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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, 2013 to June 30, 2014

DIRECTIONS

Mail the completed form postmarked or delivered by Friday, June 21, 2013 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

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

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector		July 1, 2013	$794,021

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
Hazelwood School District	096-088

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
Grayling Tobias	15955 New Halls Ferry Road	Florissant, MO 63033	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
gtobias@hazelwoodschools.org		314-953-5000	314-953-5999
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
Lisa Strauther	15955 New Halls Ferry Road	Florissant, MO 63033	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
lstrthr@hazelwoodschools.org		314-953-5033	314-953-5999
NAME OF LEA TURNAROUND OFFICER (If known)	ADDRESS	CITY, STATE, ZIP	
Lisa Strauther	15955 New Halls Ferry Road	Florissant	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
lstrthr@hazelwoodschools.org		314-953-5033	314-953-5999

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—

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

SECTION III. - WAIVERS

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

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

✓ Extending the period of availability of school improvement funds.

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

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

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

LEA/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
Gayley Lobeas	6·19·13
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
Gayley Lobeas	6·19·13

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

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

YEAR TWO 2013-14 SIG & WAIVER FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG & Waiver*	0	0	0	0	0	0		0
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	76,032	0	12,545	13,000	43,226	0		144,803
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	125,250	72,000	81,733	10,000	1,000	0		289,983
2200 Professional Development *1003(g) SIG & Waiver*	235,412	0	69,659	7,500	2,864	0		315,435
2600 Planning and Evaluation *1003(g) SIG & Waiver*	0	0	0	0	0	0		0
3000 Community Services *1003(g) SIG & Waiver*	8,496	0	1,402	0	0	0		9,898
Program Costs Subtotal *1003(g) SIG & Waiver*	445,190	72,000	165,340	30,500	47,090	0		760,120
Indirect Costs								33,901
Administrative Costs *1003(g) SIG & Waiver*	0	0	0	0	0	0		0
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*	0	0	0	0	0	0		0
GRAND TOTAL *1003(g) SIG & Waiver*	445,190	72,000	165,340	30,500	47,090	0		794,021

SECTION IV. – LEA/DISTRICT YEAR TWO 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						
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	4					
Reading Recovery Teacher Leader						
School/Home Coordinator			3			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						1
TOTAL	4	0	3	0	0	1

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
Hazelwood East High	1060		X					X
Central Middle	2070		X					X
Southeast Middle	2170		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 TWO 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
HAZELWOOD SCHOOL DISTRICT	**096-088**

Budget Codes	Related Strategies and Activities
1100 Instruction	**East High School** • 85.5 FTE Cert Salaries ($4,660,653, G:1:O1, G:1:O2) • 2 FTE non-cert salaries ($65,392, G:1:O:1, G:1:O2) • Benefits ($1,831,273, G:1:O:1:S:1) **Central Middle School** • 50 FTE Cert Salaries ($2,915,015, G:1:O:1) • 1 FTE Non-Cert Salaries ($28,785, G:1:O:1) • Benefits ($500,453, G:1:O:1) **Southeast Middle School** • 49.5 FTE Cert Salaries ($2,577,509, G:1:O:1) • 1 FTE Non-Cert Salaries ($31,766, G:1:O:1) • Benefits ($1,396,047, G:1:O:1)
1100 Instruction *1003(g) SIG & Waiver*	
1200 Supplemental Instruction (Title I)	**Southeast Middle School** • 2 reading Interventionists ($131,684, G:1:O:1)
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	**East High School** • Avente Credit Recovery ($10,000, G1:O1:S3:AS3) • After School Tutoring ($72,472, G1:O1:S3:AS2) • Read 180 and Systems 44 Reading Intervention Program: License Fees, Materials, technology ($29,558, G1:O2:S1:AS3) **Southeast Middle School** • Extended Day salaries ($16,105, G1:O1:S1:AS3, G3:O1:S2:AS3) • Tablet devices for Intervention ($16,668, G1:O1)
2100 Non-Instructional Support Services	**HSD** • Design Early Warning System ($3,050, G3:O5:S1:AS2) **East High School** • 12 FTE Certified Salaries ($1,087,304, G:1:O:1:S:1) • 8 FTE Non certified Salaries ($184,394, G:1:O:1:S:1) • Benefits ($165,781, G:1:O:1:S:1) • Dean of Students (1 FTE) Salary and Benefits ($72,500, G3:O2:S2:AS2) **Central Middle School** • 3 FTE Certified salaries ($185,765, G:1:O:1) • 5.5 FTE non-certified salaries ($128,378, G:1:O:1) • Benefits ($112,214, G:1:O:1)

	Southeast Middle School • 3 FTE Certified salaries ($176,981, G:1:O:1) • 5.5 FTE non-certified salaries ($117,053, G:1:O:1) • Benefits ($109,040, G:1:O:1)
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**East High School** • Progress Monitoring Specialist (Coach – 1 FTE) Salary and Benefits ($94,101, G1:O1:S1:AS1) • Student Advocate (Home School Coordinator - 1 FTE) Salary and Benefits ($50,038, G1:O6:S1:AS6) • Building Facilitator (Home School Coordinator - 2 FTE) Salary and Benefits ($62,106, G1:O3:S1,2) • SAM (Turnaround Officer - 1 FTE) Salary and Benefits ($68,711, G1:O1:S1:A6) • Academic Achievement mentoring by Dean of Students ($4,026, G3:O2:S2) **Southeast Middle School** • Bullying prevention ($11,000, G3:O6:S1:AS3)
2200 Professional Development	**Hazelwood School District** • Assessment Literacy Summer Institute ($29,400, G1:O1:S2:AS4) • Assessment Literacy Model Teacher Observations ($10,300, G1:O1:S2:AS5) • Assessment Literacy Monthly Professional Development ($25,200, G1:O1:S2:AS6) **East High School** • Certified Salaries/stipends ($153,656, G1:O3) • Benefits ($45,201, G:1:O3) **Central Middle School** • Certified Salaries/stipends ($63,421, G:1:O3) • Benefits ($19,630, 421, G:1:O3) **Southeast Middle School** • Certified Salaries/stipends ($86,166, 421, G:1:O3)
2200 Professional Development *1003(g) SIG & Waiver*	**East High School** • Instructional Coaches (Math and Reading – 2 FTE) Salary and Benefits ($162,550, G2:O2:S2:AS1) • Substitutes for Missouri Connections Professional Development ($3,186, G3:O1:S1:AS1) • Substitutes for Vertical Teaming with Middle Schools for Student Placement ($3,186, G3:O1:S1:AS1) • Substitutes for Vertical Teaming with Middle Schools. For Curriculum Alignment (3,186, G2:O1:S1:AS1) • Professional Development Collaboration with University of Missouri-St. Louis ($5000, G2:O1:S1:AS1) **Central Middle School** • Instructional Coach (Reading – 1 FTE) ($62,886, G1:O1:S1:AS1,2,3) • ELA Professional Development (2x monthly – 2 hours) ($23,009, G1:O1:S1:AS3) **Southeast Middle School**

	• Summer Academy Professional Development ($53,430, G:2:O4:S1:AS4,5)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	
3000 Parent Involvement	**Southeast Middle School** • Part Time Parent Liasion Salaries/benefits ($5900, G1:O1)
3000 Parent Involvement *1003(g) SIG & Waiver*	**East High School** • Spartan University Salaries and Benefits ($4,026, G4:O1:S1:AS2) **Southeast Middle School** • Parent workshops on Math and ELA ($5,872, G4:O7:S1:AS15)
Administrative Costs	**East High School** • 6 FTE Certified salaries ($641,855, G:1:O:1) • 6 FTE non certified salaries ($330,771, G:1:O:1) • Benefits ($45,201, G:1:O:1) **Central Middle School** • 3 FTE Certified salaries ($297,349, G:1:O:1) • 3 Non Certified Salaries ($93,744, G:1:O:1) • Benefits ($120,824, G:1:O:1) **Southeast Middle School** • 3 FTE Certified salaries ($286,207, G:1:O:1) • 3 Non Certified Salaries ($99,071, G:1:O:1) • Benefits ($142,773, G:1:O:1)
Administrative Costs *1003(g) SIG & Waiver*	

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SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR TWO 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 two of the three year grant period.

LEA/DISTRICT/BUILDING NAME
HAZELWOOD SCHOOL DISTRICT

COUNTY-DISTRICT - BUILDING CODE
096-088

Year Two 2013-14	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	10,153,177	125,943	3,727,773	146,198	430,683			14,583,774
1100 Instruction *1003(g) SIG/Waiver*								
1200 Supplemental Instruction (Title I)	131,685		64,428	44,000				240,113
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	76,032		12,545	13,000	43,226			144,803
2100 Non-Instructional Support Services	1,450,050	259,825	387,035	0	5,265			2,272,175
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	125,250	72,000	81,733	10,000	1,000			289,983
2200 Professional Development	303,243		88,972	51,193				443,408
2200 Professional Development *1003(g) SIG/Waiver*	235,412		69,659	7,500	2,864			315,435
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG/Waiver*								
3000 Community Services		5000	900					5,900
3000 Community Services *1003(g) SIG/Waiver*	8,496		1,402					9,898
Administrative Costs	1,225,411	523,536	574,712	45,244	27,241			2,396,144
Administrative Costs *1003(g) SIG/Waiver*								
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	13,263,566	914,304	54,843,820	286,635	463,189			19,771,514
***1003(g) SIG/Waiver* Subtotal**	445,190	72,000	165,340	30,500	47,090			760,120
Grand Total	13,708,756	986,304	5,009,160	317,135	510,279	0		20,531,634

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

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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
EAST HIGH SCHOOL	**096-088 - 1060**

Budget Codes	Related Strategies and Activities
1100 Instruction	• 85.5 FTE Cert Salaries ($4,660,653, G:1:O1, G:1:O2) • 2 FTE non-cert salaries ($65,392, G:1:O:1, G:1:O2) • Benefits ($1,831,273, G:1:O:1:S:1)
1100 Instruction *1003(g) SIG & Waiver*	
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	• Avente Credit Recovery ($10,000, G1:O1:S3:AS3) • After School Tutoring ($72,472, G1:O1:S3:AS2) • Read 180 and Systems 44 Reading Intervention Program: License Fees, Materials, technology ($29,558, G1:O2:S1:AS3)
2100 Non-Instructional Support Services	• 12 FTE Certified Salaries ($1,087,304, G:1:O:1:S:1) • 8 FTE Non certified Salaries ($184,394, G:1:O:1:S:1) • Benefits ($165,781, G:1:O:1:S:1) • Dean of Students (1 FTE) Salary and Benefits ($72,500, G3:O2:S2:AS2)
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	• Progress Monitoring Specialist (Coach – 1 FTE) Salary and Benefits ($94,101, G1:O1:S1:AS1) • Student Advocate (Home School Coordinator - 1 FTE) Salary and Benefits ($50,038, G1:O6:S1:AS6) • Building Facilitator (Home School Coordinator - 2 FTE) Salary and Benefits ($62,106, G1:O3:S1,2) • SAM (Turnaround Officer - 1 FTE) Salary and Benefits ($68,711, G1:O1:S1:A6) • Academic Achievement mentoring by Dean of Students ($4,026, G3:O2:S2)
2200 Professional Development	• Certified Salaries/stipends ($153,656, G1:O3) • Benefits ($45,201, G:1:O3)
2200 Professional Development *1003(g) SIG & Waiver*	• Instructional Coaches (Math and Reading – 2 FTE) Salary and Benefits ($162,550, G2:O2:S2:AS1) • Substitutes for Missouri Connections Professional Development ($3,186, G3:O1:S1:AS1) • Substitutes for Vertical Teaming with Middle Schools for Student Placement ($3,186, G3:O1:S1:AS1) • Substitutes for Vertical Teaming with Middle Schools. For Curriculum Alignment (3,186, G2:O1:S1:AS1) • Professional Development Collaboration with University of Missouri-St. Louis ($5000, G2:O1:S1:AS1) - to align structures

	for student teacher placement and to develop a tool to monitor and analyze the effectiveness of the current student teacher structure
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	• Spartan University Salaries and Benefits ($4,026, G4:O1:S1:AS2)
Administrative Costs	• 6 FTE Certified salaries ($641,855, G:1:O:1) • 6 FTE non certified salaries ($330,771, G:1:O:1) • Benefits ($45,201, G:1:O:1)
Administrative Costs *1003(g) SIG & Waiver*	

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SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR TWO 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 two of the three year grant period.

LEA/DISTRICT/BUILDING NAME **EAST HIGH SCHOOL**					COUNTY-DISTRICT - BUILDING CODE 096-088 - 1060			
Year Two 2013-14	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	4,660,653	65,392	1,831,273	81,372	271,145			6,909,835
1100 Instruction *1003(g) SIG/Waiver*								
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	62,208		10,264	13,000	26,558			112,030
2100 Non-Instructional Support Services	1,087,304	184,394	165,781		3,765			1,441,244
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	125,250	72,000	81,733					278,983
2200 Professional Development	153,656		45,201	24,398				223,255
2200 Professional Development *1003(g) SIG/Waiver*	130,404		41,706	5,000				177,110
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG/Waiver*								
3000 Community Services								
3000 Community Services *1003(g) SIG/Waiver*	3,456		570					4,026
Administrative Costs	641,855	330,771	45,201	24,398	21,241			1,063,466
Administrative Costs *1003(g) SIG/Waiver*								
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	6,543,468	580,557	2,087,456	130,168	296,151			9,637,800
***1003(g) SIG/Waiver* Subtotal**	321,318	72,000	134,274	18,000	26,558			572,150
Grand Total	6,864,786	652,557	2,221,730	143,168	322,709	0		10,905,950

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SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET Itemization 1003(g) and waiver funds only (COPY AS NEEDED)

LEA/DISTRICT/BUILDING NAME **EAST HIGH SCHOOL**	COUNTY-DISTRICT - BUILDING CODE 096-088 - 1060
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Instructional Coach Salaries (2 FTE, teacher scale)	**$121,569**
Progress Monitoring Specialist Salary (1 FTE, teacher scale)	**$71,794**
SAM (1 FTE, teacher scale)	**$50,000**
Avente Credit Recovery Salaries (4 staff, 4 days/week, 2 hrs/day, $24/hr)	**$27,648**
After School Tutoring Salaries (4 staff, 4 days/week, 2hrs/day, $24)	**$27,648**
Saturday Tutoring Salaries (2 staff, 2 hours, $24)	**$6,912**
Spartan University Salaries (4 staff, 36 hours each, $24/hr)	**$3,456**
Dean of Student mentoring (1 staff, 2 days/week, 2hrs/day, $24/hr)	**$3,456**
Substitutes for vertical teaming with Middle School for Student Placement (31 @ $95/day)	**$2,945**
Substitutes for vertical teaming with Middle Schools for Curriculum Alignment (31 @ $95/day)	**$2,945**
Substitutes for Missouri Connections PD (31 @ $95/day)	**$2,945**
6100 Subtotal	**$321,318**
6150: Non-certificated Salaries	
Student Advocate Salary (1 FTE)	**$35,000**
Building Facilitators (2 FTE, $11-$14 per hour) (promote and maintain atmosphere conducive to academic learning and social interaction through high visibility in the hallways and cafeteria thereby increasing the amount of time every student is in class.)	**$37,000**
6150 Subtotal	**$72,000**
6200: Employee Benefits *(optional categories)*	
Certified Retirement (14.5%)	**$50,579**
Non-Cert Retirement (6.86%)	**$6,809**
Medicare (1.45%)	**$5,703**
FICA (6.2%)	**$5,012**
Workman's Comp	**$2,163**
Health (7 FTE, $8575 ea)	**$60,025**
Dental (7 FTE, $469 ea)	**$3,283**
Vision (7 FTE, $40 ea)	**$280**
Life (7 FTE, $60 ea)	**$420**
6200 Subtotal	**$134,274**
6300: Purchased Services	
Read 180 (yearly technology fee) and Systems 44 (yearly technology fee)	**$3,000**
Avente credit recovery licenses	**$10,000**
Highly quality professional development with area university (to align HSD structure and the university programs in order to support student teacher placement and develop a tool to monitor and analyze the effectiveness of the current structure)	**$5,000**
6300 Subtotal	**$18,000**
6400: Materials/Supplies	
Computers (20 x $774 per computer), headphones (20) for Read 180 and Avente credit recovery	**$20,000**
Read 180 and Systems 44 student materials	**$6,558**
6400 Subtotal	**$26,558**
6100-6400 Subtotal	**$572,150**
Indirect Cost Optional (Restricted Rate: _4.46___% X Subtotal)	~~**$25,517**~~ 25,518
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	~~**$597,667**~~ 597,668

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SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR TWO 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
CENTRAL MIDDLE SCHOOL	**096-088 - 2070**

Budget Codes	Related Strategies and Activities
1100 Instruction	• 50 FTE Cert Salaries ($2,915,015, G:1:O:1) • 1 FTE Non-Cert Salaries ($28,785, G:1:O:1) • Benefits ($500,453, G:1:O:1)
1100 Instruction *1003(g) SIG & Waiver*	
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	
2100 Non-Instructional Support Services	**HSD** • Design Early Warning System ($3,050, G3:O5f:S1:AS2) **Central Middle School** • 3 FTE Certified salaries ($185,765, G:1:O:1) • 5.5 FTE non-certified salaries ($128,378, G:1:O:1) • Benefits ($112,214, G:1:O:1)
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	
2200 Professional Development	**Hazelwood School District** • Assessment Literacy Summer Institute ($29,400, G1:O1:S2:AS4) • Assessment Literacy Model Teacher Observations ($10,300, G1:O1:S2:AS5) • Assessment Literacy Monthly Professional Development ($25,200, G1:O1:S2:AS6) **Central Middle School** • Certified Salaries/stipends ($63,421, G:1:O3) • Benefits ($19,630, 421, G:1:O3)
2200 Professional Development *1003(g) SIG & Waiver*	• Instructional Coach (Reading – 1 FTE) ($62886, G1:O1:S1:AS1,2,3) • ELA Professional Development (2x monthly – 2 hours) ($23,009, G1:O1:S1:AS3)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	
3000 Parent Involvement	

3000 Parent Involvement *1003(g) SIG & Waiver*	
Administrative Costs	• 3 FTE Certified salaries ($297,349, G:1:O:1) • 3 Non Certified Salaries ($93,744, G:1:O:1) • Benefits ($120,824, G:1:O:1)
Administrative Costs *1003(g) SIG & Waiver*	

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SECTION VI.B. – LEA/DISTRICT/BUILDING YEAR TWO 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 two of the three year grant period.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT – BUILDING CODE
CENTRAL MIDDLE SCHOOL	096-088 – 2070

Year Two 2013-14	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	2,915,015	28,785	500,453	29,719	82,680			3,556,652
1100 Instruction *1003(g) SIG/Waiver*								
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*								
2100 Non-Instructional Support Services	185,765	128,378	112,214		500			426,857
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*								
2200 Professional Development	63,421	0	19,630	15,895	0			98,946
2200 Professional Development *1003(g) SIG/Waiver*	63,008		21,023		864			84,895
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG/Waiver*								
3000 Community Services								
3000 Community Services *1003(g) SIG/Waiver*								
Administrative Costs	297,349	93,744	120,824	7,300	3,000			522,217
Administrative Costs *1003(g) SIG/Waiver*								
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	3,461,550	250,907	753,121	52,914	86,180			4,604,672
***1003(g) SIG/Waiver* Subtotal**	63,008		21,023		864			84,895
Grand Total	3,524,558	250,907	774,144	52,914	87,044	0		4,689,567

SECTION VI.C. – LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION *1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)*

LEA/DISTRICT/BUILDING NAME **CENTRAL MIDDLE SCHOOL**	COUNTY-DISTRICT – BUILDING CODE 096-088 – 2070

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
After school ELA professional development (28 staff, 2x/month, 2hrs/day, $14)	**$14,120**
After school ELA trainer salary (3 staff, 2x/month, 4hrs/day, $18)	**$3,888**
Reading Instructional Coach salary (1 FTE, teacher salary)	**$45,000**
6100 Subtotal	**$63,008**
6150: Non-certificated Salaries	
6150 Subtotal	**$0**
6200: Employee Benefits *(optional categories)*	
Certified Retirement (14.5%)	**$10,599**
Medicare (1.45%)	**$928**
Workman's Comp	**$352**
Health (1 FTE, $8575 ea)	**$8575**
Dental (1 FTE, $469 ea)	**$469**
Vision (1 FTE, $40 ea)	**$40**
Life (1 FTE, $60 ea)	**$60**
6200 Subtotal	**$21,023**
6300: Purchased Services	
6300 Subtotal	**$0**
6400: Materials/Supplies	
ELA professional development supplies	**$864**
6400 Subtotal	**$864**
6100-6400 Subtotal	**$84,895**
Indirect Cost Optional (Restricted Rate: _4.46___% X Subtotal)	**$3,786**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$88,681**

SECTION VI.A. – LEA/DISTRICT/BUILDING YEAR TWO 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
SOUTHEAST MIDDLE SCHOOL	**096-088 – 2170**

Budget Codes	Related Strategies and Activities
1100 Instruction	• 49.5 FTE Cert Salaries ($2,577,509, G:1:O:1) • 1 FTE Non-Cert Salaries ($31,766, G:1:O:1) • Benefits ($1,396,047, G:1:O:1)
1100 Instruction *1003(g) SIG & Waiver*	
1200 Supplemental Instruction (Title I)	**Southeast Middle School** • 2 Reading Interventionists ($131,685, ???
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	• Extended Day salaries ($16,105, G1:O1:S1:AS3, G3:O1:S2:AS3) • Tablet devices for Intervention – tablets will assist with assessments and provide immediate feedback for reading and math instruction ($16,668 G1:O1)
2100 Non-Instructional Support Services	**HSD** • Design Early Warning System ($3,050, G3:O5f:S1:AS2) **Southeast Middle School** • 3 FTE Certified salaries ($176,981, G:1:O:1) • 5.5 FTE non-certified salaries ($117,053, G:1:O:1) • Benefits ($109,040, G:1:O:1)
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	• Bullying prevention ($11,000, G3:O6:S1:AS3)
2200 Professional Development	**Hazelwood School District** • Assessment Literacy Summer Institute ($29,400, G1:O1:S2:AS4) • Assessment Literacy Model Teacher Observations ($10,300, G1:O1:S2:AS5) • Assessment Literacy Monthly Professional Development ($25,200, G1:O1:S2:AS6) **Southeast Middle School** Certified Salaries/stipends ($86,166, 421, G:1:O3)
2200 Professional Development *1003(g) SIG & Waiver*	• Summer Academy Professional Development ($53,430, G2:O4:S1:AS4,5)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	

3000 Parent Involvement	**Southeast Middle** • Part Time Parent Liasion Salaries/Benefits ($5,900, G1:O1)
3000 Parent Involvement *1003(g) SIG & Waiver*	• Parent workshops on Math and ELA ($5,872, G4:O7:S1:AS15)
Administrative Costs	**Southeast Middle School** • 3 FTE Certified salaries ($286,207, G:1:O:1) • 3 Non Certified Salaries ($99,071, G:1:O:1) • Benefits ($142,773, G:1:O:1)
Administrative Costs *1003(g) SIG & Waiver*	

SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR TWO 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 two of the three year grant period.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
SOUTHEAST MIDDLE SCHOOL	096-088 - 2170

Year Two 2013-14	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	2,577,509	31,766	1,396,047	35,107	76,858			4,117,287
1100 Instruction *1003(g) SIG/Waiver*								
1200 Supplemental Instruction (Title I)	131,685		64,428	44,000				240,113
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	13,824		2,281		16,668			32,773
2100 Non-Instructional Support Services	176,981	117,053	109,040		1,000			404,074
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*				10,000	1,000			11,000
2200 Professional Development	86,166		24,141	10,900				121,207
2200 Professional Development *1003(g) SIG/Waiver*	42,000		6,930	2,500	2,000			53,430
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG/Waiver*								
3000 Community Services		5,000	900					5,900
3000 Community Services *1003(g) SIG/Waiver*	5,040		832					5,872
Administrative Costs	286,207	99,071	142,773	7,800	3,000			538,851
Administrative Costs *1003(g) SIG/Waiver*								
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	3,258,548	252,890	1,737,329	97,807	80,858			5,427,43
***1003(g) SIG/Waiver* Subtotal**	60,864 *		10,043 *	12,500 *	19,668 *			103,075 *
Grand Total	3,319,412	252,890	1,747,372	110,307	100,526	0		5,530,50

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SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION *1003(g) AND WAIVER FUNDS ONLY*

(COPY AS NEEDED)

LEA/DISTRICT/BUILDING NAME **SOUTHEAST MIDDLE SCHOOL**	COUNTY-DISTRICT - BUILDING CODE 096-088 - 2170

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Extended day salaries (4 staff, 4 days, 1hr/day, $24)	**$13,824**
Summer academy salaries (75 staff, 5 days, 8hrs/day, $14)	**$42,000**
Parent workshop salaries (10 staff, 1x/month, 4hrs, $14)	**$5,040**
6100 Subtotal	**$60,864**
6150: Non-certificated Salaries	
6150 Subtotal	**$0**
6200: Employee Benefits *(optional categories)*	
Certified Retirement (14.5%)	**$8,825**
Medicare (1.45%)	**$883**
Workman's Comp	**$335**
6200 Subtotal	**$10,043**
6300: Purchased Services	
Rachel's Challenge anti-bullying program (continued effort from Year 1 - **Rachel's Challenge** is a series of student empowering programs and strategies that equip students and adults to combat bullying and allay feelings of isolation and despair by creating a culture of kindness and compassion.	**$10,000**
Summer academy meeting expenses (flipcharts, PD documents)	**$2,500**
6300 Subtotal	**$12,500**
6400: Materials/Supplies	
Tablet devices and cases - to assist with assessments. Will also provide quicker feedback for interventions (30, $555 each)	**$16,668**
Rachel's Challenge materials	**$1,000**
Summer academy materials	**$2,000**
6400 Subtotal	**$19,668**
6100-6400 Subtotal	**$103,075**
Indirect Cost Optional (Restricted Rate: _4.46___% X Subtotal)	**$4,597**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$107,672**

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 ONE

Describe progress made toward each objective approved in the 2012-2013 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 2012-2013.

SECTION VII.B. – YEAR TWO TIMELINE

Describe the year two timeline for implementing the planned activities for the selected interventions in each Priority, 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 2013-2014

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2013-2014 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 one.

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SECTION VII. A. DISCUSSION OF YEAR ONE

The East High School Improvement Grant committee composed of the Principal, Associate Principal, Assistant Principal and Instructional Coaches met in May and June 2013 to review Year 1 SIG goals, objectives and strategies, compile a summary of progress to date, analyze relevant data to document progress/lack of progress towards meeting objectives, and to provide recommendations for Year 2 SIG. We will meet again in June and twice in July to prepare for our upcoming school year.

Goal 1: Student Performance

At the beginning of the 2012-13 school year, EHS developed and implemented an Early Warning System. This system was closely monitored by our Progress Monitoring Coach. Each teacher implemented a Data Tracker system for their classes. Teachers were required to track the department Common Formative Assessments. Data from these CFA's were tracked and posted. Data was also used to assign interventions to students that did not achieve mastery.

After-School Tutoring, Extra Help, and Credit Recovery: EHS developed an After-School Tutoring program for all students in all core areas. Students were allowed to sign up for tutoring as often as necessary. Students were also able to visit teachers every other day during the 60 minute Extra Help sessions. Several departments assigned students to certain sessions based on areas of deficiency after a given CFA. Teachers were able to target their help sessions according to the students' needs. Credit Recovery opportunities were delivered in various forms this year. Seniors were registered for Face-to-Face Credit Recovery, which was a two-hour after-school session two to four times a week. Seniors were also able to register for an online credit recovery program. This program was also available after-school. During the 2nd semester, seniors were able to register for a third type of credit recovery. This program allowed seniors to be pulled from classes in which they were not completing successfully and enrolling in a school day credit recovery class. This program was offered during four of our eight class periods.

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Attendance: EHS worked aggressively on improving our attendance rate this year. Our Student Advocate tracked student attendance daily and made frequent house-calls to the chronically absent students. Our clerical staff cleaned up errors in our attendance on a weekly basis. We began to see an increase in the attendance rate until it was realized our district attendance system was improperly calculating data.

Goal 2: Highly Qualified Staff

We hired several new teachers for the 12-13 school year. All of the teachers hired are considered highly qualified as described by EASE Section 9101(23). We also had two teachers who were accepted for the National Board Certification process. We were unable to collaborate with the University of Missouri St. Louis for this school year. We realized we need to align UMSL's program with our current HSD structure for student teacher placement and develop a tool to monitor and analyze the effectiveness of the current HSD structure. This will be a focus for our new SIG School Accountability Manager (SAM) position.

Goal 3: Facilities, Supports, and Instructional Resources

Vertical Teaming: EHS teachers participated in vertical teaming with East and Southeast Middle School teachers during the first semester. We were able to collaborate with middle school counselors for a smooth 8th grade transition. We will look for more opportunities during the 13-14 school year for our teachers to vertically team.

Discipline: EHS decreased the number of discipline referrals by 17% this school year. The Dean of Students position will develop and incorporate into this position a mentoring program as discussed in Goal 3, Objective 2, Strategy 2, Action Steps 3-5. This program is focused on keeping students engaged, motivated and connected to school. These students are identified as Tier 1 students.

Instructional Coaches: Two full-time Instructional Coaches (IC) were hired in English Language Arts and Math to provide coaching, modeling, demonstration lessons, and job embedded professional development for teachers. Beginning in August 2013, the coaches began a series of Jim Knight seminars provided by an outside consultant to help develop their knowledge and skills as instructional coaches.

Professional development opportunities were used to provide student engagement strategies, Assessment Literacy theory and strategy, and EOC training for staff. Coaches provided Professional Learning Teams with professional development focused on Data Team process and classroom management with "Teach like a Champion" as the anchor text.

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Math Instructional Coach

- Met with and completed Coaching Big Four observation cycles with every science teacher on a regular basis. Observations measured Time on Task , Positive to Negative Interactions, Opportunities to Respond and Classroom Disruptions
- Provided resources, ideas and encouragement for teachers working to increase rigor and management skills
- Supported PLT with SLO and PGP development guidance
- Supported teachers and offered PD for use of USAtestprep for Algebra I & 2 and Geometry II
- Provided PLT with updated data regarding Breakthrough Scholars for use in team conversations directed toward individual student support and success
- Fully aligned Algebra I, Algebra II, and Geometry with CCSS
- Developed Data Tracking System for Breakthrough Scholars
- Provided updates for monthly SIG review meetings
- Implemented EOC Buckle Down Activities for Algebra I

English Language Arts Instructional Coach

- Met with and completed Coaching Big Four observation cycles with English Language Arts (ELA) teachers. Observations measured Time on Task , Positive to Negative Interactions, Opportunities to Respond and Classroom Disruptions
- Provided professional development on various topics including increasing student engagement, questioning skills and student growth targets
- Supported PLT with SLO and PGP development guidance

- Supported teachers and offered PD for use of USATestprep for English I and English II
- Provided PLT with updated data regarding Breakthrough Scholars for use in team conversations directed toward individual student support and success
- Developed Data Tracking System for Breakthrough Scholars
- Provided updates for monthly SIG review meetings
- Worked with English I and English II teachers to develop common assessments to better track teaching and learning of concepts and skills

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Goal 4: Parent and Community Involvement

A SIG Public Relations/Community Engagement Committee was formed at the beginning of this school year. The committee is chaired by Curtis Faulkner, a parent of a graduating senior at East High School. Other standing members of the committee include Michael Vargas (Instructional Coach), Sharon Burroughs (SSD staff), and Sarah Day (District PTSA President).

Several meetings were held at East High School as well as the HSD Family Resource Center. The meetings involved brainstorming sessions centered around our charge and the end consensus was that the committee's primary role would be to increase community public relations in the district at large (not only within East High), and ultimately this would mean higher percentages of parental involvement.

Our efforts also consisted of trying to form the "East Side Council" - composed of parents, community, and staff members from the entire East High School feeder system to increase communication throughout the community. The committee met with several PTA officers throughout the District to hopefully establish a district-wide council. We tried to identify and recruit members for the Council. We are still in the process of making this Council a more robust entity with buy-in from other stakeholders other than in East High School. Once formed, the East Side Council will develop and implement annual goals and action steps that will engage all relevant stakeholders and unify the entire East High School feeder system in elevating and transforming Hazelwood East High School.

Due to construction that is in progress, we have not moved far on our plans for Spartan U. When construction progress is more apparent, the committee will revisit this and start making plans. We intend to start the ball rolling on this initiative for year two. We will then be able to tackle Objective 1 of Goal 5. This is our more local goal with respect to Parent and Community Involvement.

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The more global and aggregate goal is the theme "Sustaining HSD Sustains North County." Our intent is to organize feeder school PTSA organizations to support this effort. Feeder schools would, for example, donate to efforts to paint end zones for the EHS football field. This initiative would also involve a "Spartanizing" East Side Campaign. Dunn Road will undergo a name change from HWY 367 underpass to Bellefontaine Road to "Spartan Way." Street lights from Lusher Road to East Middle School will feature burgundy and gold banners that reflect community values. The community values include: community, integrity, academics, loyalty and leadership. The campaign will also include membership yard signs and vehicle bumper stickers that read "HSD Sustainer."

Much of the efforts to start the ball rolling will begin with the student entities like the EHS Student Council and the Student Leadership Board (SLB). They are charged with forming a school petition and getting enough signatures to submit to the permit office of the St. Louis County Government. As soon as this is approved, we will seek funds to start "Spartanizing" the East Side.

Much of year one was meant for planning and brainstorming purposes. For year two, we plan to do most of the heavy lifting. Some of this includes surveying parents about their perception of communication and involvement at East High. We hope to create a more robust Communication Plan of creating a timeline of communication that spans the entire year to make sure we are meeting targets/benchmarks for communicating to EHS stakeholders. We also hope to embed a more sophisticated utilization of all East High Alumni.

SECTION VII. B. – YEAR TWO TIMELINE

PLEASE SEE APPENDIX 1

SECTION VII. C. – DISCUSSION OF SCHOOL YEAR 2013-2014

The Hazelwood East High School plan for transformation is written in a format consistent with the requirements of Missouri's planning, budget, and reporting system. The Hazelwood School District has the capacity to use school improvement funds to provide adequate resources and related support to HEHS, a Tier II school, in order to implement, fully and effectively, the required activities of the school transformation model.

NEW PAGE

Goal 1: Student Performance

We will continue to evaluate the effectiveness of our Data Tracking/EWS. The system also tracks student participation in academic supports and interventions and monitors their progress throughout the course of the school year. Data trackers are utilized throughout the year by teachers in PLCs to make sure student growth is being established. Each department keeps track of a certain number of "Breakthrough Scholars" which are monitored and are provided interventions for improvement if needed. The Early Warning System is another larger system utilized by the Progress Monitoring Coach which monitors students who are off track from graduating by senior year.

During the 2nd semester of 2013-14, HEHS will implement the ELEVATE East Fresh Start Academy for freshman and sophomore students who at the end of each semester are identified by the Early Warning System Tool as being off-track for graduation. Studies show that successful models reduce the number of failed courses and discipline referrals and increase the number of on-time graduations. ELEVATE East Fresh Start Academy will be piloted in the 2013–2014 school year for 60–80 students. Select teachers will be trained to teach in the academy.

We will continue our focus on restructuring the after-school tutoring, Extra Help sessions, and credit recovery programs to ensure targeted interventions are in place for all students who do not meet specific proficiency criteria based on state assessment data or are identified as at-risk by early warning data. Currently, all three programs are available to HEHS students, but student participation is not mandatory and the effectiveness of the programs is unclear. Enrollment in Aventa K12 credit recovery program will also be expanded to include both juniors and seniors.

Data from all three programs will be reviewed at mid-quarter and end of the quarter, analyzed and discussed in PLCs, and used to create targeted interventions for specific high-need students and also to evaluate the effectiveness of the interventions. Particular attention will be paid to students with IEPs. In addition, school administration and teachers will

communicate to parents both the purpose and importance of the restructured support programs as well as student progress and learning outcomes.

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There is no longer a partnership that exists between the Hazelwood School District and *Teach For America*, but Hazelwood East High School will continue to provide targeted professional development for teachers in utilizing a highly effective, technology-based data-tracking system based on the tools used by *Teach For America* alumni at Hazelwood East High School. This training will include the academic impact and diversity competencies models as well as planning standards-based instruction. *Teach For America* alumni, along with the Progress-Monitoring Specialist, will support teachers in implementation.

The Hazelwood School District has rolled out a district-wide professional development on Assessment Literacy. Several teachers at East High will find themselves in Cohort A (the first group to go through the training), Cohort B (second group), Cohort C (third group), and Cohort D (teachers who have no received training). Professional development on Assessment Literacy will occur seven times throughout the school year in an effort to get every single teacher in the district trained on assessment practices that will be used to improve and maximize student learning outcomes.

In 2012-13, HEHS began implementing Common Core State Standard in Mathematics curricula and integrating Common Core standards into other content areas. By the end of the 2014–2015 school year, the revised curricula, including new curricula guides, lesson plans, and common formative assessments will be fully implemented and monitored by classroom observations and teacher evaluations. Tracker-data and annual student performance data from state assessments, including Item Benchmark Descriptors, will also be analyzed to ensure alignment and to evaluate how effectively the Common Core Standards are being taught in classrooms.

A data-driven attendance awareness program, along with school-wide attendance competitions and quarterly awards, will engage the entire school community in improving student attendance. We will continue to post daily attendance rates and parents will receive an email notification, in addition to the phone call they currently receive, when their child is not in school. In addition, our full-time Student Advocate will work directly with students and their families to address

and resolve chronic truancy-related issues. We are requesting a building facilitator to assist with hallway transition times to ensure students arrive promptly and safely to their next class.

NEW PAGE

New Program: The addition of an after-school mentoring program facilitated by the Dean of Students for the second year of the grant is important for various reasons. The need will be to decrease the amount of out of school suspensions and increase instructional time for students. The position is aligned with the following grant-specific goals, objectives, strategies, and actions:

- G3 O1 S3
  - Hire a full-time Dean of Students to reduce OSS & ISS infraction
- G3 O2 S2
  - Create Behavior/Attendance/Academic contracts to serve as an intervention for students with behavior, attendance, and academic needs
- G3 O2 S2
  - Establish young men's and women's night mentoring programs that consist of conversation sessions and field trips on a weekly and/or bi-weekly basis to encourage students to make positive decisions
- G3 O2 S2
  - Develop and use a monitoring tool to regularly track progress on the program's success

New Position: The addition of the **Building Facilitator** position for the second year of the grant is important for various reasons. The biggest need will be to increase the amount of time of instruction for at-risk students. The position is aligned with the following grant-specific goals, objectives, strategies, and actions:

- G1 O3 S1
  - Assist with class transition-related tardies and student truancy
- G3 O2 S1 & 2
  - Assist with reducing the number of tardies and truancies, thereby, reducing the number of discipline referrals
  - Assist in increasing the minutes of direct instructional time for students
  - Assist the Dean of Students with the after-school mentoring program

Goal 2: Highly Qualified Staff

Hazelwood East High School has worked vigorously to attract and recruit highly qualified teachers. Planning for a partnership with UMSL will begin in September, 2013. The School Accountability Manager will be the go-to liaison between HEHS and UMSL, making sure that relationships and connections are being forged in order to meet the goals of

the grant. The School Accountability Manager will make frequent visits to the University and hold meetings with stakeholders.

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In addition, an effective interview tool has been developed that clearly illuminates an applicant's content knowledge, understanding of culturally relevant teaching practices, and passion for and commitment to high expectations for all learners. Evaluation data for new hires will be reviewed to ensure the selection process is effective. Hazelwood East High School will also utilize the Compelling Conversations framework, to make sure student progress is being monitored and maintained. These conversations will be based and driven around data evidence that supports learning in the classroom and Student Learning Objectives in a teacher's evaluation.

As described in Goal 1, student data from the data-tracking system and common formative assessments will drive PLC discussions and inform interventions, student learning needs, and differentiated instructional strategies. Every department will submit a quarterly report documenting progress toward established department goals. Administrators will actively monitor this progress by collecting and reviewing PLC agendas, meeting minutes, and other support documents. Both administrators and PLC teachers will evaluate the implementation and effectiveness of the PLC protocol.

In order to provide more targeted job-embedded professional development, Hazelwood East High School has aligned all PD opportunities with HSD goals and SIG goals. A schedule of walkthrough observations and a tool to track coaching meetings and interventions will be used to monitor the accessibility, use, and effectiveness of these professional supports. Moreover, data from common formative assessments, teacher evaluations, and professional growth models will be used to evaluate teacher professional growth and resultant student learning outcomes.

The focus of our early-release professional development days this school year will be to train all content area teachers in *Assessment Literacy*, a district-wide initiative that uses *assessment for learning* to drive instruction and inform student learning outcomes. To that end, teachers will participate in Assessment Literacy professional development at both the school and District level, and lesson plans will be written to demonstrate the use of Assessment Literacy in instruction.

Student work will be reviewed in PLCs and teachers will make adjustments to instruction accordingly. In addition, administrators will develop a system to monitor the use of Assessment Literacy.

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Goal 3: Facilities, Support, and Instructional Resources

We will revise our efforts to further enhance teaching and learning and ensure the successful transition of students into high school. Hazelwood East High School will collaborate with middle school counselors to guide incoming student placement.

Hazelwood East High School will mentor students in the exploration, creation, and achievement of career pathways. To further support this effort, all Hazelwood East High School teachers will be trained in academic mentoring and the use of the Missouri Connections tool to guide students in career planning and relevant course selection throughout their high school years. By the end of first semester, all sophomore students will identify and create a career plan and portfolio based on the Career Clusters and Missouri Connections Interest Inventory.

Hazelwood East High School will reduce the number of discipline referrals, including but not limited to behavior, tardies, and truancy, by 25% per year beginning with the 2012–2013 school year. Per the Director of Alternative Education for the Hazelwood School District, the PBIS Committee will be the vehicle through which attendance and behavior is dealt with in the building. With that, PBIS will make sure that Tiered Interventions are being utilized. In the past, the PBIS Committee at East High School has only utilized Universal Interventions; our hope is to move on from this tier in the coming school year. An Action Plan has been developed, refined and submitted to the Assistant Superintendent for Student Services, which complements goals of the grant.

Goal 4: Parent and Community Involvement

To ELEVATE East, Hazelwood East High School will design and initiate a comprehensive Spartan U program for parents, including such activities as parent conferences, library nights, and parent academies, among others. The College and Career Counselor will conduct a needs assessment to gauge the needs of students, families, and the community and determine what programs and type of events would be most valuable. Based on those needs, and in partnership with UMSL, school administrators, teachers, and parents will plan and lead sessions for Spartan U, beginning January, 2014.

Local businesses and community organizations will be invited to host and sponsor events as well. School administrators will create a robust communication and distribution plan that ensures parents and community members are well informed of all Spartan U activities. Attendance at events will be tracked, as described next, and a quarterly evaluation report will be presented to the school leadership team. In addition, an annual survey to Hazelwood East High School families and community will evaluate the effectiveness of the program and identify possible events and topics for the following school year.

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Hazelwood East High School will work to create a Spartan U Activity Card to track parent and community involvement. Parent and community engagement is perceived to be low, but a tool for tracking parent and community involvement is not currently in place. Partnerships with local businesses and community organizations will yield a variety of donated products and services to be used as incentives for attendance and participation in the Spartan U programs. At the end of each quarter, attendance data and parent and community feedback will be analyzed by the Progress-Monitoring Specialist and the school leadership team. An annual parent survey will further evaluate the effectiveness of the Spartan U program and the Spartan U Activity Card.

Goal 5: Governance

HEHS established a school leadership team focused solely on the transformation plan. This summer, the ELT participated in a SIG leadership team retreat to elevate year one and plan for implementation of year two. We will continue to meet bi-monthly to monitor the effectiveness of the grant and determine course corrections. The team will communicate weekly progress to teachers, parents, and community members.

New Position: The addition of the **School Accountability Manager (SAM)** position for the second year of the grant is important for various reasons. The biggest need will be due to a loss of an entire administrator because of the restructuring of SSD staff in the District. Much of the grant specific responsibilities will fall under the purview of the SAM. The position is aligned with the following grant-specific goals, objectives, strategies, and actions:

- G1 O1 S1 A6
    - The SAM will lead the review of the Early Warning and Response System along with the Early Warning Team.

- G1 O1 S2
    - The SAM will be the go-to facilitator for designing and implementing the Spartan Fresh Start Academy, which will assist off-track students to graduate on time. Once construction is completed, SAM will begin the planning stage.
- G1 O1 S3
    - The SAM will be responsible for overseeing after-school tutoring, Extra Help, and the Credit Recovery programs along with the assigned assistant principal.
- G1 O2 S1 A1 A4 A5
    - The SAM will help facilitate conversations with the scheduling committee to make sure all decisions are being communicated effectively. The SAM will also be a part of the school visits in other districts to determine which schedule will be implemented.
- G1 O2 S2
    - The SAM will work alongside instructional coaches and assistant principals to make sure the data tracking system is being implemented with fidelity across the building.
- G1 O3 S1
    - The SAM will work alongside the PBIS chair and committee to make sure the PBIS Action Plan complements the grant as well as satisfies attendance goals for the school year.
- G2 O1 S1 A5 A6
    - The SAM will be responsible for meeting with UMSL personnel and staff in order to make connections and relationships with the College of Teaching and Learning. The SAM will serve as the go-to liaison between the Dean of Teaching and Learning and Hazelwood East High School. This is a role that is almost impossible for any administrator in the building to fulfill – the SAM will be free to visit the college at any time.
- G2 O2 S3
    - The SAM will work alongside the PD Committee and the Assessment Literacy Building Steering Committee to make sure all PD is aligned with grant goals for staff.
- G2 O3 S1
    - The SAM will be part of the district SLO training which will be used as the major tool for teacher evaluations. The SAM will answer any and all questions from various parties in the building.
- G3 O2 S1 A5
    - The SAM will lead the review of the Early Warning and Response System along with the Early Warning Team.
- G3 O2 S2 A3 A4
    - The SAM will work with the Student Advocate in designing and implementing a mentoring program that will involve students in and out of school in the community.
- G3 O2 S2 A5
    - The SAM will work alongside the PBIS committee to continually monitor policies and procedures regarding behavior management, truancies, and tardies.
- G4 O2 S1
    - The SAM will directly oversee the designing and implementation of the Spartan U program. The SAM will also make connections and relationships with parents in the community to continuously monitor and evaluate the program's success.
- G4 O2 S1 A3

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- The SAM will be a source which will visit local businesses during the day to try and forge relationships and wrap-around services which will be vital for the success of the Spartan U program. The SAM will have the time to do this during the day, while administrators tend to day-to-day administrative duties.

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- G4 O2 S1 S2
  - The SAM will directly work alongside the chair of the Community PR Committee to make sure a comprehensive communication plan is planned and implemented. The SAM will be a member of the PR Committee to make sure communication is maintained between all involved stakeholders.
- G5 O1 S3
  - The SAM will be a major player in the Leadership Team; SAM will serve as the liaison between the grant and all other stakeholders with respect to communication, implementation, and oversight.

SECTION VII. D. STAFFING CHANGES

At the end of the 2012-13 school year, EHS experienced many changes to our faculty and administration. The following is a list of those changes:

Administration:

Assistant Principal	Moved to another district
Assistant Principal	Retired
Assistant Principal	SSD Area Coordinator

Instructional Coach:

IC ELA	Transferred
IC Social Studies	Social Studies teacher

Faculty:

Math Teacher	Resigned
Counselor	Retired
Health Teacher	Resigned
Science Teacher	Transferred
Health Occupations Teacher	Resigned
Math Teacher	Resigned
Science Teacher	One year only
Math Teacher	Transferred
Math Teacher	Resigned

APPENDIX 1

Goal 1: Student Performance

Year 2 Detail and Years 1 & 3 Summary

		Year 1			Second-Year in Detail by Month										Year
	Pre-Implementation	Aug	Dec	May	Aug.	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	3
Goal 1 Objectives															
1.0 By the end of the 2014-15 school year, the four-year cohort graduation rate at Hazelwood East High School will increase from 79.4 percent to 92 percent.															▲
2.0 By 2015, 100 percent of Hazelwood East High School students will score proficient or advanced on the Communication Arts and Mathematics End of Course exams, representing a 49.5 percent increase in Communication Arts scores from a baseline of 50.5 percent proficiency in 2010-11 and a 65.1 percent increase in Mathematics scores from a baseline of 34.9 percent proficiency in 2010-11.															▲
3.0 The average daily attendance rate (ADA) at Hazelwood East High School will increase from 90 percent to 95 percent by the end of the 2014-15 school year.															▲
Goal 1 Strategies															
1.1 Hazelwood East High School will implement an Early Warning System tool.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2 Hazelwood East High School will design and implement the Spartan Fresh Start Academy to assist off-track students graduate on time.		▲ Planning Stage	→	→	→	→	→	→	→	▲	→	→	→	→	→
1.3 Hazelwood East High School will restructure the afterschool tutoring, Extra Help, and Credit Recovery programs to increase the impact on student achievement.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.1 Hazelwood East High School will increase the number of student-teacher contact minutes			▲	→	→	→	→	→	→	→	→	→	→	→	▲

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in Communication Arts and Mathematics courses.															
2.2 Hazelwood East High School will implement a comprehensive data-driven inquiry tracking system to monitor student proficiency on curriculum standards in all courses.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.3 Hazelwood East High School teachers will develop and implement clearly articulated Communication Arts and Mathematics curricula that are aligned to Common Core Standards	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	▲
3.1 Hazelwood East High School will design and implement a data-driven attendance awareness program.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
Goal 1 Action Steps															
1.1.1 Hire a Data Coach	▲														
1.1.2 Create Early Warning Team that works with the data coach to regularly monitor progress		▲													
1.1.3 Follow the implementation steps as delineated by the National High School Center		▲	→	→	▲	→	→	→	→	→	→	→	→	→	▲
1.1.4 Conduct regularly scheduled Early Warning Team meetings to review effectiveness of interventions		▲	→	→	▲	→	→	→	→	→	→	→	→	→	▲
1.1.5 Share early warning data and progress reports with parents at quarterly conferences		▲	→	→	▲	→	→	→	→	→	→	→	→	→	▲
1.1.6 Conduct an Annual Review of the Early Warning and Response System				▲										▲	▲
1.2.1 Review and research existing local and national programs, school within a school models, and alternative schools to design a model for the academy, including flex hours and block schedule		▲	→	→	▲	→	→	→	→	→	→	→	→	→	→

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1.2.2 Identify and train teachers to teach in the academy					▲	→	→	→	→	→	→	→	→	→	→
1.2.3 Use Early Warning System to identify students		▲	→	→	▲	→	→	→	→	→	→	→	→	→	→
1.2.4 Pilot program for 2013-2014 school year										▲	→	→	→	→	→
1.2.5 Create a measurement tool and review progress at mid-quarter and quarter														▲	▲
1.2.6 Use measurement tool to evaluate success of the academy														▲	▲
1.3.1 Track student attendance, student progress, and indicators of progress										▲	→	→	→	→	→
1.3.2 Align programs to common formative assessments and classroom instruction										▲	→	→	→	→	→
1.3.3 Increase available enrollment for Aventa K12 online credit recovery program		▲	→	→	→	→	→	→	→	→	→	→	→	→	▲
1.3.4 Provide professional development for teachers on how to use interventions and adjust instruction accordingly		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.3.5 Review student data at minimum mid quarter and quarter to monitor effectiveness of interventions		▲	→	→	▲	→	→	→	→	→	→	→	→	→	▲
1.3.6 Discuss data in PLCs, analyze trends for patterns and student failures and successes, and create targeted interventions for students		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.3.7 Communicate to parents the new structure as well as student progress and outcomes		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.3.8 Conduct an annual review of the restructuring of the intervention programs				▲										▲	▲
2.1.1 Scheduling committee will research, plan, and help implementation of potential non-		▲	→	→	→	→	→	→	→	→	→	→	→	→	→

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traditional hybrid master course and bell schedules in depth that would best serve the students of Hazelwood East High School															
2.1.2 Ensure that 9th grade students take math every day and that 10th grade students take communication arts every day in new schedules.		▲			▲										▲
2.1.3 Research Read 180/System 44 and Ascend Math for implementation based on student needs			▲	→											
2.1.4 Implement the new schedule schoolwide															▲
2.1.5 Monitor and evaluate the impact of the new schedule on student achievement, attendance, and behavior using relevant data															▲
2.2.1 Provide targeted professional development for teachers on using academic impact and diversity competencies models as a foundation	▲ Planning Stage	▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.2 Provide targeted professional development for teachers on standards-based planning and designing & using of data tracker		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.3 Develop student reflection portfolios			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.2.4 Analyze data in PLCs and adjust instruction based on data tracker results		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.5 Compare EOC scores to mastery of skills in Data Tracker		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.3.1 Analyze curricula for alignment to Common Core Standards	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.3.2 Remove superfluous content and supplement with additional content and resources as needed		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.3.3 Implement newly aligned curriculum into classrooms		▲	→	→	→	→	→	→	→	→	→	→	→	→	→

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2.3.4 Monitor implementation through evaluations		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
3.1.1 Post daily attendance rates and add email notification to parents beyond the current Autodialer system		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
3.1.2 Conduct a building wide grade level attendance competition within and between grades		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
3.1.3 Distribute quarterly and annual perfect attendance rewards			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.4 Administrators will hold quarterly evening meetings with parents of students identified through Early Warning data to address the concern of absenteeism			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.5 Establish a parent, student, and school contract at the conclusion of the quarterly meetings			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.6 1 Student Advocate position (Social Worker going to homes to bring students to school and follow-up on progress)	▲ Planning Stage	▲													
3.1.7 Add 2 Building Facilitator positions (1 male, 1 female) to assist with class transition related tardies and student truancy				▲ Planning Stage	▲										

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Goal 2: Highly Qualified Staff

Year 2 Detail and Years 1 & 3 Summary

		Year 1			Second-Year in Detail by Month										Year
	Pre-Implementation	Aug	Dec	May	Aug.	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	3
Goal 2 Objectives															
1.0 By the end of the 2013-14 school year, 100% of the current and new teachers at Hazelwood East High School will meet state and federal requirements for highly qualified teachers.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.0 By the end of the 2013-14 school year, 100% of teachers at Hazelwood East High School will effectively implement strategies learned during Professional Development and Professional Learning Community sessions to meet the needs of all students as evidenced by walk-through data, lesson plan protocols, evaluation protocols, and student achievement data	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
3.0 By the end of the 2013-2014 school year, 100% of certified staff at Hazelwood East High School will be rated as proficient or distinguished on the district professional development evaluation tool.					▲	→	→	→	→	→	→	→	→	→	→
Goal 2 Strategies															
1.1 Attract and recruit the best available teachers to apply to teach at East High School	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	▲
1.2 Select the best available teachers to hire for East High School		▲	→	→	→	→	→	→	→	→	→	→	→	→	▲
2.1 Teachers will meet in PLCs for at least 270 minutes every two weeks to collaborate on effective teaching practices, exemplars, and differentiated strategies.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→

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2.2 Restructure the Learning Support Team to provide a more effective program to be more readily available to teachers at Hazelwood East High School		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.3 All teachers will receive training in and implement Assessment Literacy across all content areas by the 2014-2015 school year.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.4 All teachers will receive training in order to develop and implement Common Formative Assessments.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
3.1 Hazelwood East High School will use an evaluation tool to develop and retain effective teachers and remove ineffective teachers.									▲	→	→	→	→	→	→
3.2 All new staff members at HEHS, regardless of prior years of experience, will attend new teacher programs at the building and district level.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
Goal 2 Action Steps															
1.1.1 Inform current HEHS faculty of SIG Transformation plan components and requirements and allow faculty members that do not want to remain at HEHS the option of waiving 3 year residency requirement for transfer.	▲														
1.1.2 Host and/or participate in job fairs									▲	→	→	→	→	→	→
1.1.3 Post job openings at the earliest date possible	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.4 Collaborate with the Assistant Superintendent for Human Resources on interview tools and posting timeline	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→

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1.1.5	Collaborate with the Dean of Teaching and Learning at University of MO-STL (UMSL) to recruit highly qualified graduates of their teacher program						▲	→	→	→	→	→	→	→	→
1.1.6	Plan collaboration with UMSL for one professional development of pre-service and in-service teachers						▲	→	→	→	→	→	→	→	→
1.1.7	Analyze and evaluate data from candidate interviews, new hires, and teacher summative evaluations to measure the effectiveness of the plan		▲	→	→	→	→	→	→	→	→	→	→	→	→
1.2.1	Develop an effective interview tool that clearly illuminates a teacher's content knowledge, an understanding of our student population and the desire to teach student's of our population	▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2.2	Require interviewee to teacher a sample lesson	▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2.3	Review the progress of new hires using the district evaluation tools		▲	→	→	→	▲	→	→	→	→	→	→	→	▲
2.1.1	Conduct and analyze needs assessments by department		▲	→	→	→	▲	→	→	→	→	→	→	→	▲
2.1.2	Gather current vetted research on best practices and compare to needs analysis		▲	→	→	→	▲	→	→	→	→	→	→	→	▲
2.1.3	Develop a PLC protocol in which Race and Equity, Special Ed/Students with Disabilities, Curriculum, Instruction and Assessment are embedded			▲	→	→	→	→	→	→	→	→	→	→	▲
2.1.4	Monitor progress by collecting and reviewing agendas, meeting minutes, and other support documents			▲	→	→	→	→	→	→	→	→	→	→	▲

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2.1.5	Each department will submit a quarterly report documenting progress made toward department goals			▲	→	→	→	→	→	→	→	→	→	→	▲
2.1.6	Evaluate the effectiveness of the protocol implementation plan and use the data to inform and guide classroom instruction through the use of an accountability tool			▲	→	→	→	→	→	→	→	→	→	→	▲
2.2.1	Hire additional Instructional Coaches per core content areas	▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.2	Provide 270 minutes of weekly "one on one" coaching to implement pedagogical strategies		▲	→	→	→	→	→	→	→	→	→	→	→	→
2.2.3	Provide job embedded support via Instructional Coaches to all 1st year teachers in instructional strategies, classroom management, and professional rigor		▲	→	→	→	→	→	→	→	→	→	→	→	→
2.2.4	Create and submit a schedule of walk through observations		▲	→	→	→	→	→	→	→	→	→	→	→	→
2.2.5	Create and submit a tracking tool that monitors coaching meetings and interventions			▲	→	→	→	→	→	→	→	→	→	→	→
2.2.6	Triangulate data of Common Formative Assessments, Teacher evaluations, and Professional Growth models to monitor student and professional growth			▲	→	→	→	→	→	→	→	→	→	→	→
2.3.1	All teachers will attend and participate in Assessment Literacy PD offered through school and district		▲	→	→	▲	→	→	→	→	→	→	→	→	→
2.3.2	Develop a system to monitor the use of Assessment Literacy						→	→	→	→	→	→	→	→	→

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					▲										
2.3.3	Lessons will be written to demonstrate the use of Assessment Literacy in instruction				▲	→	→	→	→	→	→	→	→	→	→
2.3.4	Teachers will use student work to demonstrate the effectiveness of assessment Literacy and make adjustments to instructional practices based upon student work				▲	→	→	→	→	→	→	→	→	→	→
2.4.1	Teachers will attend and participate in training on how to write and analyze CFA's			▲	→	→	→	→	→	→	→	→	→	→	
2.4.2	Common Formative Assessments will be written in PLCs and district professional development sessions			▲	→	→	→	→	→	→	→	→	→	→	
2.4.3	All CFAs will be submitted to the Principal and PLC Facilitator			▲	→	→	→	→	→	→	→	→	→	→	
2.4.4	CFA data will be analyzed and submitted			▲	→	→	→	→	→	→	→	→	→	→	
2.4.5	Teachers will provide regular summary of interventions, reflections, and final outcomes			▲	→	→	→	→	→	→	→	→	→	→	
3.1.1	Provide information on teacher/admin evaluation tool		▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.2	Serve as a pilot school for the newly developed district teacher/administrator evaluation tool		▲	→	→										
3.1.3	Full implementation of new evaluation tool in 2013-14 school year					▲	→	→	→	→	→	→	→	→	→

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3.1.4 Use of the Early Warning System to identify a teacher's strengths and weaknesses and to provide job-embedded support			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.5 Marginal rating or below leads may lead to a mandatory professional improvement plan and partnership with Instructional and Learning Coaches			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.6 Observation data will be reflected on the evaluation tool and used to retain effective teachers and remove ineffective teachers											▲	→	→	→	→
3.2.1 Provide information on program for new teachers		▲	→	→	→	→	→	→	→	→	→	→	→	→	
3.2.2 Attend 90% of all New Teacher Meetings at the building and district level					▲	→	→	→	→	→	→	→	→	→	→
3.2.3 Teachers will sign-in on sheets to indicate attendance at the meetings					▲	→	→	→	→	→	→	→	→	→	→

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Goal 3: Facilities, Support, and Instructional Resources

Year 2 Detail and Years 1 & 3 Summary

		Year 1			Second-Year in Detail by Month										Year
	Pre-Implementation	Aug	Dec	May	Aug.	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	3
Goal 3 Objectives															
1.0 By the end of the 2014-2015 school year, 100% of the Hazelwood East High School student body will participate in academic, behavioral, and/or post-secondary career planning intervention and support programs that are regularly monitored for effectiveness.		▲													
2.0 Hazelwood East High School will reduce the number of discipline referrals, including but not limited to behavior, tardies, and truancy, by 25% per year beginning with the 2012-2013 school year.		▲													
Goal 3 Strategies															
1.1 Hazelwood East High School counseling staff will implement, assess, and review a pre-high school Interest Inventory for all 8th grade students during registration period and use these results to guide student placement.	▲ Planning Stage														
1.2 Hazelwood East High School students will identify and create a career path plan by the end of the first semester of sophomore year.										▲					
1.3 Teachers will participate in Vertical Team Planning and professional development with high school and feeder middle school staff..										▲					
2.1 Hazelwood East High School will implement an Early Warning and Response System	▲ Planning Stage														
2.2 SIG Leadership Team will review and revise current policies and procedures regarding behavior management, tardies, and truancy.	▲ Planning Stage														

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Goal 3 Action Steps															
1.1.1 Train teachers for Academic Mentoring and the use of Missouri Connections		▲			▲										▲
1.1.2 High school counselors will collaborate with middle school counselors to help ensure proper placement of incoming students	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.3 Ninth grade communication arts and mathematics teachers will participate in vertical team meetings with middle school teachers to assist with proper placement of incoming students	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.4 Regularly monitor student placement and grades to check for success of course placement.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.5 Use teacher evaluations/recommendation forms to ensure accurate placement based on academic level				▲	→	→	→	→	→	→	→	→	→	→	→
1.2.1 Students will identify Career Pathways based on Career Clusters and Missouri Connections Interest Inventory		▲	→	→	▲	→	→	→	→	→	→	→	→	→	▲
1.2.2 Students will be enrolled in courses that enhance success in their career plan		▲		→	→	→	→	→	→	→	→	→	→	→	→
1.2.3 Academic Mentoring teachers will assist students with updating Missouri Connections as related to career pathways			▲	→	→	→	→	→	→	→	→	→	→	→	→
1.2.4 Student progress will be evaluated based on successful course completion and student schedules may be adjusted based on level of success.			▲	→	→	→	→	→	→	→	→	→	→	→	→
1.3.1 Analyze vertical alignment of middle school & high school core subject programs		▲			▲										▲
1.3.2 Create and conduct PLC sessions focused on vertical team planning to raise standardized test scores and graduation rate		▲	→	→	→	→	→	→	→	→	→	→	→	→	→

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1.3.3 Implement professional development for high school & middle school vertical team planning		▲	▲							▲					▲
1.3.4 Develop and use a measurement tool to monitor HEHS leading indicators of implementation		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.1.1 Create Early Warning Team that works with the data coach to regularly monitor progress	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.1.2 Follow the implementation steps as delineated by the National High School Center	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.1.3 Conduct regularly scheduled Early Warning Team meetings to review effectiveness of interventions			▲	→	→	→	→	→	→	→	→	→	→	→	
2.1.4 Share early warning data and progress reports with parents at quarterly conference			▲	→	→	→	→	→	→	→	→	→	→	→	
2.1.5 Conduct an Annual Review of the Early Warning and Response System												▲		▲	▲
2.2.1 Hire a full-time Dean of Students to reduce OSS & ISS infractions	▲	▲													
2.2.2 Create Behavior/Attendance/Academic contracts to serve as an intervention for students with behavior, attendance, and academic needs		▲	→	→	→	→	→	→	→	→	→	→	→	→	
2.2.3 Establish young men's and women's night mentoring programs that consist of conversation sessions and field trips on a weekly and/or bi-weekly basis to encourage students to make positive decisions					▲	→	→	→	→	→	→	→	→	→	→
2.2.4 Develop and use a monitoring tool to regularly track progress on of the program's success					▲	→	→	→	→	→	→	→	→	→	→
2.2.5 Conduct an annual evaluation of the revised policies and procedures regarding behavior														▲	

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management, truancies and tardies															

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Goal 4: Parent and Community Involvement

Year 2 Detail and Years 1 & 3 Summary

		Year 1			Second-Year in Detail by Month										Year
	Pre-Implementation	Aug	Dec	May	Aug.	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	3
Goal 4 Objectives															
1.0 Objective 1: By the end of the 2014-2015 school year, 90% of Hazelwood East High School parents will participate in at least two parental involvement activities per year.									▲	→	→	→	→	→	→
2.0 Objective 2: By June 2015, Hazelwood East High School will have established a multi-pronged communication plan that provides students, parents, and community members with information, especially including progress on the School Improvement Plan.															▲
Goal 4 Strategies															
1.1 HEHS will initiate the Spartan U program to include activities such as parent conferences, library nights, and parent academies held throughout the school year					▲	→	→	→	→	→	→	→	→	→	→
1.2 Provide Spartan U Activity Card incentive to families for tracking attendance at extra-curricular activities					▲	→	→	→	→	→	→	→	→	→	→
2.1 Establish a Communication Committee to plan and implement the sharing of positive information about what is going on at EHS..		▲			▲	→	→	→	→	→	→	→	→	→	→
2.2 Create the East Side Council that is composed of parents, community members, and staff members from the entire East High School feeder system to increase levels of communication throughout the community		▲			▲	→	→	→	→	→	→	→	→	→	→
Goal 4 Action Steps															
1.1.1 Conduct needs assessment with parents to determine the types of events that they would find valuable for Spartan U					▲	→	→	→	→	→	→	→	→	→	→

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1.1.2 Recruit teachers and parents/guardians to plan and conduct sessions for Spartan U					▲	→	→	→	→	→	→	→	→	→
1.1.3 Partner with local businesses regarding hosting and sponsoring Spartan U events					▲	→	→	→	→	→	→	→	→	→
1.1.3 Create a communication and distribution plan to inform parents and community members of Spartan U events					▲	→	→	→	→	→	→	→	→	→
1.1.4 Present quarterly evaluation report to Leadership Team monitoring the success of Spartan U events									▲				▲	
1.1.5 Distribute end of year survey to parents to evaluate effectiveness of Spartan U program and identify possible events/topics for the next year													▲	
1.2.1 Investigate and find barcode software to track family attendance at events					▲	→	→	→	→	→	→	→	→	→
1.2.2 Create Spartan U Activity cards					▲	→								
1.2.3 Identify and partner with local businesses to donate incentives					▲	→	→	→	→	→	→	→	→	→
1.2.4 Introduce Spartan U Activity Card program to families and staff							▲							
1.2.5 Present quarterly evaluation report to Leadership Team monitoring the usage patterns of Spartan U Activity cards									▲				▲	
1.2.6 Distribute end of year survey to parents to evaluate effectiveness of Spartan U program and identify possible events/topics for the next year													▲	
2.1.1 Create a Communication Committee		▲			▲									
2.1.2 Design and distribute a mailer of positive information about HEHS					▲	→	→	→	→	→	→	→	→	→

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2.1.3 Identify, design, and create methods of communication via social media		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.1.4 Monitor the number of mailings returned and update incorrect addresses as needed									▲	→	→	→	→	→	▲
2.1.5 Monitor the number of visits to social media outlets									▲	→	→	→	→	→	▲
2.1.6 Present quarterly evaluation report to Leadership Team evaluating the success of the communication plan									▲	→	→	→	→	→	▲
2.2.1 Recruit members of East Side Council		▲	→	→	▲										
2.2.2 Develop and Implement annual goals and action steps					▲	→	→	→	→	→	→	→	→	→	→
2.2.3 Present quarterly evaluation report to Leadership Team monitoring the progress towards meeting the annual goals									▲					▲	
2.2.4 Distribute end of year survey to a sample of community members to measure the effectiveness of the communication plan and progress towards goals of the East Side Council														▲	

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Goal 5: Governance

Year 1 Detail and Years 2–3 Summary

	First-Year Detail by Month												Years 2–3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 5 Objectives														
1.0 The Hazelwood East High School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide HEHS through the transformation process.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→
Goal 5 Strategies														
1.1 The HEHS administrative team in collaboration with district administration will design a governance structure that clearly defines procedures for transformation strategy implementation and evaluation and creates a format for communication to relevant stakeholders regarding decisions made during the transformation process.	▲													
1.2 The HEHS administrative team in collaboration with district administration will create and implement a governance board of key stakeholders to monitor the progress of the transformation process, participate in making school-wide decisions associated with the transformation plan, and maintain communication with families and the community.				▲	→	→	→	→	→	→	→	→	→	→
1.3 The HEHS administrative team will establish a school leadership team to develop specific school programming and provide information to the governance board to guide decisions.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→
Goal 5 Action Steps														
1.1.1 Develop and implement the site governance model. Samples may include		▲	→	→	→	→	→	→	→	→	→	→	→	→

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	First-Year Detail by Month												Years 2–3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Breaking Ranks or model currently implemented at Hazelwood East Middle School.														
1.1.2 Review and revise the role of parent and community groups such as PTSA to ensure that these groups have an active and important role in relevant decision-making processes at HEHS.					▲									
1.1.3 Monitor the site governance model through a constructive dissent process.				▲	→	→	→	→	→	→	→	→	→	→
1.1.4 Evaluate the site governance model through student assessment data, transformation progress reports, and an annual survey to stakeholders												▲		
1.2.1 HEHS administrative team will identify and contact key stakeholders from various groups (district administration, parents, teachers, and students) to become members of the HEHS transformation governance board.			▲											
1.2.2 HEHS administrative team will provide training to the governance board regarding protocols for meeting participation, roles and responsibilities, and expectations.				▲										
1.2.3 HEHS governance board will implement the governance structure and maintain communication with the school and community regarding the transformation process.				▲	→	→	→	→	→	→	→	→	→	→
1.2.4 HEHS administrative team will evaluate the effectiveness of the governance board through a survey distributed to parents, community												▲		

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	First-Year Detail by Month												Years 2–3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
members, school and district staff.														
1.3.1 The HEHS administrative team will recruit members for the Leadership Team.	▲													
1.3.2 The Leadership Team will meet regularly to analyze data, develop calendars of events, and provide recommendations and feedback to the governance board.			▲	→	→	→	→	→	→	→	→	→	→	→

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Central Middle School

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Section VII.A – Discussion of Year One

GOAL I - Student Performance

Monthly ELA and math eValuate assessments were administered to monitor and track student learning. Scores in both content areas fluctuated each month depending upon the skills being tested and the length of learning time available between assessments. While the scores fluctuate monthly the overall scores showed improvement compared to last year. The improvement was due to teachers reordering when the skills were taught and the use of strategies for retention. Improvement was also shown due to assigning students to classes that focused on the individual needs. Students needing enrichment were given extensions and those needing remediation were given more support. The class sizes for students needing extra support were limited to 13 students in order to give as much one-on-one support as needed.

In the past 60% or more of students were basic or below in ELA and math and 80% or more students were basic or below in science. Currently, 56.8% of students are basic or below in ELA on MAP test, 48.8% of students are basic or below in math, and 72.9% in science. The achievement gap of students with IEPs and those not having an IEP is 0.5% in all three areas.

Altercations in the building were decreased as follows:

6th grade decrease from 56 fights in the previous year to 34 fights last year

7th grade decreased from 39 fights the previous year to 13 fights last year

8th grade decreased from 29 fights the previous year to 25 fights last year

Insubordination, which was the most referred action, decreased as follows:

6th grade decreased from 151 referrals in the previous year to 107 last year

7th grade decreased from 122 referrals in the previous year to 93 last year

8th grade decreased from 144 referrals in the previous year to 95 last year

Scholastic Reading Inventory results indicate that there was improvement in reading lexile from 59% of students reading on grade level in September, 2012 to 68.5% reading on grade level in May, 2013.

In the past students entered the building and socialized for 20 minutes. In order to increase the number of instructional minutes, a program entitled Successful Start was implemented. All students were assigned to a teacher for 15 minutes at the start of each day. During these 15 minutes teachers practiced PBIS goals and strategies for the first month of school. After that month students began working on editing skills through the use of daily oral language (DOL). The DOL was always related to current activities in the building and it was at a level 2 DOK. This time was also developed to increase positive student-teacher relations.

Students are required to read 15 minutes in each class – core and elective – on a daily basis. After reading they are required to answer multiple choice questions. The reading selections are relevant to the learning target and the use of multiple questions is relevant to practicing efficient test taking skills.

Academic Excellence was a 45 minute daily structured time for students to work on skills not mastered during the regular class. The class was designed to help students move one level on the MAP test. Students scoring within ten points above or below proficiency on the MAP test were given more supplemental activities to extend the regular curriculum. Teachers also looked at the MAP data for the past five years and developed activities for the skills that were an area of concern for all students.

Hazelwood School District – Middle School Reading Challenge is a district wide reading program that is competitive among all middle schools. Students check out books from the Truman Reading Series, complete the book, and answer high order level thinking questions about the book. CMS ended the school year as second highest school of readers with 298 assessments being completed for the year. This was an increase of over 33% from last year.

CMS had two after school reading clubs – Book Battle and Girls Reading and Relaxing. Book Battle is an academic reading club that is a regional competitive club for middle school students. The club met twice weekly to read, discuss, and analyze books. The books were from three different areas – Mark Twain, Truman, and Gateway Award Books. Twenty-five students started in the club with eight making it to competition. CMS came in third out of six schools. The Girl's Reading and Relaxing Club was for 6th grade girls. The club met on Fridays and read five books throughout the year. Students purchased books to add to their personal reading collection.

PLC teams met weekly to monitor progress of struggling students. Plans were created to meet the current need of the struggling student with the help of parents, teachers, counselors, and if necessary, the school nurse.

Students reading two or more grade levels below, and who performed below grade level in math and writing, are expected to attend summer school. Summer school was modified from its original design. Students will

focus on three skills for the summer. The skills were chosen from the MAP data for 2012. Students will be given the same test as a pre-test and post-test to analyze growth and development. Student progress will be monitored on a weekly basis to assess the learning. Students attending summer school will also be expected to attend the extended learning time during the 2013-14 school year if all skills are not mastered.

GOAL II - Highly Qualified Staff

Professional Development: A Professional Development Committee composed of representatives across the building was developed for the school year. The committee scheduled trainings, and administered and analyzed feedback from the trainings. The two areas of focus for the year were Assessment Literacy and Rigor. Team Leaders and learning coaches conducted the Assessment Literacy training for all staff during PLC time on the 2nd and 4th Thursday of each month. Rigor training was conducted through Cooperating School District by Carolyn Neal and team on a voluntary basis with over 85% of the staff attending. Peggy Dersch conducted a workshop for the staff during a building PD on Student Engagement. Special School District provided training for teachers who worked collaboratively with Special School District's staff on Co-Teaching.

Teachers indicated through their PD feedback forms that this year's PD was an effective use of time.

Several teachers participated in different PD sessions out of the building – Jim Knight Coaching; Kylene Beers Reading; ASCD; and Common Core for ELA.

Staff Accountability: A system was established for all staff including Special School District teachers, requiring them to meet with an administrator every six weeks. The meetings were to address student and teacher attendance, grade reporting, classroom management, student achievement, learning targets, and use of assessment information. Teachers were expected to discuss student interventions and parental engagement for failing students.

The MOSOIG tool was used for walk throughs. Administrators were expected to walk through 25 classrooms/week. The focus of the walk throughs were for learning targets, student engagement and focus, and instructional format.

Teacher Evaluation: CMS was chosen to pilot a teacher evaluation tool, called Student Learning Objective (SLO). Teachers on the evaluation cycle were required to monitor student learning objectives for their Academic Excellence class. Teachers chose one skill to monitor student growth. Teachers gave pre-test on the skill and then after teaching the skill they gave a post-test. Teachers recorded the progress to determine if they were effective in their teaching of the skill.

GOAL III - Facilities, Supports, and Instructional Resources

Data Room: A room was designated for teacher training, PLC meetings, and state meetings. The room was used to display student data from MAP, eValuate, and SRI. Teachers met in the data room to discuss student progress and for Assessment Literacy training.

READ 180: Fifteen students from each grade that were reading more than two grade levels below were assigned to a reading class during their elective block. Students were selected from those not having an IEP, and SRI scores that were the lowest in their grade level. Over 60% of the students increased more than two grade levels.

Systems 44: Eleven students from seventh grade participated in Systems 44. The students increased their reading levels from beginning readers to an average of one grade level or 182 points.

District Coaches: All teachers in the building had the same Professional Development Goal. The goal was to become proficient in Assessment for Learning. The District coaches trained the teachers in the first two strategies during the year. The strategies were Learning Targets and Examples and models of strong and weak work. The teachers were trained two days each month.

After School Intervention: Some students were assigned to tutoring after school when they were struggling in a class and other students chose to stay after school to complete projects and homework. Teachers were available before school and after school to tutor.

Display Boards: CMS has data boards throughout the building to show attendance, reading, and math growth of all students. The boards are displayed in the main office and on each floor.

GOAL IV – Parent/Community Engagement

The counselors at CMS organized the first Career Day that involved all segments of the community. Parents and community organizations spoke to the students about preparing for a career in their specific area. We also had high school students from Central and North County Technical School.

Two Parent/Teacher Conferences have been built into the school year schedule to provide additional opportunities for parents to connect with teachers to increase the frequency of parent contacts to monitor and support student learning.

Parent/Teacher/Student Organization (PTSA) met on a monthly basis. Each month a specific subject area made a presentation to parents about ways to become involved in their child's educational experience. Through the fundraiser by PTSA students were given incentives for meeting expectations on the MAP test. The PTSA sponsored a Health Fair, movie night, and a family game night.

CMS had a variety of activities that engaged the parents – Black History Program, Showcase Night, and concerts through the music department.

Parents were notified of workshops pertaining to special needs, summer camps, college planning workshops and parenting workshops.

CHALLENGES AND ACCOMPLISHMENTS

1. Special School District:

   a. After reviewing the SRI data it was discovered that the population of students having the lowest reading levels were the students receiving support from Special School District.

   b. The staff at SSD did not design, implement or modify any plans to help with the support of the struggling students.

   c. The longer a student stays in CMS the more minutes are added and the more restrictive environment. This seems to be due to the lack of knowledge of the student's ability and strengths. For the 2013-14 school year SSD staff will move with their students each year for the continuity of care and knowledge of support needed.

2. Teachers were trained on increasing Rigor in the classroom. We will narrow our focus on Rigor in the upcoming school year to concentrate on the quality of questioning.

3. The school structure did not allow us to have more than one READ 180 lab and the funding in the grant did not allow us to hire a reading teacher. Due to these constraints we could only service fifteen students/grade by eliminating a section of ELA class from a teacher.

4. Next year we will have a reading teacher and a reading coach. The reading coach will assist all teachers in the building to become teachers of reading. The reading teacher will be able to address the needs of those students reading more than two grade levels below grade level.

5. This year was the baseline year for eValuate because the assessment was not administered with fidelity in past years. We set a goal to have at least 98% of students assessed each month. We reached our goal and will do comparative data analysis next year.

6. This year all students were required to read for the first fifteen minutes in each class. We saw a significant increase in the number of students reading on grade level compared to last year.

	2012	2013
6	114	139
7	122	161
8	143	170

7. Professional Development for teachers was a challenge because NEA regulations require teachers to have their minutes for personal plan and there is only one-half day in the school calendar for professional development during the year.

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NEEDS STATEMENT	STRATEGY	IMPLEMENTATION	EVALUATION
Increase the number of CMS students scoring proficient or advanced on the state communication arts and math assessments. Currently, 56% and 48.8% of CMS students are scoring basic or below in communication arts and mathematics respectively.	Objective: 70% of the CMS students will score Proficient or Advanced on the Missouri Grade Level Communication Arts Assessment from a baseline of 43.3% Proficient in the 2012–13 school year.	6/1/13 – 8/30/13	11/1/13 grade report
	Strategy 1: Students will be assigned to classes based on needs – reading, writing, and math skills	8/12/13 – 5/30/13	1/31/14 SRI scores
	Strategy 2: Students will be required to read the first 15 minutes of each class each day responding to four questions – context clues, summarizing, main idea, and inferencing	8/12/13 – 5/30/13	11/1/13 end of trimester
	Strategy 3: Students will be required to do informational writing/expository writing in each class	8/12/13 – 5/30/13	Monthly during Academic Excellence
	Strategy 4: Students will have vocabulary building	8/12/13 – 5/30/13	Weekly during walk throughs
	Each teacher in collaborative classes will have to have lesson plans showing the strategies and activities to be used during class	Monthly	Weekly during walk throughs
	Provide Professional Development to improve student achievement.		
Reduce the incidence of disruptive behavior and insubordination that could impact student achievement.	Objective: The percentage of student disruptive behavior referrals will decrease from a baseline of 317 referrals for insubordination by 25% by the end of the 2013–14 school year.		
	Strategy 1: Determine those students receiving more than 10 referrals the previous year and write a behavior plan for each student.	7/15/13	Monthly look at number of referrals
	Strategy 2: Get discipline information from elementary schools for incoming 6th graders to write behavior plans for those with high number of incidents.	5/30/13	8/30/15
	Strategy 3: Celebrate those students not getting referrals and those with behavior plans that	9/13/13 during Acacemic Excellence	Every five weeks

	improve behaviors.		
Improve communication between home and school regarding the middle school experience and the transition to high school.	Objective: By 2014, CMS will improve school-family relationships. Focus areas will include students' academic achievement and social growth, as measured by an increase in the number of positive contacts and relationships.	NEW PAGE	
	Strategy1:Parent/Teacher/Student Association will hav meetings that will have student participation in order to parental involvement	3rd Tuesday of each month	Monthly participation in meetings
	Strategy 2: All students will take the Missouri Connecti and placed in a Career Path. Parents will be given boo courses that offered in each career path at Central Hig	9/30/13 – 2/14/14 12/15/13	April, 2014, Students register for high school courses
	Strategy 3: Parents will be given the opportunity to part Career Day as a speaker about their career.	Monthly	2/14/14 Career Day Number of parents attending seminars
	Strategy 4: CMS will participate in Middle School University.		

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2013-2014

During the 13/14 school year CMS will continue with Successful Start as it was last year. eValuate will remain in the ELA and math classes. However, SRI, AIMSWEB, and vocabulary building assessments will be during Academic Excellence. Last year, 6th grade had Academic Excellence at a different time than other grades. The schedule has been changed so all grades have it at the same time. This will allow activities such as celebrations and Career Pathway to be held building wide.

We are having to be more creative in our organizational structure. One assistant principal, one building aide, and all team leaders have been eliminated. The remaining assistant principals will be housed on the 7th and 8th grade floors. This decision was made based on the discipline data from previous years with 7th grade having the highest number of infractions. The 6th graders will be divided based on gender. We will not have the building aide to assist in the office since there are only two secretaries nor will that position be available to cover classrooms when there are not substitute teachers available. The duties that were held by team leaders will be divided between the assistant principals.

Reading Coach will be added with the responsibilities of supporting all staff in the implementation of the four reading strategies that our data show as a trend of weakness in the building. All staff will require students to read for the first fifteen minutes of class and answer questions related to main idea, summarizing, context clues, and inferencing. Reading Coach will work with the staff to develop a vocabulary list for each grade level to be used during Academic Excellence for vocabulary building. Reading Coach will support the reading teacher in her development of activities and acquiring resources/materials to improve the reading skills of those students assigned to reading classes. Reading Coach will support the learning skills classes which will focus on reading.

In the past 6th graders taking learning skills was for one trimester. 6th graders focused on study skills. One group of students did not take the class until the last trimester which means they would not have gotten the skills until March. The class will change to focus on reading strategies. The students who will enroll in the class will be those students who are one grade level below their grade.

Last year one section of ELA was eliminated from each grade level in order to have one reading class for each grade. This year we will have a reading specialist to teach the reading classes.

There will be a consistent group of teachers after school to help students who will be assigned to tutoring while other teachers will develop a tutoring schedule to give to parents for students needing help occasionally.

School will be dismissed one hour early on the third Wednesday of each month so teachers can participate in professional development on one of the district's goal – Assessment Literacy.

Teachers will be expected to incorporate the strategies with fidelity. 85% of the staff received training last year on learning targets and strong and weak work. These strategies are expected to be a part of the lessons.

An attendance plan will be put in place to achieve 90% of students being in school 90% of the time. Students will be tracked and conferences held for those students missing five days within a trimester. In School Suspension, After School Detention, and lunch detentions will be used more efficiently in order to reduce the number of students receiving out of school suspensions.

SECTION VII.D. – STAFFING CHANGES

There were no staffing changes in Central Middle during year one.

Discussion of Year One VIIA:

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	SEMS	SEMS	SEMS	SEMS	SEMS
Content Area	**English Language Arts**				
Year	2013	2012	2011	2010	2009
Below Basic %	12.7	15.4	16	17.5	17.8
Basic %	57.6	57.1	57.8	56.4	59.1
Proficient %	24.6	22.4	20.3	20.7	19.7
Advanced %	5.1	5.1	5.9	5.3	3.5
Prof. + Adv. %	29.7	27.5	26.2	26.0	23.2
Change	2.2	1.3	0.2	2.8	
MPI	309.5	301.9	300.2	296.3	291.0
Content Area	**Mathematics**				
Year	2013	2012	2011	2010	2009
Below Basic %	22.3	21.3	24.5	26.1	27
Basic %	48	51	48.9	45.5	53.3
Proficient %	23.4	23.5	23.6	24.7	17.8
Advanced %	6.3	4.2	2.9	3.7	1.9
Prof. + Adv. %	29.7	27.7	26.5	28.4	19.7
Change	2.0	1.2	(1.9)	8.7	(10.0)
MPI	291.3	289.3	280.3	279.8	267.5

Goal 1: Student Performance:

During the 2012-2013 school year, SEMS students were administered Acuity/eValuate assessments every three months to monitor and track student learning in Mathematics and English Language Arts. The benchmark scores provided teachers with information about strengths and weaknesses in Grade Level Expectation strands. This information informed our next steps for instructional planning in our PLC meetings, as well as our academic interventions, that focused efforts on the highly needed areas.

Scholastic Reading Inventory results indicated that there was an increase of 56% in proficiency in the reading lexile levels from August through May 2013.

Academic Excellence was a prescribed 45 minute class focused on student need. The class was designed to move students on the bubble from Basic to Proficient. Materials used included Buckle Down in Mathematics, English-Language Arts and Science. As a staff, we identified the most heavily weighted grade level expectations

tested on the MAP to narrow our focus. Classroom instruction focused on targeted priority goals and benchmark descriptors identified from 2012 MAP data.

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Through the implementation of Read 180, students with a reading deficiency of two grade levels were able to make tremendous gains. Students had to score a 750 on the SRI (Scholastic Reading Inventory) in order to test out of Read 180. As a result 106 students exceeded this score and were on grade level at the end of the academic school year.

Systems 44 is a phonics-based program and a precursor for Read 180. Students that had the most significant deficits in reading and comprehension were placed into this program. As a result, 47 students graduated from Systems 44 by the end of the year.

The Summer School Program was a modified version (time) of the regular school year to meet the needs of the students by using the aforementioned approach.

Accomplishments:

- Promoting student out of remedial reading programs
- Restructured English-Language and Mathematics curriculum to align with the grade level expectations with emphasis on the priority standards
- 7th grade student winning National Poetry Contest

Challenges:

- Students taking ownership in schools overall academic goals
- Lack of technological resources that allowed students to have a successful experience in learning
- Commitment from below grade level readers or that has made gains during the academic school year to continue to engage in independent reading over the summer to sustain and improve current reading levels

Goal 2: Highly qualified staff

Professional Development: A Professional Development Committee composed of representatives across the building led the direction of professional learning, based on staff needs. Along with the administrative team, the committee scheduled trainings to provide support in areas of need identified by staff and walkthrough data. The areas of focus for the year were; Assessment Literacy, Rigor, engagement and learning objectives. Several staff members attended the Assessment Literacy training sessions, hosted by the District. Rigor and engagement trainings were led by DESE during our after school "Going above and Beyond" meetings on a monthly basis. A DESE coach facilitated the meetings, which some were mandatory and others were held on a voluntary basis. All meetings were well attended. Teachers were able to share their take-away learning with other staff during grade level and PLC meetings. Several teachers participated in different PD sessions out of the building – MOSIG instructional rounds, Highly tested and weighted MAP items conference, Kagan training, Acuity training, Common Core training, and classroom management trainings.

Summer Institute: On August 1, 2013 through August 3, 2013, the SEMS staff participated in the Summer Institute which covered a variety of educational topics relevant to the needs of the students, staff and community members. Teachers and administrators led the learning experiences in several whole group and breakout sessions that were divided according to content, grade level, or randomly selected teams. Some of the topics covered were PLCs, PBIS data, MAP data, co-teaching, building positive relationships, systems thinking, Marzano's strategies, vision and mission building, team building and classroom management. At the conclusion of the week the staff participated in a Community Walk. This was an effort to bridge the gap between school and home by personally inviting families to the "Meet the Staff Night". Staff members that presented were paid 2 hours pay

for preparation and 1 hour for presentations. Staff was also paid at the daily rate for attending the institute. 65 staff members were in attendance. Other costs include supplies and materials needed for the week.

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Staff Accountability: A building-wide walkthrough calendar was created for all staff including Special School District teachers, requiring them to meet with an administrator periodically. The administrator provided constructive feedback and suggestions for improvement. The meetings addressed student and teacher attendance, grade reporting, classroom management, student achievement, learning targets, and use of assessment information. Teachers were expected to discuss student interventions and parental engagement for failing students. Student achievement data was posted throughout the building with results of assessments (formative and summative). The data was then discussed with teachers in PLCs and with students and teachers during grade level assemblies.

Teacher Evaluation: Southeast was chosen to pilot a teacher evaluation tool, called Student Learning Objective (SLO). Teachers on the evaluation cycle were required to monitor student learning objectives for their selected classes. Teachers chose one skill to monitor student growth. Teachers gave pre-test on the skill and then after teaching the skill they gave a post-test. Teachers recorded the progress to determine if they were effective in their teaching of the skill. Teachers then met with grade level principals to discuss and review progress made toward achieving SLO goals.

Staffing Changes: There were 18 new staffing changes from August 2012- August 2013. Most positions filled were math and communication arts. Eight of the positions were vacated in 2012 due to internal transfers and promotions.

Accomplishments and Challenges:

- According to staff surveys, the staff members felt that PD was relevant to their needs. The small window of time for staff to implement SLOs was a challenge.

Goal 3: Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Objective: By 2015 100% of SEMS students will feel safe while at school.

Strategy 1:

Implement an On-going, year round program on bullying

The bullying program consisted of Monday PBIS lessons in Academic Excellence classes, as well as the implementation of Rachel's Challenge 3 year program where weekly meetings were held with students in "Rachel's Club." This program focuses on bullying and suicide prevention.

Rachel's Challenge is a series of student empowering programs and strategies that equip students and adults to combat bullying and allay feelings of isolation and despair by creating a culture of kindness and compassion. The programs are based on the writings and life of 17 year-old Rachel Scott who was the first student killed at Columbine High School in 1999. Rachel left a legacy of reaching out to those who were different, who were picked on by others, or who were new at her school. Last year, one day before the Newtown shootings, Southeast students and 75 parents participated in the program. Rachel's challenge is a three year initiative that SEMS students and parents will have as a resource to combat bullying, one of our discipline challenges at southeast, and suicide prevention. The program creates a network for students being victimized by bullying to rely on. All students at SEMS signed a banner to serve as a contract to stop bullying at Southeast and in the community. The cost for the first year was $5,000 dollars.

Challenges and Accomplishments

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- There are some cultural barriers to implementing the Rachel's Challenge program in SEMS community.

- Upon initial introduction to the Rachel's Challenge program, many students were deeply impacted and the entire student population committed to taking the "Rachel's Challenge" to end bullying. Of those students who accepted this Challenge, 100 students received formal training to combat bullying and suicide prevention. Next school year, there will be additional training for students and parents through Rachel's Challenge.

Strategy 2: Implement a Peer mediation program/ Student Court

Strategy 3: An Early Warning System was used to track and monitor student progress by documenting academic, attendance and behavioral data. This data was then used to inform next steps by highlighting trends and triangulating the data to give holistic view of student performance.

Strategy 4: In order to build stronger staff to student relationships, to increase student achievement and for consistency in monitoring, implementation of adaptations/modifications, Special School District teachers will loop from year to year with their special education students.

Challenges and Accomplishments:

- Due to Administrator turnover, only the counselors, secretaries, and SSD teachers looped with the students. The counselors and grade level secretaries as well as the SSD teachers were better able to form bonds with the high need "at risk" student population. Moving forward, the remaining staff (administrators, counselors, secretaries, and SSD staff) will continue to loop.

- A teacher cohort loop was not implemented due to content specialty and staffing certification challenges.

Strategy 5: Restructure Math Academic Excellence by creating curriculum and lesson plans for Tier 2 and Tier 3 students. Standards based assessments will be used to determine student placement.

Consistently progress-monitor all math intervention strategies and use the data to make decisions for student placement in Academic Excellence classes. Data is reviewed periodically (every 6 weeks) and classes are adjusted according to evolving needs or students goals being met.

Challenges and Accomplishments:

- Acuity benchmarks and summative tests were administered to students and data was used to place the students in Academic Excellence classes. However, Acuity resources could not be consistently utilized due to limitations in technology (quantity and quality of student computer) and additional software (Science Acuity- 8th grade tested area).

Strategy 6: Design the Academic Excellence program to include grouping and structured Response to Intervention Activities.

SEMS utilized 2 full time reading interventionists to offer a Read 180 program and a Systems 44 program to meet the needs of students who are reading 2 or more years below grade level. Students were selected from a population of students who do not already receive SSD support.

Challenges and Accomplishments:

- SEMS services a large number of students who are reading 2 or more years below grade level. It is a challenge to meet the individualized needs with limited specialized staff and program licensures.
-

Goal 4: Parental Involvement

Accomplishments: PTSA tripled its membership for the 2012 -2013 academic school year having 181 parents join and 100% of the seventh grade teachers as members. We averaged 40 attendees at all PTSA meetings this school year. This year six community business joined as business PTSA members they were: Mars BBQ, Precious Thoughts Custom Printing, Shoe Therapy, Beauty in a Day Salon, No Limit Barber and Hair, and Millers Auto Repair. We were successful in having parents attend events and offer support for those events. Those events were:

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- Meet the Staff BBQ
- Community Walk
- Trunk or Treat
- Fall Festival
- Black History Trivia
- Step Show
- Rachel's Challenge
- PTSA Dinner Meeting
- Joint Parent Conflict Mediations
- Encouraged parent meetings for students to return from suspensions
- Holding Mid-trimester Parent Conferences
- Father Daughter Dance
- 8th Grade trip to Six Flags
- 8th grade Celebrations
- Spanish Lake Township Meetings
- 7th and 8th grade Football Banquet
- Boys and Girls Club of Greater St. Louis SEMS Club
- Band and Orchestra Trip to Chicago
- 8th grade Youth in Government
- 8th grade Math Parent Help Night
- Alpha Kappa Alpha Sorority, Inc. Gamma Omega Chapter Emerging Young Leaders Program
- Fox 2 News Anthony Kiekow speaking to 7th grade students about going Above and Beyond

Challenges:

- Getting 100% of staff members to join the PTSA.
- Staff engaged with the parents and student activities outside the normal school day.
- Getting more faith based organizations involved with the school and to encourage the school to use PTSA business members for ALL events.
- Getting parents to not just show up, but become more engaged and to establish better parent/teacher relationships.
- We aren't using all technological avenues in which we can ensure effective parent/teacher communication.

Goal 5: Governance

We have a leadership/organizational structure that guided the process of organizing the goals in the SIG, the School Leadership Team, which is comprised of parents, teachers, and administrators. Members of this team attended monthly SIG meetings with AIR and other SIG schools to share best practices that are research based. Additionally, some members participated in instructional rounds at other SIG schools. Along with supporting committees, it was assigned to address specific components of the SIG and utilize structures and protocols for conducting effective meetings. However, this goal was not fully implemented with fidelity. The school leadership team will develop strategies to deepen the implementation of this objective by establishing summer

leadership meetings to review data and research, as well as create support committees by grade levels and content area PLC's. During the next school year, more teachers will participate in instructional rounds at other schools operating as SIG schools.

Challenges and Accomplishments:

- There were a large number of parents involved in the governance of the SIG implementation.

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Section 7B Year 2 Timeline

SEMS 2013-2014

Goal 1: Student Performance:

Action	Responsibilities (Who will do it?)	Resources (How will we support it?)	Monitoring Checkpoints (By When?)	Completion
Evaluate AIMSWEB SRI Assessment	Grade Level ELA and Math teachers Administrators	Computers Purchase of tablets and laptops to assist with these assessments. Will also improve turnaround time for descriptive feedback. Teacher made assessments	Monthly	
Assessment Literacy	All Staff	Monthly Trainings	Weekly	
Common Formative Assessment	Grade level content PLC members	Monthly Assessment data	Weekly/Monthly	
Collaborative Lesson Planning	Grade level content PLC members	Assessment Literacy Strategies and monthly training and PLC meetings	Weekly	
Academic Excellence (AE)	All staff	Buckle Down, Technology resources, PBIS Lessons	Daily	
Read 180 and Systems 44	Reading Specialists	Computers	Daily	

Goal 2: Highly Qualified Staff

Action	Responsibilities (Who will do it?)	Resources (How will we support it?)	Monitoring Checkpoints (By When?)	Completion
Professional Development	Administrators PLC facilitators PD Committee Assistant Superintendent For Learning	Summer Institute PLCs Learning Walks Monthly Staff meetings	Weekly/Monthly	

	Building Instructional Coach			
Summer Institute	Administrators PLC facilitators Assistant Superintendent For Learning Building Instructional Coach	SIG Grant funds	July 31 Aug. 1 and 2	NEW PAGE
Staff Accountability *Building Walkthrough Calendar *Compelling Conversations *Data Transparency	Administrators Instructional Coach	Calendar Administrator and Instructional Coach attendance in PLCs	Weekly	
Staff Teacher Evaluations	Administrators	Evaluation calendar Student learning objectives	Ongoing	
Staffing Changes	Administrators	Staff Mapping		All staff positions filled
Compelling Conversations	Administrators	Calendar	Ongoing	

Goal 3: Provide and Maintain Appropriate Instructional Resources, Support Services, and Functional and Safe Facilities

Action	Responsibilities (Who will do it?)	Resources (How will we support it?)	Monitoring Checkpoints (By When?)	Completion
Decrease Bullying	Counselors	Rachel Challenge PBIS Lessons	Weekly	
Early Warning System (EWS)	Administrators	Spreadsheet	Ongoing	
Looping (Special School District Staff)	Counselors	SSD Teachers	Each Year	
Restructure of Math Academic Excellence (Tier 2 and 3 students)	Counselors	Map Data Assessment Data	Trimester	
Utilize RTI Activities during Academic Excellence	Teachers	Buckle Down, technology resources	Weekly	

Goal 4: Parental Involvement

Action	Responsibilities (Who will do it?)	Resources (How will we support it?)	Monitoring Checkpoints (By When?)	Completion
Community Events Community Walk • Trunk or Treat • Fall Festival • NBA Free Basketball Clinic • Black History Trivia • Step Show • Rachel's Challenge • PTSA Dinner Meeting • Joint Parent Conflict Mediations • Encouraged parent meetings for students to return from suspensions • Holding Mid-trimester Parent Conferences • Father Daughter Dance • 8th grade Celebrations • Spanish Lake Township Meetings • 7th and 8th grade Football Banquet • Boys and Girls Club of Greater St. Louis SEMS Club • Band and Orchestra Trip to Chicago • 8th grade Youth in Government • 8th grade Math Parent Help Night • Alpha Kappa	All staff Herbert Hoover	PSTA Staff Community Partners	monthly	

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Alpha Sorority, Inc. Gamma Omega Chapter Emerging Young Leaders Program				NEW PAGE
Increase number of parent attendance at conferences to 75%	Staff calls	Eblast Phone Blast Website Flyers		

Goal 5: Governance

Action	Responsibilities (Who will do it?)	Resources (How will we support it?)	Monitoring Checkpoints (By When?)	Completion
Development of committees • Safety Committee • PD Committee • SIG Committee • Team Liaisons • PLC Facilitators • PTSA Committee • Academic Excellence Committee • Data Committee • PBIS Committee • Morale Social Committee • Special Events Committee	All Staff	Dissemination of information Meetings		

Section VII.C Discussion of the school year 2013-2014

We will involve all stakeholders by inviting them to various meetings, soliciting their input as to next steps of implementation. We will also send out surveys to students, staff members and parents, to assess the effectiveness of current strategies. We will implement 30 day action plans that will identify strengths and weaknesses. Progress will be monitored, charted and communicated to the SEMS community via various forms of technological communication – eblast, phone blast, twitter, facebook.

Section VII. D Staffing Changes

The 2013 positions were results of five teachers being non-renewed, one teacher resigned after being placed on a performance improvement contract, and three teachers transferred to other schools in the district.