011, UCLA will have designed a UCLA marketing brand and implemented a marketing strategy for the recruitment of highly qualified staff. Progress measures: a clear school mission and vision consistently shared at recruitment events, UCLA participation at job fairs at local colleges, and an influx of appropriate resumes tracked and categorized as to quality of applicants.</b></p>	<p><b>5.1</b></p>	<p><b>Director</b></p>	<p><b>SIG, Title 1</b></p>	<p><b>July 2010</b></p>	<p><b>June 2011</b></p>	<p>1. The turnaround team will work with the director, assistant director and all school staff to revisit the school mission and vision statement, before school starts in 2010 and ensure the new school mission and vision statements are shared widely with all stakeholders, including students, parents, and community members.</p>	<p>July 2010</p>	<p>September 2010</p>
							<p>2. Create a marketing committee that will promote the school mission, vision, accomplishments and activities.</p>	<p>August 2010</p>	<p>September 2010</p>
							<p>3. Develop relationships with institutions of higher education with teacher preparation programs.</p>	<p>September 2010</p>	<p>December 2011</p>

											4. The director and marketing team will use the developed teacher recruitment information and school website at job fairs to promote the school and recruit highly qualified staff.	January 2011	June 2011
	2008-2009										5. The director and marketing team will use the developed teacher recruitment information and school website at job fairs to promote the school and recruit highly qualified staff.	January 2011	June 2011
	2009-2010												
	2010-2011												
	2011-2012												
	2012-2013												
	2013-2014												
<b>Comments</b>					<b>2. UCLA will have attracted, recruited and hired highly qualified and effective staff for all communication arts and mathematics positions, and removed ineffective teachers.</b>	<b>5.1, 8.4</b>	<b>Director, Turnaround Team</b>	<b>SIG, Local</b>	<b>July 2010</b>	<b>September 2010</b>	1. The business manager and compliance coordinator will advertise all open positions throughout the year	July 2010	ongoing
											2. The director and other leaders will screen selected candidates using a two-step process and Haberman protocol.	July 2010	August 2010
											3. The Turnaround team will interview the candidates recommended by the director and offer positions to the most qualified candidates	August 2010	September 2010
											4. The business manager and marketing team will hold a one day induction/orientation for teachers new to the school.	August 2010	annually

<p><b>3. provide ongoing and embedded professional development including coaching, mentoring, modeling, team teaching, observation of practice in other classrooms/schools, participatory research, and teacher collaboration.</b></p>	<p><b>6.7</b></p>	<p><b>Director, Turnaround Team</b></p>	<p><b>July 2010</b></p>	<p><b>June 2012</b></p>	<p>1. Provide teachers with professional development in the years 2010-2011 on topics related to turnaround interventions, including: change, goal persistence, the importance of creativity, professional stamina, quick win and the utility and the utility of quick wins, how to analyze timely student data to identify instructional needs and assessments.</p>	<p>August 2010</p>	<p>May 2011</p>
					<p>2. The director and turnaround team will partner with content experts and teacher leaders who can assist in the planning and delivery of professional development to build internal capacity and teacher leadership.</p>	<p>August 2010</p>	<p>May 2011, annually</p>
					<p>3. Teachers will evaluate professional development via a written survey at the end of each session with questions about the utility and quality.</p>	<p>September</p>	<p>ongoing</p>
					<p>4. The business manager and compliance coordinator will target retired teachers to recruit part-time mentors, each mentor serving no more than two teachers.</p>	<p>November 2010</p>	<p>December 2010</p>
					<p>5. Director and turnaround teams will develop mentoring guidelines and processes, including evaluation</p>	<p>October 2010</p>	<p>March 2011</p>

						6. Teachers will create individualized professional development plans, explaining how they plan to work on areas of improvement (e.g., through collegial observations, PD external to the school, continuing education, reflective journals).	April 2012, annually thereafter	June 2012, annually thereafter
4. Determine the components of and implement a comprehensive teacher evaluation system that provides pay for performance.	5.1	Director, Board of Directors	SIG	August 2011	June 2012	1. Identify and adopt a new teacher evaluation system that includes multiple measures, one significant portion of which will be student performance.	August 2011	December 2011
						2. The director and assistant director will develop an observation schedule, protocols and criteria for the evaluation.	Fall 2011	Annually thereafter
						3. Teachers will be evaluated twice annually, (one formative and one summative) beginning with the 2011-2012 school year.	January 2012	May 2012
						4. The director, in collaboration with the assistant director and turnaround team, will provide teachers with professional development on the new teacher evaluation system.	January 2011	June 2011
						5. After each teacher evaluation, either formative or summative, teachers will be provided timely written and verbal feedback and suggestions as appropriate.	Spring 2012	Bi-Annually thereafter

<p>6. After each summative evaluation, teachers with minor deficiencies will submit a report to administrators describing how they plan to address the areas needing improvement.</p>	<p>Spring 2012</p>	<p>Annually thereafter</p>
<p>7. Staff will develop a Performance for Pay plan: The budget is as follows:</p> <ul style="list-style-type: none"> <li>• Year 1: \$12,000</li> <li>• Year 2: \$24,000</li> <li>• Year 3: \$36,000</li> </ul>	<p>Spring 2012</p>	<p>Spring 2012 Annually</p>

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

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<p><b>1. By June 2013, UCLA will increase student engagement and increase support to accelerate learning, improve service to self and others and promote leadership as evidenced by reduced student referrals, improved student engagement in class, reduced behavior problems, evidence of student leadership, improvement of student achievement.</b></p>	<p><b>1. By June 30, 2012, UCLA will have completed setting up and opening an appropriate and well-stocked, multi-media school library.</b></p>		<p><b>Assistant director, librarian, director, teachers</b></p>		<p><b>July 2010</b></p>	<p><b>July 2011</b></p>	<p>1. Assistance Director catalogues and evaluates current library collection.</p>	<p>January 2011</p>	<p>March 2011</p>
							<p>2. Director hires librarian following school and Board of Director policy.</p>	<p>January 2011</p>	<p>April 2011</p>
							<p>3. Librarian researches Missouri standards for media library centers and American Association of School Librarians guidelines for middle school libraries.</p>	<p>May 2011</p>	<p>July 2011</p>
							<p>4. Teacher teams identify “musts” for library collection.</p>	<p>April 2011</p>	<p>June 2011</p>
							<p>5. Librarian obtains feedback on library collection from stakeholders (students, parents, instructional coach).</p>	<p>July 2011</p>	<p>September 2011</p>

									6. Complete necessary building renovations and enhancements (see previous objective).	January 2011	September 2011
									7. Building and grounds supervisor and librarian identify equipment needs (such as furniture and technology).	August 2011	September 2011
									8. Librarian and director Purchase resources.	July 2011	October 2011
									9. Librarian catalogues and displays print and nonprint resources.	October 2011	December 2011
									10. Librarian establishes relationship with Kansas City Library.	September 2011	December 2011
									11. Librarian promotes use of library resources through classroom "book talks."	January 2012	March 2012
									12. Librarian and instructional coach assist teachers in developing instructional units/lessons utilizing library resources.	January 2012	June 2012
									13. Librarian collects feedback from multiple stakeholders on library effectiveness and needs.	April 2012	June 2012

MSIP Standard	Progress Measures	Baseline	Progress	Target									
	2008-2009				<b>2. By June 2012, UCLA will have a state-of-the-art computer center or mobile computer center for use by all students in the school as evidenced by documented visual observation of the computer center and student feedback on the use and effectiveness of each.</b>	6.8	<b>Director, IT consultant, turnaround team, IT committee, Instructional Coach</b>	SIG	August 2010	June 2012	1. Director contracts with IT consultant to analyze current technology infrastructure and equipment, and determine need.	August 2010	September 2010
	2009-2010										2. IT Consultant researches instructional technology options and reports options cost/benefit to school.	September 2010	October 2010
	2010-2011										3. Director obtains feedback on technology needs from stakeholders (teachers, students, parents, instructional coach).	October 2010	October 2010
	2012-2013										4. Turnaround team and IT committee purchases computer center equipment (desktop or laptop computers, printers, projector and screen, desks and chairs, etc.).	January 2011	February 2011
	2013-2014										5. IT consultant Installs computer center equipment.	February 2011 March 2011	March 2011
											6. IT Consultant and IT committee trains staff, students, and parents on equipment use and purpose.	March 2011 June 2011	June 2011



	<p><b>of and satisfaction with such resources.</b></p>						<p>4. Turnaround team and social worker, and assistant director develop student engagement, behavior, and discipline policies and procedures in cooperation with teachers, parents, and students that align with research and best-practice.</p>	<p>January 2011</p>	<p>April 2011</p>
							<p>5. Board of Director approves Student Support and Engagement policy</p>	<p>April 2011</p>	<p>May 2011</p>
							<p>6. Director and social worker communicate new guidance and expectation with school staff, students, and parents.</p>	<p>May 2011</p>	<p>June 2011</p>

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

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<p>1. By June 2012, UCLA will be a full-service community school with comprehensive on-and-off site student and family services as well as calendar-based on-site opportunities for parent learning and engagement in school programs, as evidenced by calendar of scheduled services and events and records of family participation.</p>	<p>1. By June 2011, UCLA will have worked with parents and families to identify, develop and implement parent-friendly learning opportunities at the school, including parent-as-teacher skill-building groups and beginner’s computer classes as evidenced by minutes of parent planning meetings, calendar of classes, attendance at parent events, and participant evaluations.</p>	<p>7.6/7.5</p>	<p>Director, parent liaison, turnaround team</p>	<p>SIG</p>	<p>July 2010</p>	<p>June 2011</p>	<p>1. The director will work with the existing parent liaison to assess parent learning needs and skill-building interests, via questionnaire and focus groups.</p> <p>2. Parent liaison will set up a small committee of parents who will constitute the Parent Education Group (PEG) and will identify ongoing parent education needs, volunteers, instructional materials, contacts (potential facilitators and/or speakers/presenters) in other organizations, parent outreach and engagement strategies, and means of evaluation of parent satisfaction.</p>	<p>July 2010</p> <p>October 2010</p>	<p>September 2010</p> <p>November 2010</p>

MSIP Standard	Progress Measures	Baseline	Progress	Target										
												3. Turnaround team and parent liaison will attract, recruit, develop, evaluate and retain excellent facilitators: <ul style="list-style-type: none"> <li>• Advertise</li> <li>• Interview</li> <li>• Select according to criteria</li> <li>• Sign agreement including mutual responsibilities</li> <li>• Evaluate parent satisfaction and retain good facilitators</li> </ul>	November 2010	June 2011
												4. Parent education courses will begin January 2011.	January 2011	June 2011
	2008-2009				<b>2. By June 2012, UCLA will have promoted, facilitated and enhanced parent involvement in school educational programs as evidenced by needs assessment tools, outreach materials, records of attendance, with the goal of adults from all families participating in an event at the school by June 2012.</b>	7.5	Parent Liaison, Social worker, Turnaround team	SIG	August 2011	June 2012	1. Social worker creates a list of community service resources and referral options including go-to persons and their contact information—both on school premises and in the family’s community of residence.	July 2011	August 2011	
	2009-2010										2. Social worker and family liaison creates calendar of scheduled services and events and continue outreach to parents.	August 2011	Twice annually,	



Objective					Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<p><b>2. By June 2012, eight to ten community service organizations, institutions of higher education (IHEs), businesses will partner with UCLA to enhance and support academic education, student and family support services, leadership and career opportunities as evidenced by Memoranda of Understanding (MOUs) on file at the school detailing the nature of each organization's relationship with UCLA and its families/students.</b></p>					<p><b>1. By August 2011, UCLA will have created relationships with community service organization, institutions of higher education and businesses, including the Kansas City Empowerment Zone to obtain a volunteer mentor for each student in the school.</b></p>	7.6/7.5	Director, turnaround team	SIG	September 2010	August 2011	1. The director and turnaround team will create guidelines for a mentoring program for students.	September 2010	December 2010
											2. The director will reach out to community service organizations, institutions of higher education and businesses to secure one volunteer mentor for each student in the school, beginning in the 2011-2012 school year, informing all potential mentors of their responsibilities.	December 2010	June 2011
											3. The director, turnaround team and social worker will work to schedule events during the 2011-2012 school year in which mentors and students can meet at the school.	June 2011	August 2011
MSIP Standard	Progress Measures	Baseline	Progress	Target									

2008-2009				<p><b>2. By December 2010, UCLA will have promoted, facilitated and enhanced community involvement in school educational programs and invited community organizations and businesses to use school space outside of school hours; offering mentoring and apprenticeship opportunities, opportunities for supporting the school and its students, and partnership opportunities, as evidenced by outreach materials, records and documents indicating varied involvement by community groups, service organizations and community businesses.</b></p>	7.6/7.5	Director, Turnaround team	SIG	July 2010	December 2010	<p>1. The Director and turnaround team will draw up a standard Memorandum of Understanding to be used with each potential community partner including what each will provide to students, parents and/or the school (student mentoring, job shadowing, employment; health, mental health and dental health services; college trips, tours, speakers and access to courses in person and on-line; material and/or fiscal contributions for school repairs, enhancements and/or programs).</p>	July 2010	September 2010
2009-2010										<p>2. The director and turnaround team will create a document addressing community organizations and businesses inviting use of school space outside of school hours; offering mentoring and apprenticeship opportunities, opportunities for supporting the school and its students, partnership opportunities.</p>	September 2010	October 2010



					3. The director and turnaround team will document these activities by creating and maintaining calendar of college presentations and field trips, as well as relevant notes and follow-up activities.	August 2011	June 2011
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**Goal 5: Governance: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students.**

Objective	Strategy	MSIP Standard	Persons Responsible	Funding Source	Date to Implement	Date of Completion	Action Step	Date To Implement	Date of Completion
<p>1. By June 2013, UCLA will have clear and dynamic guidance and policies, protocols and processes of governance that support the flexible and creative leadership and stewardship of UCLA, including policies and protocols related to professional learning communities for teachers, as evidenced by written documents clearly stating these policies, protocols and processes.</p>	<p>1. Review Board of Director by-laws and the requirements of the turnaround process and clarify the separation of powers and responsibilities between before the beginning of the 2010-2011 school year:</p> <ul style="list-style-type: none"> <li>• The Board of directors and the director so that the director will have increased operational flexibility</li> <li>• The director and turnaround team</li> <li>• The director and teachers</li> </ul>	8.3/8.3	Board of Directors	SIG	July 2010	September 2010	<p>1. The Board of Directors will call a meeting, if one is not scheduled to occur before the school year begins.</p>	July 2010	August 2010
							<p>2. The Board of Directors will review the UCLA by-laws, the requirements of the school improvement grant, and UCLA's school improvement grant application.</p>	July 2010	August 2010
							<p>3. The Board of Directors will revise the by-laws to clarify the roles of the Board of Directors, director, turnaround team and teachers, in light of the aforementioned documents.</p>	August 2010	September 2010
							<p>4. The Board of Directors will share revised by-laws with</p>	ember	ember

MSIP Standard	Progress Measures	Baseline	Progress	Target									
													teachers at UCLA and the charter authorizer.
	2008-2009				<p><b>2. UCLA will create clear policies and guidance concerning professional learning communities so that all teachers are involved in professional learning communities that meet several times a week.</b></p>	<p><b>Director, Assistant Director, Turnaround team</b></p>	<p><b>SIG</b></p>	<p><b>July 2012</b></p>	<p><b>July 2013</b></p>	1. The director, assistant director and turnaround team will reach out to the Kansas City Regional Professional Development Center to get training for a group of school leaders and teachers on using professional learning communities.	July 2012	July 2012	
	2009-2010									2. The director and assistant director will arrange the school schedule to allow professional learning communities to meet regularly	July 2012	August 2012	
	2010-2011									3. Teachers will begin meeting in professional learning communities, with assistance from the Kansas City Regional Professional Development Center starting in September 2010	September 2012	September 2012, ongoing	
	2011-2012									4. 4. The director, assistant director and turnaround team will work with the Kansas City Regional Professional development Center to measure the implementation of PLCs in UCLA quarterly, working toward full implementation.	October 2012	Quarterly	
	2012-2013												

2013-2014													
				<p><b>3. UCLA will hire a turnaround team consisting of three members, one focused on each of the following turnaround areas: leadership, instruction, and infrastructure. Two of these members will be external candidates</b></p>	<p><b>Director, board of directors, business manager, compliance coordinator</b></p>	<p><b>SIG</b></p>	<p><b>July 2010</b></p>	<p><b>August 2010</b></p>	<p>1. The Business Manager and Compliance Coordinator will create job postings and job descriptions for turnaround team.</p>	<p>July 2010</p>	<p>August 2010</p>		
									<p>2. External experts will be targeted for at least two of these positions. Board policies and the school’s hiring process will be followed.</p>	<p>August 2010</p>	<p>October 2010</p>		
									<p>3. The members of the turnaround team will be hired, after being interviewed by the director and board of directors.</p>	<p>August 2010</p>	<p>December 2010</p>		
									<p>4. Turnaround team will implement strategies and activities required to complete the school improvement plan and monitor progress.</p>	<p>September 2010</p>	<p>June 2013</p>		
									<p>5. The turnaround team and director will provide quarterly updates to the board of directors on the implementation of the school improvement grant.</p>	<p>September 2010</p>	<p>thereafter until June 2013</p>		

				<p><b>4. By June 2013, UCLA’s Board of Directors and school leaders will revise the current comprehensive plan (CSIP) and the academic accountability plan (AAP). These plans include annual goals for increasing student academic and social-emotional proficiency, raising funds to launch and sustain effective programs, and developing a “Covenant With Families”; the revised CSIP and AAP will detail the school responsibilities related to a child’s educational development and growth. Progress measure: written strategic plan including how these goals will be achieved.</b></p>	<p><b>Director, assistant director, turnaround team, board of directors</b></p>	<p><b>SIG</b></p>	<p><b>August 2011</b></p>	<p><b>June 2013</b></p>	<p>1. The director, assistant director, and turnaround team will create a timeline for their work and share it with the Board of Directors.</p>	<p>August 2011</p>	<p>August 2011</p>
									<p>2. The director, assistant director, and turnaround team will report on their progress to the Board of Directors in April 2012.</p>	<p>August 2011</p>	<p>April 2012</p>
									<p>3. The director assistant director and turnaround team will present to the Board of Directors, school staff, students and community stakeholders a revised draft consisting of:</p> <ul style="list-style-type: none"> <li>• Job descriptions</li> <li>• Teacher Handbook</li> <li>• Governance chart</li> </ul>	<p>June 2012</p>	<p>August 2012</p>
									<p>4. The director, assistant director and turnaround team will present a method for incorporating feedback from stakeholders.</p>	<p>September 2012</p>	<p>December 2012</p>
									<p>5. The director, assistant director, and turnaround team will review and incorporate input from the Board of Directors, school staff, parents and community stakeholders into the strategic plan.</p>	<p>February 2013</p>	<p>May 2013</p>

