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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA
Project Dates: July 1, 2015 to June 30, 2016

DIRECTIONS

Mail the completed form postmarked or delivered by Tuesday, June 30, 2015 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysiggrants@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector	Craig Rector	July 1, 2015	$3,653,843.28

SECTION I - LEA AND PROGRAM CONTACT INFORMATION

APPLICATION FOR SCHOOLS SERVED WITH CADRE III YEAR THREE

LEA NAME Stl Louis Public Schools			COUNTY-DISTRICT CODE 115-115
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Dr. Kelvin Adams	ADDRESS 801 North 11th Streer	CITY st. Louis	ZIP 63101
EMAIL ADDRESS kelvin.adams@slps.org		TELEPHONE NUMBER 314-321-3720	FAX NUMBER 314-345-2661
NAME OF GRANT CONTACT Debra Moran-Reimonenq	ADDRESS 801 North 11th Street	CITY St. Louis	ZIP 63101
EMAIL ADDRESS debra.moran-reimonenq@slps.org		TELEPHONE NUMBER 314-231-3720	FAX NUMBER 314-345-2661
NAME OF LEA TURNAROUND OFFICER (if known) Debra Moran-Reimonenq	ADDRESS 801 North 11th Street	CITY St. Louis	ZIP 63101
EMAIL ADDRESS		TELEPHONE NUMBER 314-724-0132	FAX NUMBER

SECTION II - ASSURANCES

The LEA 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 must assure that it will—

- ☐ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;
- ☐ Establish annual goals for student achievement on the State's assessments in both English/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds, and establish goals (approved by the State Education Agency (SEA)) to hold accountable its Priority schools that receive school improvement funds;
- ☐ If it implements a restart model in a Priority 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;
- ☐ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- ☐ Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☐ Report to the SEA the school-level data required under section III of the final requirements.

SECTION III - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's School Improvement Grant (SIG). An LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA 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 in the State.

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

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

LEA approval for the Department to provide direct services:

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
Pete Sullivan CEO	6.25.15
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
Kelly R. Adam	6/25/2015

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability 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, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

All FTE Corrections reflect Building Budget Pages.

All Dollars Changed reflect Building Budget Pages & correct addition.

CR 9-11-15

SECTION IV. - LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA

This is the total of Cadre III Year Three *Implementation and Administration budgets for all building and district activities.*

YEAR ONE 1003(g) & Waiver Funds	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction 1003(g) & SIG &Waiver	1,050,388.20 ~~1,050,719.80~~	36,960.00	399,498.89	60,306.28	186,411.68	86,689.01		1,820,254.46 ~~1,820,585.66~~
1200 Supplemental Instruction (Title I) 1003(g) SIG & Waiver	-	-	-	-	-	-		-
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	-	533,977.00	313,884.24 ~~314,030.10~~	80,000.00	-	-		927,861.24 ~~928,007.10~~
2200 Professional Development *1003(g) SIG & Waiver*	-	-	-	105,727.88	-	-		**105,727.88**
2600 Planning and Evaluation *1003(g) SIG & Waiver*	-	-	-	-	-	-		-
3000 Community Services *1003(g) SIG & Waiver*	-	-	-	-	-	-		-
Program Costs Subtotal 1003(g) SIG & Waiver	1,050,388.20 ~~1,050,719.80~~	**570,937.00**	713,383.13 ~~713,528.99~~	**246,034.16**	**186,411.68**	**86,689.01**		~~2,854,320.64~~ 2,853,843.28
Indirect Costs								-
Administrative Costs *1003 (g) SIG & Waiver*	317,557.04	38,000.00	156,445.08 ~~156,444.80~~	261,000.00	26,997.92 ~~26,998.16~~	-		**800,000.00**
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*	317,557.04	38,000.00	156,445.08 ~~156,444.80~~	261,000.00	26,997.92 ~~26,998.16~~	-		**800,000.00**
GRAND TOTAL 1003(g) SIG & Waiver	~~1,368,276.84~~ 1,367,945.30	**608,937.00**	~~869,973.79~~ 869,828.21	**507,034.16**	213,409.60 ~~213,409.84~~	**86,689.01**		~~3,654,320.64~~ 3,653,843.28

SECTION IV – LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	~~19~~ 11	~~5~~ 15				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			~~3~~ 3.5			
Language Translator						
Guidance Counselor				.5		
Transition Case Manager					3.1	
Turnaround Officer						6
TOTAL	~~19~~ 11	~~5~~ 15	~~3~~ 3.5	.5	3.1	~~30.1~~ 6

SECTION V - SCHOOLS TO BE SERVED

The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			TU	RE	CL	TR
Dunbar Elementary School	292928001916	YES				X
Laclede Elementary School	292928001955	YES				X
Meramec Elementary School	292928001975	YES				X
Oak Hill Elementary School	292928001986	YES				X
Yeatman-Liddell Middle School	292928002878	YES				X
Roosevelt High School	292928001994	YES				X
Sumner High School	292928002009	YES				X
Earl Nance Elementary School	292928002853	YES				X

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA 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.
3. The Department will provide each LEA with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA 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 VI.B. - LEA/BUILDING GRANT YEAR IMPLEMENTATION BUDGET TEMPLATE (COPY AS NEEDED)

Use this template to enter required school and LEA budget totals to be submitted with the LEA SIG Application. Complete a budget for the LEA and each school for Cadre III Year Three.

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT-BUILDING CODE			
St. Louis City					115-115			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	11,120,520.58	518,409.67	5,216,058.42	0.00	0.00	0.00		**16,854,988.67**
1100 Instruction *1003(g) SIG/Waiver*	1050388.30 ~~1,050,719.80~~	36,960.00	399,498.89	60,306.28	186,411.68	86,689.01		1,820,254.16 ~~1,820,585.66~~
1200 Supplemental Instruction (Title I)	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2100 Non-Instructional Support Services	904,047.18	55,453.20	403,701.11	0.00	0.00	0.00		1363201.49 ~~1,363,201.48~~
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	533,977.00	313,884.24 ~~314,030.10~~	80,000.00	0.00	0.00		927,861.24 ~~928,007.10~~
2200 Professional Development	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development *1003(a) & Waiver*	0.00	0.00	0.00	105,727.88	0.00	0.00		**105,727.88**
2600 Planning and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
Administrative Costs	1,043,633.79	477,521.46	679,535.48	45,434.94	129,795.37	6,500.00		**2,382,421.04**
Administrative Costs *1003(a) & Waiver*	317,557.00 ~~317,557.04~~	38,000.00	156,445.08 ~~156,444.80~~	261,000.00	26,997.92 ~~26,998.16~~	0.00		800,000.00 ~~800,000.00~~
Program Costs Subtotal(Not including *1003(g) SIG/Waiver*	13,068,201.53 ~~12,024,567.75~~	1057384.33 ~~573,862.87~~	6299295.01 ~~5,619,759.52~~	45.434.94 ~~0.00~~	199,795.33 ~~0.00~~	6500.00 ~~0.00~~		20,600,611.20 ~~18,218,190.15~~
1003(g) SIG/Waiver Subtotal	1367745.30 ~~1,368,276.84~~	608,937.00	869,827.21 ~~869,973.79~~	507,034.16	213.409.21 ~~213,409.84~~	86,689.01		3,653,843.23 ~~3,654,320.64~~
Grand Total	~~14,754,035.43~~	~~1,698,321.33~~	~~7,325,713.59~~	~~813,469.10~~	~~370,203.37~~	~~93,189.01~~		~~25,054,931.83~~
	14,436,146.85	1660326.33	7,169,123.22	552,469.10	343,204.97	93,189.01		24,254,454.48

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SECTION VI.D - LEA/BUILDING GRANT YEAR ADMINISTRATIVE COSTS BUDGET 1003(g) AND WAIVER FUNDS ONLY		
LEA/BUILDING NAME Saint Louis Public Schools - LEA Administration	COUNTY-DISTRICT-BUILDING CODE 115-115	
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED	
6100: Certificated Salaries		
Instructional Leadership Officer -ELA (1 FTE)	$	65,563.00
Instructional Leadership Officer Math (1 FTE)	$	65,563.00
Assistant to the Superintendent of Priority Schools (1 FTE)	$	123,000.00
Instructional Behavior Coach (1 FTE)	$	63,431.00
6100 Subtotal	$	317,557.00
6150: Non-Certificated Salaries		
3 classroom aides for strategic support during coaching and individualized PD for teachers 3 FTE	$	38,000.00
6150 Subtotal	$	38,000.00
6200: Employee Benefits (optional categories)		
FTE Blended Benefits	$	156,445.08
6200 Subtotal	$	156,445.08
6300: Purchased Services		
Leader /teacher training follow-up from SIG Forum PD- Consultants	$	20,000.00
Achiecve 3000 to provide diagnostic reading support to increase all student	$	200,000.00
Presentors for SIG Forum 2015-16	$	21,000.00
Technical support for schools using Classworks	$	20,000.00
6300 Subtotal	$	261,000.00
6400: Materials/Supplies		
Professional Conference Travel (5 people)	$	15,000.00
~~Materials and supplies to support the implementation of the grant and PD.~~		
supplies for SIG wide professional development	$	11,997.92
6400 Subtotal	$	26,997.92
6500: Capital Outlay		
6500 Subtotal	$	-
6100-6500 Subtotal	$	800,000.00
Administration Costs (see LEA Administrative Costs Implementation Page)	$	-
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$	-
TOTAL	$	800,000.00

NEW PAGE

SECTION VII

Section VII.A – Discussion of the Prior Year Grant

The original approved application for the SIG grant in 2013 identified four common priority school challenges that were to be address through the grant over the next three years. As the eight priority schools move into the third and final year of funding, the district must look at what progress we have made to alleviate these challenges or reduce their impact on schools.

1. **Instructional quality is weak and inconsistent.** Instruction is not student-centered, rigor is low, there is insufficient differentiation to effectively meet individual students' needs, and there is a lack of proactive strategies to increase student engagement. Over the past two years classroom observations have become an expectation of academic culture. Principals and leadership teams are doing more walks and getting into classrooms. Yet, those walks still reveal less than adequate classroom instruction in the majority of classrooms. With the extended learning for teachers last year, school leaders have been able to design and develop PD that meets the needs of their staff. More focus should be placed on planning, instructional strategies, and supporting teachers.

2. **Students' time in school is not being used to effectively intervene, remediate, and provide necessary academic support.** Students enter the eight SIG schools performing below grade level. This makes it difficult for students to catch up and the existing intervention model does not help students adequately fill in gaps right away before they advance through the grades. Classroom observations revealed that teachers were not using time effectively. Too much time was wasted on transitions and by teachers not planning for the entire class period. The second year of the grant did see an increase in the use of the blackboard configuration (BBC) throughout all eight schools. The final year will focus on the implementation of high-quality curricula.

3. **Data is not being used purposefully and systematically.** Data is not used effectively to plan for instruction or interventions, nor is it being used to motivate staff and students. Teachers and students do not feel ownership over their data. Most schools do not have defined data teams that meet regularly or have protocols in place to examine data. Schools are still using grouping to facilitate learning, but teachers are lacking the capacity to effectively meet students' needs once the groups are formed. Additionally, teachers are not using data to correct or adjust teaching practices.

4. **School culture is not centered on high achievement and college and career readiness.** Students are not making connections between school, college, careers, and life goals and are not receiving appropriate academic interventions to strengthen their foundational skills, build grade-level content mastery, and prepare them for post-secondary success. Priority schools have done a better job of addressing some of the

NEW PAGE

non-academic barriers to learning faced by their students. At the beginning to the grant these schools were served by a part-time social worker, counselor and school nurse. The district has placed a full time social worker, counselor and school nurse in every SIG school. This increased support has helped some schools reduce their suspensions, increase attendance and have a higher level of parent participation. The district has recognized the positive impact added by these positions full time to schools and will provide their support after the grant life.

These challenges remain the same for SIG schools. Yet, as we plan for the third year of the grant some of the schools have made inroads around building strong instructional teams. Others have created very strong foundations for a positive culture and are finding creative ways to get their students to come to school. There is still much more work to be done.

As part of the academic interventions during the first years of the grant the district used external partners to provide high dosage aligned tutoring/double dosing of core skills. After two years the outcome has been less than desirable. See tables below:

STAR READING GROWTH (August-May 2015)

Reading Growth (In years)	Catapult Learning	St. Louis Tutoring	School Average
	0.75	0.40	0.81

NEW PAGE

Acuity C Results By Company (February 2015)

Mathematics	Blueprint (MPI)	Catapult (MPI)	St. Louis Tutoring (MPI)	Overall District Average (MPI)
Session 1 (Computer Based)	210.5	156.5	141	213
Session 2 (Teacher Graded)	171.25	167.5	100	177

ELA	Catapult (MPI)	St. Louis Tutoring (MPI)	Overall District Average (MPI)
Session 1 (Computer Based)	164.5	159	215
Session 2 (Teacher Graded)	269.2	240	277

Evaluating the results has resulted in the district revamping the tutoring program by provide the services within the district. In-school SLPS tutors will be trained by district curriculum specialist and work with targeted students in all priority schools. This intervention is an example of initiatives the district will continue to support schools after the grant.

The MAP data for the past school year for elementary schools is not available as this grant is being written. The EOC data for high schools is available and both of the SIG schools (Roosevelt and Sumner) were above 300 for English II. Although English II was they only content area above 300 all other areas showed an increase which is part of the school narrative. There are numerous issues at the high school that are keeping the students from being successful. The first of which is that 90% of the students at these schools are reading below grade level and 70% are reading two or more grades below. Attendance is an issue for both schools and Sumner had the lowest ADA in the district. The new Sumner administration has begun to put systems in place to improve attendance. Sumner also had the dubious honor of having the highest suspension rate in the district. With all of these factors it is remarkable that their numbers moved in the upward direction at all. The district is ready to support the new administration to turn that school around. Roosevelt was in a better position but still high on suspensions. The instructional staff was more stable and may be the factor why their scores were higher. Attendance is an issue as well but the staff began new parent contact procedures and student incentives to increase the numbers.

The elementary schools are inching in the opposite direction on MAP scores. Students reading two or more grade levels behind are a major obstacle to achieving higher scores. All SIG schools must

NEW PAGE

focus on moving students reading levels if they are to see any increase in test scores or academic success.

SECTION VII.B- 2015-16 Timeline

This section includes the LEA timeline for the implementation of activities, professional development, start dates for external tools, and the planned support for SIG schools participating in the grant.

Timeline of Interventions for the 2015-2016 school year			
Participants	Interventions/Activity	Dates	Evaluation Timeline
School leaders, instructional leadership teams, and teachers in tested grades.	SIG Summer Forum: provides high-quality, external professional development around new curriculum initiatives for 2015-2016.	June 2015	June 2015
SIG staff, teachers, instructional leaders	International Literacy Association annual conference	July 2015	July 2015
Principals and SIG staff	Facilitated Planning Time: establishing guidelines, tools, and year-long timelines for regular classroom observations, feedback, PLCs, climate, culture, classroom management, and targeted professional development	July/August 2015	July/August 2015
Principals and building staff	Establish school wide goals for student achievement, attendance, behavior, and college readiness	August 2015-September 2015	August 2015 September 2015
Principals and building staff	Back-to-school professional development: curriculum training for new teachers, targeted professional development based on individual building goals	August 2015	August 2015
Instructional staff (elementary)	Achieve 3000 training	August 2015	August 2015
SIG staff and instructional leaders	Focused instructional learning walks monitoring implementation of new curriculum initiatives (Engage ELA and Engage Math)	August 2015-May 2016	Weekly during 2015-2016 school year
Principals and instructional staff	Bi-weekly professional learning communities	August 2015-May 2016	Bi-weekly during 2015-2016 school year
Principals and instructional staff	Bi-weekly data/student work review	August 2015-May 2016	Bi-weekly during 2015-2016 school year

NEW PAGE

Principals and instructional staff	Extended teacher learning time—extended professional development around individual building goals	August 2015-May 2016	Varies based on building needs
SIG staff, instructional leaders and staff	Teach Like a Champion instructional strategies professional development	August 2015-May 2016	Monthly
SIG staff and instructional leaders	Engage ELA/Engage Math walkthrough data reviews	October 2015, December 2015, February 2016, May 2016	Quarterly
SIG staff and identified instructional staff	Site-based professional development for identified struggling teachers	October 2015, December 2015, February 2016, May 2016	Quarterly
SIG staff and lead ELA teachers grades 3-8	Expeditionary Learning PD Institute and work planning	September 2015	September 2015
SIG staff and lead ELA teachers grades 3-8	Expeditionary Learning on-site coaching and learning walks	September 2015-May 2016	Monthly during 2015-2016 school year
Building leaders and teachers	Classworks professional development	September 2015	September 2015
Building staff and students	Extended student learning time	September 2015	Varies based on building needs through May 2016
SIG staff and principals	Interim data review	October 2015	Quarterly
SIG staff and instructional leaders	Mid-year data review	December 2015	December 2015
SIG staff, instructional leaders, and instructional staff	Targeted curriculum and instruction professional development during district-wide professional development days	October 2015	October 2015 December 2015 February 2016

This timeline is a living document and will be adjusted as school services and needs demand.

Section VII.C- Discussion of the 2015 -16 School Year

This School Improvement Grant (SIG) final year comes at a time when SLPS is implementing the Transformation Plan 2.0. In the 2015-16 plan, you will see the district continue to demand a singular focus on academic outcomes for students. However, the district intends to deepen the impact by anchoring its work around four larger goals. These goals will allow the district to operate at a higher academic level, clearly communicate the focus, and relentlessly use data to accomplish goals and to celebrate all schools.

NEW PAGE

The Transformation Plan 2.0 will serve as the district road map for all schools SIG schools as they transition from the support of the grant to the district. As part of that transition, the following key questions are used again to guide and support the schools and to hold the district accountable for the support needed to accomplish these tasks. The final year of the grant is focused on putting in place best practices and systems to support schools after the grant period. Schools will have external partners to help establish protocols and provide real time support for teachers as principals build capacity of teachers to move forward without that external support. Each school will be responsible for its own succession plan after the life of the grant. How will these practices be supported after the grant? The district and each individual school must create an extensive plan. The district also has a responsibility to provide resources after the grant life so that these priority schools can continue the progress they will attempt to make this schools year. In alignment with the district's Transformation Plan 2.0, several key positions will be funded using SIG funding this year in an attempt to build capacity and expertise of school staff by providing them with more on-site access to highly-qualified support. The district's Transformation Plan may absorb the cost of these positions in future years utilizing a variety of funding sources to continue and sustain work begun during SIG.

- **Instructional Practice:**
  - ***What instructional strategies are used in classrooms? How are teachers differentiating instruction and driving students to think critically?***

    The current instructional practices remain varied and implemented with low fidelity. This school year, SIG instructional learning staff will model, and provide professional development at the school site and cluster schools specifically around curriculum implementation and instructional best practices. During this final year of the grant the district will assist schools in creating a "playbook" of best practices that have been proven to yield results. The differentiation of instruction remains one of the largest roadblocks to student success in SIG schools. As our teachers struggle with basic instructional strategies, adjusting the lesson for multiple learning styles and levels remains a daunting task. Improving the skills of our current teaching staff around effective use of instructional strategies and differentiation is one of the top priorities for this final year of the grant. Using the book, *Teach like a Champion*, each school will target a few instructional practices to get better at collectively. Since a school can reasonably expect to build true expertise in only one or two instructional strategies per year, it is important that leaders and instructional teams select powerful strategies. The skill of differentiation hinges on teachers knowing their students and understanding the nuances of the different learning styles. The extended professional development activities at each school will be used to address this by the SIG instructional staff. Providing tools such as Achieve 3000 will assist schools with the framework and models of how to differentiate during the literacy block and across content areas.

  - ***What is the level of student talk and engagement?***

NEW PAGE

The use of student talk has not increased across SIG schools over the past two years. Many classrooms remain teacher-driven and students are passive and compliant. As part of the resources of the "playbook", schools will develop classroom protocols for student talk and how teacher practices gradual release of the classroom to students. School leaders will develop professional development for each site with the SIG staff to embed these skills within the teaching culture. Learning walks will provide data as to the implementation of these skills.

- ***How do school leaders set expectations and develop instructional teams to achieve excellent teaching and instructional leadership?***
  There has been little progress made toward the institutionalization of data teams at the school sites. Two of the eight schools have data teams as part of their academic process and are using the process somewhat effectively. Principals have recognized the need for and use of instructional teams to develop and set expectations for student learning. This school year will challenge school leaders to create a plan for school level instructional teams with objectives and outcomes to be updated at each MOSIG monthly meeting.

- ***What is the level of rigor in classroom instruction?***
  Rigor remains an elusive concept in many of the SIG schools. The SIG team has provided and will continue to provide professional development on what does rigor look like in the classroom. The school 'Playbook" must include a working definition that the district moves forward with and will provide support to all schools. Rigor will be part of the content training for teachers during the professional development on instructional strategies and student engagement. Finally, implementation of new curricula in ELA and Math will help support rigorous, grade-level content and instruction.

- **Use of Instructional Time:**
  - ***How are school leaders and teachers using time strategically to improve instruction, promote data analysis, and ultimately, enrich student learning?***

    The district has provided a structure of extended learning for teachers funded by the SIG grant and because it has provided a solution to time management the district will continue its use beyond the grant. All SIG schools will have extended learning for all teachers with content for professional development being driven by student data. A standardized data team protocol specifically aligned to new district curriculum will be implemented and monitored for fidelity by building leadership and SIG staff. This data team protocol will incorporate student work review and will be aligned to curriculum-based assessments embedded in new curriculums, allowing SIG staff to compare data among schools both in SIG and in the district.

    For students, there will be before and after school learning for remediation as well as enrichment. The increased learning will take place October – March and will use the tools of Achieve 3000 and Classworks to provide content designed to meet the individual student's needs. The literacy block will be increased to provide extended time for student reading and literacy activities. A double block will also be used in

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other content areas for those students needing additional instructional time. Student data from all data points will be used to provide information to place students in these extra activities.

- ***How have transitions and scheduling been made more strategic or efficient in order to facilitate more instructional time?***
  Over the past two years schools have not addressed the use of time to facilitate student learning. Many of the schools have been unstable due to constant turnover in leadership, revolving staff and overwhelmed leaders. The 2015-16 school year has provided an opportunity to revamp the schedules in all SIG schools as a new district curriculum is being implemented in ELA and math. Each SIG school will design their schedule to accommodate extended reading for all students across all grades.

- **Data-Driven Instruction:**
  - ***How is data used to measure what is working well and what needs to be improved?***

    All schools will have functioning data teams and standing meeting times. The district has used STAR to track student growth in reading and Acuity is used for benchmarking and predictability for state testing. SIG schools must become more proficient in formative assessment to provide data to adjust instruction to ensure student mastery of content. The resources to SIG schools for the 2015-16 academic year will include Achieve 3000, which will provide real time data so teachers can map instruction to a student's pace and progress. SIG staff will implement a SIG-wide data protocol plan specifically aligned with district-wide curriculum initiatives, providing teachers and instructional leaders a solid framework for analyzing quantitative achievement data and student work samples on a consistent basis. This framework will also allow SIG staff to compare student data among SIG schools and district-wide schools, as curriculum-based assessment data (such as unit assessments) be accessible digitally, and district benchmarks will now be aligned to the district-wide curriculum implementation.

  - ***What evidence points to a culture of data use, action, and reflection?***
    Only one of the SIG schools has a standing data team that reviews student work, examine student data and adjust instruction to improve student learning. That protocol will be in place at all SIG schools this year. As part of the Transformation Plan the district will launch the Transformation Tool. The SLPS Excellent Schools Transformation Tool (ESTT) is the method that will monitor the effectiveness of our school system to make progress toward academic outcomes at every level of the system. In many urban school systems, there is an inconsistent approach toward accountability and recognition of progress. A systemic way to review, reflect upon and improve our practices is to ensure the success of every student is an integral component to the Transformation Plan. The ESTT is designed to give the District live data throughout the school year to monitor progress and course correct with more conviction and specificity. This tool will be used to analyze the effectiveness of our district support and ultimately the performance of our schools. A district-wide dashboard and periodic, systematic district-wide data review of several metrics

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related to attendance, culture, and achievement will allow leaders to review and make decision truly rooted in what's working in the district.

- ***How are students encouraged to take ownership over their academic progress?***

  Over the past two years SIG schools have a done a better job of helping students understand the data that measures their academic progress. Through the use of data walls, class progress charts and individual data cards most students in SIG schools are aware of their reading levels. The challenges for this last year will be centered on getting school leaders to design systems and protocols to engage students in tracking their progress along with teachers. This will involve the frequent use of the tools provided by the district as well as funded by SIG. These tools can provide teachers, students and parents resources to track student progress in real time.

➢ **School Culture:**

- ***What is the school leadership's plan for developing school culture?***

  Each school leader will be expected to present to the Associate Superintendent their plan for the continued development and enhancement of their school culture. That plan will include how all stakeholders will be involved and the leader is expected to articulate a clear vision of the culture they wish to exist in their schools. Also the school leader and team will develop clear timelines for the implementation of elements of the plan. Using the book Leverage Leadership, schools have a framework with practical protocols and planners to help facilitate the work. The book outlines four keys to student culture that must be included in the plan. They are:

  1. Establish a vision, what do you want students and adults doing in school?
  2. Turn vision into minute- by – minute systems. Build minute-by minute systems that will make the vision a reality. A Backwards design.
  3. Practice: Give multiple opportunities to practice and rehearse before stepping into the classroom
  4. Monitor and Maintain: Evaluate your progress with a measurable tool

  It is expected that the school culture will live in the hallways and throughout the building. The expected outcome for the final year of the grant is that every school's strong, positive, culture will be evident upon entering the school building.

Section VII. D- Staff Changes

There are numerous personnel changes in all of the SIG schools. Over the course of the grant there have been multiple school leaders at the following sites:

1. Dunbar 2 principals,
2. Laclede 3 Principals

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3. Earl Nance 4 principals
4. Sumner 4 principals
5. Yeatman 2 principals

Entering the 2015-16 school year, there are currently two principals new to SIG buildings. The principal at Nance has left the district and is being replaced by Mrs. Jana Haywood. Mrs. Haywood is not new to leadership; she has served as an elementary principal and a high school assistant principal. At Nance the academic instructional coach (AIC) will be new to the building as well. In an effort to assist with the changes and manage the recurring issues at Nance an additional support position has been put in place to assist teachers and students around academics and culture building. The district has committed to support the position after the SIG grant.

Sumner will be getting a new principal and assistant principal, as well as dean of students. This significant change in leadership is expected to yield a more positive learning environment, student friendly support system and adults more accountable for student learning outcomes. Dr. Michael Triplett is the new principal of Sumner. Dr Triplett brings proven leadership to Sumner having led an alternative school and serving as an administrator at Vashon High School. The district is anticipating much progress towards the goals set for each of these schools.

At the teacher level all SIG schools are being impacted by personnel changes. Laclede has 10 new teachers to the school. This is the largest turnover in all of the SIG schools. Dr. White is working hard to build a team at Laclede. She will be provided support to onboard her new staff as well as services from her MOSIG mentor as she works to build capacity in her new teachers. All other schools are experiencing teacher turnover and working hard to find the right individuals to work in SIG schools. The district has agreed to not place any teacher currently on the St. Louis plan in a SIG school. This has been problematic for principals as these individuals cannot be evaluated by the principal.

Section VII. E- System of Staff Recognition

During data team meetings, teachers whose students showed growth in mathematics and reading based on their identified students SMART goals were given a gold, silver, or bronze star to wear which signified their students level of academic growth, the teacher whose students showed the most growth received "the Red Apple Award". The recipient of the Red Apple Award could select from the "Instructor Treasure Chest", items in the chest included supplies, resources, and books that could be used in the classroom and/or books to improve their instructional practice. At the end of each semester the teacher whose students had consistently met their growth targets could select either a document camera or a small desktop printer for their classroom. The teacher with the highest overall student growth will receive an iPad. Finally, as demonstrated by MAP and EOC data the teacher with the highest overall student growth and performance will both receive updated

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desktop computers for their individual teacher use. STAR Data will be examined monthly and used to determine incremental growth. Teachers whose students are not meeting growth targets will receive support from the LEA/SIG Support team in the form of identifying areas of improvement, coaching, support, and modeling.

School Leaders will be recognized monthly during cluster meeting for student/teacher growth as detailed in the aforementioned section. Principals will receive their choice of a selection of professional books and additional conference attendance. Additional incentives will be awarded to those principals and leadership teams with the highest percentage of student and staff attendance as well as the most improved.

Section VII.F –Increased Learning Time

All SIG schools will participate in the increased learning program to provide before- or after-school instruction for all students. SIG funding, the district, and partnering community agencies are providing additional increased learning time opportunities for students, such as tutoring, book clubs and reading incentive programs, targeted literacy interventions, and latchkey enrichment programming. These programs will begin in September and continue through May ending just before the end of the school year. Additionally, each school will increase the time allocated for reading across grades and content. The ELA block will be increased at the elementary level and middle and high schools will have double-dosed core classes for students needing more support in ELA and Math. These classes will use the leveled text and RTI materials in Achieve 3000 and/or Classworks in the computer labs and classrooms to increase learning time, as well as targeted teacher-led remedial literacy coaching. Supplemental instructional materials as well as core content will be used for students participating in increased learning. Student benchmark and formative assessment data will be used to make the instructional choices for all students

Section VII.G- Teacher/Principal Evaluation System

All SIG schools will follow the district's program for the evaluation of principals and teachers. This process is the annual evaluation of teachers by the principal and the principal by the associate superintendent. The end of the year evaluation is not the only one for teachers and leaders. Principals will have a mid-year review around the school indicators outline at the beginning of this document. Additionally, principals will be required to show quantitative data around how they have supported teaches and what the implications are for their abilities to teach. The associate superintendent will conduct the mid-year review.

Section VII. H – Family and Community Engagement

Part of the district support is to ensure that each site has a full time Family Community Specialist (FCS). This position is designed to increase community engagement and provide a voice for parents. Each school is required to have several informational meetings with parents as well as instructional

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meeting such as math or literacy night. Each school has developed the activities and methods of engaging parents that works for their community. As SIG schools attempt to increase their attendance and student academic outcomes parents become a viable partner in this endeavor. Schools must educate the child with or without the parent, but their presence ensures that there will be increased measure of achievement. The FCS in all SIG schools work together to create systems to document family participation and to plan across schools and grade levels. In this final year of the grant, the FCS will be charged with providing more information to parents about student data: how it is tracked and used to determine the success of their child and the school. Several of the external tools that are in the grant will provide parents access to such data and will be the vocal point for parent conferences around instruction.

SECTION IV – LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	1	1				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			1			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	1	1	1			3

SECTION V - SCHOOLS TO BE SERVED

The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			TU	RE	CL	TR
Dunbar Elementary School	292928001916	YES				X

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA 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.
3. The Department will provide each LEA with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA 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.

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SECTION VI.A. - LEA /BUILDING GRANT YEAR STRATEGIES AND ACTIVITIES TEMPLATE

(COPY AS NEEDED)

List the strategies from the LEA implementation plan and school plans that support the selected interventions and improvement activities at the LEA 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 and each school the LEA has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
DUNBAR ELEMENTARY SCHOOL	115-115-448

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG & Waiver*	**Afterschool professional learning** - this program is an after school professional learning experience for all teachers. The focus will center on curriculum implementation with fidelity and data driven instruction.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	**Supplemental Instructional Support Teacher (1FTE, Teacher)**-Will work with students on small group numeracy instruction and with students in targeted intervention strategies. **Supplemental** – materials and student resources for English Language Arts, Literacy teacher, and mathematics **Classworks**- RTI program to provide additional multi-tier intervention support for students. **Student Progress**-evidenced based student progress incentives for teachers.
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**Nurse (.5, School/Home Coordinator)** Provide health/wellness services to students. **PBIS Interventionist (1FTE, Para)** Will collaborate with leadership teams and instructional staff to identify at risk students and work with them individually to develop and monitor behavior goals.
2200 Professional Development	
2200 Professional Development *1003(g) SIG & Waiver*	**Focused Professional Development on:** literacy instruction, numeracy instruction, and curriculum implementation with fidelity, data analysis, and student work analysis, and instructional strategies using outside nationally renowned consultants, conference attendance, and shared professional study. Strategic planning for implementation of more rigorous English and mathematics instruction.
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	**Reflective model** that will increase the strategic use of student data to drive instruction and implement curriculum with fidelity.
3000 Parent Involvement	

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3000 Parent Involvement *1003(g) SIG & Waiver*	**Family and Community Specialists (.5 FTE, School Home Coordinator)** Will work with families and the school community at large to increase attendance and engagement.
Administrative Costs	

SECTION VI.B. - LEA/BUILDING GRANT YEAR IMPLEMENTATION BUDGET TEMPLATE (COPY AS NEEDED)

Use this template to enter required school and LEA budget totals to be submitted with the LEA SIG Application. Complete a budget for the LEA and each school for Cadre II year three and/or Cadre III year two.

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT-BUILDING CODE			
	DUNBAR				115-115-448			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	700,336.82	42,581.26	331,700.44	0.00	0.00	0.00		**1,074,618.52**
1100 Instruction *1003(g) SIG/Waiver*	94,437.50	0.00	28,100.00	11,000.00	33,252.00	7,692.00		**174,481.50**
1200 Supplemental Instruction (Title I)	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2100 Non-Instructional Support Services	27,729.80	23,105.50	26,454.08	0.00	0.00	0.00		**77,289.38**
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	74,535.50	46,248.12	0.00	0.00	0.00		**120,783.62**
2200 Professional Development	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development *1003(a) & Waiver*	0.00	0.00	0.00	30,727.88	0.00	0.00		**30,727.88**
2600 Planning and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation *1003(a) & Waiver*	0.00	0.00	0.00		0.00	0.00		**0.00**
3000 Parent Involvement	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
Administrative Costs	80,271.22	26,551.01	48,624.93	1,500.00	6,899.00	0.00		**163,846.16**
Administrative Costs *1003(a) & Waiver*	39,694.63	4,750.00	19,555.60	32,625.00	3,374.77	0.00		**100,000.00**
Program Costs Subtotal(Not including *1003(g) SIG/Waiver*	728,066.63	65,686.76	358,154.52	0.00	0.00	0.00		**1,151,907.90**
1003(g) SIG/Waiver Subtotal	94,437.50	74,535.50	74,348.12	41,727.88	33,252.00	7,692.00		**325,993.00**
Grand Total	**942,469.97**	**171,523.27**	**500,683.17**	**75,852.88**	**43,525.77**	**7,692.00**		**1,741,747.06**

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SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)	
LEA/BUILDING NAME DUNBAR	**COUNTY-DISTRICT-BUILDING CODE** 115-115-448
BUDGET ITEMIZATION	**GRANT FUNDS REQUESTED**
6100: Certificated Salaries	
Extended learning for students by certified teachers in Math and ELA 13 teachers @ 25.50 per hr. for 84 hours for the school year	$ 27,846.00
Professional development for certified teachers (13 teachers x 40 hours @ 25.50/hour)	$ 13,260.00
Supplemental Instructional Support Teacher 1 FTE	$ 53,000.00
6100 Subtotal	$ 94,106.00
6150: Non-Certificated Salaries	
PBIS Interventionist (1 FTE)	$ 41,000.00
Family & Community Specialist (.5 FTE)	$ 10,998.00
Nurse (.5 FTE)	$ 22,537.50
6150 Subtot	$ 74,535.50
6200: Employee Benefits (optional categories)	
FTE Blended Benefits	$ 74,202.26
6200 Subtotal	$ 74,202.26
6300: Purchased Services	
Classworks for RTI implementation, blended learning to maximize use of technology and strategies for all tiers of RTI	$ 11,000.00
Professional conferences ASCD, SDE	$ 5,727.88
Strategic planning and PD around the Engage implementation	$ 25,000.00
6300 Subtotal	$ 41,727.88
6400: Materials/Supplies	
Classroom supplies for student use that are consumable such as note books chartpaper, markers,color pencils,sentence strips,index cards sicky notes, etc. for all Engage grade classes these supplies are supplement	$ 11,000.00
Teacher incentives based on student progress and tangible impacts, Must be Ed. based	$ 10,000.00
Supplemental materials for student activities with Eureka Math	$ 5,000.00
Supplemental texts to support student activities within the Engage curriculum	$ 7,252.00
6400 Subtotal	$ 33,252.00
6500: Capital Outlay	
Desktop computers 12@641.00 each to create a student lab for ELA/Literacy	$ 7,692.00
6500 Subtotal	$ 7,692.00
6100-6500 Subtotal	$ 325,515.64
Administration Costs (see LEA Administrative Costs Implementation Page)	$ 100,000.00
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$ -
TOTAL	$ 425,515.64

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SECTION VII—NARRATIVE

Dunbar Elementary School is located in midtown St. Louis City and serves grades PK-6. At the beginning of SY 2014-2015, 232 students were enrolled, and 250 students were enrolled at the end of school. Dunbar's student population is 55% male, 45% female, and 100% of students are African American. 15% of students are in transition, 17% of students are identified as having special needs, and .01% of students are identified as ESOL. 2015-2016 will be the current principal's third year at Dunbar. Upon her appointment, the principal began to significantly change the culture of the school, placing a high priority on attendance and positive behavior management so teachers could focus on increasing quality instruction and student achievement.

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SECTION VII.A.—DISCUSSION OF THE PRIOR GRANT YEAR

Dunbar Elementary School has continued to make steady progress towards its overarching yearly goals. Dunbar's focal mission is to "encourage success by cultivating a culture of high expectations and promoting academic excellence with the support of our parents, community partners and school community." This mission has led us to identify a school-wide focus and every teacher and every classroom is expected to enforce the school-wide focus instructionally daily. Dunbar's school wide focus for 2014-2015 was:

- All Dunbar Elementary students will show growth in reading, listening, oral and written expression to demonstrate comprehension in English Language Arts including problem solving.

- "Student Friendly" Focus: The Panthers are on the PROWL
  P – Problem Solving, R – Reading, O – Organizing, W – Writing, L – Listening

The school-wide focus has permitted Dunbar the opportunity to establish a climate and culture that encourages learning. Teachers do monthly peer observations where they build on best practices and actually see it at work. These observations are led by either the Academic Instructional Coach or the principal. The students feel safe and comfortable when at school. The entire staff has worked tirelessly to assure that the students, staff and parents have a sense of security as well.

90/90 attendance improved slightly in 2014-2015, while ADA decreased.

School Year	Attendance Rate (90/90)	ADA
2011 - 2012	81.4 %	93.7%
2012 - 2013	80.7 %	93.0%
2013 – 2014	87.1 %	97.2%
2014 - 2015	87.3%	93%

There were issues with discipline this year. Several students have severe discipline issues that impact the learning environment. This, coupled with staff absenteeism, vacancies, and skill set (see Challenges) meant that 7 of 15 teachers struggled with classroom management. These seven teachers would submit between 10-20 referrals each week to document the inappropriate behaviors. Based on the referrals the discipline team would make decisions as to how to handle the infractions, attempting to keep students in a learning environment as much as possible.

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School Year	# of Referrals	# of ISS	# of OSS	Number of Days absent
2011-2012	82	25	21	89
2012-2013	81	7	44	170
2013-2014	161	49	47	74
2014-2015	182	51	20	92

Achievement at Dunbar stagnated in 2013-2014, and 2014-2015 state assessment data was not available at the time of this grant submission.

Grade Level	11-12 MAP MPI	12-13 MAP MPI	13-14 MAP MPI
3rd	183.3	255.6	219
4th	234.5	200.0	235
5th	228.1	257.5	219
6th	243.3	266.6	258
Overall	228.3	245.1	232.7
3rd	220.8	222.3	254
4th	237.9	209.1	246
5th	221.9	202.9	219
6th	256.7	261.4	216
Overall	234.3	223.9	233.7

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SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Dunbar's staff participated in several professional development opportunities throughout the school year, utilizing extended day hours to build teacher capacity. Topics studies included:

- Data analysis and student work
- Renaissance software, assessment, and progress monitoring
- PBIS and behavior management and modification
- Common Core shifts and Priority Standards
- Daily formative assessments
- Student motivation
- Engage ELA and Math pilot classrooms

In addition to school year development, Dunbar staff had the opportunity to participate in the SIG Summer Forum in June 2015. Leadership teams and teachers participated in extensive training on embedding literacy best practices across the curriculum, as well as ELA curriculum training from Expeditionary Learning and math curriculum training from Great Minds. Dunbar staff also have the opportunity to attend the International Literacy Association annual conference in St Louis in summer 2015.

NEW PAGE

SECTION VII.A—CHALLENGES

Dunbar faced several challenges over the course of the 2014-2015 school year. Attendance continues to be an issue, stemming from two identified areas. First, students identified as transient or homeless often face attendance issues. Second, many parents keep children at home, believing that as long as they call in to confirm an absence, it is "excused". Communication about the value of attendance with families, along with relationship-building with families and support services, need to be reexamined for attendance to improve.

Of equal importance, teacher attendance was concerning. Three teachers were out on medical leave and other teachers had poor attendance due to personal circumstances. Over the course of the current school year, two teachers resigned and at the end of the year there were an additional two teachers who put in their resignations due to job offers with higher pay. At the time of grant submission, there were five classroom vacancies left unfilled for 2015-2016.

Teacher absenteeism and vacancies contribute to discipline issues, as substitutes and teachers covering for absent teachers struggled to adequately manage classrooms with students with significant emotional and behavioral problems. Hopefully, the opening of a district therapeutic school in 2015-2016 will lead to more appropriate placements for students who need more services than Dunbar can provide.

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SECTION VII.B- 2015-16 TIMELINE

This section includes the LEA timeline for the implementation of activities, professional development, start dates for external tools, and the planned support for SIG schools participating in the grant.

Timeline of Interventions for the 2015-2016 school year			
Participants	Interventions/Activity	Dates	Evaluation Timeline
School leaders, instructional leadership teams, and teachers in tested grades.	SIG Summer Forum: provides high-quality, external professional development around new curriculum initiatives for 2015-2016.	June 2015	June 2015
SIG staff, teachers, instructional leaders	International Literacy Association annual conference	July 2015	July 2015
Principals and SIG staff	Facilitated Planning Time: establishing guidelines, tools, and year-long timelines for regular classroom observations, feedback, PLCs, climate, culture, classroom management, and targeted professional development	July/August 2015	July/August 2015
Principals and building staff	Establish school wide goals for student achievement, attendance, behavior, and college readiness	August 2015-September 2015	August 2015 September 2015
Principals and building staff	Back-to-school professional development: curriculum training for new teachers, targeted professional development based on individual building goals	August 2015	August 2015
Instructional staff (elementary)	Achieve 3000 training	August 2015	August 2015
SIG staff and instructional leaders	Focused instructional learning walks monitoring implementation of new curriculum initiatives (Engage ELA and Engage Math)	August 2015-May 2016	Weekly during 2015-2016 school year
Principals and instructional staff	Bi-weekly professional learning communities	August 2015-May 2016	Bi-weekly during 2015-2016 school year

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Principals and instructional staff	Bi-weekly data/student work review	August 2015-May 2016	Bi-weekly during 2015-2016 school year
Principals and instructional staff	Extended teacher learning time—extended professional development around individual building goals	August 2015-May 2016	Varies based on building needs
SIG staff, instructional leaders and staff	Teach Like a Champion instructional strategies professional development	August 2015-May 2016	Monthly
SIG staff and instructional leaders	Engage ELA/Engage Math walkthrough data reviews	October 2015, December 2015, February 2016, May 2016	Quarterly
SIG staff and identified instructional staff	Site-based professional development for identified struggling teachers	October 2015, December 2015, February 2016, May 2016	Quarterly
SIG staff and lead ELA teachers grades 3-8	Expeditionary Learning PD Institute and work planning	September 2015	September 2015
SIG staff and lead ELA teachers grades 3-8	Expeditionary Learning on-site coaching and learning walks	September 2015-May 2016	Monthly during 2015-2016 school year
Building leaders and teachers	Classworks professional development	September 2015	September 2015
Building staff and students	Extended student learning time	September 2015	Varies based on building needs through May 2016
SIG staff and principals	Interim data review	October 2015	Quarterly
SIG staff and instructional leaders	Mid-year data review	December 2015	December 2015
SIG staff, instructional leaders, and instructional staff	Targeted curriculum and instruction professional development during district-wide professional development days	October 2015	October 2015 December 2015 February 2016

This timeline is a living document and will be adjusted as school services and needs demand.

NEW PAGE

SECTION VII.C—DISCUSSION OF 2015-2016

Dunbar's biggest challenge for 2015-2016 will be staffing classroom vacancies with competent teachers. Currently, the principal is seeking candidates via Teach for America and external channels. These teachers will need remediated professional development between now and the beginning of 2015-2016 to be prepared to meet the cultural and academic needs of their students.

SIG funding will be utilized to either partially or fully fund a PBIS interventionist, a family and community specialist, a supplemental instructional support teacher, and a nurse. The PBIS interventionist will help address disruptive student behaviors, as well as coach teachers and staff in implementing strong classroom management strategies. The family and community specialist will specifically address relationships with families with the intended outcome of improving attendance and supporting school behavior improvement initiatives. A nurse will support meeting the diverse health needs of Dunbar's student population. A supplemental instructional support teacher will provide direct instruction to individual students and small groups in the core subject areas of math and literacy.

SIG funding will fund after school professional learning time for instructional staff, as well as after school extended learning opportunities for students. Staff professional learning time will cover a variety of topics, focusing specifically on new curriculum implementation in ELA and math. SIG will also bring in Expeditionary Learning, publishers of the new ELA curriculum, for year-long, ongoing, site-based professional development around the curriculum implementation. SIG will also fund external conference attendance for building leadership, as well as conference attendance at the International Literacy Association conference in June 2015 (paid for with SIG FY 2014-2015 allocations). SIG monies will pay for teacher incentives to address teacher attendance, performance, and morale.

SIG teachers were able to participate in a week-long professional development forum to give them a head start on the new curriculum rollouts. Curricular materials have been delivered to buildings and most teachers had materials in hand before the start of the summer. Back to school professional development will be provided related to further implementation, and all teachers who did not attend the summer forum will receive training on the new curriculum. SIG funding will purchase supplemental math materials for Eureka Math implementation, as well as differentiated text sets to supplement the Engage ELA curriculum, providing students below and above grade level with aligned and high-quality literature and nonfiction texts. Funding will also be used to purchase supplemental classroom supplies that will support fidelity of implementation of the new curriculums, such as sticky notes, chart paper, sentence strips, etc. The LEA will also purchase Achieve 3000 site licenses, which will provide supplemental resources in literacy for content-area teachers. SIG will purchase a Classworks subscription to support RTI implementation and execution for struggling students. Finally, because of the

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increased focus on student writing in the new ELA curriculum, SIG money will fund a small number of desktop computers to create an ELA/Literacy lab for students.

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SECTION VII.E—STAFF RECOGNITION

Please reference LEA narrative.

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SECTION VII.F—INCREASED LEARNING TIME

SIG funding will fund after school professional learning time for instructional staff, as well as after school extended learning opportunities for students. First quarter achievement data will be used to identify students for whom extended learning opportunities would be most beneficial, but opportunities will be extended to all students. Extended learning time for students could include, but is not limited to: guided reading groups, reading incentive programs, book clubs, remedial phonics/decoding small-group instruction, Math Facts in a Flash fluency practice, supplemental math instruments and vocabulary instruction practice. Staff professional learning time will cover a variety of topics, focusing specifically on new curriculum implementation in ELA and math, as well as general instructional best practices as outlined in *Teach Like a Champion.*

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SECTION VII.G—TEACHER AND PRINCIPAL EVALUATION

Please reference LEA narrative.

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SECTION VII.H—FAMILY AND COMMUNITY ENGAGEMENT

Please reference LEA narrative.

SECTION IV – LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	~~1~~ 2	2				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			1			
Language Translator						
Guidance Counselor				.5		
Transition Case Manager					~~1~~ .5	
Turnaround Officer						
TOTAL	~~1~~ 2	2 ~~0~~	1	.5 ~~0~~	~~1~~ .5	

SECTION V - SCHOOLS TO BE SERVED

The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Laclede Elementary School	292928001955	YES				X

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA 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.
3. The Department will provide each LEA with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA 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.

NEW PAGE

SECTION VI.A. - LEA /BUILDING GRANT YEAR STRATEGIES AND ACTIVITIES TEMPLATE
(COPY AS NEEDED)

List the strategies from the LEA implementation plan and school plans that support the selected interventions and improvement activities at the LEA 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 and each school the LEA has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
LACLEDE ELEMENTARY SCHOOL	115-115-506

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG & Waiver*	**Math Interventionist (1FTE, Teacher)** - Will work with students in tested grades to provide additional academic support in mathematics. **Afterschool professional learning** - this program is an after school professional learning experience for all teachers. The focus will center on curriculum implementation with fidelity and data driven instruction. **Extended learning for students**-teachers will facilitate afterschool small group instruction for ~~targeted~~ All students. CR 9-10-13 **Back-to-School professional development**- Staff will participate in intensive professional development on effective first days of school strategies that will be used to begin school.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	**Teacher's Assistant-Literacy (2 FTE, Teacher)** Will work with students on small group literacy instruction and support students with targeted intervention strategies. **Supplemental Instructional Support Teacher (1FTE, Teacher)** Will work with students on small group numeracy instruction and with students in targeted intervention strategies. **Supplemental** – materials and student resources for English Language Arts, Literacy teacher, and mathematics.
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**Social Worker (.5FTE, Transition Case Manager)** Will support families and work with students in families and individually as part of character education and RTI. **Nurse (.5, School/Home Coordinator)** Provide health/wellness services to students. **Counselor (.5FTE, Transition Case Manager)**-provides direct support service to individual students, small groups, and classrooms. Assists team with identifying and collaborating to support at-risk students.
2200 Professional Development	
2200 Professional Development *1003(g) SIG & Waiver*	**Focused Professional Development on:** literacy instruction, numeracy instruction, and curriculum implementation with fidelity, data analysis, and student work analysis, and instructional strategies using outside nationally renowned consultants, conference attendance, and shared professional

NEW PAGE

	study. Strategic planning for implementation of more rigorous English and mathematics instruction.
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	**Reflective model** that will increase the strategic use of student data to drive instruction and implement curriculum with fidelity.
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	**Family and Community Specialists (.5 FTE, School Home Coordinator)** Will work with families and the school community at large to increase attendance and engagement.
Administrative Costs	

SECTION VI.B. - LEA/BUILDING GRANT YEAR IMPLEMENTATION BUDGET TEMPLATE (COPY AS NEEDED)

Use this template to enter required school and LEA budget totals to be submitted with the LEA SIG Application. Complete a budget for the LEA and each school for Cadre II year three and/or Cadre III year two.

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT-BUILDING CODE			
LACLEDE					115-115-506			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	829,902.26	86,282.90	407,629.99	0.00	0.00	0.00		**1,323,815.15**
1100 Instruction *1003(g) SIG/Waiver*	135,468.00	0.00	39,545.70	0.00	20,504.00	16,139.00		**211,656.70**
1200 Supplemental Instruction (Title I)	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2100 Non-Instructional Support Services	27,729.80	9,242.20	17,596.92	0.00	0.00	0.00		**54,568.93**
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	108,499.50	67,800.00	0.00	0.00	0.00		**176,299.50**
2200 Professional Development	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development *1003(a) & Waiver*	0.00	0.00	0.00	25,000.00	0.00	0.00		**25,000.00**
2600 Planning and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
Administrative Costs	80,271.22	26,551.01	45,676.76	500.00	8,957.30	0.00		**161,956.29**
Administrative Costs *1003(a) & Waiver*	39,694.63	4,750.00	19,555.60	32,625.00	3,374.77	0.00		**100,000.00**
Program Costs Subtotal(Not including *1003(g) SIG/Waiver*	857,632.06	95,525.10	425,226.92	0.00	0.00	0.00		**1,378,384.08**
1003(g) SIG/Waiver Subtotal	135,468.00	108,499.50	107,345.70	25,000.00	20,504.00	16,139.00		**412,956.20**
Grand Total	**1,113,065.91**	**235,325.61**	**597,804.98**	**58,125.00**	**32,836.07**	**16,139.00**		**2,053,296.57**

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SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)		
LEA/BUILDING NAME	LACLEDE	COUNTY-DISTRICT-BUILDING CODE 115-115-506
BUDGET ITEMIZATION		**GRANT FUNDS REQUESTED**
6100: Certificated Salaries		
Math Interventionist 1 FTE	$	38,000.00
Supplemental Instructional Support Teacher 1 FTE	$	45,186.00
Extended Learning for students 6 teachers@ 25.52 for 70 hrs.	$	10,718.00
Opening of school orientation 18 teachers @8hrs. X25.52 for parents and students. This is supplemental to the districts opening of school activities	$	3,675.00
Afterschool learning for students with certified teachers (17 teachers @ 32 hrs @ $25.52/hr)	$	13,889.00
Counselor (.5) FTE	$	24,000.00
6100 Subtotal	$	135,468.00
6150: Non-Certificated Salaries		
Family & Community Specialist (.5 FTE)	$	10,998.00
Nurse (.5 FTE)	$	22,537.50
Teacher's Assistants for Literacy (2 FTE)	$	50,000.00
Social Worker (.5 FTE)	$	24,964.00
6150 Subtotal	$	108,499.50
6200: Employee Benefits (optional categories)		
FTE Blended Benefits	$	107,345.70
6200 Subtotal	$	107,345.70
6300: Purchased Services		
Strategic planning and PD for the implementation of Engage	$	25,000.00
6300 Subtotal	$	25,000.00
6400: Materials/Supplies		
Document camers to support strategies with the new curriculum for classes ELA and Math @401.00 per unit	$	1,700.00
Supplemental texts to support student activities for Engage Curriculum	$	11,704.00
Supplemental consumables to support Eureka Math	$	7,100.00
6400 Subtotal	$	20,504.00
6500: Capital Outlay		
iPads w/cases (30 @ 488.00 each) & cart (1 @ 1499.00) for ELA/Math classrooms	$	16,139.00
6500 Subtotal	$	16,139.00
6100-6500 Subtotal	$	412,956.20
Administration Costs (see LEA Administrative Costs Implementation Page)	$	100,000.00
Indirect Cost Optional (Restricted Rate_____% X Subtotal)		
TOTAL	$	512,956.20

NEW PAGE

SECTION VII—NARRATIVE

Pierre Laclede Elementary School is located in the Wells/Goodfellow neighborhood of Saint Louis City and is bound by the city limits to the northwest, Union to the southeast, MLK to the southwest and Natural Bridge to the northeast. It is one of the most impoverished areas in the City of Saint Louis, and dilapidated buildings and vacant lots surround Pierre Laclede Elementary School. The 2000 census data counted 8,193 residents (down 29% from the 1990's count) of whom 98% were Black and 1% White.

Laclede Elementary School serves grades PK-5. At the beginning of SY 2014-2015, 336 students were enrolled. As of the last day of school, the enrollment decreased to 268 students. Of these students served, 99% were students of color, and 100% were eligible for free or reduced-priced lunch.

A former Blue-Ribbon school, Laclede Elementary had three principals over the course of 2013-2014, and a new principal was put into place for the 2014-2015 school year.

NEW PAGE

SECTION VII.A.—DISCUSSION OF THE PRIOR GRANT YEAR

Year One of SIG (2014-2015) was challenging due to many components. Attendance was a significant obstacle. Despite having an attendance secretary specifically to address Tier 3 attendance concerns, 90/90 attendance was unacceptably low.

School Year	Attendance Rate (90/90)`	ADA
2014-2015	72.1	92.38

School Year	Enrollment	PK	KG	1st	2nd	3rd	4th	5th
2013-2014	311	48	59	45	50	40	43	26
2014- 2015	268	**36**	**59**	**37**	**33**	**33**	**35**	**35**

School Year	End of Year Attendance Rate (ADA)	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
2013-2014	97.08	98.94	97.60	97.08	97.55	96.28	97.16	96.74	96.36	96.54	96.56
2014-2015	92.38	92.0	92.2	93.47	91.05	92.25	92.34	92.38	94.86	93.20	93.31

Overall office referrals were at a 3-year high in 2013-2014, though out of school suspensions decreased. However, this factor may have been contributed to the lack of consistent parent/student follow up and the constant turnover of leadership and staff. In the 2014-2015 school year, the number of referrals decreased; however, the total days of out of school suspension and the number of days absent due to the out of school suspensions increased. The increase is contributed to repeated inappropriate conduct and infractions displayed by the students in the primary grades, particularly those with emotional and behavioral disturbances. Those identified students were referred for Student Intervention and outside agencies, including Hopewell. In School-Suspension was implemented in November of 2014, which would explain the increase as from the 2013-2014 school year.

School Year	# of Referrals	# of ISS	# of OSS	Number of Days Absent
2013-2014	193	0	17	42
2014-2015	64	12	50	151

NEW PAGE

In terms of academic achievement, Laclede showed no increase in performance on the 2014 MAP exam. No targets were met, and several achievement areas were three-year lows.

Eng. Language Arts				2014	BELOW BASIC #	BASIC #	PROFICIENT #	ADVANCED#	MPI	Goal
					37	47	5	2	228.6	280
	2015 Predicted				-9	28	12	5		280.3
Achievement Level	Weight	Result	MPI Calculation		28	75	17	7	Difference	0.3
Below Basic	1	28	28							
Basic	3	75	225							
Proficient	4	17	68							
Advanced	5	7	35		2015 Predicted					
		127	356.0 MPI		2.803149606	280.3				
		127								

Math				2014	BELOW BASIC #	BASIC #	PROFICIENT #	ADVANCED#	MPI	Goal
					32	54	4	1	236.3	260
	2015 Predicted				-1	33	3	1		259.8
Achievement Level	Weight	Result	MPI Calculation		31	87	7	2		0.2
Below Basic	1	31	31							
Basic	3	87	261							
Proficient	4	7	28							
Advanced	5	2	10		2015 Predicted					
		127	330.0 MPI		2.598425197	259.8				
		127								

Science				2014	BELOW BASIC #	BASIC #	PROFICIENT #	ADVANCED#	MPI	Goal
					20	2	0	0	118.2	175
	2015 Predicted				5	13	0	0		175.0
Achievement Level	Weight	Result	MPI Calculation		25	15	0	0		0.0
Below Basic	1	25	25							
Basic	3	15	45							
Proficient	4	0	0							
Advanced	5	0	0		2015 Predicted					
		40	70.0 MPI		1.75	175.0				
		40								

Laclede started this school year with a new principal who has a clear vision for the direction of the school. The school year kicked off with a three-day professional workshop for all staff members designed to set a positive, clear tone for the year while building teacher capacity.

The principal also set clear expectations for staff professionalism and held staff resistant to change accountable for not meeting those expectations. There were a total of six teachers and the Academic Instructional Coach placed on professional improvement plans for the lack of effective instruction, student engagement, planning/organization, and or classroom management. Out of the six teachers, one teacher was successful of completing the PIP with proficiency. The Academic Instructional Coach was unsuccessful and placed in a classroom setting in another site. The other five teachers were not compliant in meeting the expectations of proficiency as well as not retained for the 2015-16 school year.

Staff professionalism was a concern for the principal. The habit formed ongoing attitude and behavior of staff not reporting to work, negligence of supervision, incomplete deadlines, etc. were targeted per the policy of St. Louis Public School, Local 420 and expectations of the principal. As a result, many staff were terminated or resigned voluntarily. There were a total of six administrative assistants for the 2014-15 school year.

The principal added a highly-skilled, full-time reading specialist to provide clear literacy leadership and build a culture of literacy. The principal worked rigorously to create a calm and positive school climate. SIG is funded a new full-time family and community specialist, a full-time counselor, and a full-time social worker and a part-time social worker to provide services and resources to families in need as well as to build strong relationships between families and school. A full-time nurse was added to meet student health and wellness needs. In addition, the school used SIG funding to hire two teacher's

NEW PAGE

assistants to support classrooms in literacy instruction. These staffing changes helped to stabilize school culture so teachers could focus on improving instruction.

In terms of instruction, Laclede focused on high-quality lesson planning and implementation and strong classroom management plans for all teachers. Teachers participated in four additional hours of professional learning time a week to work in structured PLCs, data teams, and professional development sessions. There was a strong push to incorporate nonfiction literacy skills into science classes to address the abysmally-low MAP scores in science (118.2 MPI). Outside consultants, Focus on Results, provided high-quality professional development surrounding literacy throughout the school year. The principal, the appointed interim Academic Instructional Coach and two teachers attended the 2015 ASCD conference in Houston, Texas. This experience allowed the opportunity for staff to build their capacity surrounding literacy instruction.

The district continued to monitor the implementation of the key turnaround strategies from the Turnaround Plan to support student improvement by tracking a range of data at the classroom and school levels to provide real time feedback. After careful consideration, data disaggregation, monitoring and observation, Blue Print is being discontinued due to the lack of ongoing progress, intensive instructional coaching and the inability to manage student behavior.

The implementation of a positive and nurturing school climate and culture was a major focus this school year. The principal created management structures that were consistent, fair, and offered leadership and guidance for all Laclede Elementary School staff members. The principal fostered high expectations for learning and appropriate behavior expectations for all students as well as established social norms for all staff members, parents and community members. The principal appropriately delegated responsibility, held her and all staff members accountable. Communication was effective with all staff members and the Laclede community. A clear and shared focus and high levels of collaboration and communication are now the norm and expectation of Laclede Elementary School. All the strategies and implementations influenced the decrease of absenteeism and suspensions. The staff attendance increased and averaged to 93% for the school year. The morale of the building transformed into a building climate conducive to nurturing the needs of all stakeholders. The students had a sense of purpose and entitlement of success.

Pierre Laclede Elementary School's current climate and culture consisted of:

Leadership	Teamwork
Shared Sense of Purpose	Shared Sense of Value
Shared Sense of Focus	Collaborative Collegial Relationships
Goal – Oriented Professional Development	Continuous Learning and Improvement
Innovation and Flexibility	Shared Vision

Many strides have been made as well as many goals have been met; however, there continues to be hurdles to overcome. The training of staff, educating parents and provided resources will be critical to decreasing the inappropriate behaviors of the primary students. The upcoming school year will provide great opportunity to develop novice teachers into great teachers, as well as, retaining highly qualified teachers and the continued increase of parental involvement.

NEW PAGE

SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Despite the challenges faced, there were some accomplishments in Priority Schools during 2014-2015. Superintendent's Zone staff was able to provide high-quality professional development targeted around specific school needs, including:

- iPad training
- Guided reading instruction and centers design.
- Assessments: formative & summative
- Using formative assessments and descriptive feedback to drive Instruction
- Instructional and assessment resources professional development: i.e. Acuity, Renaissance, & USA Test Prep
- Culture of Literacy training
- Engage ELA and Eureka Math

Laclede was able to lessen the technology gap with a new computer lab to incorporate technology into daily instruction. One fifth grade classroom was fully-equipped with iPads.

NEW PAGE

SECTION VII.A—CHALLENGES

Laclede faced significant challenges over the course of the 2014-2015 school year. The teachers received inadequate instructional support from the Academic Instructional Coach due to her limited experience in the elementary setting. This impacted the academic growth of the students. Many teachers expressed their frustration of not having the feedback they desired. Many teachers had a low literacy skill set. Students already in need of remediation were stagnating because of a lack of targeted instruction, and professional development was not strategically used to build teacher capacity. There was little-to-no culture of literacy, and students did not engage in intentional independent reading on a daily basis.

Classroom management was another challenge. The most infractions occurred in the primary levels. There was an influx of fighting staff and bullying. Discipline data indicated a three-year high rate of office referrals. This can be attributed to inconsistent and unclear expectations due to rapid staff and leadership turnover.

90/90 Attendance

On Target	78.0%
On Track	14.60%
Approaching	4.36%
Floor	2.94%

Grade	On Target	On Track	Approaching	Floor
K	61.3%	22.9%	10.7%	5.1%
1	72.7%	15.7%	7.0%	4.6%
2	80.6%	15.0%	1.1%	3.3%
3	85.9%	14.1%	0.0%	0.0%
4	91.1%	3.8%	1.6%	3.5%
5	85.6%	11.8%	2.6%	0.0%

Teachers' inability to effectively implement instruction, engagement and assessment played a major role in low test scores. The pros and cons of high-stakes testing have weighed heavily on the educators and children of Laclede Elementary School. The parents did not display a sense of knowledge as to the importance of students being in attendance in order to move toward grade level in the areas of reading and math.

The principal made every effort to use the high-stakes test results as a tool to engage teachers in creating deep, meaningful learning plans based on children's individual needs. With the knowledge of knowing that high-stakes tests aren't an absolute measure of a student's intelligence, it was imperative for the teachers to convey to students how to take tests and assess how well test-taking skills were being taught.

NEW PAGE

While historical data has not been a positive, the projections for the 2014-15 school year were as follows:

MAP 2015 Projection(s)

- ELA / MA/ SC – Grades 3 – 5 students will achieve 34 points.
- Grade 5 SC – Grade 5 students will achieve science points and break the current trend of zero Science points earned.
- Attendance – Attendance points will be achieved with a clean-up of attendance in SIS. This school year has seen a very high turn-over rate at the secretarial position, which caused for much human error on keeping accurate attendance.

Laclede serves as a safe haven for the students and their families due to the immense poverty and crime that exists in the immediate neighborhood.

The impact of our high mobility rate of 63.83% on students' education, students' achievement levels, as well as, school achievement levels have been significant. These children have experienced lower achievement levels and behavioral problems (The number of out-of-school suspensions to date total 48. These 48 out-of-school suspensions total 179 action days; 179 action days that resulted in loss of instructional time and academic achievement.) Also, these children have experienced difficulty developing both peer and teacher relationships and a sense of isolation that impacts their attendance and academic performance.

Additionally, these students required additional academic intervention(s) and support services that included providing outreach to educate parents about minimizing the negative effects of mobility, creating "buddy systems" by partnering new students with current students, and providing professional development to assist teachers in meeting the needs of highly mobile students.

Student Population

Enrollment Analysis

Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
319	328	313	318	306	282	286	278	285	268

Mobility Rate – 63.83%

Enrollment	282
Transfer In	75
Transfer Out	**105**

Total Discipline School Events – 60

NEW PAGE

Infraction	# of students	Percentage
Fighting	21	35%
Assault/Battery	9	15%
Other	7	11.7%
Bullying	5	8.3%
Insubordination	5	8.3%
Sexual Misconduct	3	5%
Disorder/Disruption	2	3.3%
Other Type 2	2	3.3%
Vandalism	2	3.3%
Class Disruption	1	1.7%
Drugs/Possession	1	1.7%
Fighting Type 2	1	1.7%
Weapons/Possession	1	1.7%

All successful schools have high levels of engagement, a positive school climate and culture, highly qualified teachers and staff at every position, and effective school leadership. High levels of engagement and all the essential key qualities to being successful had to exist, not in spite of the poverty and crime, but because of the profound poverty and crime.

Additionally, the St. Louis City Police Department recently kicked off 'hot spot' policing in the Wells/Goodfellow neighborhood of Saint Louis City in an effort to reduce violent crimes in the area. 'Hot spot' policing provided much needed additional resources and manpower. At least five people were fatally killed by gun violence in the neighborhood since April 2015, during school hours which directly affected Laclede.

It was imperative that highly qualified teachers at every position be consistent, current, and committed when it came to data analysis, formative and summative assessments, progress monitoring, deep, meaningful lesson planning, DOK Levels 3 and 4, student engagement, rigor & relevance, writing, essential questions, higher order thinking questions, centers, total participation techniques, and professional development. Students at Laclede Elementary School had to be engaged in the learning process. Highly qualified teachers made deliberate instructional choices that brought all their students into active learning.

The parents that were involved were an integral part of their children's learning, and this partnership had to be encouraged and nurtured whether through frequent support and monitoring at home or volunteering at school. And, a positive school climate and culture had to be accompanied by a feeling of safety and security for all our children and staff members. Students could not engage in deep and meaningful learning and teachers could not engage in deep and meaningful teaching when a sense of personal safety and emotional safety were nonexistent.

Although, Laclede has seen progress, the work remains great. In all of the assessments, reading and math continues to be the lagging indicators. In the 2015-16 school year, we will begin with professional development for the new curricula, Engage (ELA) and Engage Math.

NEW PAGE

SECTION VII.B- 2015-16 TIMELINE

This section includes the LEA timeline for the implementation of activities, professional development, start dates for external tools, and the planned support for SIG schools participating in the grant.

Timeline of Interventions for the 2015-2016 school year			
Participants	Interventions/Activity	Dates	Evaluation Timeline
School leaders, instructional leadership teams, and teachers in tested grades.	SIG Summer Forum: provides high-quality, external professional development around new curriculum initiatives for 2015-2016.	June 2015	June 2015
SIG staff, teachers, instructional leaders	International Literacy Association annual conference	July 2015	July 2015
Principals and SIG staff	Facilitated Planning Time: establishing guidelines, tools, and year-long timelines for regular classroom observations, feedback, PLCs, climate, culture, classroom management, and targeted professional development	July/August 2015	July/August 2015
Principals and building staff	Establish school wide goals for student achievement, attendance, behavior, and college readiness	August 2015-September 2015	August 2015 September 2015
Principals and building staff	Back-to-school professional development: curriculum training for new teachers, targeted professional development based on individual building goals	August 2015	August 2015
Instructional staff (elementary)	Achieve 3000 training	August 2015	August 2015
SIG staff and instructional leaders	Focused instructional learning walks monitoring implementation of new curriculum initiatives (Engage ELA and Engage Math)	August 2015-May 2016	Weekly during 2015-2016 school year
Principals and instructional staff	Bi-weekly professional learning communities	August 2015-May 2016	Bi-weekly during 2015-2016 school year
Principals and instructional staff	Bi-weekly data/student work review	August 2015-May 2016	Bi-weekly during 2015-2016 school year
Principals and instructional staff	Extended teacher learning time—extended professional development around individual building goals	August 2015-May 2016	Varies based on building needs
SIG staff, instructional leaders and staff	Teach Like a Champion instructional strategies professional development	August 2015-May 2016	Monthly

NEW PAGE

SIG staff and instructional leaders	Engage ELA/Engage Math walkthrough data reviews	October 2015, December 2015, February 2016, May 2016	Quarterly
SIG staff and identified instructional staff	Site-based professional development for identified struggling teachers	October 2015, December 2015, February 2016, May 2016	Quarterly
SIG staff and lead ELA teachers grades 3-8	Expeditionary Learning PD Institute and work planning	September 2015	September 2015
SIG staff and lead ELA teachers grades 3-8	Expeditionary Learning on-site coaching and learning walks	September 2015-May 2016	Monthly during 2015-2016 school year
Building leaders and teachers	Classworks professional development	September 2015	September 2015
Building staff and students	Extended student learning time	September 2015	Varies based on building needs through May 2016
SIG staff and principals	Interim data review	October 2015	Quarterly
SIG staff and instructional leaders	Mid-year data review	December 2015	December 2015
SIG staff, instructional leaders, and instructional staff	Targeted curriculum and instruction professional development during district-wide professional development days	October 2015	October 2015 December 2015 February 2016

This timeline is a living document and will be adjusted as school services and needs demand.

NEW PAGE

VII.C. DISCUSSION OF 2015-2016

Laclede's vision is to be a school that integrates the arts into teaching by providing students with meaningful academic, creative, and social learning experiences. The school has made a commitment to the theory of multiple intelligences, emphasizing hands-on learning, and a thematic approach to teaching the curriculum by selecting arts integration as the research based school improvement strategy tied directly to developing critical thinking skills for student learning.

Laclede has been privy to participate in a partnership with Interchange, a collaborative Turnaround Integration Program of COCA – Center of Creative Arts. The Turnaround Arts is a public-private partnership that aims to strategically implement high-quality and integrate arts education programming in high-poverty, and underperforming schools.

An opportunity has been provided for the principal and several Teach for America teachers to attend a Summer Institute for Arts Integration. Pending the funding, Interchange will provide each of the teachers who attend the Summer Institute with a collaborative residency from Interchange. SIG funding will also pay for extended back-to-school orientation and professional development due to the large number of new staff members, as well as afterschool professional learning for staff around PBIS and curriculum implementation.

The 2015-2016 academic year shows promise of academic achievement. The principal along with the new Academic Instructional Coach and two elementary teachers have worked through the summer to create a strong framework with the assistance of the Associate Superintendent and Instructional Learning Officers of the SIG team. The structured framework provides many opportunities for every teacher to become stronger in instruction, engagement and classroom management. SIG funding will provide supplemental student materials, including a wide variety of high-quality texts for classrooms, aligned with new curriculum initiatives in math and ELA. SIG will purchase document cameras to support instruction in tested grade classrooms, as well as one set of iPads so both 5th grade classrooms will be equipped 1-to-1. SIG funding will pay for a site license for Achieve 3000 to provide supplemental leveled non-fiction texts in content areas.

The need has been identified to provide intensive and intentional professional development on the Engage ELA and Engage Math curricula for our new hire teachers. SIG will pay for ongoing, on-site professional coaching and planning with Expeditionary Learning, creators of the Engage ELA curriculum. Relevant instructional resources have been purchased for the use of educational collegial book studies. The book study will be facilitated by monthly discussions on the transition of this knowledge to classroom instruction. The teachers will meet bi-weekly to discuss the use of the material to incorporate these differentiation ideas into the classroom based on learner needs.

Included in the framework are the key goals and benchmarks for achieving success for the 2015-2016 school year.

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

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

NEW PAGE

- Strategy 1: All classroom teachers will instruct using the research based strategy for guided reading as well as professional development to promote curricular achievement through inquiry, divergent thinking and creativity.
- Strategy 2: All classroom teachers will use DESE Crystal Reports and IBED reports to tailor instructions to identified weak GLES.
- Strategy 3: SIG-funded Supplemental Instructional Support Teacher and Math Interventionist to work with identified students on reading, math and writing grade level expectations.
- Strategy 4: Students in grades 3 through 5 will participate in extended learning opportunities after school beginning in October 4 hours a week for targeted intervention on reading, math and writing grade level expectations (paid for with SIG monies)
- Strategy 5: All classroom teachers will utilize the required curriculum, workbooks, manipulative, and intervention software with fidelity
- Strategy 6: Classroom teachers will instruct using the Engage ELA Curricula and web based interventions with fidelity

Action Steps	Responsible Person	Timeline	Progress Monitoring
Provide teachers with rigorous professional development and training on Engage New York ELA, Eureka Math, and Guided Reading	Principal Academic Instructional Coach Instructional Learning Officer Lead Teachers	June 2015 –May 2016 Individual support beginning in August	Professional Development Feedback, Bi-weekly Weekly Daily
100% of students identified in year 2 will have Individual Academic Plans created to monitor acquisition of grade level expectations	Principal Academic Instructional Coach Classroom Teachers Math Interventionist	August 2015-May 2016	IAP data review; PULSE data review

Objective 2: 85% of students will read on or above grade level by May 2016.

- Strategy 1: Classroom teachers will instruct using the Engage ELA and the Engage Math
- Strategy 2: Classroom teachers will use balanced literacy strategies to provide for differentiated instruction using Guided Reading. Literature Circles and centers to teach reading.
- Strategy 3: Classroom teachers will have access to and use for differentiated instruction a school wide leveled library to be housed in the Leveled Library Room

NEW PAGE

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

Objective 1: Increase the use of classroom technology usage to enhance the instructional program

- Strategy 1: Provide appropriate, differentiated professional development for all staff in the use of instructional technology strategies
- Strategy 2: 30 IPADS, An IPAD Cart will be purchased for a fifth grade class to enhance academic success

Objective 2: Laclede students will be served in extended day and extended year learning activities as indicated by after school activities, student rosters, and attendance sheets.

- Strategy 1: Increase the instructional day two days a week beginning in October, 2015. Guided Reading, Math Intervention and Writing will be the areas of focus for the extended day program

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

Objective 1: 100% of all teachers will be highly qualified and effective as evidenced by Certification and increase student achievement scores by May 2016 and ongoing when retaining new staff.

- Strategy 1: External partnerships with area universities and organizations will be strengthened to include, but not be limited to, identification of potential staff, systemic placement of student teachers and student volunteers such as Fontbonne University and outside organizations such as Teach For America
- Strategy 2: Provide internal and external leadership development of principals and other administrators focused on student engagement, rigor, accountability, school and school district reform model, PLCs and Data Team

Objective 2: 100% of Laclede staff will participate in high quality, job-embedded professional development with a central research-based instructional focus and apply learning as evidenced by attendance rosters, review of lesson plans and analysis of walk-through data

- Strategy 1: Principal will provide leadership by conducting and coordinating professional development opportunities
- Strategy 2: Develop a master calendar at the beginning of the year to assist with the need for coordination of professional development
- Strategy 3: Academic Instructional Coach and Math Interventionist and Supplemental Instructional Support Teacher to work with teacher and provide additional one on one support
    - The Administrator will attend the Differentiated Instruction Conference 2016
    - A team of teachers will attend the ASCD Conference in 2016
- Strategy 4: Implementation of PBIS (Positive Behavior Intervention and Support)- a system designed to help schools form and facilitate collaborative teams designed to

NEW PAGE

address areas of concern in student behavior as well as develop research based interventions that both prevent suspensions and serve as an alternative to suspension.

- ✓ The FTE: Counselor and Social Worker will receive formal training for PBIS conducted by EdPlus (Formally CSD).

With the implementation of PBIS, the following is expected:

- Classroom Management and De-Escalation Training for staff
- Training and guidance on collecting and evaluating discipline data
- Support from the MU Center for SW-PBS in the form of additional staff trainings and group facilitation
- Ongoing support from EdPLus, the District PBIS Coordinator, and liaisons from the MU Center for SW-PBS

Goal 4: The school/LEA engaged in the SIG Grant Project will promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational Goal Area 1

Objective 1: Decrease discipline incidents by 10% as evidenced by SIS discipline referral reports.

- Strategy 1: Implement Response To Intervention Tiers for behaviors to assign mentors, art enrichment and one on one and group counseling

Objective 2: Staffing a FTE: Family and Community Specialist, Counselor and Social Worker to provide services and resources to families in need as well as build strong relationships between families and school. A full time nurse will be staffed to meet the student health and wellness needs. In addition, two teacher assistants are staffed to support classroom in literacy instruction. These positions will all be funded at least partially by SIG.

Effective intervention will be supported by the administrator; staff, central office and the community based in theory and are appropriately designed to impact the factors that are thought to lead to the gap.

NEW PAGE

SECTION VII.E—STAFF RECOGNITION

Please reference LEA narrative.

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SECTION VII.F—INCREASED LEARNING TIME

SIG funding will fund after school professional learning time for instructional staff, as well as after school extended learning opportunities for students. First quarter achievement data will be used to identify students for whom extended learning opportunities would be most beneficial, but opportunities will be extended to all students. Extended learning time for students could include, but is not limited to: guided reading groups, reading incentive programs, book clubs, remedial phonics/decoding small-group instruction, Math Facts in a Flash fluency practice, supplemental math instruments and vocabulary instruction practice. Staff professional learning time will cover a variety of topics, focusing specifically on new curriculum implementation in ELA and math, as well as general instructional best practices as outlined in *Teach Like a Champion.*

NEW PAGE

SECTION VII.G—TEACHER AND PRINCIPAL EVALUATION

Please reference LEA narrative.

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SECTION VII.H—FAMILY AND COMMUNITY ENGAGEMENT

Please reference LEA narrative.

SECTION IV – LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	3 1	2				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			.5			
Language Translator						
Guidance Counselor						
Transition Case Manager					.2	
Turnaround Officer						
TOTAL	3 1	02	.5	0	.2	

SECTION V - SCHOOLS TO BE SERVED

The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Meramec Elementary School	292928001975	YES				X

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA 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.
3. The Department will provide each LEA with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA 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.

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SECTION VI.A. - LEA /BUILDING GRANT YEAR STRATEGIES AND ACTIVITIES TEMPLATE
(COPY AS NEEDED)

List the strategies from the LEA implementation plan and school plans that support the selected interventions and improvement activities at the LEA 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 and each school the LEA has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
MERAMEC	115-115-550

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG & Waiver*	**Afterschool professional learning** - this program is an after school professional learning experience for all teachers. The focus will center on curriculum implementation with fidelity and data driven instruction. **Extended learning for students**-teachers will facilitate afterschool small group instruction for ~~targeted~~ All students. CR 9-10-15 **Supplemental Instructional Support Teacher (1 FTE, Teacher)** Will work with students on small group numeracy instruction and with students in targeted intervention strategies. **Back-to-School professional development**- Staff will participate in intensive professional development on effective first days of school strategies that will be used to begin school.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	**Teacher's Aide (2FTE, Teacher)** To work collaboratively with classroom teachers to provide in-class support for identified students. **Supplemental** – materials and student resources for English Language Arts, Literacy teacher, and mathematics. **Classworks**- RTI program to provide additional multi-tier intervention support for students.
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**Social Worker (.2FTE, Transition Case Manager)** Will support families and work with students in families and individually as part of character education and RTI. **Nurse (.5, School/Home Coordinator)** Provide health/wellness services to students.
2200 Professional Development	
2200 Professional Development *1003(g) SIG & Waiver*	**Focused Professional Development on:** literacy instruction, numeracy instruction, and curriculum implementation with fidelity, data analysis, and student work analysis, and instructional strategies using outside nationally renowned consultants, conference attendance, and shared professional study. Strategic planning for implementation of more rigorous English and mathematics instruction.
2600 Planning and Evaluation	

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2600 Planning and Evaluation *1003(g) SIG & Waiver*	**Reflective model** that will increase the strategic use of student data to drive instruction and implement curriculum with fidelity.
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	
Administrative Costs	

SECTION VI.B. - LEA/BUILDING GRANT YEAR IMPLEMENTATION BUDGET TEMPLATE (COPY AS NEEDED)

Use this template to enter required school and LEA budget totals to be submitted with the LEA SIG Application. Complete a budget for the LEA and each school for Cadre II year three and/or Cadre III year two.

LEA/DISTRICT/BUILDING NAME MERAMEC					**COUNTY-DISTRICT-BUILDING CODE** 115-115-550			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	900,501.83	43,701.64	427,241.81	0.00	0.00	0.00		**1,371,445.28**
1100 Instruction *1003(g) SIG/Waiver*	79,675.00	0.00	33,926.75	11,000.00	19,098.00	32,129.00		**175,828.75**
1200 Supplemental Instruction (Title I)	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2100 Non-Instructional Support Services	58,639.94	0.00	23,371.43	0.00	0.00	0.00		**82,011.36**
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	74,537.50	33,926.75	40,000.00	0.00	0.00		**148,464.25**
2200 Professional Development	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
Administrative Costs	80,271.22	26,551.01	45,676.76	500.00	8,957.30	0.00		**161,956.29**
Administrative Costs *1003(a) & Waiver*	39,694.63	4,750.00	19,555.60	32,625.00	3,374.77	0.00		**100,000.00**
Program Costs Subtotal(Not including *1003(g) SIG/Waiver*	959,141.77	43,701.64	450,613.23	0.00	0.00	0.00		**1,453,456.64**
1003(g) SIG/Waiver Subtotal	79,675.00	74,537.50	67,853.50	51,000.00	19,098.00	32,129.00		**324,293.00**
Grand Total	**1,158,782.61**	**149,540.15**	**583,699.09**	**84,125.00**	**31,430.07**	**32,129.00**		**2,039,705.93**

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SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)		
LEA/BUILDING NAME	COUNTY-DISTRICT-BUILDING CODE	
MERAMEC	115-115-550	
BUDGET ITEMIZATION	**GRANT FUNDS REQUESTED**	
6100: Certificated Salaries		
Extended learning for students 10 teachers 45hrs. @25.52 per hr.	$	11,475.00
Teacher PD 10 teachers@ 40 hrs. 25.52 per hr.	$	10,200.00
Supplemental instructional support teacher 1 FTE	$	49,000.00
Opening of school PD for staff (15 teachers x19 hrs. @25.52 per hr. which is supplemental to the distict opening activities	$	9,000.00
6100 Subtotal	$	79,675.00
6150: Non-Certificated Salaries		
Social Worker (.2 FTE	$	16,000.00
Nurse (.5 FTE)	$	22,537.50
Teachers Aide (2 FTE)	$	36,000.00
6150 Subtotal	$	74,537.50
6200: Employee Benefits (optional categories)		
FTE Blended Benefits	$	67,853.50
6200 Subtotal	$	67,853.50
6300: Purchased Services		
Professional learning for teachers and administrators to participate in national conference ie., Nat. Conf. on Differentiated Instruction, ILA, ASCD (Learning Forward)	$	15,000.00
Strategic planning and PD for implemetation of Engage curriculum	$	25,000.00
Classworks to provide RTI support for interventions and strategies for all tiers of the process, work with additional programs to enhance the effect of the blended learning model to increase student achievement	$	11,000.00
6300 Subtotal	$	51,000.00
6400: Materials/Supplies		
Math supplemental materials ie. Manipulatives student resource modules	$	8,100.00
Instructional supplies for students to support instructional strategies for implementation of new curriculum. Materials for the classroom;ie. Paper, color pencils, markers, sentence strips are supplemental	$	4,000.00
Supplemental text for student support for Engage curriculum/ Literacy	$	6,998.00
6400 Subtotal	$	19,098.00
6500: Capital Outlay		
Promethean Board (3@ 5310.00) for Math/ELA classrooms	$	15,930.00
iPads w/cases (30 @ 488.00 each) & cart (1 @ 1499.00) for ELA/Math classrooms	$	16,199.00
6500 Subtotal	$	32,129.00
6100-6500 Subtotal	$	324,293.00
Administration Costs (see LEA Administrative Costs Implementation Page)	$	100,000.00
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$	-
TOTAL	$	424,293.00

NEW PAGE

SECTION VII – NARRATIVE

Meramec Elementary School is located in the Dutch town neighborhood of South St. Louis City and serves grades PK – 5. At the beginning of SY 2014 – 2015, 239 students were enrolled. Of these students, 98.34% were African American, 100% were eligible for free and reduced lunch, 4% receive special education services, and approximately 12% are in the RTI process. The principal has remained since the start of the 2011 school year, entering SLPS with prior SIG experience.

NEW PAGE

SECTION VII.A. – DISCUSSION OF THE PRIOR GRANT YEAR

Since the inception of the 90/90 rule, the school has averaged 89.3% over the past three years while ADA has made steady increases towards 95% and beyond.

School Year	Attendance Rate (90/90)	ADA
11 – 12	95.37%	93.4%
12 – 13	89.9%	94.3%
13 – 14	89.7%	94.8%
14 – 15	88.3%	95.5%

Referral incidents have continued to decline as the climate and culture of the school has become more conducive to learning. Teachers have continued to build classroom climates focused on student learning. This school years' referrals have reduced dramatically across all grade levels. The number of out of school suspension days did increase from the prior year, but has continued to remain relatively low over two consecutive school years.

SY	# of Referrals	# of ISS	# of OSS
11 – 12	349	49	75
12 – 13	375	63	93
13 – 14	89	20	9
14 – 15	44	14	16

Our students made adjustments to taking online assessments throughout the school year, preparing for a more rigorous state examination. While the Common Core State Standards were a part of our school curriculum, the level of rigor provided by teachers proved to be a challenge for students.

Grade Level	11 – 12 MAP MPI	12 -13 MAP MPI	13 – 14 MAP MPI	14 -15 MAP MPI

NEW PAGE

English Language Arts				
3rd	227	241	238.7	197
4th	231	248	218.1	214
5th	221	219	252	228.5
Overall	237	242	254	213.2
Mathematics				
3rd	218	250	294.1	171.5
4th	214	237	211.8	206.5
5th	236	204	233.3	183
Overall	216	243	256	187

As in 2013 – 2014, students in grades 3 – 5 continued to receive tutoring instruction in math through the support of Blueprint fellows. The Blueprint fellows posed a challenge this school year regarding their performance issues. The year started with a new coordinator. The coordinator from the prior year had the opportunity to advance within SLPS as an administrator. The fellows had a difficult time transitioning and adjusting to the new coordinator which led to performance issues with two fellows, while one fellow resigned. The remaining two fellows spent the majority of the school year having a difficult time managing students and providing quality instruction.

Assessment results from Blue print were inconsistent. Students took the SMI assessment in the fall and spring; however results were only shared during the fall. This was due to data inconsistencies within the company. Spring results were inconclusive and were not used to drive instruction. As a result of not having SMI data, fellows were informed to use Acuity data. Fellows were expected to participate in weekly data team meetings in order to better inform tutoring instruction, and were provided opportunities to have direct conversation with class room teachers on student needs. There was no ELA instruction provided by Blueprint during this school year. As a result of the many management challenges with Blueprint and lack of consistent data results, Meramec will not continue their support in the upcoming school year.

Meramec purchased additional student iPads this school year for tested grades that did not previously have them. This technology is expected to boost student growth, allowing students to be mobile learners and prepare them for technology-enhanced state assessments. IPads will also provide students opportunities in ELA and MATH to connect outside of the class room as the teacher creates virtual learning experiences through the use of various district approved student applications.

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SECTION VII.A – PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

The Meramec team made gains in creating a positive culture among teachers who are focused on student achievement. Meramec has established data team and PLC meetings that occur each week with district benchmark/interim assessment data being used to drive each meeting. Blueprint tutors participate in each meeting as well to in order to be sure they are providing effective instruction to students they serve.

Teachers participated in weekly extended professional development activities that were geared toward the theme of balanced literacy. All teachers in grades 1^{st} – 5^{th} participated in weekly activities focused on observations conducted by the leadership team. This professional development supported students in grades 1^{st} & 2^{nd} increasing mastery of the Dolch word list, as well as produced increased achievement on the district grade level diagnostic assessments.

Teachers in grade two also participated in a pilot of our new Engage ELA curriculum. This exposure prepares our incoming students for grade three during the 15/16 school year to the new model. The students experienced great success at Meramec, displaying a diagnostic MPI score in Acuity ELA over 300.

Meramec has also continued to increase the quality of professional development in the building based our teachers' needs and observations. These professional development topics include:

- Balanced Literacy
- iPad Training
- Running Record Training
- Engage ELA curriculum Pilot and Training
- Renaissance Learning training in Math progress monitoring
- Renaissance Learning ELA monthly goal setting

Our team is looking forward to the continuation of these PD topic and implementation, as well as planning as a team toward student achievement and creating lesson plans collaboratively. Prior to the start of the year, it is expected that teachers will be allotted time to plan instruction with both grade level, and vertical teams, as well as all assessments required by students. This time will provide vertical conversations and a chance to analyze the prior year's data to start the school year on a high instructional note. We will also have an increased focus on student work analysis, due to the intense focus on writing as assessment in the new ELA curriculum, Engage ELA.

NEW PAGE

SECTION VII.A – CHALLENGES

Meramec continued to face challenges with regard to staffing changes during the school year. Specifically maintaining teachers of high caliber continued to be a challenge. This year Meramec lost two high performing teachers out of the district. Both teachers demonstrated effective instructional skills which resulted in increased student achievement. Teachers in grades three through five displayed inconsistency in providing effective instruction. The 5th grade teacher was removed from the building at the conclusion of first semester due to performance issues related to instruction. The 4th grade teacher was put on administrative leave due to professional and performance issues at the end of January then removed officially in March.

To support students in starting the 15/16 school year, all teachers were in place prior to the end of the 14/15 school year – making Meramec fully staffed prior to the start of school. These teachers participated in summer professional development around curriculum implementation in math and ELA and continued participation is expected throughout the school year. We anticipate an additional third grade classroom, and space is being made available for these students in the building.

The Smarter Balanced state assessment posed to be the largest challenge this school year. It was clear that we were preparing our students for more rigorous assessments, but lack of clear information from the state and district made it difficult to adequately plan. We expect our new students' curriculum rollouts in math and ELA to facilitate increased rigor in the classroom for all students. Professional development will support this increase level of rigor.

NEW PAGE

SECTION VII.B- 2015-16 TIMELINE

This section includes the LEA timeline for the implementation of activities, professional development, start dates for external tools, and the planned support for SIG schools participating in the grant.

Timeline of Interventions for the 2015-2016 school year			
Participants	Interventions/Activity	Dates	Evaluation Timeline
School leaders, instructional leadership teams, and teachers in tested grades.	SIG Summer Forum: provides high-quality, external professional development around new curriculum initiatives for 2015-2016.	June 2015	June 2015
SIG staff, teachers, instructional leaders	International Literacy Association annual conference	July 2015	July 2015
Principals and SIG staff	Facilitated Planning Time: establishing guidelines, tools, and year-long timelines for regular classroom observations, feedback, PLCs, climate, culture, classroom management, and targeted professional development	July/August 2015	July/August 2015
Principals and building staff	Establish school wide goals for student achievement, attendance, behavior, and college readiness	August 2015-September 2015	August 2015 September 2015
Principals and building staff	Back-to-school professional development: curriculum training for new teachers, targeted professional development based on individual building goals	August 2015	August 2015
Instructional staff (elementary)	Achieve 3000 training	August 2015	August 2015
SIG staff and instructional leaders	Focused instructional learning walks monitoring implementation of new curriculum initiatives (Engage ELA and Engage Math)	August 2015-May 2016	Weekly during 2015-2016 school year
Principals and instructional staff	Bi-weekly professional learning communities	August 2015-May 2016	Bi-weekly during 2015-2016 school year
Principals and instructional staff	Bi-weekly data/student work review	August 2015-May 2016	Bi-weekly during 2015-2016 school year
Principals and instructional staff	Extended teacher learning time—extended professional development around individual building goals	August 2015-May 2016	Varies based on building needs
SIG staff, instructional leaders and staff	Teach Like a Champion instructional strategies professional development	August 2015-May 2016	Monthly

NEW PAGE

SIG staff and instructional leaders	Engage ELA/Engage Math walkthrough data reviews	October 2015, December 2015, February 2016, May 2016	Quarterly
SIG staff and identified instructional staff	Site-based professional development for identified struggling teachers	October 2015, December 2015, February 2016, May 2016	Quarterly
SIG staff and lead ELA teachers grades 3-8	Expeditionary Learning PD Institute and work planning	September 2015	September 2015
SIG staff and lead ELA teachers grades 3-8	Expeditionary Learning on-site coaching and learning walks	September 2015-May 2016	Monthly during 2015-2016 school year
Building leaders and teachers	Classworks professional development	September 2015	September 2015
Building staff and students	Extended student learning time	September 2015	Varies based on building needs through May 2016
SIG staff and principals	Interim data review	October 2015	Quarterly
SIG staff and instructional leaders	Mid-year data review	December 2015	December 2015
SIG staff, instructional leaders, and instructional staff	Targeted curriculum and instruction professional development during district-wide professional development days	October 2015	October 2015 December 2015 February 2016

This timeline is a living document and will be adjusted as school services and needs demand.

NEW PAGE

SECTION VII.C - DISCUSSION OF 2015 – 2016

Regarding staffing for the upcoming 2015 – 2016 school year, all staff were in place prior to the close of this current school year. There are four first year teachers joining the team, while others may be new to Meramec but have prior experience, and the remaining are returning teachers. Two new to the district teachers and one first-year teacher are in place for our tested grades, with two veteran teachers to provide support. SIG will fund one supplemental instructional support teacher, who will provide direct instruction in a small-group setting to targeted groups of students in math and ELA. This will allow classroom teachers to work with small groups of students during guided reading and guided math time. SIG will fund two teacher's aides to assist in small group literacy and numeracy instruction for students. Training for this team began in June 2015 and will continue beginning July 2015 and – throughout the school year. SIG funds will pay for extended professional learning time for teachers focusing on new curriculum implementation, as well as extended back-to-school professional development.

Teachers will be engaged in various professional development activities focused on progress monitoring students' literacy development. Guided reading will remain in place and will be paired with highly rigorous grade level instruction using Expeditionary Learning's Engage ELA curriculum. Expeditionary Learning will provide ongoing on-site coaching and training for teachers regarding the new ELA curriculum, funded by SIG monies. Teachers and leaders will continue to set monthly goals for all students school-wide, with interventions in place for students who do not achieve goals. SIG will fund conference attendance for both teachers and leaders, allowing staff to gain valuable external professional development not otherwise provided by the district.

SIG monies will pay for supplemental materials in a variety of ways to help boost rigor and quality of classroom instruction. SIG funding will support supplemental math materials such as student resources and manipulatives aligned to Eureka Math, as well as high-volumes of differentiated, supplemental texts aligned to the EngageELA curriculum. In addition, SIG will purchase site licenses for Classworks, which will provide RTI support for students in need of intervention, as well as Achieve 3000, which will provide leveled non-fiction texts and materials across content areas. Finally, SIG will purchase three Promethean boards to increase access to interactive technology for students, as well as one classroom set of iPads to be used in 5th grade ELA and math.

As school start and end times have changed for the upcoming school year, students will have an opportunity to participate in before school extended learning. This is scheduled to cover approximately 12 weeks using the Guided Reading as the primary format. Selected students in grades 3 – 5 will have an opportunity to work in small groups prior to the start of the school day with certified teachers on deficit identified using diagnostic Acuity Data, STAR Reading, and formative and summative assessments aligned to curriculum. Students will be placed in grade level equivalency groups to provide a streamlined opportunity for advancement. SIG will fund this extended learning for students.

Students who posed to be an attendance challenge during the 2014 – 2015 school year have been identified for the upcoming year with interventions in place to provide support scheduled to begin on the first day of school. This will be the responsibility of the school social worker, counselor, and family

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community specialist. These students will have regular contact with the school support team, who will conduct home visits. Immediate improvement in the attendance of these selected students is expected due to this support. SIG funds will pay for a social worker and nurse to meet the diverse needs of Meramec students regarding support services.

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SECTION VII.E—STAFF RECOGNITION

Please reference LEA narrative.

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SECTION VII.F—INCREASED LEARNING TIME

SIG funding will fund before-school professional learning time for instructional staff, as well as before-school extended learning opportunities for students. First quarter achievement data will be used to identify students for whom extended learning opportunities would be most beneficial, but opportunities will be extended to all students. Extended learning time for students could include, but is not limited to: guided reading groups, reading incentive programs, book clubs, remedial phonics/decoding small-group instruction, Math Facts in a Flash fluency practice, supplemental math instruments and vocabulary instruction practice. Staff professional learning time will cover a variety of topics, focusing specifically on new curriculum implementation in ELA and math, as well as general instructional best practices as outlined in *Teach Like a Champion.*

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SECTION VII.G—TEACHER AND PRINCIPAL EVALUATION

Please reference LEA narrative.

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SECTION VII.H—FAMILY AND COMMUNITY ENGAGEMENT

Please reference LEA narrative.