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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480

FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA

Project Dates: July 1, 2012 to June 30, 2013

DIRECTIONS

Mail the completed form postmarked or delivered by Monday, June 18, 2012 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysig2010@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector		07/01/2012	$740,532

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
Benjamin Banneker Charter Academy of Technology	048-911

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
Dr. Marian Brown	6401 Rockhill Road	Kansas City, MO 64131	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
mbrown9139@msn.com		816.926.0426	816.926.0115
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
Dr. Marian Brown	6401 Rockhill Road	Kansas City, MO 64131	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
mbrown9139@msn.com		816.926.0426	816.926.0115
NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP	
Ms. Tony Dickerson	6401 Rockhill Road	Kansas City, MO 64131	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
Tdickerson_bbcat@yahoo.com		816.926.0426	816.926.0115

SECTION II. - ASSURANCES

The LEA/District must include the following assurances in its application for a School Improvement Grant.

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

The LEA/District must assure that it will—

xUse its School Improvement Grant (SIG) to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/District commits to serve consistent with the final requirements;

xEstablish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

☐ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

xReport to the SEA the school-level data required under section III of the final requirements.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age

Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

SECTION III. - WAIVERS

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

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

xExtending the period of availability of school improvement funds.

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

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

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

LEA/District approval for the Department to provide direct services:

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
Marian Brown	5/25/12
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	5/25/12

SECTION IV. - LEA/DISTRICT YEAR THREE TOTAL BUDGET & SUPPORTING DATA

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

YEAR THREE 2012-13 SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	323,000	169,532		91,000				583,532
1200 Supplemental Instruction (Title I) *1003(g) SIG*				10,000				10,000
2100 Non Instructional Support Services *1003(g) SIG*								
2200 Professional Development *1003(g) SIG*	55,000	30,000 ~~20,000~~		12,000 ~~22,000~~				97,000
2600 Planning and Evaluation *1003(g) SIG*		50,000						50,000
3000 Community Services *1003(g) SIG*								
Program Costs Subtotal *1003(g) SIG*								
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	378,000	249,532 ~~239,532~~		113,000 ~~123,000~~				740,532

per budget page CR

SECTION IV. – LEA/DISTRICT YEAR THREE 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	~~3.25~~ 0	~~6~~ 4				
Preschool		~~2~~ 1.6				
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	2					
Reading Recovery Teacher Leader						
School/Home Coordinator			1.5			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	~~5.25~~ 2	~~8~~ 5.6	1.5			

SECTION V. - SCHOOLS TO BE SERVED

The LEA/District must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA/District must identify each Tier I, Tier II, and Tier III school the LEA/District commits to serve and identify the model that the LEA/District will use in each Tier I and Tier II school.

					INTERVENTION (TIER I AND II ONLY)			
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
Benjamin Banneker Charter Academy of Technology	290001102750	x			x			

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA/District that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA/District with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/District will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

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

List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/District and each school the LEA/District has committed to serve. 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
BENJAMIN BANNEKER CHARTER ACADEMY OF TECHNOLOGY	048-911

Budget Codes	Related Strategies and Activities
1100 Instruction	**Certified and non-certified elementary/middle school teachers, administrators and staff; benefits for said employees; purchase of DORA/DOMA online diagnostic tools; school supplies for all students (Local/State)**
1100 Instruction *1003(g) SIG*	**Math and literacy professors, Instructional Assistances, UCM Professor, extended day learning, chief data officer, stipends for teachers, pay for performance, fulltime/part-time instructional assistants, etc.**
1200 Supplemental Instruction (Title I)	**Mentor Teachers salaries and benefits**
1200 Supplemental Instruction (Title I) *1003(g) SIG*	**Performance pay for non-certified teachers and staff/instructional assistants in K-2nd grades & early language acquisition teacher-**
2100 Non Instructional Support Services	**Family therapist and a second counselor**
2100 Non Instructional Support Services *1003(g) SIG*	
2200 Professional Development	**Professional development stipends for certified teachers and staff.**
2200 Professional Development *1003(g) SIG*	**Performance pay and professional development of continued MOSIG systems, Midwest RPDC and School wide Positive Behavior, Pre-K assistant/PD for accreditation, professional development for noncertified/certified staff.**
2600 Planning and Evaluation	**Professional develop for teachers and staff**
2600 Planning and Evaluation *1003(g) SIG*	**Analyst to analyze data for staff development; develop, grade and present data from NWEA, Common Assessments, STAR Reading, MAP, etc. Two part-time staff planning, researching, evaluating students' support structures and making connections.**
3000 Community Services	
3000 Community Services *1003(g) SIG*	
Administrative Costs	
Administrative Costs *1003(g) SIG*	

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

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

LEA/DISTRICT/BUILDING NAME BENJAMIN BANNEKER CHARTER ACADEMY OF TECHNOLOGY/B. BANNEKER DISTRICT					COUNTY-DISTRICT - BUILDING CODE 048-911			
Year Three 2012-13	**6100 Certificated Salaries**	**6150 Noncertificated Salaries**	**6200 Employee Benefits**	**6300 Purchased Services**	**6400 Materials/ Supplies**	**6500 Capital Outlay**	**6600 Other**	**TOTAL**
1100 Instruction	1,939,528	699,400	522,408	283,000	71,500			3,515,836
1100 Instruction *1003(g) SIG*	323,000	169,532		91,000				583,532
1200 Supplemental Instruction (Title I)	110,000		16,271					126,271
1200 Supplemental Instruction (Title I) *1003(g) SIG*				10,000				10,000
2100 Non Instructional Support Services		15,000		49,000	400			64,400
2100 Non Instructional Support Services *1003(g) SIG*								
2200 Professional Development				20,000				20,000
2200 Professional Development *1003(g) SIG*	55,000	30,000		12,000				97,000
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*		50,000						50,000
3000 Community Services								
3000 Community Service *1003(g) SIG*								
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)								
***1003(g) SIG* Subtotal**	378,000	249,532		113,000				740,532
Grand Total	2,427,528	963,932	538,679	465,000	71,900			4,466,139

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SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR THREE BUDGET ITEMIZATION *(COPY AS NEEDED)*	
LEA/DISTRICT/BUILDING NAME BENJAMIN BANNEKER CHARTER ACADEMY OF TECHNOLOGY /B. BANNEKER CHARTER DISTRICT	**COUNTY-DISTRICT - BUILDING CODE** **048-911**

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 1 Chief Data Officer, 5 days a week @ $6,250 per month (1 FTE) @ **$75,000** per annual (1100 SIG) 1 Literacy Coach, 5 days a week @ $3,666,66 per month (1 FTE) @ **$44,000** per annual(1100 SIG) 1 Math Coach, 5 days a week @ $4,443.48 per month (1 FTE) @ **$55,000** per annual (1100 SIG) Professional Development Stipends for 37 teachers at $15.48 an hour for 2 hours per PD session - **$55,000** (1100 SIG) Performance Pay for teachers, 18 teachers at $3,000 - **$54,000** (1100 SIG) Extending the School Day for 37 teachers and other certified staff, 5 days a week (.1 FTE) with a medium salary of $25.00 @ **$95,000** per annual (1100 SIG)	
6100 Subtotal	**$$378,000**
6150: Non-certificated Salaries 4 Instructional Assistants in Kindergarten thru 2nd grades, 5 days a week, $28,000 each (4 at 1 FTEs) @ **$112,000** (6150: 1100 SIG) 1 Instructional Assistant in Pre-K, 5 days a week (1FTE) @ **$28,000** (6150: 1100 SIG) 1 Part-time Instructional Assistant, 3 days a week, (.6 FTE) in pre-K @ **$20,000** (6150: 1100 SIG) 2 Part-time staff planning, researching, developing, evaluating students' support structures and connections, 5 days a week, (.5 FTE) @ **$50,000** (6150: 1100 SIG) Professional Development stipends for 21 Instructional Assistants $9.92 an hour for 2 hours per PD session (non-certificated) staff - **$20,000** Extending the School I Day for 21 Instructional Assistants, 5 days a week (.1 FTE) with a medium salary of $12.50 an hour @ **$9,532** Performance Pay for instructional assistants - **$10,000** (1100 SIG)	
6150 Subtotal	**$ 249,532**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	
6200 Subtotal	**$**
6300: Purchased Services 1 UCM Professor - $91,000 (1100 SIG) Contracted: Midwest Regional professional Development Center - $10,000 (2200 SIG) Contracted: 1 Consultant for Language Deficiency - $12,000 (1200 SIG)	
6300 Subtotal	**$113,000**
6400: Materials/Supplies	
6400 Subtotal	**$**
6100-6400 Subtotal	**$**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$**
TOTAL	**$740,532**

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SECTION VII. – NARRATIVE

The responses to Sections VII.A. – D. are limited to 20 pages of double spaced 10-12 point font.

SECTION VII.A. – DISCUSSION OF YEAR TWO

Describe progress made toward each objective approved in the 2011-2012 application.

1) Provide a summary of MAP and other relevant data to document progress toward meeting objectives;
2) Provide a summary of measurable data explaining progress toward meeting professional development objectives; and
3) Describe the challenges and accomplishments in meeting your objectives in 2011-2012.

SECTION VII.B. – YEAR THREE TIMELINE

Describe the year three timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/District commits to serve. All planned activities were included in the original plan submitted with your first application.

1) Provide a LEA/District timeline that includes specific dates for implementation of all components of the selected intervention;
2) Provide a timeline that is reasonable, achievable, and reflects urgency; and
3) Provide a timeline that includes implementation and evaluation dates.

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2012-2013

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2012-2013 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

SECTION VII.D. – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year two.

Section VII.A Discussion of Year Two

Concept #1: Provide a summary of MAP and other relevant data to document progress towards meeting objectives.

Guiding Principle: Learn forward – Use your data to refine your focus! **~What are important "ahha's" from Year 2 data and what does the data analysis suggest about Year 3 priorities and your SIG high-yield strategies?**

Sig Objective 1: By 2013 80% of 3rd – 8th will be proficient in CA and 70% in Math as indicated on the MAP

Specific Target: There will be a 20% increase of students attaining proficient/close on each monthly benchmark Common Assessment in CA and MA for grades 2nd – 8th

Action Strategies:
1. All teachers on all grade levels will implement a common (benchmark) assessment in CA (Reading) and Mathematics
2. Teachers in grades 3rd – 8th will create an ACLD/IBD aligned Common Assessment each week/month in CA and MA
3. Each PLC will address data as indicated on a collect data chart and make strategic instructional decisions based on the outcomes of the assessments

Source of Measurement: Common Assessments given to 2nd – 8th grades in CA and MA as indicated on a Collect Data Chart weekly/monthly

Additionally, NWEA scores will be analyzed for increase each trimester

Summary of Efforts: Common Assessments are used as school-wide benchmark assessments in communication arts and mathematics for grades Pre-K – 8th. All teachers were introduced to the Data Team Process via their PLCs. Teachers were trained during Saturday MOSIG trainings via these vertical PLC grade level teams. As a result of these trainings, teachers were able to:

1. Utilize the collect data chart to record proficient, close, far, and intervention students. This document was used at all data team meetings.
2. Create individual student intervention plans for all students in the intervention category.
3. Set a proficient goal that took into account the number of students in category A (Proficient) and B (Close) each 15 day cycle. Teachers included students in the A and B categories for Proficient goal setting.
4. Create unit common assessments across grade levels that included the "Fab Four" IBDs, and the corresponding ACLDs for communication arts and mathematics. Alignment of these two documents ensured that teachers were teaching the highest priority benchmark determiners at Proficient levels. Teachers met with their Administration Mentors to review all assessment plans.
5. Meet with the CDO to review the upcoming monthly common assessment in communication arts and mathematics. The 15-day plan included a pacing guide/calendar which helped to guide instructional decisions. The 15-day assessment drove the next cycle of goal-setting.
6. Utilize collaborative analysis of the results of the common assessments (15-day and 30-day assessments). Teachers dissected items, trends among the group, student and teacher behaviors,

materials used, instructional strategies and next steps needed to ensure higher levels of student achievement. Teachers met with the CAO monthly in 1:1 meetings to review goals and set priorities for future student success.

7. Student scores for each category of A (Proficient), B (Close), C (Far), and D (Intervention) are as follows:

*A (Proficient) = 80% to 100% B (Close) = 65% to 79%
C (Far) = 50% to 64% D (Intervention) = 0% to 49%

*Because it is difficult to completely align common assessment scores with MAP scores, students who scored in the 90th percentile level and above were ***conservatively*** kept in the Proficient category instead of putting them in an advanced category for grades 3rd – 8th. Pre-K teachers used a different assessment system and were allowed to use the Advanced category.

The results of these efforts are as follows: (Evidence of Change)

Pre-K

CA	Advanced	Proficient	Basic	Below Basic	Math	Advanced	Proficient	Basic	Below Basic
4/12/2012	81%	7%	6%	6%	4/12/2012	74%	5%	16%	5%
3/5/2012	68%	5%	11%	16%	3/5/2012	53%	16%	11%	20%
Jan-12	47%	26%	11%	16%	1/1/2012	32%	21%	21%	26%
11/12/2011	6%	42%	26%	26%	11/12/2001	21%	26%	26%	26%
10/10/2011	0%	16%	16%	68%	9/12/2011	0%	5%	16%	79%
9/12/2011	0%	5%	16%	79%					

Kindergarten

CA	Proficient	Close	Far	Intervention	Math	Proficient	Close	Far	Intervention
4/12/2012	79%	16%	5%	0%	4/12/2012	62%	24.5%	13.5%	0%
3/5/2012	61%	28.5%	3.5%	0%	3/5/2012	87%	13%	0%	0%
1/12/2011	70%	13%	12%	5%	1/12/2011	18%	46%	25%	11%
11/2/2011	21%	35.5%	21.5%	22%	11/2/2011	6%	34%	25%	35%
9/6/2011	0%	9%	34%	57%	9/6/2012	24%	29%	29%	18%

First Grade

CA	Proficient	Close	Far	Intervention	Math	Proficient	Close	Far	Intervention
4/12/2012	83%	11.5%	5.5%	0%	4/12/2012	94.5%	3%	2.5%	0%
3/5/2012	67%	16.5%	13.5%	3%	3/5/2012	75%	15%	7.5%	2.5%
1/31/2011	48%	31%	15.5%	5.5%	1/12/2011	61%	25%	14%	0%
12/15/2011	30%	29%	14%	27%	12/12/2011	34%	25%	20.5%	20.5%
10/2/2011	14%	14%	53%	19%	9/23/2012	3%	9%	6%	82%

Second Grade

CA	Proficient	Close	Far	Intervention	Math	Proficient	Close	Far	Intervention
4/12/2012	91%	9%	0%	0%	4/12/2012	74%	17.5%	8.5%	0%
3/5/2012	52%	31%	10%	7%	3/5/2012	65%	26%	9%	0%
1/31/2011	22%	20.5%	15.5%	42%	1/12/2011	28%	31%	14%	27%
12/5/2011	61%	19%	3%	17%	11/2/2011	29%	19%	19%	33%
10/25/2011	24%	24%	23%	29%	10/25/2011	0%	19%	33%	48%
9/6/2011	6%	42%	18%	34%	9/6/2012	0%	19%	33%	48%

Third Grade

CA	Proficient	Close	Far	Intervention	Math	Proficient	Close	Far	Intervention
5/23/2012	87%	10.5%	2.5%	0%	5/23/2012	90%	10%	0%	0%
4/12/2012	71%	6%	15.5%	7.5%	4/12/2012	71%	17%	5%	7%
3/5/2012	82%	13%	5%	0%	3/5/2012	70%	14.5%	13.5%	2%
1/31/2011	22%	15%	12.5%	50.5%	1/12/2011	54.5%	16.5%	19%	10%
12/5/2011	49%	13%	17.5%	20.5%	11/2/2011	36.5%	26.5%	17.5%	19.5%
10/25/2011	22%	24.5%	29%	24.5%	10/25/2011	13%	22.5%	35%	29.5%
9/16/2011	25%	43%	27%	5%	9/6/2012	0%	9.5%	41.5%	49%

Fourth Grade

CA	Proficient	Close	Far	Intervention	Math	Proficient	Close	Far	Intervention
4/12/2012	40%	24.5%	11%	24.5%	4/12/2012	8%	30.5%	25.5%	36%
3/5/2012	37%	20.5%	32.5%	10%	3/5/2012	24%	27.5%	34.5%	14%
1/31/2011	39%	11%	37%	13%	1/12/2011	8%	24.5%	23%	44.5%
12/5/2011	8%	10%	31%	51%	11/2/2011	3%	10%	37%	50%
10/25/2011	11%	22%	23%	44%	10/25/2011	7%	2.5%	20.5%	70%
9/16/2011	16%	16.5%	27%	40.5%	9/6/2012	0%	7%	9.5%	83.5%

Fifth Grade

CA	Proficient	Close	Far	Intervention	Math	Proficient	Close	Far	Intervention
5/23/2012	94%	0%	6%	0%	TBD	TBD	TBD	TBD	TBD
4/12/2012	61%	17.5%	21.5%	0%	4/12/2012	17%	51%	22%	10%
3/5/2012	63%	28.5%	3%	5.5%	3/5/2012	29%	52%	9%	10%
1/31/2011	77%	11%	3%	9%	1/12/2011	16%	30.5%	30.5%	23%
12/5/2011	66%	5%	11%	18%	11/2/2011	0%	6.5%	17%	76.5%
10/25/2011	38%	24.5%	22.5%	15%	10/25/2011	0%	3%	30%	67%
9/16/2011	35%	13%	23%	29%	9/6/2012	4%	3%	19%	74%

Sixth Grade

CA	Proficient	Close	Far	Intervention	Math	Proficient	Close	Far	Intervention
5/23/2012	78%	20%	2%	0%	5/23/2012	43%	36%	21%	0%
4/12/2012	32%	46.5%	21.5%	0%	4/12/2012	36%	50.5%	13.5%	0%
3/5/2012	48%	30.5%	14.5%	7%	3/5/2012	30%	24%	27.5%	18.5%
1/31/2011	7%	50.5%	28.5%	14%	1/12/2011	12%	35%	48%	5%
12/5/2011	19%	33%	27.5%	20.5%	11/2/2011	0%	16%	32%	52%
10/25/2011	3.5%	24%	50.5%	22%	10/25/2011	0%	0%	36%	64%
9/16/2011	21%	24.5%	25.5%	29%	9/6/2012	0%	0%	0%	100%

Seventh Grade

CA	Proficient	Close	Far	Intervention	MA	Proficient	Close	Far	Intervention
4/12/2012	33%	25%	0%	42%	4/12/2012	21%	33%	13%	33%
3/5/2012	38%	34%	12%	16%	3/5/2012	45%	23%	22%	10%
1/31/2012	9.%	22.0%	30.0%	39.0%	1/31/2012	21.0%	10%	36.0%	33.0%
12/5/2011	17%	17%	43%	23%	12/5/2011	3%	14%	14%	69%
10/25/2011	11%	18%	32%	39%	10/25/2011	11%	8%	15%	66%
9/16/2011	11%	20%	20%	49%	9/16/2011	20%	26%	3%	51%

Eighth Grade

CA	Proficient	Close	Far	Intervention	MA	Proficient	Close	Far	Intervention
4/12/2012	28%	44%	12%	16%	4/12/2012	54%	17%	17%	12%
3/5/2012	44%	12%	36%	8%	3/5/2012	44%	12%	12%	32%
1/31/2012	38%	25%	24%	13%	1/31/2012	29%	25%	13%	33%
12/5/2011	0%	4%	40%	56%	12/5/2011	0%	4%	12%	84%
10/25/2011	0%	16%	28%	56%	10/25/2011	0%	0%	4%	96%
9/16/2011	19%	15%	33%	33%	9/16/2011	0%	7%	33%	60%

MOSIG 2013 Long Range Goal to Date: Pre-K to 8th

CA	Proficient	Close	Far	Intervention	MA	Proficient	Close	Far	Intervention
5/23/2012*	70%	17%	5%	8%	5/23/2012*	54%	24%	13%	9%
9/16/2011	15%	20%	28%	37%	9/16/2011	6%	12%	19%	63%

*Benjamin Banneker Charter is a year-round charter school. Summer school session is a mandatory part of our academic school year and completes the third component of our 3trimester system. Students are in the process of completing the May 2012 common assessments and all grade level results should be available for updating our data mapping by June 9, 2012.

Because Banneker's summer session is an extension of the regular school year, students will take two final common assessments during the 20-day summer session. All grade levels will take an end of the year grade-level assessment at the beginning of the summer session. Students in grades Pre-K to 7th will take an additional placement exam at the end of the 20-day summer session.

Teachers' Camp will take place at our school during the last week of August 2012. At that time, all teachers will receive a data file on students' year round grade level testing, as well as the next grade level

placement test taken at the end of the summer session. The end of summer session test will be used as a pretest to help guide teachers in this planning phase. This data will be used during the Teachers' Camp to plan the first ACLD/IBD matrix of the year, revise the pacing guide, and create formative classroom assessments leading to the first common assessment during the first week of October 2012.

2012 MAP Prediction Charts

Because MAP scores are not received during the course of the regular academic school year, BBCAT staff used common assessment results to aid in predicting progress towards making AYP on the 2012 MAP. Common Assessment percentages were converted to MAP index scores and compared to 2011 MAP index scores from BBCAT and the State.

Updated results are as follows:

Grade	2011 MAP Index Score CA	2011 State MAP Index Score	Class Percentages			2012 MAP Index Score Prediction	Differences	
			P	B	BB			
3rd	700	754.4	87%	12.5%	0%	783.5	83.5	29.1
4th	712.2	765.6	40%	35.5%	24.5%	715.5	3.3	-50.1
5th	695.6	764.7	94%	6%	0%	794	98.4	29.3
6th	710.8	760.6	80%	20%	0%	780	69.2	19.4
7th	683.9	763.8	33%	25%	71%	729	45.1	-34.8
8th	721.7	767.5	28%	44%	28%	736	14.3	-31.5

Grade	2011 MAP Index Score MA	2011 State MAP Index Score	Class Percentages			MAP Index Score Prediction	Differences	
			P	B	BB			
3rd	717.6	756.7	90%	10%	0%	790	72.4	33.3
4th	704.9	757	23%	64%	13%	710	5.1	-47
5th	695.6	765.3	28%	63%	9%	719	23.4	-46.3
6th	713.5	767.1	29%	66%	17%	796	82.5	28.9
7th	673.3	763.1	45%	42%	10%	714	40.7	-49.1
8th	704.3	756.9	44%	24%	32%	712	7.7	-44.9

Administrator Data Dashboard: Leading Indicators 2011 – 2012

May2012

Indicators	Measure	Staff Responsible	Baseline	Target	January 2012	Feb 2012	March 2012	April 2012	May 2012
# of Students Receiving Infractions will decrease	# of Referrals/Infractions	Dean of Students	**Apr 2011** 32 **May 2011** 41	36	25	20	25	20	35
# of Out of School Suspension will decrease	# of Out of School Suspension Days	Dean of Students	**Apr 2011** 17 **May2011** 28	36	15	18	15	12	24
% of students on the High Priority List who are improving will increase	% of failing grades in four core subjects	CDO CF CAO	Oct 2010 100%	100%	88%	100%	100%	100%	100%
% of Teachers who demonstrate proficiency in academic rigor and student engagement will increase	iObservation MOSIG Mapping	CAO CDO CF	NA	100%	76% Rigor 86% Engagement	N/A	74% Rigor 79% Engagement	80% Rigor 90% Engagement	85% Rigor 90% Engagement
Academic performance in mathematics and reading for 3rd – 8th grade Students using Kids' College will increase each month	Kids' College Report Logs	Instructional Technologist	MA: 73% Rdg/CA:75%	85%	MA: 72% CA: 70%	MA: 72% CA: 70%	MA: 72% CA: 70%* # of minutes increased by 80%	MA: 72% CA: 70%* # of minutes increased by 80%	MA: 72% CA: 70%* # of minutes increased by 80%
% of Walkthrough Scores that focus on positive classroom management at the Proficient level will increase	iObservation MOSIG Mapping SWPBS Reports	Admin Team	NA	95%	95%	95%	95%	95%	95%
% of surveyed parents satisfied with our school services will increase	Satisfactory Surveys	Instructional Technologist	9/2010 63.7%	100%	NA	NA	79.4% IEAP Participation 99.4% Ways we Communicate	NA	NA

Indicators	Measure	Staff Responsible	Baseline	Target	January 2011-2012	Feb 2011-2012	Mar 2011-2012	Apr 2011-2012	May 2011-2012
# of parents participating in the Parent Advisement Group will increase	PAC Sign In Sheets	Parent Liaison	9/2010 14	19	NA	15	8	6	8
% of parents indicating that they receive the newsletter each week will increase	PTO Contact Log Newsletter Question Parent Surveys	Superintendent's Administrative Assistant	9/2011 50%	100%	95%	95%	99.4%	93%	99.4%
% Student Attendance	Attendance records	Attendance Clerk	Apr 2011 95.4% May 2011 93.7%	96%	92%	94%	94%	97%	97%
% of Teacher Attendance	Attendance records	HR	Apr 2011 94% May 2011 92%	97%	96%	95%	97%	96%	96%
When asked, the % of students explaining how connections between concepts on word wall supports their understanding of content will increase	Student Interviews	CAO/CF/CDO	NA	100%	NA	NA	DOK1: 87% DOK 2: 50% DOK 3: 70% DOK 4: 70%	DOK1:95% DOK 2: 90% DOK 3: 85% DOK 4: 70%	DOK1:95% DOK 2: 90% DOK 3: 85% DOK 4: 70% %
NWEA: The number of students earning proficiency in *reading* will increase each testing cycle *BBCAT is awaiting Fall 2010 to Spring 2012 Proficiency and Growth Dynamic scores	**Fall 2010 to Spring 2011** and **Fall 2010 to Fall 2011** Proficient / Proficient 3rd 30.0% / 48.7% 4th 40.0% / 31.6% 5th 18.8% / 26.5% 6th 29.2% / 37.5% 7th 23.8% / 32.4% 8th 0% / 14.8%				**Fall 2010 to Spring 2011** and **Fall 2010 to Fall 2011** Growth / Growth 3rd 52.0% / 50.0% 4th 56.5% / 52.0% 5th 55.2% / 45.8% 6th 56.5% / 71.9% 7th 66.7% / 75.0% 8th NA / 70.8%				

Concept #2: Provide a summary of measurable data explaining progress toward meeting professional development objectives.

Guiding Principle: As accountability increases, so must the support!

~What will I do to intensify support for teachers who need special assistance?
Teacher development is a must for all educational programs. With this in mind, the following support has been developed for teachers.

SIG Objective 2: By the year 2013, Banneker will have a comprehensive system for identifying teacher professional learning needs…closely connected with activities related to improved student achievement. 100% of the school's teachers will be identified as "high performing," from teacher competencies developed by the school.

Specific Target: Each PLC will have its own Administrative Support Personnel; CAO will meet weekly with each PLC at meetings lead by a Team Leader; CAO will meet1:1 with each teacher monthly to assess PLC needs; each core teacher from Pre-K to 8 will have an assigned mentor. 90% of teachers will be identified as "high performing" from teacher competencies developed by the school.

Action Strategies: All instructional staff will participate in ongoing, job-imbedded professional learning and implement the practices as outlined by the specific targets. A PLC calendar is updated and implemented monthly. The Administrative Team will develop a Mapping for Instructional Support chart to indicate skills identified as high performing. Teachers will be identified as High Will/High Skill, High Will/Emerging Skill, High Will/Low Skill, or Low Will/Low Skill each reporting period.

Source of Measurement: Lesson plans aligned with PL goals, classroom room observation, PL requests from teaching staff, Asset Mapping aligned to PL goals and iObservation Reports, weekly unit assessment results and Collect Data Charts. MOSIG Mapping for Instructional Support and Skill/Will Matrix

Summary of Efforts:

A Professional development calendar was created before the 2011-2012 academic year. However, based on the MOSIG Mapping Chart for Instructional Support which aligned teacher skills with student achievement, teachers and administration identified key skill areas which needed to be developed. Individualized Teacher Improvement Plans – ITIPs (goal setting to identify areas that teachers desire to improve) were created. Efforts were made to provide the resources, mentoring and coaching needed to show personal professional improvement. While teachers were able to attend conferences on mathematics, classroom management, best classroom practices, etc., the most common need identified for the staff at large was in the area of data analysis. MOSIG goals were revised to support teacher needs as evidenced by student outcomes. Therefore beginning in October 2011, data analysis became 90% of the professional development focus for the year. To support this professional development initiative, several data analysis teams were created including:

1. Data Team A: Data Team A is the "administrative" data team. It is comprised of the Superintendent, Chief Data Officer (CDO), Chief Academic Officer (CAO), Counselor, Dean of Students, three Grade Level Chairs, Special Ed Coordinator/Team members, Math Specialist, MOSIG

representative, University representatives, and two additional teacher members. This group meets on the last Professional Development day of each month. This group has the task of reviewing all school wide data efforts and agrees to the policies and procedures that will govern data management and review at the school. The team keeps an agenda, minutes, and action plan and then distributes these minutes and plans to the entire school. This team meets from 1:30pm – 4:30pm each month. Members of this team attend local, statewide, and national training sessions together throughout the academic school year.

2. Grade level PLCs (Pre-K to 2nd, 3rd – 6th, and 7th – 8th). These teams meet once a week and review data that includes: Collect Data Charts, ACLD/IBD Planning Matrices, 15-Day Plans, formative and summative tests, etc. These teams review GLEs, pacing guides, lesson plans, and review fidelity to the data policies set forth by Data Team A. These teams meet before, during, and/or after school.

3. MOSIG Data Trainings are additional data teams that align with the grade level PLCs. These data trainings are once each trimester and take place on three consecutive Saturdays. These trainings are put in place to train all staff on the data team cycle as designed by Dr. Doug Reeves and the Leadership and Learning Center. A small representative of teacher leaders, as well as the CDO and the CDO assistant attended a series of five trainings at the Union Station from the RPDC of UMKC. The teacher leaders and CDO present these trainings using real data results from monthly common assessments. Teachers are then to take such trainings and replicate them in weekly meetings.

4. 1:1 Data Team Meetings are held each month between each core teacher and the CAO. The CAO assists the teacher in setting academic goals for grade levels, whole classes, and individual students. The CAO and the teacher review the 15 Day Plan which is submitted to MOSIG for review each month. At the 1:1 data team meetings, teachers can voice their individual data needs and ask for professional development needs that may be imbedded and/or delivered in more formal PD settings.

5. Weekly Staff Meetings include a data segment on each agenda. Teachers and students are celebrated for meeting data goals such as: 0% in Intervention, 50% or Above in Proficiency, "Burst to the Top: from Intervention to Proficiency," etc. The Superintendent and CAO present schoolwide data goals and clarify any changes in the data policies for the upcoming week.

6. Student Data Folder support meetings take place between the CDO Assistant and the individual teacher. These meetings are held to assist teachers with reviewing individual student growth reports. These data folders contain all monthly common assessments, standardized formative testing (NWEA, STAR), updated Individual Education Action Plans (IEAPs), progress reports, writing samples, etc.

7. 1:1 ACLD/IBD Monthly Common Assessment Meetings with CDO are held to review common assessment data and to plan for the next common assessment. Teachers discuss benchmark determiners for each strand of the test, as well as the achievement level of each stem for the upcoming assessment. Teachers are challenged to align the common assessment with their weekly formative assessments and to set realistic goals for the results of the monthly common assessment each testing cycle.

8. Academic Anchor Teams meet with the Curriculum Facilitator once a month. This team of teachers works with 6 students each that has tested initially in the Intervention level of math and communication arts. Each teacher must create instructional lessons and deliver sound tutorial strategies based on data collected from their own instructional programming as well as the data collected from classroom teachers, extended day teachers, support staff, etc. These plans, as well as student portfolios, are evaluated monthly by the Curriculum Facilitator.

9. Weekly 1:1 meetings are held with each extended day teacher and the CAO on either Monday AM or Friday PM. These meetings are held to ensure that instructional strategies are sound and are based on alignment with data outcomes from the regular core teacher. The goal of these meetings is to ensure synchronization of efforts and to avoid an isolation of skills taught to students attending AM/PM tutoring programs.

10. The Administrative Team of BBCAT composed of the Superintendent, CAO, CDO, Curriculum Facilitator, and Dean of Students meet monthly to discuss all data components as outlined by the data teams operating at BBCAT. This team reviews policies, observation procedures, mapping of staff, professional development support needed, academic outcomes, staffing needs, student academic/social/discipline trends, etc. as it affects the institution at large. Each team member reports out to the Superintendent results of professional efforts, as well as poses any questions and/or concerns as it relates to their area of supervision.

11. The MOSIG Data Team is compromised of the CAO and the CDO. Each week, this team meets 2-3 hours to review, align, and adapt all data policies and/or procedures. Each month, this team meets for 6-8 hours to prepare its MOSIG report to the MOSIG review team. Each month this team meets with the MOSIG review team to report out on all data team efforts and student achievement indicators.

12. The Superintendent and the Board of Directors makes up the final data team for BBCAT. The superintendent presents monthly data analysis to the Board of Directors through her Superintendent's Report. This report is then reviewed by the Board of Directors and discussion, suggestions, and policies follow the results of this report.

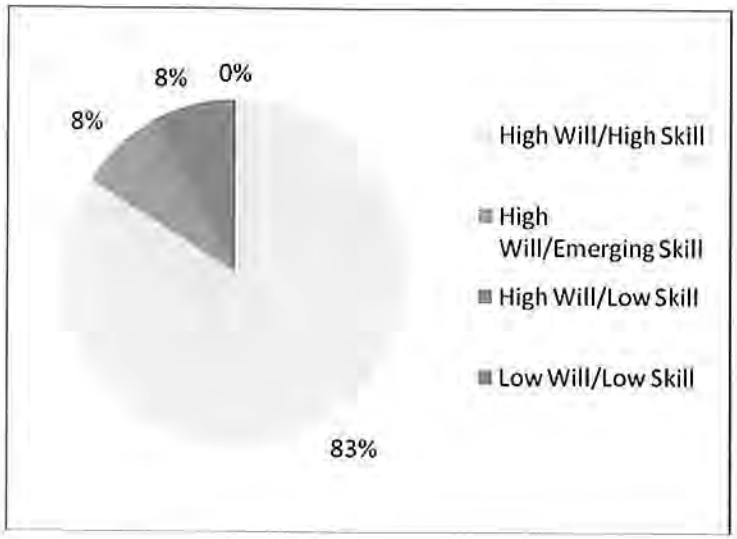
Evidence of Change:

Data indicates 100% of our core teachers from Pre-K to 8th grade were trained in Data Analysis and instructional data decision-making during the school year. This has accounted for **291** hours of data training through MOSIG. Additionally, 20% of data team members attended a data team leader training in "drilling down" data for instructional purposes.

The Skill/Will Matrix is created to indicate which teachers need to be coached up, or coached out. Skill Will categories include: High Will/High Skill; High Will/Emerging Skill; High Will/Low Skill; and Low Will/Low Skill. The Skill/Will Matrix is completed after the MOSIG Mapping for Instructional Support document has been completed. This document outlines all major components of teacher competencies as outlined in the MOSIG grant.

Skill/Will Matrix

High Will/High Skill	High Will/Emerging Skill	High Will/Low Skill	Low Will/Low Skill	
*83%	8%	8%	0%	
20	2	2	0	24



April	92% of staff have Emerging to High Skill!
Mar '12	92% of staff have Emerging to High Skill!
Feb '12	81% of staff have Emerging to High Skill!
Jan '12	81% of staff have Emerging to High Skill!
Feb '12	81% of staff have Emerging to High Skill!
Jan '12	79% of staff have Emerging to High Skill!

*During the month of April, two teachers were moved from the High Will/Emerging Skill to the High Will/High Skill category. This move was indicative of higher student achievement scores as outlined on the Mapping Chart for Instructional Support. All student categories were considered, not simply proficiency. Teachers who moved students out of intervention were considered just as skillful as those who moved students into proficiency.

MOSIG Mapping Chart for Instructional Support: 2012 (Current Scores Indicated)

Benjamin Banneker Charter Academy of Technology

Job-Related Areas of Knowledge, Tasks, or Skills															
Grade	Staff	Learning objective aligned to GLEs	Daily 5 Infusion	Academic Rigor	Student Engagement	Classroom Management	Walkthrough Components				PTO/Parent Engagement	Use of Data Integration	Attendance	Proficient Students	
							A	B	C	D				CA/MA	
Pre-K	Davis, Pam	3	N/A	3	3	3	3	3	3	3	3	3	95%	73%	69%
K	Cornejo, Rosalie	3	N/A	2.5	3	3	3	3	3	3	3	3	80%	43%	85%
K	Mann, Corina	3	N/A	3	3	2.5	3	2.5	2.5	2.5	4	3	100%	78%	89%
1st	Ellis, Brianna	3	3	3	3	3	3	3	3	3	3	3	89%	63%	79%
1st	Fanara, Regina	3	3	3	3	3	3	2.5	3	3	3	3	93%	71%	71%
2nd	Davis, Candace	3	4	3	4	4	4	4	4	4	4	4	100%	56%	
2nd	Boyles, Smokey	3	3	3	3	3	4	4	3	3	3	3	95%		83%
2nd	Martin, Gladys	3	3	3	3	3	3	3	3	3	3	3	100%	47%	47%
3rd	Bevan, Carly	4	3.5	3.5	3.5	4	4	4	4	4	3	4	100%	74%	58%
3rd	Kosnac, Hillary	4	4	4	4	4	4	4	4	4	4	4	90%	90%	81%
4th	Cummings, Kajuan (MA)	3	NA	3	3	3	3	3	3	3	3	3	100%	25%	33%
4th	Clark, Julie (CA)	3	3	3	3	3	3	3	3	3	3	4	90%	41%	31%
5th	Hardwick, Crystal*CA	4	4	4	4	4	3	3	3	3	3	4	90%	86%	
5th	Owens, Gina*MA	3	3	3	3	3	3	3	3	3	3	3	86%	39%	28%
5th	Estlund, Tommy*CA	4	4	4	4	4	3	3	3	3	3	4	100%	39%	
6th	Hopkins, Emily	3	3	3	3	3	3	3	3	3	3	3	100%	47%	29%
6th	Sanders, Melissa	3	4	3	4	3.5	4	3	4	3	3	4	100%	52%	43%
7th	Elliott, Danielle	2.5	3	2	2	2	3	2	2	2	3	3	95%		
7th	Howard, Wendy	2.5	3	2	2	2	2	2	2	2	3	3	95%		
7th/8th	Sanders, Brittany	3	3	3	4	4	3	3	3	3	3	3	100%	38%	44%
7th/ 8th	Alexis, Bulaine	3	3	3	3	3	3	3	3	3	3	3	100%	45%	44%
													95%		
													Total	52%	47%

Color Key: Yellow is Advanced; Green is Proficient; Blue is Meets; Purple is Basic; Red is Needs Attention.

MOSIG Goal: By 2013, 80% of 3rd – 8th Grade students will be proficient in Communication Arts; 70% of students will be proficient in Mathematics. Utilizing the common assessment as one benchmark tool, to date, 30% of students would need to be proficient to be on target for December 2012 in CA; 27% of students would need to be proficient in MA. This is a rate of 5% growth per month in CA and 4.5% growth per month in MA.

Grade	Teacher	CA MAP 2011	CA	Class Total	A/B Totals	A/B Class Total		MA MAP 2011	MA	Class Total	A/B Totals	A/B Class Totals
3	Bevan, Carly	10.81%	74%		90%			20.59	58%		74%	
3	Kosnac, Hillary	10.81%	90%	82%	100%	95%		20.59	81%	70%	91%	83%
4	Cummings, Kajuan (MA only)	12.20%	B: 33%		61%			12.20%	A: 25%	29%	42%	52%
4	Clark, Julie (CA only)	19.51%	A: 41%		60%			19.51%	B: 33%	37%	46%	53%
5	Hardwick, Crystal (CA only)	13.3%	86%		100%							
5	Estlund, Tommy (CA only)	13.3%	39%	63%	83%	92%						
5	Owens, Gina (MA only)	15.56%	A: 29%		83%			15.56%	B: 28%	29%	89%	86%
6	Hopkins, Emily	21.62%	67%		100%			24.32%	22%		61%	
6	Sanders, Melissa	21.62%	52%	50%	84%	78%		24.32%	43%	28%	84%	54%
7/8	Sanders, Brittany (7th CA)	16.13%	38%	38%	72%		8th CA	30.43%	44%	44%	56%	
7/8	Alexis, Bulaine (7th MA)	13.33%	45%	45%	68%		8th MA	26.09%	44%	44%	56%	

Emphasis/Focus per grade level: 4th - 6th Grade MA

Concept #3: Describe the challenges and accomplishments in meeting your objectives in 2011-2012.

Guiding Principle: Anticipate roadblocks…Chance favors those who are prepared!

~What's in the way of you being successful?

Student performance is important and data from their performance will be used to build a sound instructional program. There are some challenges that may interfere with obtaining goals that are set for the school year. Key challenges and accomplishments of the 2011 – 2012 school year were:

Challenges:

1. Coaching up and/or coaching out of teachers is always a challenge. Every administrator wants to grow the staff that he/she has hired. However, sometimes coaching a teacher out is the best course of action for the sake of the students. To aid in this process, the MOSIG Mapping for Support documents that included student achievement data along with other teacher competencies was a key driving force in decision-making. When 100% of the student group is in Intervention and those students have not been moved over a course of three testing cycles, important decisions must be made quickly. Support of the teacher must include observing and giving immediate feedback; providing appropriate professional development; affording the teacher the opportunity to receive peer coaching in multiple job-imbedded classroom settings; 1:1 data analysis of lesson plans, formative and summative testing, etc. While four teachers were coached out, six teachers were coached "up" and have been offered teaching positions for the 2012 – 13 academic school year.

2. Team-teaching was another challenge for this school year. Teacher personalities, coupled with teaching styles and years of experience (or inexperience) forced staffing changes during the 1st trimester. These clashes were causing a stagnation in student achievement and the challenge of finding the right personnel balance to perpetuate student growth was an ongoing goal of administration. By the beginning of 2nd trimester, most staffing needs had been resolved.

3. The final major challenge was synchronizing and refining all of the components of the schoolwide academic system. AM/PM extended day teachers cannot work in isolation from the Academic Anchor team, which can't work in isolation from the classroom teacher. All systems must align in order to move students academically and to move them expediently. Having all systems meet with the Chief Academic Officer on a regular basis, helped to bring about the alignment of effort on the part of all key personnel. To help with the fluidity of all of the academic systems, all data sources were collected and disseminated through the Chief Academic Officer. This helped make the data more accurate and refined once it was given to the Chief Data Officer. Reports were more accurate, and decision-making was more impactful because of this new process.

Accomplishments:

1. The Data Team Process was by far our most glowing accomplishment. Spring boarding off of 2010-2011 data accomplishments was the need to bring ownership to the data process. Students already had Individual Educational Action Plans. All students had data folders that included monthly common assessments that tracked student academic success. A nationally-recognized testing system (NWEA) was in place to give additional data points for driving instruction. The position of the Chief Data Officer and Chief Data Officer Assistant were created to implement a data system. However, teachers were not an integral part of the data process. 2011 – 2012 became the year of "Ownership." The data team process became the vehicle to making true data analysis possible. As outlined in the twelve steps of our

professional development component, it is believed that our teachers possess a strong sense of data analysis and truly use data to drive instruction.

2. Alignment of systems has been another accomplishment this year. While it was outlined as a challenge before, it is believed that meeting this challenge has truly made a difference in our students' lives. The success of this alignment is based on the steady increase of student test scores as indicated on collect data charts, individual educational action plans, daily classroom observations with immediate feedback, monthly data walls, weekly data team meetings, and in monthly 1:1 meetings. When a student has been "stuck" in Intervention for more than one testing cycle, who is there to assist her? Does she have an academic anchor coach? Is she in AM/PM extended day? Does she have an IEP? Has she missed school because of illness or behavior? All of the systems of the school converge on this student's behalf before, during and after she takes an assessment. Everyone is notified of her setbacks and her achievements. This is true precision in personalization of effort. While charts and data is often indicated in percentages of students, real numbers indicate that at the beginning of the school year only 8 students were proficient as measured on a grade level placement test in math. However, by March 2012, 160 students were proficient in math. By the same token in September 2011, 217 students were in Intervention in math; by March 2012 only 30 students were in Intervention in math. It is our goal to have 0% of our students in intervention at their grade level by August 3, 2012.

3. Implementation of the common assessment process is another major accomplishment of this school year. In November 2011, our MOSIG team questioned whether there was a disconnect between the percentage of students earning proficient scores on common assessments and the percentage of teachers earning positive scores on the alignment of GLEs portion of the MOSIG Mapping matrix. It was acknowledged that there was indeed a disconnect. Like the first two accomplishments, overcoming this challenge has made the greatest impact in how quickly our students have been able to achieve academic growth over the course of the school year. No longer created in isolation by the Chief Data Officer, common assessments are first outlined in an ACLD/IBD alignment chart by the teacher. This chart guides teachers through the creation of benchmark determiners that are aligned to higher order thinking strands (Proficient questions vs. Basic questions). Once the Chief Data Officer receives the ACLD/IBD chart from the teacher, a common assessment can be created that better match what the teacher is teaching in the classroom. Accompanying this process is the entire testing protocol created for giving the common assessment. To keep with the integrity of transparency in testing, teachers each receive a testing proctor who assists them with the testing process. After testing, teachers meet with their team and an administrator to grade the assessments, determine trends in answers, and to create the collect data chart for that assessment. After the collect data chart has been created, teachers meet in teams, with the CAO, and update Individual Education Action Plans to drive instruction for the next month.

Section VII.B Year Three Timeline

Date	Item	Who's Responsible?
July 17 – 19, 2012	Creation of 30-Day MOSIG Plan	CAO/CDO/Superintendent
August 22 – 23, 2012 9am – 3:30pm; 9am - Noon	New Teacher MOSIG Training	CAO/CDO/Superintendent/Team Leaders All New BBCAT Teachers and Staff
August 27 – 31, 2012	Teachers' Camp	All Staff
September 5 – 18, 2012	New Student Placement Exams	CDO Assistant; MOSIG Testing Proctors
September 2012 – July 2013	Monthly MOSIG Meetings	Superintendent, CAO, CDO, Team Leader (Rotation of Grade)
September 2012 – July 2013	Monthly Common Assessments	All Grades Pre-K to 8th
	October 2 – 12, 2012	April 15 – 30, 2013 (Pre-K to 2nd)
	November 6 – 16, 2012	May 28 – June 7, 2013
	December 11 – 19, 2012	July 9 – 10, 2013 End of Year Grade Level Test
	February 5 – 15, 2013	July 31 – August 5, 2012 Grade Level Pre-Test
	March 19 – 29, 2013	
September 2012 – July 2013	Monthly Data Team A Meetings (Last Friday of each month)	Superintendent, CAO, CDO, Dean of Students, Counselor, Team Leaders, University Rep, MOSIG Rep, RPDC Rep
September 2012 – July 2013	Weekly PLC Meetings	CAO, All Team Members
September 2012 – July 2013	Weekly 1:1 Meetings	AM/PM Extended Day Staff
September 2012 – July 2013	Monthly 1:1 Meetings	All Core Teachers
September 2012 – July 2013	Monthly Teacher Mentor Meetings	Curriculum Facilitator, Mentor Teachers
September 2012 – July 2013	Monthly Academic Anchor Team Meetings	Curriculum Facilitator, Academic Anchor Team Members
October 2012 – March 2013	MOSIG Trimester Staff Training	All Staff
	Saturday, October 6, 2012	Pre-K to 2nd
	Saturday, October 13, 2012	3rd – 6th
	Saturday, October 20, 2012	7th – 8th
	Saturday, January 5, 2013	All Staff
	Saturday, February 9, 2013	Pre-K to 2nd
	Saturday, February 16, 2013	3rd – 6th
	Saturday, February 23, 2013	7th – 8th
	Saturday, March 2, 2013	All Staff

Section VII.C . DISCUSSION OF SCHOOL YEAR 2012-2013

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2012-2013 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

Goal One: Student Achievement

We have recruited and hired a Chief Academic Officer who is leading the school team in maintaining AYP status. He is providing coaching and mentoring to embrace faculty strengths resulting in positive outcomes related to student achievement and faculty and staff retention. Central to reaching student support goals focused on student discipline and removal, the School-wide Positive Behavior Officer has been added to the school's administrative staff. She and the dean of students are designing and implementing strategies contributing to a positive school climate, increased student attendance, and increased parent involvement.

The retention of our highly qualified counselor and hiring of 2 additional counselors supporting her has enabled the school to provide supportive services to students and families with social (food, clothing and shelter), mental and health needs. Implementation of the school guidance curriculum is providing students with the skills to problem solve, to make informed decisions, to self-assess and to identify appropriate resources for meeting personal goals.

Continuous focus on use of assessments will contribute to increasing student achievement.

Goal Two: Highly Qualified Staff

The employment of Highly Qualified staff has been a challenge as well as has made a positive difference in the school environment. With the employment of additional teachers and implementation of mentoring and coaching professional development, it is anticipated that students' MAP scores will meet and exceed expectation. Continued use of focus groups coupled with surveys is a practice that holds promise for teacher and parent "buy-in" for the continuous improvement process. We administered and discussed 4 surveys this school year.

Goal Three: Facilities, Support and Instructional Resources

The use of IEAPs will be reviewed, revised, and expanded to increase student academic achievement. Several times during the course of the school year, the IEAPs will be developed with student and parent input and revised as necessary. Peer review will be a part of this process.

The use of literacy, vocabulary and writing notebooks will be provided to every student as well as professional development in the utilization of said notebook to ensure success for all.

Goal Four: Parent and Community Involvement

The part-time development director will continue to develop, implement and evaluate outreach strategies targeted to all stakeholders groups. The IEAPs will be used to gain participation of parents in the education of their children. Partnerships will be strengthened and the goal of engaging in at least 4 new ones is set.

Goal Five: Governance

The Chief Academic Officer will continue to devote 100% of his time to academic instruction, delivery, assessment and evaluation. The Superintendent will continue to support the officer by serving as a mentor. The Board will continue in its role of oversight. The partnership with the University of Central Missouri will be continued.

Local School Support to the SIG Grant

Benjamin Banneker will continue to use its financial and human resources in the manner described in the original SIG proposal. Some of the school's outstanding successes that will continue for Year III include:

(Programmatic support)

- The development of Common Assessments for mathematics and Communication Arts as well as the development of formative assessments. NWEA will continue to be administered each trimester; (SIG finance; School's human resources)
- The development of a school wide systemic approach to teaching vocabulary (School)
- Implementation of job embedded PD to meet teachers' identified needs. (School and SIG)
- Use of data dash boards throughout the school; (School)
- Extended Day Program offering academic and other support services before and after school; (School and SIG)
- The development of an asset teacher observation form; (School)
- Implementation of a school schedule that included common planning time for grade level teams; (School and SIG)
- Implementation of the Partnership with UCM Sponsor – the Professional Development Collegiate Campus, and the Pre-K Laboratory.
  (SIG)

In addition, support to the grant is the employment of a Data Officer/Analyst who is paid for using SIG funds. This job function includes:

- A monthly publication of common assessment data to teachers and staff;
- Trimester publication to parents and community members;
- Communicates the school's accountability plan to parents and community members;
- Provides attendance and academic data charts for public consumption;
- Provides leadership to the school's academic advisory committee;
- Attends the MOSIG monthly grant recipients' meeting as a school representative.

Section VII.D – STAFFING CHANGES

Describe any changes made in the teaching staff/and/or instructional leaders at the building and/or District levels in SIG served buildings for year three.

The employment and retention of Highly Qualified teaching and coaching staff remains a challenge. Several teaching positions and instructional support positions have or will become vacant no later than June 30, 2012 resulting in staffing changes for the 2012-13 school year. A summary of staffing changes follow.

Chief Data Officer

- **None.**

Pre-school Program

- **None**. The teacher and two Instructional Assistants will be retained for the 2012-13 school year.

Pre-K thru 2nd Grades

- Independent language professor will provide language acquisition skills to strengthen literary skills and vocabulary.

Partnership with University Sponsor

- University personnel providing the Professional Development Collegiate Campus (MSE cohort program with 1 teacher remaining. 4 teachers graduated May 2012.), pre-K Laboratory and professional development will remain constant. We have 1 final project to complete before meeting all requirements to apply for accreditation: adding the enclosed play area.

Certified Math Instructor

- **One.** Certified math instructor will provide high quality math instruction to groups by providing instruction to flexibly grouped students each day.

Elementary -- Grades One through Five

Grade One

- **One.** This teacher's husband is a minister and has been assigned to a church out of State.

Grade Two

- **None.**

Grade Three

- **One.** This teacher who has decided to resign to assist her aging parents in their home owned business.

Grade Four

- **None.**

Grade Five

- **One.** This teacher is resigning to relocate with her significant other.

Middle School Team -- Grades 6 – 8

- **Science teacher**. This teacher's performance was evaluated as Unsatisfactory and her position will be replaced.

Reading Specialist

None.

Drama

- **None.**

Guidance Counselor

One and 1/2. Two part-time counselors have been added to the staff in an effort to meet the significant social ills that plague our students.

Extended Day Program

None. This staff member is certified and manages a team of certified teachers who teach and coach students in the before and after-school program. Due to staffing, some of the certified teachers in this program may have to be replaced.

Physical Education

- **One.** This staff member has resigned to help his girl friend take care of her aging parent's business.

Art

- **One.** This staff has resigned.

Media Tech Specialist

- **One.** This teacher's performance was evaluated as Unsatisfactory and her position will be replaced.

Special Education

- **One.** This teacher's performance was evaluated as Unsatisfactory and her position will be replaced. In addition, a second special education was hired to manage the increasing case load.