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	2.1	2.3				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager					.7	
Turnaround Officer						
TOTAL	2.1	2.3	0	0	.7	

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
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.

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
NANCE ELEMENTARY SCHOOL	115-115-561

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. **Classworks-** RTI program to provide additional multi-tier intervention support for students. **Teacher's Aides (2FTE, Teachers)-**will provide additional academic support in tested grades.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	**Supplemental** – materials and student resources for English Language Arts, Literacy teacher, and mathematics. **Student Progress-**evidenced based student progress incentives for teachers.
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**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. **Social Worker (.7FTE, Transitions Case Manager)** Will support families and work with students in families and individually as part of character education and RTI. **Academic and Culture Coach (1 FTE, Para)** This person will focus specifically on school culture and student behavior, allowing other building leaders to spend time as instructional leaders.
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.

NEW PAGE

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					COUNTY-DISTRICT-BUILDING CODE			
	NANCE				115-115-561			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	1,076,258.19	0.00	477,838.66	0.00	0.00	0.00		**1,554,096.85**
1100 Instruction *1003(g) SIG/Waiver*	113,533.42	36,960.00	28,000.00	11,000.00	26,707.00	0.00		**216,200.42**
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	101,824.81	0.00	40,903.22	0.00	0.00	0.00		**142,728.02**
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	66,233.00	67,359.62	0.00	0.00	0.00		**133,592.62**
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	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*	1,178,083.00	0.00	518,741.87	0.00	0.00	0.00		**1,696,824.87**
1003(g) SIG/Waiver Subtotal	113,533.42	103,193.00	95,359.62	36,000.00	26,707.00	0.00		**374,793.04**
Grand Total	**1,411,582.26**	**134,494.01**	**679,333.85**	**69,125.00**	**39,039.07**	**0.00**		**2,333,574.20**

NEW PAGE

SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)	
LEA/BUILDING NAME NANCE	COUNTY-DISTRICT-BUILDING CODE 115-115-561
BUDGET ITEMIZATION	**GRANT FUNDS REQUESTED**
6100: Certificated Salaries	
Professional learning and planning for 16 certified teachers @25.50 for 40 hours	$ 16,320.00
Professional learning for 16 teachers @25.50 per hr. for 20 hours	$ 8,160.00
Academic and culture coach for students 1 FTE	$ 64,573.42
After school extended learning for students with 16 teachers for 60 hours @ 25.50/hour)	$ 24,480.00
6100 Subtot	$ 113,533.42
6150: Non-Certified Salaries	
2 instructional teacher aides to provide additional academic support in tested grades and provide supplemental support in Math and ELA classes 2 FTE	$ 36,960.00
PBIS Interventionist (1 FTE)	$ 31,269.00
Social Worker (.7 FTE)	$ 34,964.00
6150 Subtotal	$ 103,193.00
6200: Employee Benefits (optional categories)	
FTE Blended Benefits	$ 95,359.62
6200 Subtotal	$ 95,359.62
6300: Purchased Services	
Classworks RTI to provide additional support for all tier interventions,	$ 11,000.00
PD and strategic planning for the implementation of Engage curiculum including learning walks, midyear review and teacher and leader coaching	$ 25,000.00
6300 Subtotal	$ 36,000.00
6400: Materials/Supplies	
Teacher incentives based on student progress and an impact on school culture that will be tangible. Teacher recognition, classroom supplies, Parking space, educational conference, write-up on district website, etc.	$ 3,400.00
Supplemental math materials for the implementation of Eureka Math	$ 7,000.00
Document camers for classroom use to facilicate implementation of curriculum in Math / ELA 4 @ $401.00 each	$ 1,604.00
Supplemental Literacy texts to augment curtriculum and student reading	$ 14,703.00
6400 Subtotal	$ 26,707.00
6500: Capital Outlay	
6500 Subtotal	$ -
6100-6500 Subtotal	$ 374,793.04
Administration Costs (see LEA Administrative Costs Implementation Page)	$ 100,000.00
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$ -
TOTAL	$ 474,793.04

NEW PAGE

SECTION VII—NARRATIVE

Earl Nance Elementary School is an elementary school located in North St Louis City and serves grades Pk-6th. At the beginning of SY 2014-2015, 369 students were enrolled at Nance, and 353 students were enrolled at the end of the school year. Of these students, 99% were African American, 1% White, 13% receive special education services, and a large percentage are eligible for free or reduced-priced lunch. In 2014-2015, the principal and the Academic Instructional Coach were both new to Nance Elementary School, and both left Nance at the conclusion of the school year.

NEW PAGE

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

Attendance continued to be an issue at Nance Elementary School. 90/90 attendance dropped considerably over the course of the year

School Year	Attendance Rate (90/90)
2011 - 2012	82.2 %
2012 - 2013	85.8 %
2013-2014	75.8%
2014-2015	75.3%

While the number of referral increased during the 2014-2015 school year, the number of students sent to in-school suspension or out-of-school suspension decreased. Climate in the building was rarely calm and was not conducive to learning. Some teachers in the building demonstrated strong classroom management skills, while others struggled tremendously.

School Year	# of Referrals	# of ISS	# of OSS
2011-2012	155	93	70
2012-2013	137	73	58
2013-2014	153	19	44
2014-2015	123	61	53

In terms of academic achievement, on average 90% of Nance students perform at the Basic or Below Basic category in both English Language Arts and mathematics.

Grade Level	2011-12 MAP MPI	2012-13 MAP MPI	2013-14 MAP MPI
		ELA	
3rd	252.6	268.1	240.9
4th	257.4	231.1	234.0

NEW PAGE

5th	297.1	265.0	265.1
6th	300.1	320	283.8
		MATH	
3rd	264.5	235.8	263.8
4th	244.8	260.4	216.2
5th	257.4	265.0	263.0
6th	336.5	320.1	278.4

Nance has not received state assessment data at the time of this grant submission.

NEW PAGE

SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Nance'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
- Daily 5/CAFÉ reading/writing workshop structures
- Renaissance software, assessment, and progress monitoring
- PBIS and behavior management and modification
- Common Core shifts and Priority Standards
- Daily formative assessments
- Student motivation

In addition to school year development, Nance 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. Nance staff also have the opportunity to attend the International Literacy Association annual conference in St Louis this summer.

NEW PAGE

SECTION VII.A—CHALLENGES

While there were many positive improvements overall at Nance in 2014-2015, there were several challenges that impacted climate, culture, and student achievement that will need to be addressed moving forward. The new administration sought to immediately improve staff culture by increased accountability measures, which was met with resistance by the returning teaching staff. This was a source of conflict throughout the school year, with the union getting involved on multiple occasions. Leadership struggled to "coach up" low skill sets in several teachers who also had low-will, and there were several vacancies throughout the year. The Assistant Principal, who was briefly the interim principal in 2013-2104, was removed early in the school year because of professional conduct and was not replaced due to lower enrollment numbers than projected.

While school climate improved from 2014-2015, student behavior still remained an issue. A number of special education students with emotional/behavioral diagnoses, presented a number of disruptions throughout the school day that the special education staff was ill-prepared and unwilling to address in a productive manner. This small number of students was able to significantly disrupt the learning environment of the school, and the low skill set of the staff meant the problem was not addressed in a way that led to a meaningful solution.

The conflicts between leadership and staff, along with other factors, ultimately led to the resignation of both the principal and academic instructional coach at the conclusion of the year. Nance will have an entirely new leadership team in 2015-2016 for the third time in three years.

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

Nance will begin 2015-2016 with a new leadership team in place. The new principal has district experience in a former SIG school and has participated in strategic planning and professional development with Nance since May. The new AIC has not yet been hired. In addition, SIG monies will fund an academic and culture coach, a leadership position that will support both teachers and students in all areas related to these areas. The person hired for this position has previous experience in a current SLPS SIG school and has proven himself to be a reliable and competent team member in a variety of areas. SIG will also fund a reading specialist position. This person, yet to be hired, will possess reading certification and provide skilled, direct small-group instruction to the most struggling readers in the school, while also coaching teachers on improving literacy practices in their classrooms for those with a low skill set in basic literacy. SIG funding will also be used to fund a PBIS interventionist to work with both students and teachers on improving classroom management, and student motivation and behavior, as well as a social worker to meet the diverse needs of the Nance student body.

The district is also opening a therapeutic elementary school this fall, which will provide placement for students with serious emotional/behavior issues, such as those who struggled at Nance. This will allow these students to get the services they need while stabilizing some of the classroom climate issues at Nance.

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 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. The LEA will also purchase Achieve 3000 site licenses, which will provide supplemental resources in literacy for content-area teachers.

NEW PAGE

SECTION VII.E—STAFF RECOGNITION

Please reference LEA narrative.

NEW PAGE

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.

NEW PAGE

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	2	3				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	2	3	0	0	0	

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
Oak Hill Elementary School	292928001986	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
OAK HILL	115-115-560

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
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** – materials and student resources for English Language Arts, Literacy teacher, and mathematics. **Classworks-** RTI program to provide additional multi-tier intervention support for students. **Supplemental Reading Teacher (1FTE Teacher)-**reading teacher to work with small groups in tested grades. **Supplemental Instructional Support Teacher (1 FTE, Teacher) -** Will work with students on small group numeracy instruction and with students in targeted intervention strategies.
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**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	

NEW PAGE

SECTION VI.A. - LEA /BUILDING GRANT YEAR STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*	
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					COUNTY-DISTRICT-BUILDING CODE			
OAK HILL					115-115-560			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	1,152,219.10	83,225.01	560,514.61	0.00	0.00	0.00		**1,795,958.72**
1100 Instruction *1003(g) SIG/Waiver*	172,628.00	0.00	68,956.32	11,000.00	31,082.68	10,620.00		**294,287.00**
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	101,824.81	0.00	40,903.22	0.00	0.00	0.00		**142,728.02**
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	75,000.00	40,000.00	40,000.00	0.00	0.00		**155,000.00**
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*	1,254,043.91	83,225.01	601,417.83	0.00	0.00	0.00		**1,938,686.74**
1003(g) SIG/Waiver Subtotal	172,628.00	75,000.00	108,956.32	51,000.00	31,082.68	10,620.00		**449,287.00**
Grand Total	**1,546,637.75**	**189,526.02**	**775,606.51**	**84,125.00**	**43,414.75**	**10,620.00**		**2,649,930.03**

NEW PAGE

SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)	
LEA/BUILDING NAME OAK HILL	COUNTY-DISTRICT-BUILDING CODE 115-115-560
BUDGET ITEMIZATION	**GRANT FUNDS REQUESTED**
6100: Certificated Salaries	
Extended learning for students Sept.-May, 6 teachers, $25.52/hr for 32 Hrs.	$ 10,719.00
Afterschool professional learning and planning for teachers (20 teachers x 96 hours @ 25.50/hour)	$ 48,960.00
Supplemental reading teacher to work with small groups in all tested grades 1 FTE	$ 53,900.00
Supplemental Instructional Support Teacher 1 FTE	$ 59,049.00
6100 Subtotal	$ 172,628.00
6150: Non-Certificated Salaries	
PBIS Interventionist (1 FTE)	$ 25,000.00
Teacher's Assistant for Literacy (2 FTE)	$ 50,000.00
6150 Subtotal	$ 75,000.00
6200: Employee Benefits (optional categories)	
FTE Blended Benefits	$ 108,956.32
6200 Subtotal	$ 108,956.32
6300: Purchased Services	
PD for staff and strategic planning around the implementation of Engage curriculum	$ 25,000.00
Classworks to provide RTI implementation and strategies for teachers of all students and provide support for all tiers of RTI	$ 11,000.00
Travel for 4 staff members to National conferences such as ASCD, International Literacy Assn., and SDE	$ 15,000.00
6300 Subtotal	$ 51,000.00
6400: Materials/Supplies	
Consumable classroom supplies for students, paper, sticky notes, pencils, highlighters, index cards, chartpaper , sentence strips, cue cards etc. these are supplemental materials	$ 12,082.68
Supplemental texts for Engage Curriculum	$ 9,000.00
Supplemental materials and student modules for Eureka Math	$ 10,000.00
6400 Subtotal	$ 31,082.68
6500: Capital Outlay	
Promethean Board (2 @ 5,310.00) for ELA/Math classrooms	$ 10,620.00
6500 Subtotal	$ 10,620.00
6100-6500 Subtotal	$ 449,287.00
Administration Costs (see LEA Administrative Costs Implementation Page)	$ 100,000.00
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$ -
TOTAL	$ 549,287.00

NEW PAGE

SECTION VII—NARRATIVE

Oak Hill Elementary School is an elementary school located in a diversely populated area of South St Louis City and serves grades PK -5th. At the beginning of the 2014-2015 school year, 341 students were enrolled. Of these students, 53.3% are African American, 21.1% are White, 9.8% are Asian/Pacific Islander, and 15.1% Hispanic. Of the 341 students 8.4% receive special education services, 100% are eligible for free or reduced-priced lunch, and 36.7% are English Language Learners. The principal has been in place since 2010 and had previous experience as an administrator in Saint Louis Public Schools. Upon the principal's appointment, she began to significantly change the culture of the school, placing a high priority on rigorous instruction and student attendance. One focus is increasing literacy instruction with a high priority on English Language Learners in all classrooms and Components of a Balanced Literacy Program (Phonics, Decoding, Fluency, and Comprehension). Oak Hill School implemented the Positive Behavior intervention model to create an environment that is conducive for teaching and learning. The school will receive a bronze award for their implementation of Tier 1 of PBIS in June. The academic leadership team collaborates with their team members weekly to engage in data –driven instruction. T The student population and mobility rate remains consistent in grades 3 through 5.

NEW PAGE

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

Year Two of SIG (2014-2015) showed inconsistent progress in the various metrics of school improvement.

90/90 attendance remained constant over the last two school years.

School Year	Attendance Rate (90/90)	ADA
2012 – 2013	78.9%	93.4%
2013 – 2014	81.8%	93.4%
2014 – 2015	83%	94%

Referral incidents were kept stable. Climate in the building was calm and conducive to learning. Most teachers in the building demonstrated strong classroom management skills, and support staff in the building were strategically allocated to minimize distraction and keep students in the classroom. The principal did not utilize ISS or OSS to address behavior problems.

School Year	# of Referrals	# of ISS	# of OSS	Number of Days Absent
2012- 2013	139	0	0	0
2013 - 2014	100	0	0	0
2014 - 2015	110	0	0	0

In terms of academic achievement, Oak Hill showed inconsistent performance on the MAP exam. Final 2014-2015 results were not available as of this grant submission.

Grade Level	11-12 MAP MPI	12-13 MAP MPI	13-14 MAP MPI
English Language Arts			
3rd	241.4	240.7	260
4th	236.9	234.6	235
5th	257.8	251.9	239
Overall	232.4	248.5	237
Math			
3rd	229.3	253.1	296
4th	228.1	236.3	257
5th	268.9	255.1	225
Overall	233.1	254.6	266.2

NEW PAGE

Staff culture was stable. One teacher was put on an improvement plan and eventually "coached out". At the end of the school year, two teachers left the building—one non-renewal, and one transferred to another building in the district. The AIC also left to move to another building in the district.

NEW PAGE

SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Staff at Oak Hill received professional development training in the following areas over the course of 2014-2015.

- Literacy Culture and Engage ELA
- Great Minds/Eureka Math
- Daily 5/CAFÉ literacy workshop
- Increasing student accountability during ELA time
- Looking at Students' Work : Tuning Protocol for Collaboration Assessment of Students' Work
- Help! My Pyramid Is Upside Down – (Response to Intervention) (RTI)
- Transforming Teaching and Learning for English Language Learners
- Fostering Collaboration Among Colleagues with Close Reading
- Tools for Teaching Writing: Strategies for Students in Grades 3 – 5

Oak Hill also increased the quality of data team meetings, using resources from Acuity and Renaissance to analyze student performance on interim assessments. Additionally with the introduction and implementation of the Response to Intervention (RTI) teachers were noticeably attempting to provide high quality instruction/intervention matched to student needs and using rate over time and level of performance to make important educational decisions.

NEW PAGE

SECTION VII.A—CHALLENGES

Oak Hill faced several challenges over the course of the year, one of which being that the student body is comprised of approximately 35% English Language Learners and students with language gaps. At Oak Hill, across grades, reading, writing, and literacy continue to be a challenge. In addition, accreditation and MSIP points continue to be elusive as many students assigned to Oak Hill actually attend the district's program for immigrant and refugee students and receive all instruction there, but their state assessment scores factor into Oak Hill MSIP points. However, beginning in 2015-2016, this program will be classified as an independent school and will not count towards Oak Hill achievement points. This should help Oak Hill's progress toward accreditation.

In relation to the ELL population, while the staff at Oak Hill has now had training and professional development on how to meet the needs of the schools diverse population and are working in implementing strategies to support these students and their families. Many teachers lacked the knowledge and training to provide high-quality guided reading and instruction in phonics, decoding, and fluency. Oak Hill will need to inundate their classrooms with high-interest, leveled texts and create school-wide incentives for increasing student achievement in these areas.

Finally, stability regarding fidelity of implementation will be critical to Oak Hill's future success. Oftentimes the principal mandated programming changes at the drop of the hat with little lead time or training for teachers. Because the district is rolling out new ELA and math curriculums, all instructional programming is now required to be aligned to these initiatives, so extraneous (and oftentimes hastily implemented) initiatives will not be allowed to happen so teachers can maintain a laser-focus on fidelity of implementation.

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
SIG staff and instructional leaders	Engage ELA/Engage Math walkthrough data reviews	October 2015, December 2015,	Quarterly

NEW PAGE

		February 2016, May 2016	
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

Oak Hill will make several changes to improve student achievement in 2015-2016. Several teachers in the building have been reassigned to different grades to better suit their skill sets. A new AIC has been hired who brings a plethora of coaching experience from her time as a consultant teacher in the St Louis Plan. SIG will fund a full-time reading specialist who will provide direct instruction to students individually and in small groups to help close reading achievement gaps. This person will also be responsible for supporting teachers in developing literacy best practices in their classrooms. In addition, SIG will fund a PBIS Interventionist to continue to support teachers in student motivation, classroom management, and behavior management so Oak Hill's climate remains safe, stable, and supportive. SIG will also fund two Teacher's Assistants who will focus on specific literacy initiatives with individuals and small groups, as well as a certificated supplemental instructional support teacher, who will provide small group and individual instruction to targeted students in a variety of content areas. SIG will fund four staff members' registration and transport to external professional development conferences to seek out innovative best practices for building-level initiatives.

St Louis Public Schools will implement new ELA curriculums for both grades K-2 (CCC's Making Meaning, Being a Writer, and SIPPS) and 3-8 (Expeditionary Learning's EngageELA), and SIG schools will rollout new math curriculum (Eureka Math) as well. Teachers were provided with an opportunity to get extended professional development on these curriculums at either the SIG Summer Forum or at several workshops held through the Early Childhood department in the case of grades K-2. SIG funds will pay for continued development and on-site coaching for Engage ELA using curriculum creators Expeditionary Learning throughout 2015-2016. Teachers will also get extended professional learning time through SIG funding to help support implementation of new curriculum initiatives, focusing on student work review, progress monitoring and differentiation. SIG will pay for supplemental curriculum materials for both Engage ELA and Eureka math, including student resources and thematically-aligned classroom libraries that will expose students to variety of high-quality texts in a range of reading levels. SIG will also fund a site license for Achieve 3000, which will provide leveled non-fiction texts and resources for teacher around literacy across content areas. This will aid teachers in increasing exposure to literacy skills and differentiation in science, social studies, and math. We will purchase a Classworks site license to provide a framework, resources, and progress monitoring related to the RTI process. Finally, SIG will fund supplemental classroom supplies related to core instruction, including such consumables as chart paper, sticky notes, highlighters, math manipulatives, and other materials that might not be available to teachers but will greatly enhance their ability to implement curriculum and instruction.

SIG monies will support extended learning opportunities for students outside the regular school day from October to March utilizing certified teachers. SIG will also purchase two Promethean boards to ensure that every tested-grade math and ELA classroom has equitable access to interactive technology.

NEW PAGE

SECTION VII.E—STAFF RECOGNITION

Please reference LEA narrative.

NEW PAGE

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.

NEW PAGE

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~~ 2					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						1
TOTAL	~~3~~ 2	0	0	0	0	1

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
Roosevelt High School	292928001994	YES				X
		YES				
		YES				
		YES				
		YES				
		YES				
		YES				
		YES				

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.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
ROOSEVELT	115-115-168

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG & Waiver*	**Academic Dean (1FTE, Teacher)**-Train and support instructional staff on the implementation of the new English Language Arts and Mathematics curriculum with fidelity. **Reading Specialist (1FTE, Teacher) -** Support English Language Arts team with in literacy instruction and curriculum implementation with fidelity. Deliver targeted small group instruction. **Grad Coach (1FTE, Teacher)** Coordinate transition for incoming 9th grade students, develop and implement individual student strategies for graduation, and career plan. **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** – 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*	
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	

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			
ROOSEVELT					115-115-168			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	2,504,452.25	174,059.95	1,212,066.34	0.00	0.00	0.00		**3,890,578.53**
1100 Instruction *1003(g) SIG/Waiver*	196,656.00	0.00	86,528.64	5,300.00	20,177.76	14,800.00		**323,462.40**
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	249,754.66	0.00	100,976.89	0.00	0.00	0.00		**350,731.54**
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
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*	2,754,206.90	174,059.95	1,313,043.22	0.00	0.00	0.00		**4,241,310.08**
1003(g) SIG/Waiver Subtotal	196,656.00	0.00	86,528.64	5,300.00	20,177.76	14,800.00		**323,462.40**
Grand Total	**3,070,828.75**	**205,360.96**	**1,464,804.22**	**38,425.00**	**32,509.83**	**14,800.00**		**4,826,728.76**

NEW PAGE

SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)	
LEA/BUILDING NAME ROOSEVELT	COUNTY-DISTRICT-BUILDING CODE 115-115-168
BUDGET ITEMIZATION	**GRANT FUNDS REQUESTED**
6100: Certificated Salaries	
Academic Dean (1 FTE)	$ 79,000.00
Reading Specialist (1 FTE)	$ 55,000.00
Grad Coach (1 FTE)	$ 35,000.00
Professional learning and planning for 32 teachers 12 hours @25.50 per hr.	$ 9,792.00
Extended learning for students with certified teachers 16 teachers 43 hours each @25.52 per hour	$ 17,864.00
6100 Subtotal	$ 196,656.00
6150: Non-Certificated Salaries	
6150 Subtotal	$ -
6200: Employee Benefits (optional categories)	
FTE Blended Benefits	$ 86,528.64
6200 Subtotal	$ 86,528.64
6300: Purchased Services	
Consultant for data team PD for 3 days to work with the ELA & Math teachers	$ 5,300.00
6300 Subtotal	$ 5,300.00
6400: Materials/Supplies	
Supplemental ELA classroom libraries and student sets for Literacy program	$ 8,877.76
Student resources and supplemental materials for Eureka Math	$ 9,300.00
Professional Texts for Shared Study	$ 2,000.00
6400 Subtotal	$ 20,177.76
6500: Capital Outlay	
Desktop Computers 20@740.00 each for ELA and Math classes	$ 14,800.00
6500 Subtotal	$ 14,800.00
6100-6500 Subtotal	$ 323,462.40
Administration Costs (see LEA Administrative Costs Implementation Page)	$ 100,000.00
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$ -
TOTAL	$ 423,462.40

NEW PAGE

SECTION VII—NARRATIVE

Roosevelt High School is located in the Tower Grove East neighborhood of South St Louis City and serves grades 9-12. It is one of three comprehensive high schools in SLPS. At the beginning of SY 2014-2015, Roosevelt enrolled 569 students. Of these students, 86% were students of color, 24% receive special education services, 94.4% are eligible for free or reduced-priced lunch, and 8% are English language learners.

NEW PAGE

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

During SY 2013-2014, attendance at Roosevelt was stable and strength for the building.

2014-2015 Enrollment by Month

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
481	544	542	537	540	531	511	501	498	497

End of Course exam MPI for 2014-2015 show solid growth in ELA and social studies, but stagnant progress in math and science:

Grade Level	2011-2012 EOC MPI	2012-2013 EOC MPI	2013-2014 EOC MPI	2014-2015 EOC MPI
		Communication Arts		
English I	191.3	219.9	NA	NA
English II	228.2	244.9	301.4	375
Totals	278.4	244.4	301.4	375
		Math		
Algebra I	204.3	206.7	246.9	290
Totals	282.8	260.7	246.9	290
		Science		
Biology	231	265.9	236	287
		Social Studies		
Am Government	179.9	177.3	200.7	254

NEW PAGE

SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Roosevelt staff were exposed to a variety of professional development opportunities over the course of the school year, utilizing extended-day funding and district-wide opportunities. Topics included:

- High school literacy workshop to address literacy achievement gaps for struggling secondary readers
- Data team training professional development
- Rigor and Depth of Knowledge (DOK) professional development
- Guided reading instruction and centers design
- PBIS, student motivation, and reducing suspensions
- New curriculum training in ELA and math during SIG Summer Forum
- 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

NEW PAGE

SECTION VII.A—CHALLENGES

Roosevelt faced fewer challenges over Year Two of the grant. Staff morale improved, but several teaching staff still struggled to meet the demands of working in a comprehensive setting like Roosevelt. First year teachers had the most challenges. While instruction improved in some core areas, many staff members continued to have a lower instructional skill set, which led to an inability to remediate students who were significantly behind as well as differentiate grade-level content to meet the needs of a wide variety of students. Much of classroom instruction lacked rigor and relevance. As such, teachers participated in professional development in Year Two that was aimed at enhancing their instructional practice. Several teachers in the core areas showed improvements; however, additional practice and support are still needed.

Roosevelt is one of three comprehensive high schools in SLPS that offer full-spectrum special education services. Low staff skill sets meant many teachers struggled to meet the unique needs of special learners. Increasing the effectiveness of teachers of special learners, particularly in accessing grade-level content, could have a significantly positive impact on building-wide student achievement in reading and math.

STAR Reading data indicates that the freshman class entered Roosevelt, on average, reading at the 6th grade level. Additionally, STAR Math data indicates that the average incoming freshman entered with a 5th grade understanding of Math. ELA and Math teachers are not equipped with the instruction skills appropriate to tackling these skill gaps. The school has since purchased classroom library materials for students, but teachers did not receive training on how to incorporate materials into their daily instruction or how to use materials to differentiate for students' ability levels. These skill gaps impacted instruction across disciplines.

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
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

Roosevelt staff will receive two additional hours each month devoted to structured professional learning. Topics will continue to include norms and functions of PLCs, data reviews, SMART goals, and re-teaching plans. Instructional strategies for implementation of the new Engage ELA and Great Minds Math curriculum that are being piloted will be an added focus. The instructional leadership team will continue the groundwork that was laid by moving forward with the building-wide focus on literacy and writing skills, incorporating professional development on instruction in these areas across all subjects and grades. This is in conjunction with literacy coaching and progress monitoring provided by the District

Building leadership has established an attendance team focused on increasing student attendance. This will work in conjunction with participation in the Home Works teacher home visit program, which facilitates teams of two building staff members to visit the homes of all students multiple times over the course of this year. Participation in this program aims to increase attendance, behavior, and academic achievement. This program has been successfully implemented in several other SLPS schools with positive results.

Roosevelt will use SIG monies to fund several positions: the supplemental ELA teacher was replaced by an Academic Dean to oversee and train staff on the implementation of the new ELA and Math curriculums, a Reading Specialist will assist teachers and students with closing the literacy gap and incorporating literacy skills in all classrooms; and the Grad Coach will monitor and facilitate higher graduation rates. Roosevelt will also use SIG funding to implement consulting and coaching through a professional development consultant; teachers will receive year-long data team training. In 2014-2015, the school received consulting services from Focus on Results, a national consulting group that aids school districts and buildings in turning around schools. This funding paid for consultancy on building leadership capacity and facilitating data teams. In 2015-2016, the school will remain focused on the data team process and will use SIG funds to pay for consulting services around this. The teachers and leadership team will participate in more intensive data team training throughout the school year to continue to implement this practice with fidelity. SIG will also fund professional texts for shared study around building goals.

With new curriculum initiatives, SIG will fund supplemental materials that will support classrooms in years after the end of the current grant. Supplemental classroom libraries will provide struggling readers exposure to high-quality texts to support their reading growth, and additional supplemental materials for Eureka Math will provide resources and consumables for students. Roosevelt will also purchase a site license for Achieve 3000, which provides leveled non-fiction texts and curricular resources for all content areas, which will support literacy instruction across disciplines. Finally, SIG funding will provide 20 desktop computers for an additional computer lab primarily for ELA/Math classes to provide more bandwidth for students to incorporate technology and 21st century skills into their learning.

NEW PAGE

SECTION VII.E—STAFF RECOGNITION

Please reference LEA narrative.

NEW PAGE

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, and double-dosing in ELA and math. 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.

NEW PAGE

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	~~2~~ 1					
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						
Turnaround Officer						1
TOTAL	~~2~~ 1	0	.5	0	0	1

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
Sumner High School	292928002009	YES				X
		YES				
		YES				
		YES				
		YES				
		YES				
		YES				
		YES				

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.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
SUMNER HIGH SCHOOL	115-115-180

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG & Waiver*	**Math Specialist (1FTE, Teacher) -** Support Math team in numeracy instruction and curriculum implementation with fidelity. Deliver targeted small group instruction. **Dean of Students (1 FTE, Teacher)-**This person will focus specifically on school culture and student behavior, allowing other building leaders to spend time as instructional leaders. **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** – 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*	**Nurse (.5 FTE, 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	
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					COUNTY-DISTRICT-BUILDING CODE			
SUMNER					115-115-180			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	1,698,493.74	66,419.19	782,609.29	0.00	0.00	0.00		**2,547,522.22**
1100 Instruction *1003(g) SIG/Waiver*	176,002.88	0.00	73,845.87	0.00	19,770.24	5,309.01		**274,928.00**
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	169,851.72	23,105.50	85,840.37	0.00	0.00	0.00		**278,797.59**
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	32,965.00	18,100.00	0.00	0.00	0.00		**51,065.00**
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*	1,868,345.46	89,524.69	868,449.66	0.00	0.00	0.00		**2,826,319.81**
1003(g) SIG/Waiver Subtotal	176,002.88	32,965.00	91,945.87	0.00	19,770.24	5,309.01		**325,993.00**
Grand Total	**2,164,314.19**	**153,790.70**	**1,025,627.89**	**33,125.00**	**32,102.31**	**5,309.01**		**3,414,269.10**

NEW PAGE

SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)	
LEA/BUILDING NAME SUMNER	COUNTY-DISTRICT-BUILDING CODE 115-115-180
BUDGET ITEMIZATION	**GRANT FUNDS REQUESTED**
6100: Certificated Salaries	
Math Specialist (1FTE)	$ 61,006.88
Extended learning for students with 16 certified teachers for 100 hours per teacher @25.50 per hour	$ 40,800.00
Afterschool professional learning and planning for certified teachers (26 teachers x 30 hours @ 25.50/hour)	$ 20,196.00
Dean of students (1 FTE)	$ 54,000.00
6100 Subtotal	$ 176,002.88
6150: Non-Certificated Salaries	
Nurse (.5 FTE)	$ 32,965.00
6150 Subtotal	$ 32,965.00
6200: Employee Benefits (optional categories)	
FTE Blended Benefits	$ 91,945.87
6200 Subtotal	$ 91,945.87
6300: Purchased Services	
6300 Subtotal	$ -
6400: Materials/Supplies	
Consumable materials and student resources for Eureka math are supplem ental for the math classes	$ 10,000.24
Supplemental classroom library materials (trade books, nonfiction periodicals)	$ 9,770.00
6400 Subtotal	$ 19,770.24
6500: Capital Outlay	
1 Promethean Board for Math classroom	$ 5,309.01
6500 Subtotal	$ 5,309.01
6100-6500 Subtotal	$ 325,993.00
Administration Costs (see LEA Administrative Costs Implementation Page)	$ 100,000.00
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$ -
TOTAL	$ 425,993.00

NEW PAGE

SECTION VII—NARRATIVE

Sumner High School is located in the Ville neighborhood of North St Louis City and serves grades 9-12. It is one of three comprehensive high schools in SLPS. At the beginning of SY 2014-2015, Sumner enrolled 495 students, but enrollment dropped to 342 by May. Of these students, 99.5% were students of color, 26.1% receive special education services, and 95.2% are eligible for free or reduced-priced lunch. Sumner High School is the oldest black high school west of the Mississippi and has a long and storied history in the Ville. Sumner has many proud graduates, and the alumni association is large, active, and vocal. Sumner's principal was replaced for this school year and was not rehired for 2015-2016, meaning Sumner will have had four different principals over the past four years.

NEW PAGE

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

During SY 2014-2015, attendance at Sumner was a significant issue. 90/90 attendance was unacceptably low and significantly lower than the prior year. ADA rose slightly.

School Year	Attendance Rate (90/90)	ADA
2013-2014	51.7%	86.2%
2014-2015	27.4%	93.8%

While discipline data indicates a huge increase in referrals and suspensions, 2014-2015 data accurately reflects actual incidents, which may not have been the case in 2013-2014. Climate remains of the utmost concern at Sumner.

School Year	# of Referrals	# of ISS	# of OSS	Number of Days Absent
2012-2013	303	117	102	607
2013-2014	88	46	42	277
2014-2015	324		131	

End of Course Exam Scores for 2014-2015 show growth in all academic areas, but still significant room for improvement as only one subject area (English) surpassed floor achievement levels.

Grade Level	2012-2013 EOC MPI	2013-2014 EOC MPI	2014-2015 EOC MPI
English I	228.1	247.2	292.9
English II	304.1	298.2	313.3
Algebra I	220	213.7	249.5
Biology	262.1	237.8	281.1
Am Government	184.8	174.6	257.3

NEW PAGE

SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Staff at Sumner received professional development training throughout the year, including targeted opportunities for development in:

- Classroom management and student/staff relationship building
- Increasing literacy across content areas
- PBIS
- Critical thinking protocol
- Climate and culture
- Use of graphic organizers
- Lesson planning and preparation

Sumner teachers also participated in a week-long professional development forum hosted by SLPS in June 2015 to prepare for 2015-2016. This forum covered a variety of topics related to increasing academic achievement in literacy and math, including two full days of training for all content-area teacher in Achieve 3000 software, two full days for math staff in Eureka Math, and training for leaders and teachers to prepare for the new ELA curriculum (Engage ELA) that will be piloted at Sumner in 2015-2016.

NEW PAGE

SECTION VII.A—CHALLENGES

As in prior years Sumner faced several challenges over the course of the year. The new principal, an external hire brought in over the summer to replace the outgoing dismissed principal, struggled with climate and culture from early in the school year. Building safety became an issue almost immediately, and the District Director of School Safety and Security quickly took control of building security personnel to create security policy and protocol to stabilize the culture of the building. The tone set early in the year created a difficult hole to dig out of for teachers and students, and academics suffered as a result.

In addition, because of principal turnover, several ineffective teachers were given contracts for 2014-2015, which made transforming staff culture quite difficult. Many of these teachers were resistant to coaching despite providing individual opportunities based on need.

Student behavior and classroom management also contributed significant challenges. As a comprehensive high school, Sumner often enrolls students with substantial and comorbid challenges, such as IEPs, aggressive and/or antisocial behaviors, low academic achievement, and a history of enrollment in schools that provided substandard education. When teachers are inexperienced or low-will, classroom culture (and, subsequently, school culture) can get quickly out of hand, which is what happened at Sumner. Many teachers were ill-prepared to meet the diverse needs of Sumner students, both academically and behaviorally.

Sumner students often enter high school ill-equipped to master grade-level materials. The average reading level of an incoming freshman at Sumner was approximately 5th grade. Even knowing this, programming surrounding remediation was non-existent at worst, poorly-executed at best. Student attendance hurt attempts at remediation, and teacher skill set, particularly around remedial reading instruction, did not provide students with necessary instruction to catch up. Tutoring opportunities only existed anecdotally based on availability of individual teachers, and systemic in-school tutoring was discontinued for 2014-2015 due to low enrollment, engagement, and results in 2013-2014. Double-dosing students in ELA was ineffective, as the teacher assigned did not have skills in developmental literacy and was unable to differentiate content to meet student needs.

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
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

Sumner will be making several changes to improve academic achievement, climate, and culture in 2015-2016. A new principal was identified and hired early; the incoming leader has a history with the district of successful leadership in alternative buildings, so his expertise on establishing climate and culture with a diverse body of students will be a valuable skill set. In addition, Sumner's assistant principal was also replaced. The new assistant principal has a proven track record of academic success at the secondary level, posting the highest levels of growth in the district on state assessments while a classroom teacher. SIG funding will also fund a dean of students position. This position will focus specifically on school culture and student behavior, allowing other building leaders to spend time as instructional leaders. Together, along with a competent returning Academic Instructional Coach, provides Sumner with a leadership team that has the tools necessary to "right the ship". This team, already in place, is working on creating policies and procedures that will improve climate, culture, and academic achievement at Sumner.

SIG funding will pay for one math specialist. This curriculum specialist will provide coaching to teachers in their respective content areas, specifically related to differentiation and fundamental numeracy skills secondary teachers may lack. This specialist will also provide targeted small group remediation and intervention to struggling students multiple years behind grade level. SIG monies will be used to provide afterschool professional learning and planning for teachers, focusing on implementation of curriculum and embedding literacy skills across content areas. SIG will also fund a nurse position to meet the variety of health needs of Sumner students.

Sumner will implement new curriculums in both ELA and Math. SLPS is rolling out new district-wide curriculum, Engage ELA by Expeditionary Learning for ELA grades 3-8 in 2015-2016, and will follow with a high-school component in 2016-2017. Sumner will pilot the new ELA curriculum, Engage ELA by Public Consulting Group in 2015-2016 in grades 9-10 to give teachers time and supplemental training necessary to successfully implement the curriculum with fidelity. Mathematics teachers will pilot the highly-touted Eureka Mathematics program in Algebra. Teachers will participate in professional development on proven methods of instruction, implementation, and will also include year-long modular study groups on ways to remediate and differentiation instruction to eliminate gaps in student understanding and performance. SIG funding will be spent on supplemental texts to provide differentiation for struggling readers who may struggle with the core texts of the ELA curriculum, and to purchase supplemental consumables for math instruction. Achieve 3000 site licenses will give content-area teachers access to differentiated, leveled texts and curricular materials for content-area teachers. Finally, SIG monies will purchase one Promethean Board for a new professional development staff work room, to be used for data teams, student work review, and professional learning communities.

NEW PAGE

SECTION VII.E—STAFF RECOGNITION

Please reference LEA narrative.

NEW PAGE

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, and double-dosing in ELA and math. 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.

NEW PAGE

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	1				
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					1.7	
Turnaround Officer						
TOTAL	1	1	.5		1.7	

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
Yeatman-Liddell Middle School	292928002878	YES				X
		YES				
		YES				
		YES				
		YES				
		YES				
		YES				
		YES				

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
YEATMAN	115-115-377

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 9-10-4 **Dean of Students (1 FTE, Teacher)**-This person will focus specifically on school culture and student behavior, allowing other building leaders to spend time as instructional leaders.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	**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*	**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. **Social Worker (.7FTE, 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. **Attendance Clerk (1FTE, Transition Case Manager)**-Monitor attendance of all students, partner with families, and community at large to increase student attendance.
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

NEW PAGE

	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*	
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			
YEATMAN					115-115-352			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	1,165,635.85	22,139.73	535,952.29	0.00	0.00	0.00		**1,723,727.87**
1100 Instruction *1003(g) SIG/Waiver*	82,319.00	0.00	40,595.61	11,006.28	15,820.00	0.00		**149,740.89**
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	94,097.27	0.00	37,983.40	0.00	0.00	0.00		**132,080.67**
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	102,206.50	40,595.61	0.00	0.00	0.00		**142,802.11**
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*	1,259,733.12	22,139.73	573,935.69	0.00	0.00	0.00		**1,855,808.54**
1003(g) SIG/Waiver Subtotal	82,319.00	102,206.50	81,191.22	36,006.28	15,820.00	0.00		**317,543.00**
Grand Total	**1,462,017.97**	**155,647.24**	**720,359.27**	**69,131.28**	**28,152.07**	**0.00**		**2,435,307.83**

NEW PAGE

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
YEATMAN	115-115-377

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED	
6100: Certificated Salaries		
Dean of Students for academics and culture (1 FTE)	$	64,813.00
Extended learning for students Sept.-May, 5 teachers @25.52hr. (94 hours)for Math and ELA	$	11,985.00
Professional learning for 10 teachers@25.52 for 21 hrs per teacher	$	5,521.00
6100 Subtotal	$	82,319.00
6150: Non-Certified Salaries		
PBIS Interventionist (1 FTE)	$	31,269.00
Nurse (.5 FTE)	$	24,537.50
Attendance clerk is supplemental and not provided by the district 1FTE	$	22,000.00
Social Worker (.7 FTE)	$	24,400.00
6150 Subtotal	$	102,206.50
6200: Employee Benefits (optional categories)		
FTE Blended Benefits	$	81,191.22
6200 Subtotal	$	81,191.22
6300: Purchased Services		
PD and strategic planning for Engage curriculum, including learning walks, PD institutes and leadership coaching for teachers and leaders.	$	25,000.00
Classworks site license for the implementation of RTI strategies, assessments and interventions for all tiers in the RTI process	$	11,006.28
6300 Subtotal	$	36,006.28
6400: Materials/Supplies		
Great Minds 6-8 Algebra supplemental materials and student resources Supplemental texts, student sets for Engage curriculm and Literacy	$	7,520.00
Teacher Incentives based on student progress and tangible improvement to school culture and climate,ie. Teacher of the month, special parking, educational electronics to improve practice, attending an ed conference	$	8,300.00
6400 Subtotal	$	15,820.00
6500: Capital Outlay		
	$	-
6500 Subtotal	$	-
6100-6500 Subtotal	$	317,543.00
Administration Costs (see LEA Administrative Costs Implementation Page)	$	100,000.00
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$	-
TOTAL	$	417,543.00

SECTION VII—NARRATIVE

School History

Yeatman/Liddell Preparatory School is a middle school located in North St Louis City and serves students in grades 6th -8th grades. At the beginning of SY 2014-2015, 347 students were enrolled; however the enrollment increased to 374 by May 2015. Of these students, 100% are African American, 25% receive special education services, and 100% are eligible for free or reduced-priced lunch. The Instructional Leadership Team consisted of Principal and two Assistant Principals, all of which have had prior experience in administration in the St. Louis Public Schools.

Several identified areas of concern supported the need for school transformation. As an ongoing trend, Yeatman's climate and culture did not support a learning environment that demonstrated student achievement. Due to poor academic progress in reading and writing, a plan was devised and implemented which focused on changing the school's academic culture through an intense, individualized data driven and systemic approach to instruction.

Attendance

90/90 attendance showed marginal progress over the course of the year, although ADA was slightly higher than the previous two years. Improvement in attendance data can be attributed to daily phone calls to absent/late students, home visits conducted by the social worker and family and community specialist, grade level meetings, incentives, contests, parent rewards and school reach calls to congratulate students with 90% or better attendance and as a reminder for students to attend school daily. ADA baseline data was 91.1% and 90/90 was 62.1%. Yeatman ended the school year with an ADA of 95.3% and 90/90 was 76.5%. This illustrates an increase in ADA by 4.2% and 14.4% in 90/90 attendance.

School Year	Attendance Rate (90/90)	ADA
2011 - 12	66.5 %	88%
2012 - 13	59.2%	87.7%
2013 – 14	67.1 %	91.1%
2014-15	76.5%	95.3%

Culture and Climate

Referral incidents were significantly lower than previous years. The overall climate in the building was calm and conducive to learning, although at particular times it varied during certain months throughout the school year.

Climate in the building improved due to the support of the assistant principals as well as a focused positive behavior intervention plan which produced a calm and conducive learning environment. The PBIS Specialist contributed to alternative consequences for inappropriate behavior. As per the table below, the 2014-15 school year referral data shows a significant decrease in the number of referrals and number of days absent. This data was verified by the SLPS SIS/Pulse database.

Interventions including ISS, one on one counseling, character education program, conflict resolution strategies for individualized expected behaviors, incentives for positive behavior, contracts, and increased parent conferences also attributed to the decrease in inappropriate behaviors.

School Year	# of Referrals	# of ISS	# of OSS	Number of Days absent
2011-2012	730	165	450	1711
2012-2013	773	113	627	2400
2013-2014	547	235	218	483
2014-2015	416	252	95	82

NEW PAGE

Academic Achievement

In terms of academic achievement, across all content areas student performance increased. State assessment data for 2014-2015 is not yet available.

Grade Level	11-12 MAP MPI	12-13 MAP MPI	13-14 MAP MPI
6th	191.3	213.9	253.3
7th	228.2	244.9	269.4
8th	276.9	266.3	292.9
Overall	239.9	251.1	276.2
6th	204.3	206.7	227.4
7th	205.5	217.9	239.7
8th	211.6	181.1	199.2
Overall	209	198.1	208.2

According to baseline data, our students' scores in the areas of Reading and Writing as measured by MAP, and STAR Reading assessments demonstrated overall that 5% read at or above grade level and 95% read below grade level by two or more years. Due to baseline indicators of growth on the MAP and STAR assessments Yeatman intentionally focused on efforts to make a significant impact on student achievement in the areas of literacy.

Teachers assisted students with creating SMART goals based on their baseline data. The SMART goals were updated on a quarterly basis based on formative and summative assessment data. Students were charged with showing a 10% increase in reading and writing based on SMART goals. In addition, each classroom established and tracked overall classroom SMART goals based on student achievement data and assessment outcomes.

English and Language Arts teachers entered student assessment data into data trackers for each of their classes and conducted individual conferences with students based on formative and summative data. This individualized sharing of data allowed for two things: student accountability for their own achievement, and allowed teachers to provide individualized instruction based on student need. Each student had a full year of Reading and Writing classes, with some participating in a Read 180 course.

In the area of Mathematics, assessment data demonstrated improvement as well. Although school SMART goals were not met, students showed growth on formative and summative assessments. Based on Renaissance Math baseline data, 15% of students scored in the areas of proficient or advanced and 85% scored in basic or below basic areas. However, by the final

assessment 39% of students' scored in the proficient or advanced range and 61% scored basic or below basic.

In comparison to the 2013-14 school year students made gains in the areas of Mathematics and Literacy. Students scoring in proficient/advanced were 34.2% last school year, which illustrates a 5.2% gain. English-Language Arts data shows gains by moving from 24% during the 2013-14 school year to 40%. Although Yeatman is an unaccredited school, the expectation is the demonstrated gains will be reflected on high stakes testing such as the MAP. Additionally the implementation of the new Engage ELA curriculum, which has a documented history of success, should help accelerate student progress.

SECTION VII.A-PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

With guidance from the Instructional Leadership Team, which consists of the Principal, Assistant Principal and Academic Instructional Coach, teachers were led through the process of conducting professional learning communities and data team meetings. Each teacher received professional development to ensure that accurate, individualized instruction was provided for each of our students. Participation in the PLC's and data team process, gave teachers the opportunity to analyze data and create action plans based on student assessment data. Teachers were charged with bringing data trackers, and results from common formative assessment data to weekly meetings. Teachers also participated in common planning time based on subject area and grade level. In addition, the ability and time to prioritize student, staff and team goals, and the articulation of next steps for student achievement during after school planning opportunities contributed to positive impact on student achievement gains. This meeting of the minds approach attributed to student growth and achievement in the areas of ELA and Mathematics. Social studies and science teachers actively planned with ELA and Math teachers so that students were exposed to comparable instruction and procedures. Staff meetings were reserved for professional development across content.

Professional development for staff members included both internal and external opportunities. Certified staff members, long term substitute teachers participated in development of focused lesson planning, teaching and learning, student engagement, DOK2+, staff and student accountability, PLC and data team.

A detailed list of professional development that faculty has participated in to reach student achievement goals are as follows:

- Data Analysis and Tracking Data
- Common Assessments
- Intro to USA Test Prep and Smarter Balanced Resources
- Parent Teacher Conferences: Communicating student excellence with families
- Lesson Planning
- Total participation techniques focusing on the work by Persida & William Himmele
- Test Taking Strategies
- Formative Assessment Tracker Outcomes
- Creating a Culture of Literacy
- Eureka Math-Preparing and customizing Eureka Math lessons grades 6-8
- EngageNY ELA Curriculum Expeditionary Learning-Leading Change: Module Implementation for School Leaders

SECTION VII.A-CHALLENGES

Students entering middle school reading two or more years below grade level poses a major challenge for Yeatman student achievement. Although progress was made in literacy and math, a large number of students do not read at or above grade level, and remediation efforts have not been coordinated and systematic.

Yeatman's culture and climate has been of concern in that last school year there were over 500 suspensions. Because the purpose is to keep students in school, alternative methods for consequences of inappropriate behavior were implemented by the discipline team which included the following: increased parent and student conferences, counseling, conflict resolution and the character education program. These initiatives have caused disciplinary issues to decrease tremendously. This school year two targeted areas of behavior were identified as those most chronic: fighting and insubordination. The focus was to decrease the number of referrals, in school suspensions and out of school suspensions by 10% on a monthly basis. Data demonstrates that the goal was met and exceeded. Baseline data was 519 referrals for the targeted behaviors, 235 in school suspensions, and 218 out of school suspensions. As of May 2015 257 referrals were for the targeted behaviors, which shows a 50% decrease.

Enrollment data indicates that Yeatman started the school year with 347 students and closed the year with 374. The mobility rate is of concern in that registration and withdrawals are commonplace. This trend negatively impacts student achievement and the school environment.

The ability to recruit and maintain highly qualified staff is of major concern. In order for students to attain academic achievement, it is vital that instruction be stellar and conducted with fidelity. SY 2014-15 operated with five noncertified long term substitute teachers in core areas of instruction. Yeatman is moving forward in the efforts to provide an educational institution that promotes high academic achievement; however there remain a few concerns. Several vacancies in core classes such as Math, Science and Social Studies where substitute teachers were expected to provide instruction as a highly qualified teacher. Recruitment of highly qualified teachers to successfully work with an urban student population and a curriculum that is inconsistent or nonexistent.

Because Yeatman is a comprehensive middle school and is the sole middle school on the north side of St. Louis city, students who are removed from the magnet, charter or alternative schools are placed at Yeatman for a variety of reasons. This causes a disruption in the learning environment when students who are ill prepared to return to the school setting due to inappropriate behavior at the prior school. These students are usually placed at Yeatman and are not allowed to return to their magnet or charter schools. Often, students from these

schools evade the alternative education program and are instructed to enroll in their home school, Yeatman. There lacks a transition program that better prepares these students to engage in proper academic and social expectations. Students who are released from the alternative program and are enrolled at Yeatman are usually sent back to the alternative setting due to inappropriate behaviors which constitute their return.

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

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 2015-2016

Before the school year even starts, Yeatman staff are implementing programming changes to facilitate strong culture and climate in 2015-2016. For the past two school years, Yeatman has received 60 new sixth graders and 150 new seventh graders who have not had an opportunity to become familiar with the middle school model. Contrary to middle school, these students are accustomed to having one teacher who teaches all subjects each day. This lack of exposure attributes negatively to the schools' climate and culture as well as student academic success. Prior to the 2015-16 school year, students who are new to Yeatman and transitioning from elementary school will participate in Jumpstart to Middle School Orientation Program. Students will become acclimated with middle school expectations, processes, receive and review schedules, lockers, and have opportunities to meet teachers. Parents and/or guardians are encouraged to attend so that they also become a part of the Yeatman school community. This will give parents who are new to the St. Louis Public Schools a time to ask questions and complete necessary paperwork. Teachers, counselors and the family and community specialist will be readily available to greet students and parents during the summer. This program's purpose is to lessen the anxiety of transitioning to a new school environment.

In addition to the Jump Start to Middle School Orientation, students and parents will be invited to attend monthly Town Hall Meetings, family nights, breakfast meetings, activities and classes sponsored by the family and community specialist and full service schools coordinator. Surveys will be conducted each semester to receive feedback and to ensure the following between parents and our school: there is a clear, shared focus; curriculum, instruction and assessments are aligned with standards; high expectations for all students; frequent observation and monitoring of teaching and learning and effective collaboration and communication. Parents/guardians should feel that their voice is heard and that the faculty at Yeatman shares a common goal of student achievement. Parents will be offered a plethora of opportunities to partner and collaborate with school efforts through Open House, PTO and school newsletters.

SIG monies will fund five positions to improve the school experience for students. An attendance specialist will solely focus on attendance data and trends. It is our goal to meet the 90/90 attendance and ADA goals set forth by the district. The attendance specialist will have responsibility for the implementation of the 2015-16 attendance plan in collaboration with the student support team. Major responsibilities of the Attendance Specialist include: recognizing good and improved attendance; providing interventions for students with attendance concerns; taking a proactive approach to engaging families to reinforce high expectations for student attendance; monitoring and posting daily, weekly and monthly attendance status and goals; facilitate one on one conferences and home visits; identify barriers to school attendance by communicating with students and family members.

As part of the Student Support Team, both the nurse and social worker play vital roles, which will be funded by SIG. The school nurse manages the health services program for our school. She provides resources through collaborative agencies to provide screenings, dental work and immunizations for our students. If not for these partnerships, students may not have the opportunity to acquire such services. Yeatman has historically had a student population that encompasses students with serious issues such as asthma, diabetes, and seizures which require a full time nurse to distribute medications, and provide emergency support for students who have comprehensive health concerns. She promotes healthy food choices and facilitates professional development to staff and workshops for students. The nurse's role ensures that students are healthy; thereby in attendance and have the ability to achieve academic success. The social worker, a member of the Special Education Committee and Student Support Team, has many duties. Interaction with parents and students to provide resources and address any barriers that limit students from receiving full benefit from their education, and assisting families with accessing services from community entities are specific to the job of the social worker. Yeatman has a history of having families who are in transition or are homeless. The social worker works collaboratively with outside agencies to support these families in their time of need. Many of our students and families have witnessed or have been involved in traumatic experiences. In collaboration with the counselor, the social worker helps the family obtain internal and external resources to assist in their grief process and best practices in dealing with traumatic encounters. When families cannot be reached via phone or a concern constitutes a face to face conversation, the social worker makes home visits.

SIG will also fund a PBIS Interventionist to address student motivation and behavior, as well as coach teachers on classroom management. This will help teachers improve classroom management, as well as help provide alternatives to out-of-school suspensions, keeping students learning while minimizing disruptions to the general classroom.

The adoption of two new curriculums EngageNY Literacy and Eureka Math will positively impact student achievement. Teachers have received professional development in both curricula that is researched based and has proven to be engaging, while allowing students to experience higher order thinking. SIG will fund supplemental consumable materials for Eureka Math, as well as supplemental texts for Engage ELA. Engage ELA supplemental texts will provide a high-volume of aligned titles to differentiate for the needs of the struggling readers at Yeatman. In addition, SIG will fund year-long, on-site coaching from Expeditionary Learning around the continued implementation of Engage ELA. Finally, SIG will purchase a site license for Achieve 3000, which will provide differentiated texts and literacy support in content-area classes.

SECTION VII.E—STAFF RECOGNITION

NEW PAGE

Please reference LEA narrative.

NEW PAGE

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, and double-dosing in core subject areas. 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.

NEW PAGE

SECTION VII.H—FAMILY AND COMMUNITY ENGAGEMENT

Please reference LEA narrative.