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

ORIGINAL

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	$3,167,969

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
KANSAS CITY PUBLIC SCHOOLS	048-078

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP
R. STEPHEN GREEN, ED. D.	1211 MCGEE ST, 10TH FLOOR	KANSAS CITY, MO 64106

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
STEVE.GREEN@KCPUBLICSCHOOLS.ORG	816.418.7616	816-418-7766

NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
VICKIE MURILLO	1211 MCGEE ST, 7TH FLOOR	KANSAS CITY, MO 64106

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
VICKIE.MURILLO@KCPUBLICSCHOOLS.ORG	816.418.7462	816-418-7409

NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP
E. ANN SANDERS, ED. D.	1211 MCGEE ST, 7TH FLOOR	KANSAS CITY, MO 64106

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
ELIZABETH.SANDERS@KCPUBLICSCHOOLS.ORG	816.418.7880	816.418.7110

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—

- [x] 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;
- [x] 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;
- [x] N/A 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;
- [x] 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;
- [x] 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
- [x] 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
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	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.

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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*	-	-	-	-	-	-		-
1200 Supplemental Instruction (Title I) *1003 (g) SIG*	329,700	71,751	85,414	906,750	95,257	1,000		1,489,872
2100 Non Instructional Support Services *1003 (g) SIG*	61,252	240,000	105,001	20,000	-	-		426,253
2200 Professional Development *1003 (g) SIG*	610,125	1,680	189,730	19,000	3,000	-		823,535
2600 Planning & Evaluation *1003 (g) SIG*	-	320	43	-	-	-		363
3000 Community Services *1003 (g) SIG*	-	32,917	13,034	-	6,000	-		51,951
Program Costs Subtotal *1003 (g) SIG*	1,001,077	346,668	393,222	945,750	104,257	1,000		2,791,974
Indirect Costs								195,995
Administrative Costs *1003 (g) SIG*	109,995	-	31,680	30,660	7,665	-		180,000
ADMINISTRATIVE COSTS SUBTOTAL *1003 (g) SIG*	109,995	-	31,680	30,660	7,665	-		375,995
GRAND TOTAL *1003 (g) SIG*	1,111,072	346,668	424,902	976,410	111,922	1,000		3,167,969

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	1.00	3.00				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	9.00					
Reading Recovery Teacher Leader						
School/Home Coordinator			1.00			
Language Translator						
Guidance Counselor				1.00		
Transition Case Manager					5.00	
Turnaround Officer						1.00
TOTAL	10.00	3.00	1.00	1.00	5.00	1.00

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
C. A. Franklin Elem	291640000808	X						X
Pitcher Elem	291640000864	X						X
Troost Elem	291640000879	X						X
George Melcher Elem	291640000826	X						X
Attucks Elem	291640000800	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.

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
FAXON	048-078- 4420

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction 1003(g) SIG & Waiver	
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction 1003(g) SIG & Waiver	Increased Learning Time tutors, Classroom sets of literature books for classroom libraries, student materials for Faxon Five, 2 Part time Supplemental Teachers; after school tutoring; Pearson will develop collegial relationships with building principal, coach, teachers and students; analyze the strengths, needs and interests of students, teachers, coaches, and principals; create a coherent plan of services that facilitate and sustain professional growth tailored to building's specific needs.
2100 Non Instructional Support Services	
2100 Non Instructional Support Services 1003(g) SIG & Waiver	The Behavior Interventionist will conduct observations of students in classroom settings, coach and provide professional development for classroom teachers in classroom and behavior management strategies, and help write and support classroom behavior interventions for students referred by the Student Success Teams (SST).
2200 Professional Development	District Level opportunities include: Professional Learning Communities, Learning 360, Observation 360, PD 360, SuccessMaker, My Learning Plan, Common Core Training, Teacher Evaluation Training
2200 Professional Development 1003(g) SIG & Waiver	Two Instructional Coaches (Math & Comm Arts): visit classes and provide insight and advice to the teacher on their teaching. Teachers work with the coaches to reflect on the results of the observation based on their development needs. 3 days of of stipend for Professional Development in July(Topics include...Effective Instructional Strategies, Common Core, Small Group Reading Instruction) Stipend for follow up PD, Professional books for Book Study; Stipend for SIG Leadership meetings
2600 Planning & Evaluation	District Level Assessments include: Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Acuity, Response to Interventions
2600 Planning & Evaluation 1003(g) SIG & Waiver	
3000 Community Services	
3000 Community Services 1003(g) SIG & Waiver	Parent Liaison, Supplies for Parent Make and Takes and monthly Parent Meetings, refreshments, printing for parent meetings.
Administrative Costs	
Administrative Costs 1003(g) SIG & Waiver	SIG Director to provide focused oversight and direct support specifically for FY14 SIG buildings.

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			
C.A. FRANKLIN (FAXON)					048-078-4420			
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								
1100 Instruction *1003 (g) SIG*								-
1200 Supplemental Instruction (Title I)								-
1200 Supplemental Instruction (Title I) *1003 (g) SIG*	37,700		5,033	183,350	23,959			250,042
2100 Non Instructional Support Services								-
2100 Non Instructional Support Services *1003 (g) SIG*		48,000	17,024	5,000				70,024
2200 Professional Development	16,158		3,403	26,531	323			46,415
2200 Professional Development *1003 (g) SIG*	138,000		41,625	1,000				180,625
2600 Planning & Evaluation		10,081	2,960	11,726				24,767
2600 Planning & Evaluation *1003 (g) SIG*								-
3000 Community Services								-
3000 Community Services *1003 (g) SIG*		23,917	11,832		1,000			36,749
Administrative Costs								-
Administrative Costs *1003 (g) SIG*	21,999		6,336	6,132	1,533			36,000
Program Costs Subtotal (Not including *1003 (g) SIG*)	16,158	10,081	6,363	38,257	323	-		71,182
***1003 (g) SIG* Subtotal**	197,699	71,917	81,850	195,482	26,492	-		573,440
GRAND TOTAL	213,857	81,998	88,213	233,739	26,815	-		644,622

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION *1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)*		
LEA/DISTRICT/BUILDING NAME C.A. FRANKLIN (FAXON)	**COUNTY-DISTRICT - BUILDING CODE** 048-078- 4420	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
2 Part Time Supplemental Teachers ($25 hourly rate)		26,000
Teacher Stipend Pay for Professional Development		18,000
Increased Learning TimeTutors (stipend for after school tutoring hours)		11,700
(2 FTE) Instructional Coaches (Math & Comm Arts)		120,000
Funds pooled for SIG Director (Admin) (.20 FTE)		21,999
	6100 Subtotal	**$ 197,699**
6150: Non-Certificated Salaries		
(1 FTE) Behavior Interventionist		48,000
(1 FTE) Parent Liaison		23,917
	6150 Subtotal	**$ 71,917**
6200: Employee Benefits		
(1) Behavior Interventionist		17,024
(1) Parent Liaison		11,832
2 Part Time Supplemental Teachers		3,471
PD Stipends		2,403
Increased Learning TimeTutors (after school)		1,562
(2) Instructional Coaches (Math & Comm Arts)		39,222
Funds pooled for SIG Director (Admin) FRINGES		6,336
	6200 Subtotal	**$ 81,850**
6300: Purchased Services		
DRA licensing to drill down to individualize student instruction		2,400
MO SIG Presentor (Vocabulary presentations/workshops)		1,000
Field Trip and Transportation		5,000
Postage and Communications		150
Printing and Duplication		800
Pearson Consultants		180,000
Funds pooled for SIG Director (Admin) SERVICES		6,132
	6300 Subtotal	**$ 195,482**
6400: Materials/Supplies		
Food (PARENT INVOLVEMENT INITIATIVES)		1,000
10 iPads for DRA assessments		4,000
General Supplies		7,081
Non Adopted Curriculum		12,878
Funds pooled for SIG Director (Admin) SUPPLIES		1,533
	6400 Subtotal	**$ 26,492**
	6100-6400 Subtotal	**$ 573,440**
Indirect Cost Optional (Restricted Rate: 7.03% X Subtotal)		$ 37,782
6500: Capital Outlay		
	6500 Subtotal	**$ -**
	TOTAL	**$ 611,222**

NEW PAGE

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
TROOST	048-078- 5580

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction 1003(g) SIG & Waiver	
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction 1003(g) SIG & Waiver	Saturday Academy tutors will be hired to work with students to provide an extended learning opportunity for students in Communication Arts and math. Communication Arts, math and test preparation materials will be purchased for tutoring students. This extended learning opportunity will increase student achievement and improve students' academic skills by providing targeted instruction to meet each student's individual learning needs. Tutoring instructional content will be consistent with and support the classroom lessons and district curriculum, thus enabling students to master curriculum content. Bus transportation to and from the school will be provided for students. Pearson will develop collegial relationships with building principal, coach, teachers and students; analyze the strengths, needs and interests of students, teachers, coaches, and principals; create a coherent plan of services that facilitate and sustain professional growth tailored to building's specific needs.
2100 Non Instructional Support Services	
2100 Non Instructional Support Services 1003(g) SIG & Waiver	Guidance Counselor will serve the multi-faceted behavioral needs of our students in the form of crisis counseling, individual counseling, classroom guidance lessons, facilitation of the Multi-Tiered Student support team, building-level assessment coordination, and coordination of the Student of the Month (Citizenship Recognition) program. The Behavior Interventionist will conduct observations of students in classroom settings, coach and provide professional development for classroom teachers in classroom and behavior management strategies, and help write and support classroom behavior interventions for students referred by the Student Success Teams (SST).
2200 Professional Development	District Level opportunities include: Professional Learning Communities, Learning 360, Observation 360, PD 360, SuccessMaker, My Learning Plan, Common Core Training, Teacher Evaluation Training.
2200 Professional Development 1003(g) SIG & Waiver	2 FTE Instructional Coaches (Math & Comm Arts). Coaching is based on the three-phase model of Planning → Observation → Feedback known as clinical supervision (Cogan, 1973). Instructional coaches, who have a teaching certificate and have been trained to do so, visit classes and provide insight and advice to the teacher on their teaching. Teachers work with the coaches to reflect on the results of the observation based on their development needs. PD travel funds are for key site based and administrative personnel to participate in MOSIG meetings and summer retreat.
2600 Planning & Evaluation	District Level Assessments include: Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Acuity, Response to Interventions.
2600 Planning & Evaluation 1003(g) SIG & Waiver	
3000 Community Services	
3000 Community Services 1003(g) SIG & Waiver	Monthly parent meetings (SAC), parent workshop, community partners, refreshments, printing for parent/community meetings
Administrative Costs	
Administrative Costs 1003(g) SIG & Waiver	SIG Director to provide focused oversight and direct support specifically for FY14 SIG buildings.

Revision #1

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			
TROOST					048-078-5580			
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								
1100 Instruction *1003 (g) SIG*								-
1200 Supplemental Instruction (Title I)								-
1200 Supplemental Instruction (Title I) *1003 (g) SIG*	28,000		3,738	182,500	9,623			223,861
2100 Non Instructional Support Services								-
2100 Non Instructional Support Services *1003 (g) SIG*	61,252	48,000	36,905	5,000				151,157
2200 Professional Development	16,158		3,403	26,531	323			46,415
2200 Professional Development *1003 (g) SIG*	120,000		39,222	6,000				165,222
2600 Planning & Evaluation		10,081	2,960	11,726				24,767
2600 Planning & Evaluation *1003 (g) SIG*								-
3000 Community Services								-
3000 Community Services *1003 (g) SIG*					1,000			1,000
Administrative Costs								-
Administrative Costs *1003 (g) SIG*	21,999		6,336	6,132	1,533			36,000
Program Costs Subtotal (Not including *1003 (g) SIG*)	16,158	10,081	6,363	38,257	323	-		71,182
***1003 (g) SIG* Subtotal**	231,251	48,000	86,201	199,632	12,156	-		577,240
GRAND TOTAL	247,409	58,081	92,564	237,889	12,479	-		648,422

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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 TROOST	**COUNTY-DISTRICT - BUILDING CODE** 048-078- 5580	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
(2 FTE) Instructional Coaches (Math & Comm Arts)		120,000
(1 FTE) Guidance Counselor		61,252
Academic Intervention Teacher (2 part time @ $25 hourly rate)		28,000
Funds pooled for SIG Director (Admin) (.20 FTE)		21,999
6100 Subtotal		**$ 231,251**
6150: Non-Certificated Salaries		
(1 FTE) Behavior Interventionist		48,000
6150 Subtotal		**$ 48,000**
6200: Employee Benefits		
(2) Instructional Coaches (Math & Comm Arts)		39,222
(1) Guidance Counselor		19,881
Academic Intervention Teacher (2 part time)		3,738
(1) Behavior Interventionist		17,024
Funds pooled for SIG Director (Admin) FRINGES		6,336
6200 Subtotal		**$ 86,201**
6300: Purchased Services		
PBIS Consultants		1,000
MO SIG Presentor (Vocabulary presentations/workshops)		800
Pearson Consultants		180,000
Field Trip and Transportation		5,000
PD Travel/training		4,200
Andrea Dixon, Principal ,PLC Conference Las Vegas, Nevada (June 2-5) & MOSIG Forum St. Louis, Missouri (June 17-19)		
Sarah Halsey, Instructional Coach- MOSIG Forum, St Louis, Missouri (June 17-19)		
Postage, Communications/ Printing, Duplication		2,500
Funds pooled for SIG Director (Admin) SERVICES		6,132
6300 Subtotal		**$ 199,632**
6400: Materials/Supplies		
Food (PARENT INVOLVEMENT INITIATIVES)		1,000
Non-Adopted Curriculum		9,623
Funds pooled for SIG Director (Admin) SUPPLIES		1,533
6400 Subtotal		**$ 12,156**
6100-6400 Subtotal		**$ 577,240**
Indirect Cost Optional (Restricted Rate: 7.03% X Subtotal)		$ 38,049
6500: Capital Outlay		
6500 Subtotal		**$ -**
TOTAL		**$ 615,289**

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
MELCHER	048-078- 5020

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction 1003(g) SIG & Waiver	
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction 1003(g) SIG & Waiver	Increased Learning Time tutors, Classroom sets of literature books for classroom libraries; supplies to support student achievement; Pearson will develop collegial relationships with building principal, coach, teachers and students; analyze the strengths, needs, and interests of students, teachers, coaches, and principals; create a coherent plan of services that facilitate and sustain professional growth tailored to building's specific needs. Instructional Paraprofessionals to support high needs students to ensure productive learning environment.
2100 Non Instructional Support Services	
2100 Non Instructional Support Services 1003(g) SIG & Waiver	The Behavior Interventionist will conduct observations of students in classroom settings, coach and provide professional development for classroom teachers in classroom and behavior management strategies, and help write and support classroom behavior interventions for students referred by the Student Success Teams (SST).
2200 Professional Development	District Level opportunities include: Professional Learning Communities, Learning 360, Observation 360, PD 360, SuccessMaker, My Learning Plan, Common Core Training, Teacher Evaluation Training.
2200 Professional Development 1003(g) SIG & Waiver	Two Instructional Coaches (Math & Comm Arts): visit classes and provide insight and advice to the teacher on their teaching. Teachers work with the coaches to reflect on the results of the observation based on their development needs. 5 days of of stipend for Professional Development (Topics include...Effective Instructional Strategies, Common Core, Small Group Reading Instruction); Food for inservice/PD meetings
2600 Planning & Evaluation	District Level Assessments include: Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Acuity, Response to Interventions.
2600 Planning & Evaluation 1003(g) SIG & Waiver	
3000 Community Services	
3000 Community Services 1003(g) SIG & Waiver	
Administrative Costs	
Administrative Costs 1003(g) SIG & Waiver	SIG Director to provide focused oversight and direct support specifically for FY14 SIG buildings.

NEW PAGE

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			
MELCHER					048-078-5020			
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								
1100 Instruction *1003 (g) SIG*								-
1200 Supplemental Instruction (Title I)								-
1200 Supplemental Instruction (Title I) *1003 (g) SIG*	7,200	71,751	36,456	180,000	14,807			310,214
2100 Non Instructional Support Services								-
2100 Non Instructional Support Services *1003 (g) SIG*		48,000	17,024					65,024
2200 Professional Development	16,158		3,403	26,531	323			46,415
2200 Professional Development *1003 (g) SIG*	126,000		40,023	2,000				168,023
2600 Planning & Evaluation		10,081	2,960	11,726				24,767
2600 Planning & Evaluation *1003 (g) SIG*								-
3000 Community Services								-
3000 Community Services *1003 (g) SIG*					1,000			1,000
Administrative Costs								-
Administrative Costs *1003 (g) SIG*	21,999		6,336	6,132	1,533			36,000
Program Costs Subtotal (Not including *1003 (g) SIG*)	16,158	10,081	6,363	38,257	323	-		71,182
***1003 (g) SIG* Subtotal**	155,199	119,751	99,839	188,132	17,340	-		580,261
GRAND TOTAL	171,357	129,832	106,202	226,389	17,663	-		651,443

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION *1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)*		
LEA/DISTRICT/BUILDING NAME MELCHER	**COUNTY-DISTRICT - BUILDING CODE** 048-078- 5020	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
Teacher Stipend Pay for Professional Development		6,000
Part Time AYP Tutors ($25 hourly rate)		7,200
(2 FTE) Instructional Coaches (Math & Comm Arts)		120,000
Funds pooled for SIG Director (Admin) (.20 FTE)		21,999
	6100 Subtotal	**$ 155,199** *
6150: Non-Certificated Salaries		
(1 FTE) Behavior Interventionist		48,000
(3 FTE) Instructional Paraprofessionals		71,751
	6150 Subtotal	**$ 119,751** *
6200: Employee Benefits		
Teacher Stipend Pay for Professional Development		801
Part Time AYP Tutors		961
(2) Instructional Coaches (Math & Comm Arts)		39,222
(1) Behavior Interventionist		17,024
(3) Instructional Paraprofessionals		35,495
Funds pooled for SIG Director (Admin) FRINGES		6,336
	6200 Subtotal	**$ 99,839** *
6300: Purchased Services		
Pearson Consultants		180,000
MO SIG Presentor (Vocabulary presentations/workshops)		2,000
Funds pooled for SIG Director (Admin) SERVICES		6,132
	6300 Subtotal	**$ 188,132** *
6400: Materials/Supplies		
Food (PARENT INVOLVEMENT INITIATIVES)		1,000
General Supplies		4,029
Non Adopted Curriculum Materials		10,778
Funds pooled for SIG Director (Admin) SUPPLIES		1,533
	6400 Subtotal	**$ 17,340** *
	6100-6400 Subtotal	**$ 580,261**
Indirect Cost Optional (Restricted Rate: 7.03% X Subtotal)		$ 38,262 *
6500: Capital Outlay		
	6500 Subtotal	**$ -**
	TOTAL	**$ 618,523** *

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
PITCHER	048-078- 5240

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction 1003(g) SIG & Waiver	
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction 1003(g) SIG & Waiver	Academic Intervention Teachers will be hired to work with students and teachers to support the full implementation of the Communication Arts and math curriculum. Tutoring instructional content will be consistent with and support the classroom lessons and district curriculum, thus enabling students to master curriculum content. After School Tutors will be hired to work with students to provide an extended learning opportunity for students in Communication Arts and math. Communication Arts, math and test preparation materials will be purchased for tutoring students. This extended learning opportunity will increase student achievement and improve students' academic skills by providing targeted instruction to meet each student's individual learning needs. Bus transportation home after tutoring will be provided for students. Pearson will develop collegial relationships with building principal coach, teachers and students; analyze the strengths, needs, and interests of students, teachers, coaches, and principals; create a coherent plan of services that facilitate and sustain professional growth tailored to building's specific needs.
2100 Non Instructional Support Services	
2100 Non Instructional Support Services 1003(g) SIG & Waiver	The Behavior Interventionist will conduct observations of students in classroom settings, coach and provide professional development for classroom teachers in classroom and behavior management strategies, and help write and support classroom behavior interventions for students referred by the Student Success Teams (SST).
2200 Professional Development	District Level opportunities include: Professional Learning Communities, Learning 360, Observation 360, PD 360, SuccessMaker, My Learning Plan, Common Core Training, Teacher Evaluation Training.
2200 Professional Development 1003(g) SIG & Waiver	1 FT Instructional Coach and 1 PT Instructional Coach (Math & Comm Arts): visit classes and provide insight and advice to the teacher on their teaching. Teachers will be provided job embedded professional development during SY13-14, including stipend paid professional development (PD) by front loading the school year by 3 days, Pearson consultants to assist teachers in developing instructional skills and strategies in math and Communication Arts, PD conference participation, and PD provided outside of the school day. Materials and supplies for PD will be purchased. Student Achievement will be increased by building teacher capacity with a focus on best practices and targeted instructional and intervention strategies.
2600 Planning & Evaluation	District Level Assessments include: Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Acuity, Response to Interventions.
2600 Planning & Evaluation 1003(g) SIG & Waiver	Planning and evaluation will include Pitcher SIG Leadership meetings, MOSIG site visits, and district focus walks.
3000 Community Services	
3000 Community Services 1003(g) SIG & Waiver	Monthly parent meetings (SAC), parent workshop, community partners, refreshments, printing for parent/community meetings
Administrative Costs	
Administrative Costs 1003(g) SIG & Waiver	SIG Director to provide focused oversight and direct support specifically for FY14 SIG buildings.

NEW PAGE

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			
PITCHER					048-078-5240			
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								
1100 Instruction *1003 (g) SIG*								-
1200 Supplemental Instruction (Title I)								-
1200 Supplemental Instruction *1003 (g) SIG*	174,300		29,173	180,900	30,807			415,180
2100 Non Instructional Support Services								-
2100 Non Instructional Support Services *1003 (g) SIG*		48,000	17,024	5,000				70,024
2200 Professional Development	16,158		3,403	26,531	323			46,415
2200 Professional Development *1003 (g) SIG*	106,125	1,680	29,638	3,500				140,943
2600 Planning & Evaluation		10,081	2,960	11,726				24,767
2600 Planning & Evaluation *1003 (g) SIG*		320	43					363
3000 Community Services								-
3000 Community Services *1003 (g) SIG*					1,500			1,500
Administrative Costs								-
Administrative Costs *1003 (g) SIG*	21,999		6,336	6,132	1,533			36,000
Program Costs Subtotal (Not including *1003 (g) SIG*)	16,158	10,081	6,363	38,257	323	-		71,182
***1003 (g) SIG* Subtotal**	302,424	50,000	82,214	195,532	33,840	-		664,010
GRAND TOTAL	318,582	60,081	88,577	233,789	34,163	-		735,192

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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 PITCHER	**COUNTY-DISTRICT - BUILDING CODE** 048-078- 5240	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
(1 FTE, 1 part time @ hourly rate) Instructional Coach		78,000
Academic Intervention Teacher (7 part time @ $25 hourly rate)		112,000
(1 FTE) Supplemental Teacher		35,000
Teacher Stipend Pay for Professional Development		18,750
Increased Learning TimeTutors (stipend for after school tutoring hours)		27,300
Substitute Pay (during Teacher PD) (110/day)		9,375
Funds pooled for SIG Director (Admin) (.20 FTE)		21,999
	6100 Subtotal	**$ 302,424**
6150: Non-Certificated Salaries		
(1 FTE) Behavior Interventionist		48,000
Paraprofessional Stipend Pay for Professional Development		1,680
Behavior Interventionist Stipend for Planning/Evaluation		320
	6150 Subtotal	**$ 50,000**
6200: Employee Benefits		
Instructional Coach (1 FTE, 1 part time)		22,014
Academic Intervention Teacher (7 part time)		14,952
(1) Supplemental Teacher		14,221
Teacher PD Stipend & Sub Fringes		3,755
		3,645
(1) Behavior Interventionist (including stipend fringe rate)		17,067
Fringes for paraprofessional PD		224
Funds pooled for SIG Director (Admin) FRINGES		6,336
	6200 Subtotal	**$ 82,214**
6300: Purchased Services		
PBIS Consultants		1,000
Pearson Consultants		180,000
MO SIG Presentor (Vocabulary presentations/workshops)		2,500
Field Trip and Transportation		5,000
Postage, Communications/ Printing, Duplication		900
Funds pooled for SIG Director (Admin) SERVICES		6,132
	6300 Subtotal	**$ 195,532**
6400: Materials/Supplies		
Food (PARENT INVOLVEMENT INITIATIVES)		1,500
General Supplies		6,500
Non-Adopted Curriculum		24,307
Funds pooled for SIG Director (Admin) SUPPLIES		1,533
	6400 Subtotal	**$ 33,840**
	6100-6400 Subtotal	**$ 664,010**
Indirect Cost Optional (Restricted Rate: 7.03% X Subtotal)		$ 44,149
6500: Capital Outlay		
	6500 Subtotal	$ -
	TOTAL	**$ 708,159**

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
ATTUCKS	048-078- 4060

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction 1003(g) SIG & Waiver	
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction 1003(g) SIG & Waiver	Increased Learning Time tutors, student materials, 3 Part time Supplemental Teachers; after school/Saturday School tutoring; bus transportation home after tutoring will be provided for students. Computers & iPads for Comm Arts/Math Lab; Pearson will develop collegial relationships with building principal, coach, teachers and students; analyze the strengths, needs, and interests of students, teachers, coaches, and principals; create a coherent plan of services that facilitate and sustain professional growth tailored to building's specific needs.
2100 Non Instructional Support Services	
2100 Non Instructional Support Services 1003(g) SIG & Waiver	The Behavior Interventionist will conduct observations of students in classroom settings, coach and provide professional development for classroom teachers in classroom and behavior management strategies, and help write and support classroom behavior interventions for students referred by the Student Success Teams (SST).
2200 Professional Development	District Level opportunities include: Professional Learning Communities, Learning 360, Observation 360, PD 360, SuccessMaker, My Learning Plan, Common Core Training, Teacher Evaluation Training.
2200 Professional Development 1003(g) SIG & Waiver	Job embedded professional development during SY13-14 includes: Two Instructional Coaches (Math & Comm Arts): visit classes and provide insight and advice to the teacher on their teaching. Teachers work with the coaches to reflect on the results of the observation based on their development needs. PD Periodicals; Refreshments for PD meetings, PD travel and training for key personnel to attend MOSIG meetings
2600 Planning & Evaluation	District Level Assessments include: Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Acuity, Response to Interventions.
2600 Planning & Evaluation 1003(g) SIG & Waiver	
3000 Community Services	
3000 Community Services 1003(g) SIG & Waiver	1 PT Parent Involvement Paraprofessional; Monthly parent meetings (SAC), parent workshop, community partners, refreshments, printing for parent/community meetings
Administrative Costs	
Administrative Costs 1003(g) SIG & Waiver	SIG Director to provide focused oversight and direct support specifically for FY14 SIG buildings.

NEW PAGE

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			
ATTUCKS					048-078-4060			
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								
1100 Instruction *1003 (g) SIG*								-
1200 Supplemental Instruction (Title I)								-
1200 Supplemental Instruction (Title I) *1003 (g) SIG*	82,500		11,014	180,000	16,061	1,000		290,575
2100 Non Instructional Support Services								-
2100 Non Instructional Support Services *1003 (g) SIG*		48,000	17,024	5,000				70,024
2200 Professional Development	16,158		3,403	26,531	323			46,415
2200 Professional Development *1003 (g) SIG*	120,000		39,222	6,500	3,000			168,722
2600 Planning & Evaluation		10,081	2,960	11,726				24,767
2600 Planning & Evaluation *1003 (g) SIG*								-
3000 Community Services								-
3000 Community Services *1003 (g) SIG*		9,000	1,202		1,500			11,702
Administrative Costs								-
Administrative Costs *1003 (g) SIG*	21,999		6,336	6,132	1,533			36,000
Program Costs Subtotal (Not including *1003 (g) SIG*)	16,158	10,081	6,363	38,257	323	-		71,182
***1003 (g) SIG* Subtotal**	224,499	57,000	74,798	197,632	22,094	1,000		577,023
GRAND TOTAL	240,657	67,081	81,161	235,889	22,417	1,000		648,205

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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 ATTUCKS	**COUNTY-DISTRICT - BUILDING CODE** 048-078- 4060	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
3 Part Time AYP Tutors ($25 hourly rate)		45,000
Increased Learning TimeTutors (stipend for after school tutoring hours)		37,500
(2 FTE) Instructional Coaches (Math & Comm Arts)		120,000
Funds pooled for SIG Director (Admin) (.20 FTE)		21,999
	6100 Subtotal	**$ 224,499** *
6150: Non-Certificated Salaries		
(1 FTE) Behavior Interventionist		48,000
Part-time Parent Involvment Paraprofessional (hourly rate)		$ 9,000
	6150 Subtotal	**$ 57,000** *
6200: Employee Benefits		
3 Part Time AYP Tutors		6,008
Increased Learning TimeTutors (after school)		5,006
(2) Instructional Coaches (Math & Comm Arts)		39,222
(1) Behavior Interventionist		17,024
Part-time Parent Involvment Paraprofessional		1,202
Funds pooled for SIG Director (Admin) FRINGES		6,336
	6200 Subtotal	**$ 74,798** *
6300: Purchased Services		
Pearson Consultants		180,000
Field Trip and Transportation		5,000
MO SIG Presentor (Vocabulary presentations/workshops)		1,500
PD Travel/training		5,000
Principal & Instructional Coaches ,PLC Conference- Las Vegas, Nevada (June 2-5) & MOSIG Forum- St. Louis, Missouri (June 17-19)		
Principal & Instructional Coaches - MOSIG Forum, St. Louis, Missouri (June 17-19)		
Funds pooled for SIG Director (Admin) SERVICES		6,132
	6300 Subtotal	**$ 197,632** *
6400: Materials/Supplies		
Food (PARENT INVOLVEMENT INITIATIVES)		1,500
General Supplies		6,129
Prof Dev Supplies		2,500
Non Adopted Curriculum Materials		3,200
Small Equipment/Furniture		5,232
Periodicals		500
Posatage, Communications, Printing & Duplications		1,500
Funds pooled for SIG Director (Admin) SUPPLIES		1,533
	6400 Subtotal	**$ 22,094** *
	6100-6400 Subtotal	**$ 576,023**
Indirect Cost Optional (Restricted Rate: ___% X Subtotal)		$ 37,753
6500: Capital Outlay		
Locking Laptop Storage Cart		$ 1,000
	6500 Subtotal	**$ 1,000** *
	TOTAL	**$ 614,776** *

LEA/DISTRICT SCHOOL IMPROVEMENT GRANT

KANSAS CITY PUBLIC SCHOOLS RENEWAL APPLICATION

SECTION VII – NARRATIVE

SECTION VII.A – DISCUSSION OF YEAR ONE: FRANKLIN @ FAXON ELEMENTARY

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;***

MAP - Communication Arts 2012

GRADE	BELOW BASIC	BASIC	PROF	ADV
3rd	7	22	1	0
4th	9	8	3	0
5th	13	13	1	0
6th	4	4	4	0

MAP - Mathematics 2012

GRADE	BELOW BASIC	BASIC	PROF	ADV
3rd	7	20	4	0
4th	4	12	4	0
5th	7	19	1	0
6th	5	1	3	1

2012-2013 Data

DRA Data

Grade	On Grade Level Fall	On Grade Level Spring
Faxon K-6	18%	47%

DRA Data

Grade	Below Grade Level Fall	On Grade Level Fall	Below Grade Level Winter	On Grade Level Winter	Below Grade Level Spring	On Grade Level Spring
B-K	18	3	3	20	6	12
H-K	16	6	5	16	7	13
B-1st	9	13	10	14	8	16
W-1st	In progress	In progress	17	1	14	1
W-2nd	In progress	In progress	4	1	4	1
M-2nd	20	3	14	11	13	11
F-3rd	17	0	11	4	17	4
D-4th	20	2	16	10	8	16
M-4th	6	2	1	4	0	5
M- 5th	11	3	12	3	12	5
J-6th	26	0	20	3	17	12

Communication Arts Acuity

	Below Basic	Basic	Proficient	Advanced
3rd A	5	9	1	0
3rd B	7	5	3	1
3rd C	6	9	2	1
4th A	8	15	0	0
4th B	8	10	3	0
4th C	13	9	2	0
M 4th A	1	4	1	0
M 4th B	1	5	0	0
M 4th C	1	1	3	0

Communication Arts Acuity

	Below Basic	Basic	Proficient	Advanced
M 5th A	2	9	3	0
M 5th B	1	11	3	0
M 5th C	5	5	5	0
6th A	1	22	3	0
6th B	3	20	2	0
6th C	2	19	4	0

Communication Arts Acuity

Exceptional Ed

	Below Basic	Basic	Proficient	Advanced
3rd A	0	3	1	0
3rd B	2	1	0	0
3rd C	3	0	0	0
5th B	1	0	0	0
5th C	1	0	0	0
6th A	0	1	0	0
6th B	0	1	0	0
6th C	0	1	0	0

Mathematics Acuity

	Below Basic	Basic	Proficient	Advanced
3rd A	0	14	2	0
3rd B	3	8	3	1
3rd C	9	8	4	0
4th A	7	12	6	0
4th B	4	16	2	1
4th C	4	16	5	0
M 4th A	1	4	1	0
M 4th B	1	4	1	0
M 4th C	0	3	2	0

Mathematics Acuity

	Below Basic	Basic	Proficient	Advanced
M 5th A	0	10	4	0
M 5th B	1	7	5	0
M 5th C	5	7	5	0
6th A	13	12	1	0
6th B	4	18	2	0
6th C	2	23	1	0

Mathematics Acuity
Exceptional Ed

	Below Basic	Basic	Proficient	Advanced
3rd A	1	1	0	0
3rd B	2	1	0	0
3rd C	3	0	0	0
5th A	0	1	0	0
5th B	0	1	0	0
5th C	0	0	0	0
6th A	1	0	0	0
6th B	1	0	0	0
6th C	0	0	0	0

- Student growth on the DRA was 29%. Teachers were given additional PD on administering and scoring the DRA and word analysis to ensure consistency and validity.
- Pre and Post tests were administered on Highly Tested GLE's. All teachers made gains from pre to post. Data provided is post test data.
- There were gains on Acuity from A to C. Additional training needs to be provided on grading constructed response items.
- Faxon had 161 students in attendance 90% of the time. The goal was 197 students.

- Attendance data shows that students in grades K, 1st, and 3rd had the highest rate of absenteeism. The plan for the 2013-2014 school year, is to hire a Parent Liaison to address the issue of attendance with parents.
- Discipline data shows four students had chronic discipline issues. Many of those issues were during the beginning of the school year. There is a need to go over the Student Code of Conduct with staff and to determine the difference between Majors and Minors when it comes to writing students up for discipline. Additional professional development needs to occur on Classroom Management techniques.

2) ***Provide a summary of measurable data explaining progress toward meeting professional development objectives; and***

- 100% of the teachers at Faxon implemented the Reading Street workshop and its associated routines, rituals and instructional practices, along with the KCPS Curriculum and the district resources for mathematics, Investigations and CMP2.
- Five teachers consistently provided instruction that led to student engagement.
- 50% of the teachers differentiated instruction to meet the needs of every student.
- 100% of teachers participated in Data Teams
- 60% of the Data Teams were nearing proficiency with the Data Team process
- 54% of the teachers implemented effective classroom management to maximize student learning

3) ***Describe the challenges and accomplishments in meeting your objectives in 2012-13.***

Challenges

- Providing quality reading instruction for 3rd-6th grade students who were reading below or far below grade level
- Providing students with effective feedback
- Quality small group instruction and student engagement
- Time management of small groups in both Literacy and Mathematics

- Knowledge and implementation of productive RTI
- Follow through from Instructional Coaches with implementation of Instructional Strategies
- Use of technology as a learning tool
- Time to meet with teachers for differentiated PD
- Consistent enforcement of school wide behavior expectations
- Consistency of offering Academic Parental Involvement Activities
- Attendance in grades K, 1st, and 3rd

Accomplishments

- School wide literacy focus
- Administration, Instructional Coaches and teachers partnered with Pearson to engage in rigorous professional development that guided teachers in establishing the Reading Street workshop and its associated ritual, routines and instructional practices.
- Full implementation of whole group, small group lessons and practice stations in literacy
- Support was provided to teachers for the differentiation of learning and small group instruction.
- Pre and Post testing of the Highly tested GLE's
- Administration and Instructional Coach support in the use of Data Teams
- Nearing proficiency on the Data Team process
- Using DRA and common assessment data, to identify students for Tier II and Tier III groups.
- Book Study on The Daily Five
- Implementation of The Daily Five, (Faxon Five), to increase reading comprehension, fluency, and writing during small group instruction and practice stations.
- Use of individual behavior plans for students with a high number of discipline referrals

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.*

Time Period	Objective	Persons Responsible
June '13 July '13	Planning for the 2013-2014 School year	Administrator Leadership Team
July '13	Alignment of Common Core-Focused Product Implementation and Effective Instructional Strategies to the SIG requirements of 30 day Plans and Data Teams	Pearson Administration Coaches Teachers
July' '13	Common Core Focused Product Implementation and Instructional strategies in Math	Pearson Administration Coaches Teachers
July '13	Common Core Focused Product Implementation and Instructional strategies in Literacy, Organization and Management of Small Group Reading Instruction	Pearson Administration Coaches Teachers
Aug '13	PD on Classroom Management, Faxon Five in Math, RTI	Administration Coaches

		Behavior Interventionist Teachers
Aug '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Aug '13	SIG Leadership Meeting	Administration Leadership Team
Sept '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Sept '13	SIG Leadership Meeting	Administration Leadership Team
Oct '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Oct '13	SIG Leadership Meeting	Administration Leadership Team
Nov '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Nov '13	SIG Leadership Meeting	Administration

		Leadership Team
Dec '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Dec '13	SIG Leadership Meeting	Administration Leadership Team
Jan '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Jan '14	SIG Leadership Meeting	Administration Leadership Team
Feb '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Feb '14	SIG Leadership Meeting	Administration Leadership Team
March '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
March '14	SIG Leadership Meeting	Administration Leadership Team

April '14	SIG Leadership Meeting	Administration Leadership Team
May '14	SIG Leadership Meeting	Administration Leadership Team

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.

All the following will be continued:

- Pearson will continue with year long Professional Development in the areas of Reading Street, Math, Common Core, Instructional Strategies, and Digital Instruction
- Faxon Five Literacy
- Pre and Post testing of highly tested Grade Level Expectations and Common Core
- Reading Interventionist
- Behavior Interventionist
- Use of behavior plans for students with high referrals
- Positive Behavior Intervention and Support
- Data Teams
- Volunteers
- Effective use of volunteers with data driven instruction

The following will be added:

- Instructional Coaching with emphasis on Student Centered Coaching
- District focus of providing quality feedback and critical thinking skills
- Design and implement the Faxon Five for Math

- Second Reading Interventionist for grades 3-6
- Parental/Attendance Support Staff
- Utilizing volunteers for fluency instruction in literacy and math
- Tutors from the nearby High School

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.

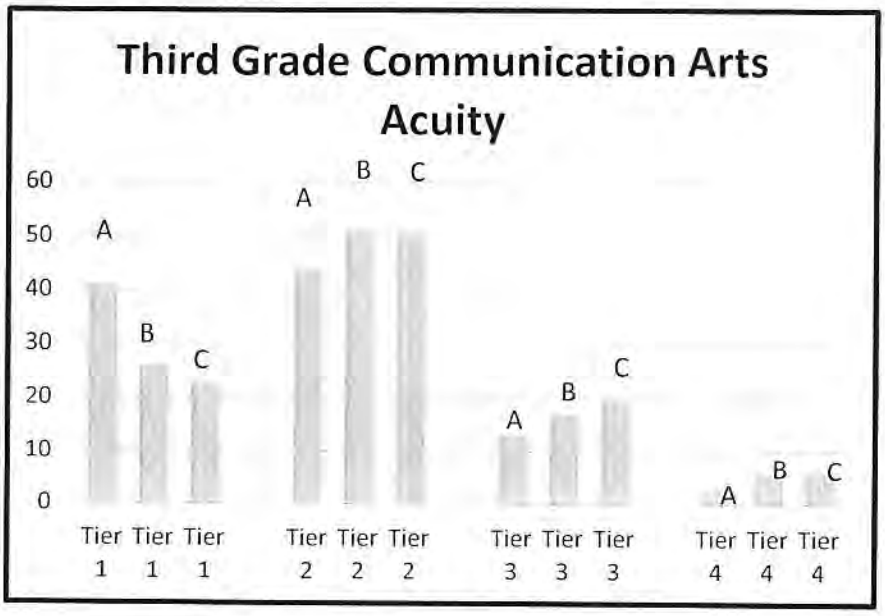
New staff to Faxon will include:

- General Education 2nd grade teacher
- Counselor
- Art teacher
- Librarian

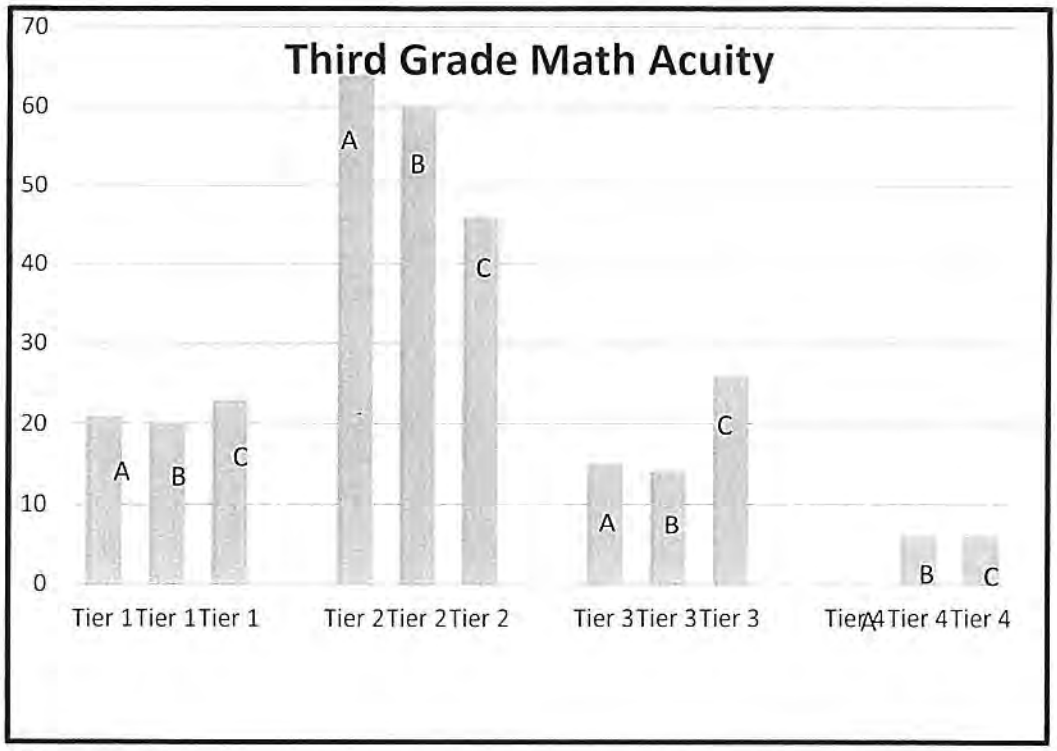
SECTION VII.A – DISCUSSION OF YEAR ONE: TROOST ELEMENTARY

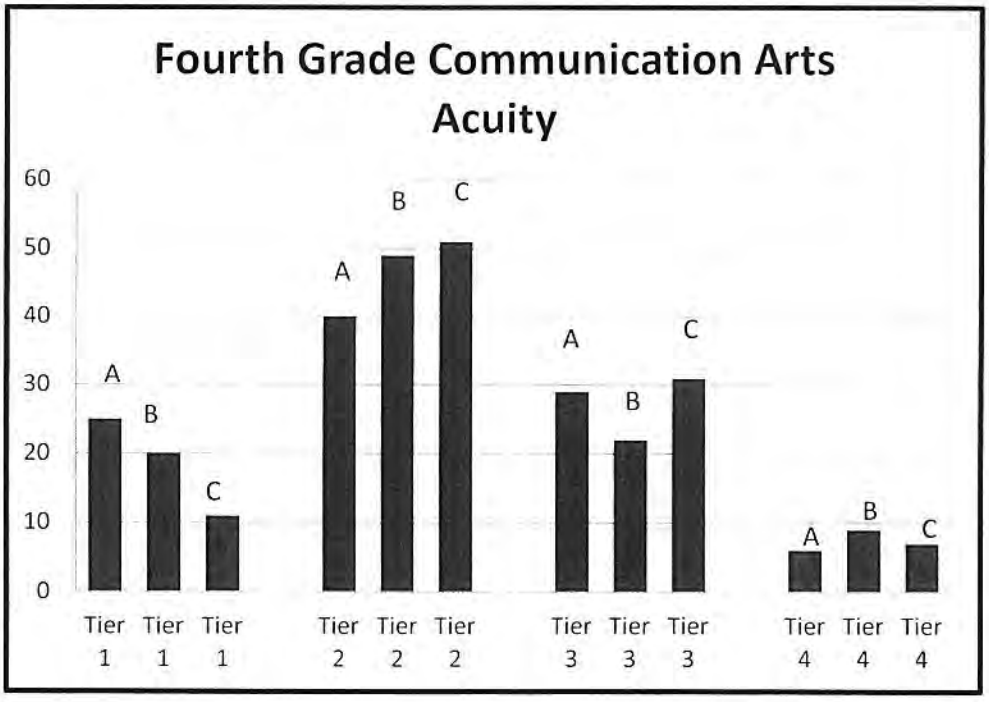
Describe progress made toward each objective approved in the 2012-2013 application.

1) ***Provide a summary of MAP and other relevant data to document progress toward meeting objectives;***

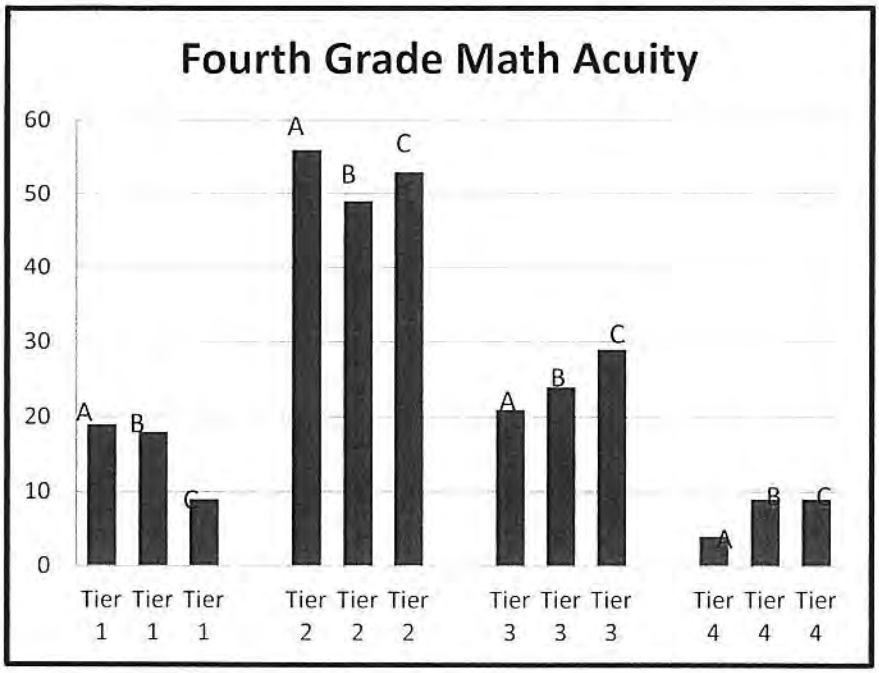


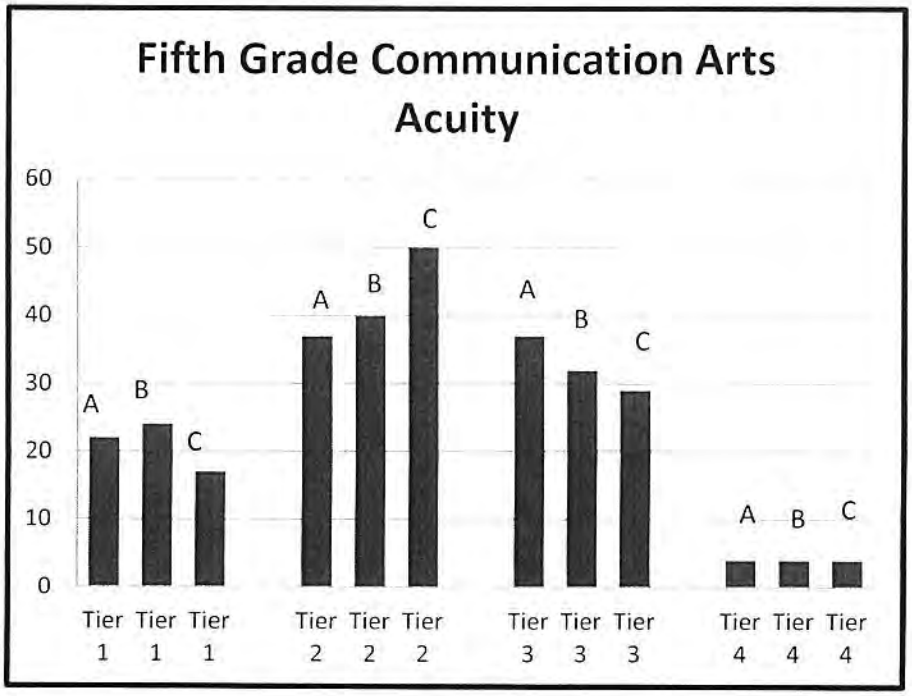
Third grade Acuity results (CA) show movement of students from Tier 1 to Tier 2 with some growth into Tiers 3 and 4 over the course of the school year. In (MA) more students were at the basic level than any other tier, but growth was demonstrated on Acuity C with 25% of students achieving proficiency and 5% of students achieving advanced levels for Acuity B and C.



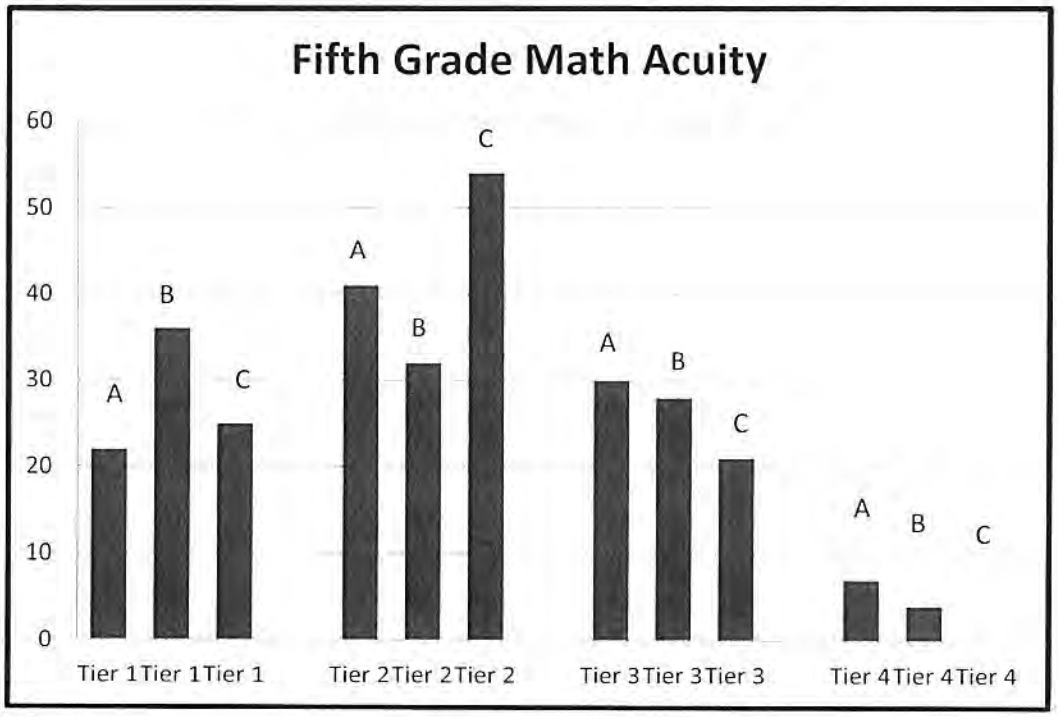


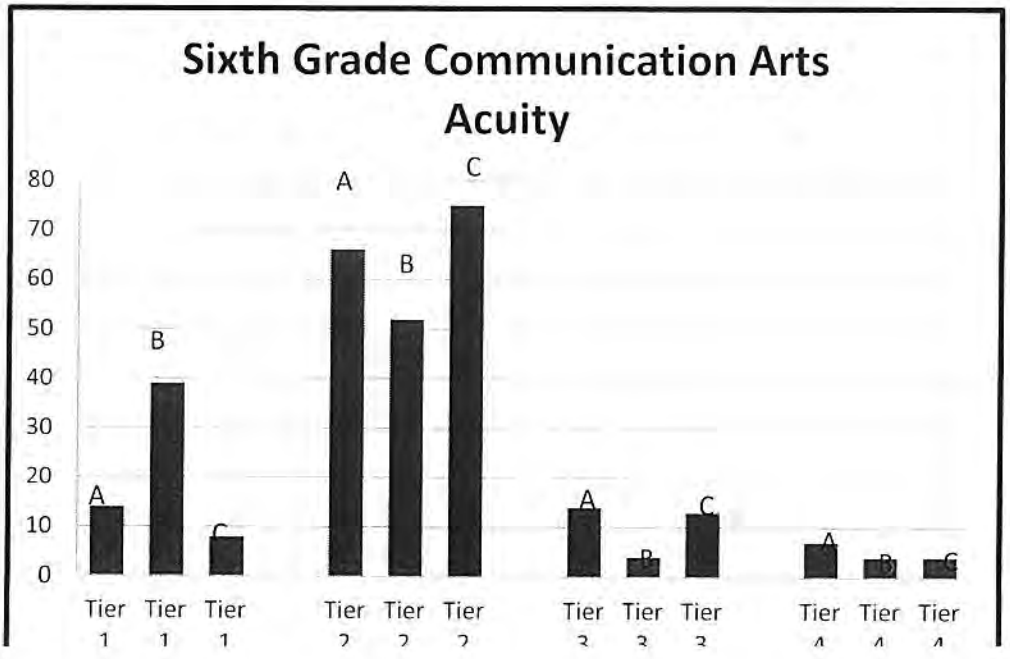
Forth grade data shows significant movement from Tier 1 to Tiers 2 and 3 in (CA). Thirty percent of students achieved proficient levels and 8% of students achieved advanced levels with only 10% of students in Tier 1. Fourth grade (MA) data shows significant growth from Tier 2 to Tier 3 with nearly 30% of students achieving proficiency and nearly 10% performing in advanced levels.


Fourth Grade Math Acuity
60
50
40
30
20
10
0
A
B
C
Tier 1 Tier 1 Tier 1
Tier 2 Tier 2 Tier 2
Tier 3 Tier 3 Tier 3
Tier 4 Tier 4 Tier 4

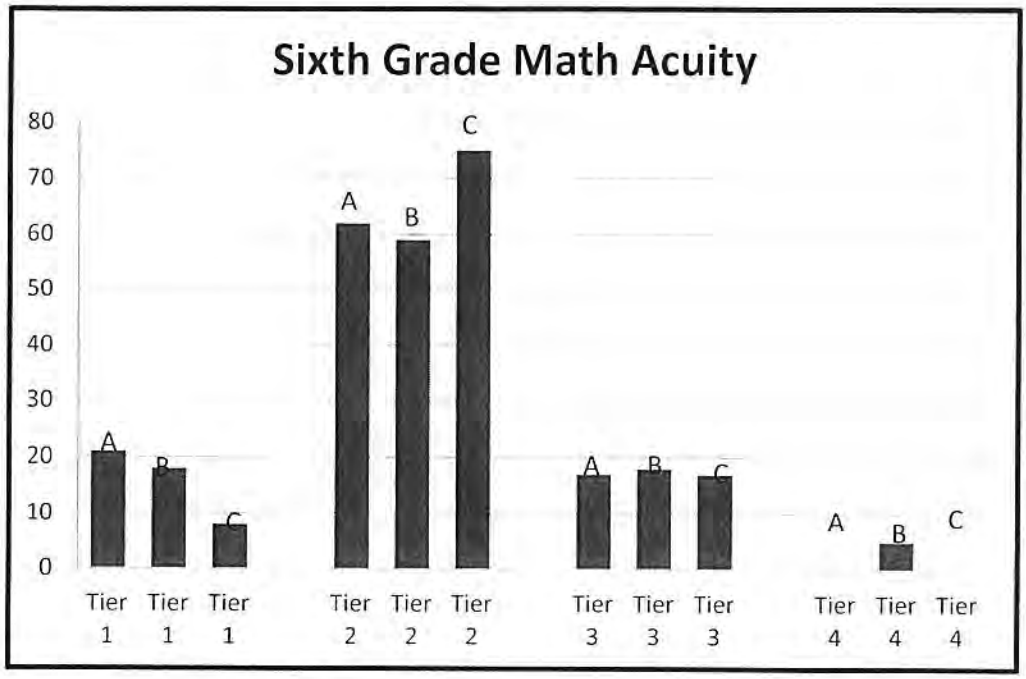

Fifth Grade Communication Arts Acuity
60
50
40
30
20
10
0
A
B
C
Tier 1 Tier 1 Tier 1
Tier 2 Tier 2 Tier 2
Tier 3 Tier 3 Tier 3
Tier 4 Tier 4 Tier 4

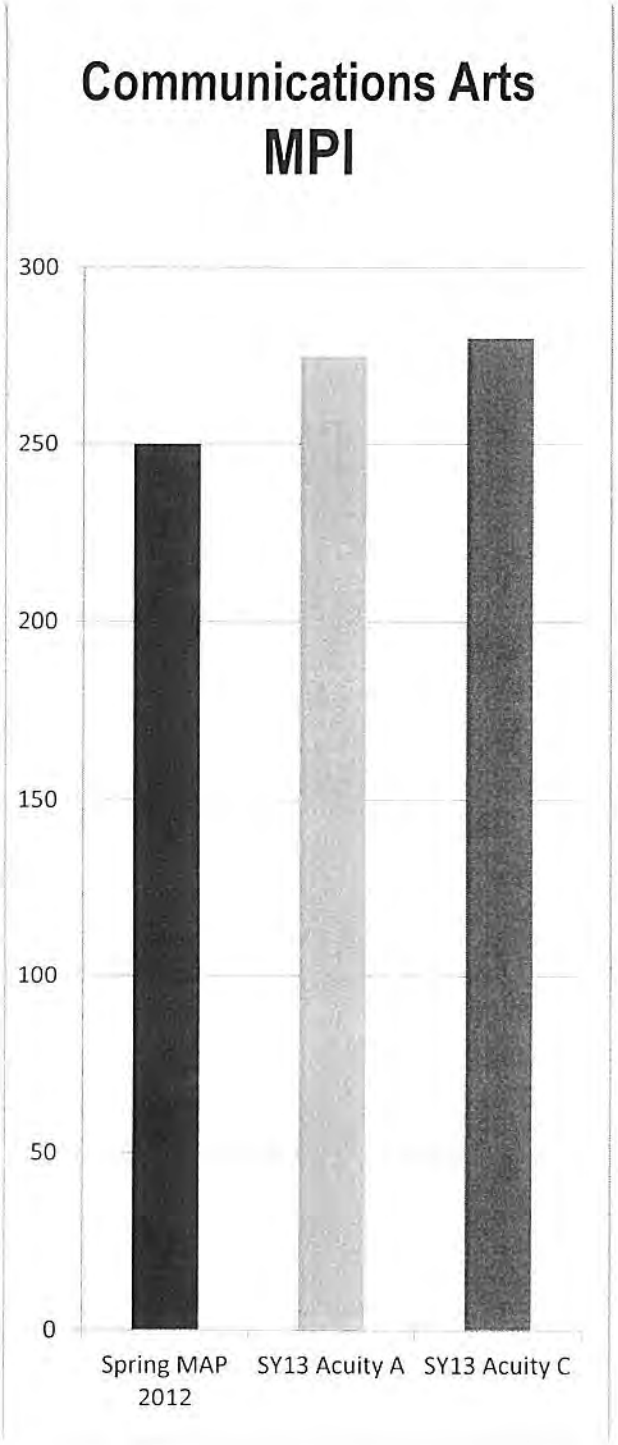
Fifth grade Acuity data presented an unusual pattern in (CA); 50% of students performed at basic levels while the other half were divided between below basic and nearly 30% performing at proficient levels as of Acuity C which is an indicator of MAP performance. The same students performed consistently at advanced levels on Acuity A, B, and C. Fifth grade (MA) shows that 55% of students are concentrated at Tier 2 on Acuity C while 22% performed at Tier 1 and 21% at Tier 3, and none at advanced levels.

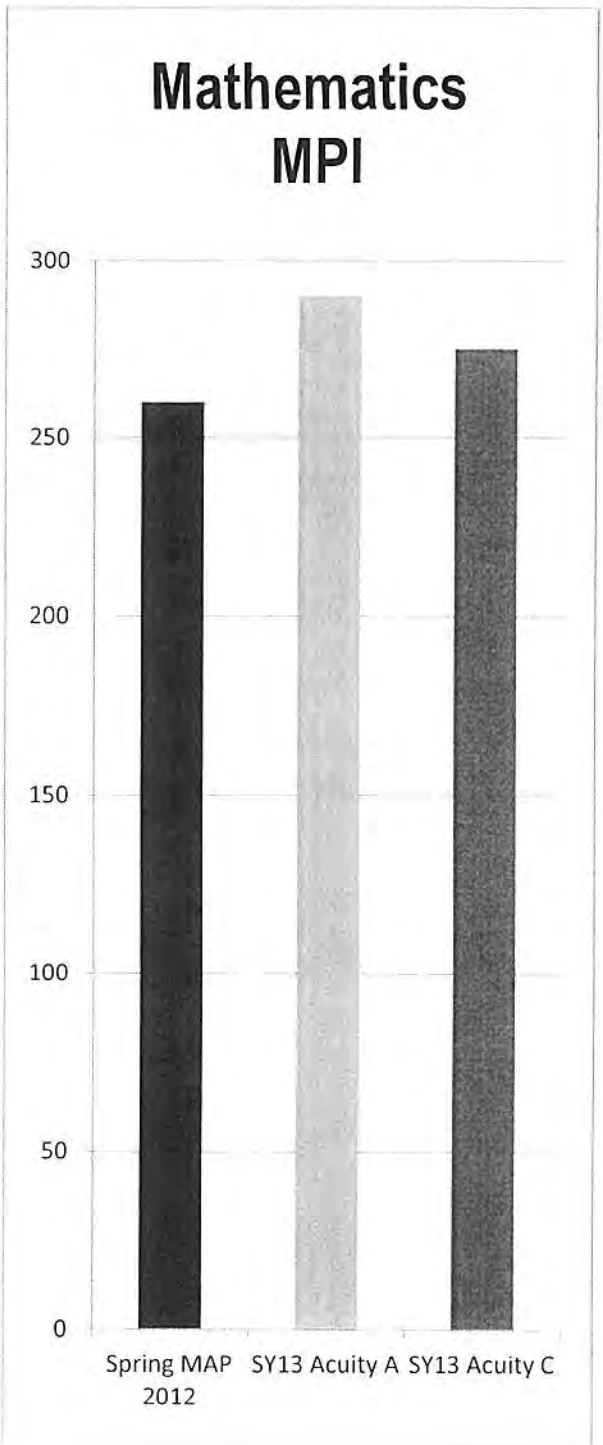




Sixth grade (MA) and (CA) data is relatively consistent with the majority (approximately 70%) of students performing at basic levels in both content areas. While approximately 12% of students performed at proficient levels in (CA) and (MA), only 4% performed in advanced levels in communication arts only.







The graphs above show the overall MAP performance index scores for Troost Elementary students in grades 3-6, comparing the academic growth between Spring 2012 MAP scores, Acuity A, and Acuity C.

2) ***Provide a summary of measurable data explaining progress toward meeting professional development objectives; and***

- Reading Street Implementation – 100% staff participation; approximately 15% of staff utilized differentiated instruction in small groups effectively
- Math Investigations Implementation – 100% staff participation; approximately 20% of staff utilized differentiated instruction in small groups effectively
- Data Team Implementation - 100% staff participation
- Classroom Management Practices - 50% of staff participated in classroom management seminars offered by the District.

3) Describe the challenges and accomplishments in meeting your objectives in 2012-13.

Challenges

- Attendance (School Avg. 93%; District goal - 95%)
- Time constraints for instructional planning
- District expectations of teachers as a SIG school
- Student "buy in" or personal investment in Troost Big 3
- Parental involvement

Accomplishments

- More collegiality or staff unity
- Professional growth with support from Pearson Consultants and Instructional Coaches
- Community Partnership with Church of the Resurrection
- Student academic growth especially at 4th grade levels
- Resurgence of school pride for staff and students
- Student body somewhat stable in an urban setting - 60% retention rate
- Facility is clean and attractive: conducive to positive learning environment

- Adequate resources available to support instruction and student learning
- PBIS school-wide implementation

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.*

PD Timeline	Objective	Person(s) Responsible
June '13	Planning for the 2013-2014 School year	Administrator
July '13	Alignment of Common Core-Focused Product Implementation and Effective Instructional Strategies to the SIG requirements of 30 day Plans and Data Teams	Pearson Administration Coaches Teachers
July' '13	Common Core Focused Product Implementation and Instructional strategies in Math	Pearson Administration Coaches Teachers

July '13	Common Core Focused Product Implementation and Instructional strategies in Literacy, Organization and Management of Small Group Reading Instruction	Pearson Administration Coaches Teachers
Aug '13	PD on Classroom Management, Differentiated Instruction, RTI, PLC's, PLATO (Edmentum), EnVision	Administration Coaches Behavior Interventionist Teachers
Aug '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support, EnVision	Pearson Administration Coaches Teachers
Aug '13	SIG Leadership Advisory Council	Administration Leadership Team
Sept '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Sept '13	SIG Leadership Advisory Council	Administration

		Leadership Team
Oct '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support District/Building PD DAYFocus : PLC's	Pearson Administration Coaches Teachers
Oct '13	SIG Leadership Advisory Council	Administration Leadership Team
Nov '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Nov '13	SIG Leadership Advisory Council	Administration Leadership Team
Dec '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Dec '13	SIG Leadership Advisory Council	Administration Leadership Team

Jan '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Distict/Building PD Day Focus: PLC's	Pearson Administration Coaches Teachers
Jan '14	SIG Leadership Advisory Council	Administration Leadership Team
Feb '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support District/Building PD Day Focus: PLC's	Pearson Administration Coaches Teachers
Feb '14	SIG Leadership Advisory Council	Administration Leadership Team
March '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
March '14	SIG Leadership Advisory Council	Administration Leadership Team
April '14	SIG Leadership Advisory Council	Administration

		Leadership Team
May '14	SIG Leadership Advisory Council	Administration Leadership Team

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.

District and/or Building efforts to be continued are as follows:

- Pearson consultants will provide additional professional development and one-on-one support for classroom teachers in communication arts, math, Common Core, instructional strategies and Digital Instruction
- District Pre and Post Unit Assessments using highly tested GLE's and Common Core
- Behavior Interventionist and Full-time Counselor
- PBIS
- Data Teams
- Community Volunteers as academic tutors for each grade level

New endeavors for 2013-2014 school year:

- Add (3) academic interventionists (Grades 1&2/Grades 3&4/ Grades 5& 6) to provide additional instructional support for students performing at below basic and basic academic levels

- Add (1) full-time counselor to allow for 2 counselors at the building level (Lower Elementary, Grades K-2) and (Upper Elementary, Grades 3-6)
- Add (5) volunteers as academic tutors for each classroom
- Specific focus on PLC's, and Common Instructional Strategies in Data Team process

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.

CURRENT STAFF 2012-2013

- Kgn Dana Chambers (District Transfer)
- 1st Meredith Polm (Resignation)
- 1st Ruby Hamline (Retirement)
- 2nd Natalie Gaber (Resignation)
- 4th Judith Boyd (Retirement)
- 4th Marsha Montgomery (Retirement)
- 5th Kayla Higginbotham (Resignation)
- 6th Rene Boyer (Long-Term Sub)

2013-2014 STAFF

- Kgn Victoria Joe
- Kgn David Price
- 1st Jamie Gorham
- 1st Joshua Ellis
- 2nd Alyssa Brzuchalski
- 2nd Bethany Taylor
- 3rd Katie Valli

- 4th Princeston Grayson
- 5th Tiffany Criner
- 5th Vacant (Interviewing)
- 6th Vacant (Interviewing)

SECTION VII.A – DISCUSSION OF YEAR ONE: MELCHER ELEMENTARY

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;***

The Melcher staff engaged in academic discussions of data and how to use data to drive instruction. As a staff we disaggregated data from the MAP, Acuity, DRA2, and common assessments. There were weekly conversations focused on who needs to improve, what the student needs to improve in, and how the improvement would take place. This had an effect of increasing instructional time, increasing learning time, and motivating our students to perform at a higher level on assessments.

The Melcher staff started the year with a new administrative team and four new Teach for America (TFA) teachers. We had five returning Teach for America teachers. We had one classroom that had a long term substitute. During the school year one new Teach for America (October) and one returning Teach for America (January) were removed from the school due to performance. In January, the TFA who left in October was replaced by a certified staff member. In March, the long term substitute was replaced by a certified teacher. In May, the TFA who left in January was replaced by a certified teacher.

Student Achievement

The Melcher staff was given data that showed we were at the bottom in Communication Arts and in Mathematics. In Communication Arts, according to the SY12 MAP data, Melcher had 39.66% below basic, 49.79% basic, and 7.59% proficient. The MAP Index was 231.9. In Mathematics, according to the SY12 MAP data, Melcher had 35.02% below basic, 47.68% basic, 13.08% proficient, and 4.22% advanced. The MAP index was 255.1. The district goal for improvement was a 15 point growth in both Communication Arts and Mathematics. The goal for Communication Arts for the SY13 MAP index is 246.9 and the goal for Mathematics for the SY13 MAP index is 270.1.

Melcher staff chose to utilize as many resources as possible. Community members came in and tutored groups of students within the classroom during instruction. After-school tutoring from grades 3-6 was offered to build basic skills and practice application. SuccessMaker was used for all grades. Tutoring in K-2 was offered by the Local Investment Commission (LINC). Response to Intervention was used in every classroom based on academic needs as shown in disaggregating the data from common assessments, Acuity, SuccessMaker, and the MAP. The third through sixth grade teachers used Buckle Down to build test taking skills and rigor. Buckle Down also helped the MAP students prepare their vocabulary so taking the MAP was easier to understand. Administration met with teachers regularly, observed whole and small group instruction, and facilitated data team meetings beginning in January.

Communication Arts

As the year progressed we used the Acuity assessment to gauge how our students were doing in gaining the 15 points in Communication Arts. The MAP index for SY12 was 231.9. The index from Acuity A reported 246.9 in September which was the goal for the year. So we asked that the teachers keep pushing for excellence. The staff implemented new instructional strategies, the use of technology within the classrooms, Response to Interventions (RTI), and weekly data team meetings to plan tailor made lessons. The index for Acuity C, which was reported in March was 276.

Coupled with the use of Acuity to gauge our success, Melcher also used the DRA2 reading assessment to track our students. The first DRA2 was given in September, the second in December, and the third in May. For the purposes of standardization within the school, Melcher used the guide of: Below Basic was any student reading below their grade level, Basic was any student reading at their current grade level, and Proficient/Advanced was anyone reading above their grade level. See the chart below.

DRA2	Below Basic	Basic	Proficient/Advanced
September	74%	14%	12%
December	64%	7%	29%

May	44%	16%	40%

Mathematics

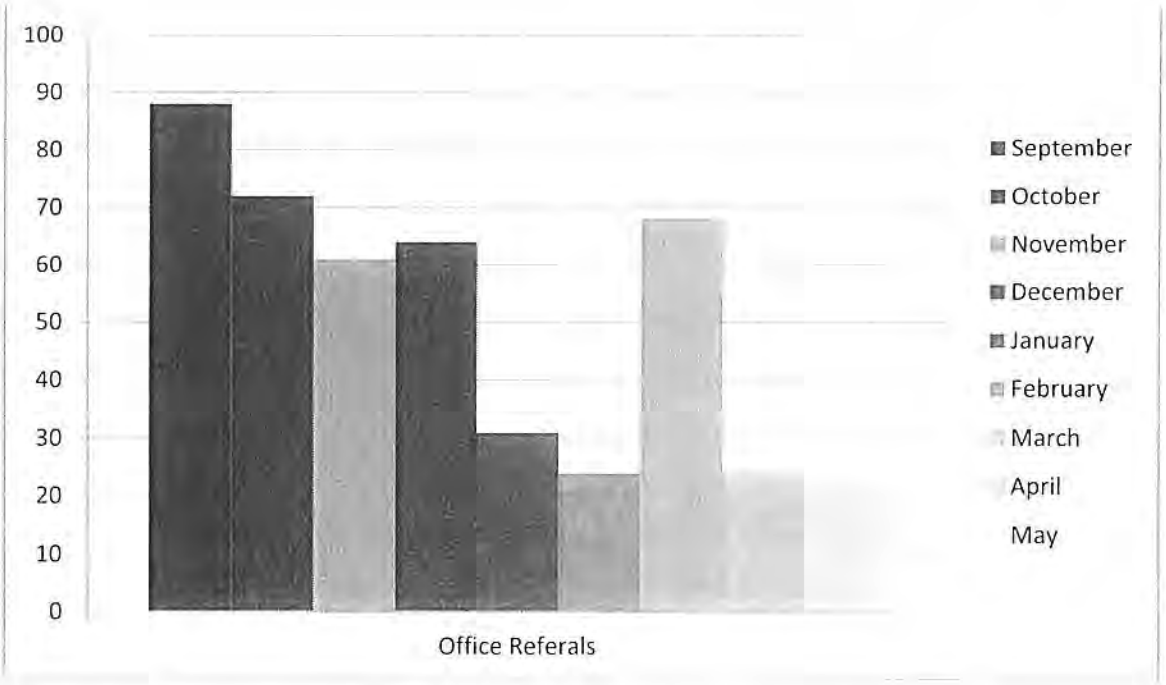
As the year progressed we used the Acuity assessment to gauge how our students were doing in gaining the 15 points in Mathematics. The MAP index for SY12 was 255.1. The index for Acuity C, which was reported in March, was 280. This was attained by using small group instruction, investigative math, learning centers, and focused lesson plans that met the specific needs for specific groups of students. These students were identified by using the data team cycle. The cycles were based on the district's assessment schedule.

Attendance

- Melcher's goal for attendance was 97%.
- During the MOSIG meetings, the goal was changed to having 90% of the student population present 90% of the time.
- An attendance committee was established and began tracking students with chronic absences. Phone calls were made daily to those parents when the tracked students were absent. This was done by the counselor. Teacher phone logs were collected monthly to show where the classroom teacher was creating a positive relationship with the parents.
- In February, when the attendance committee started tracking the 90 and 90, 81.7% of our students qualified. After the implementation of the chronic absence phone call, the percentage went up to 83%.

Behavior

The staff at Melcher set the goal to change in entire climate within the school. The staff wanted a learning environment that was safe and conducive to learning. The new administrative staff did not locate any discipline information to use for a comparison to this year. The SMART goal was to decrease the number of office referrals by 50% during the school year 2012-2013. See the chart below.



- Implementation of PBIS (Melcher Bucks, Gold Medalist awards, monthly dances, and ice cream socials).
- A Behavioral Interventionist was hired at the beginning of the year. His job was to work with staff members and students to create behavioral modification plans. He then tracked these students out of the plans. The number of chronic students was reduced from 32 to 5 during this school year.
- The Vice Principal held weekly PBIS trainings with the entire staff. This was done to ensure that the essential seven were taught and developed within the school.

2) ***Provide a summary of measurable data explaining progress toward meeting professional development objectives; and***

The focus of professional development was centered on the work of Marzano. Throughout the school year staff members attended professional developments focused on: student engagement, depth of knowledge, differentiated learning, academic language, and data driven instruction. In March the staff chose to focus on student engagement and classroom management for their observations. Sixty percent of the staff voluntarily videotaped lessons that involved project-based learning.

Pearson also delivered weeks of professional development on site for Reading Street and Math Investigations. The consultants observed, modeled, dialogued, and took Melcher staff members to a deeper understanding of the two programs and how to best implement them in our community of learners.

Professional development was delivered by School Representatives. Administration, Instructional Coaches, Professional Development Chair, Leadership Team Members delivered the following PD:

- School Mission and Vision
- Positive Behavioral Support (PBIS)
- Marzano Best Practices
- DOK – HOT questions
- Common Core Preparation
- Discussion Protocols
- Data Teams
- Use of Technology in the classroom

District delivered PD

- English Language Learners Services - Academic Language and Building Background
- Professional Development department - Marzano's best teaching practice

RPDC delivered PD

- Data Teams
- Wheel of Work
- Tutoring with purpose and precision

Another measure of PD effectiveness could be identified by the District Assessment Tool. Melcher found the alignment of specific standards of the Evaluation Tool that aligned well with the Focus Areas

and was able to track the teacher's progress in accordance to their ratings on the evaluation standards.

Teachers received three formal evaluations and each was weighted according to when it was given. Standard 1 indicator 1 aligned with the focus of academic language and student engagement:

Standard 1 / Indicator 1: Teacher knows the subject matter and organizes the curriculum to support student understanding of the subject matter.

- Teacher demonstrates mastery of the content to be taught.
- Teacher engages students with connections between taught content and other disciplines.
- Teacher engages students with academic language embedded in content taught.

Standard 2 Indicator 1 aligned with the focus of DOK and student engagement:

Standard 2/Indicator 1: Teacher ensures Instruction leads to student engagement, problem-solving and higher level thinking skills.

- Teacher engages students in work through instructional opportunities, individually and collaboratively, that develop higher-level thinking skills.
- Students actively participate in learning activities.
- Student work is rigorous.

Standard 2 Indicator 2 aligned with the focus small groups (differentiated instruction) and student engagement:

Standard 2/Indicator 2: Teacher differentiates instruction to meet the needs of every student.

- Teacher implements instructional strategies to teach students whose first language is not English and/or whose disability requires specific accommodations/techniques.

- Teacher uses a variety of instructional strategies – information and communication technology, independent, small group, and whole class – to ensure each student's learning styles/needs are met.

Standard 4 Indicator 2 aligned with data driven instruction:

Indicator 2: Teacher uses assessment data to improve learning.

- Teacher implements frequent assessments to inform instruction
- Teacher modifies instruction to meet the needs of students as evidenced by assessment data
- Teacher implements data monitoring system to demonstrate evidence of students' knowledge, skills, and performance

3) ***Describe the challenges and accomplishments in meeting your objectives in 2012-13.***

Challenges

Transient students were a concern of the Melcher staff this year. We had 76 new students enter our building after October 1, 2012. Four of our proficient students left Melcher within one month of the MAP test.

Staffing was a concern this year. We started the year with nine Teach for America teachers. By the end of the first semester two of them had been removed due to performance. There were two teachers that after the first month of school decided to retire. One of the special needs classrooms did not have a certified teacher until January. One of our third grade rooms did not have a certified teacher until March. One of our second grade rooms did not have a certified teacher until May.

Another challenge that Melcher faced this year was moving from level instruction to multi-level instruction. The staff had to learn how to implement cooperative learning strategies and deliver

differentiated instruction. The staff worked with the instructional coaches to hone their skills in delivering instruction to the whole class on varied levels. The instructional coaches, staff members, and administration participated in weekly data team meetings where pre and post test results were shared, needs were addressed, best practices were planned, and monitoring every week occurred.

Accomplishments

The implementation of PBIS and the use of the behavioral interventionist had a positive effect on students being able to stay in class. The more time that the students spend in the classroom, the more instruction they were able to gain. The more time given in instruction, the richer the learning experience can be. The parents and community members said that the new climate of Melcher was peaceful and orderly.

Academically the students produced quality work which enabled them to perform more proficiently in testing situations. When classrooms were observed, the students were producing more work than the teachers. This is what Melcher was striving for this year. The first semester observations found that the teachers worked harder than the students. There were lectures, whole group instruction, and seat work that rarely got done by the students. After studying Marzano theory, the staff members started to use engaging instructional practices. The students did not sit as much, they were learning deeper, and the students stayed out of problematic situations.

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.

Time Period	Objective	Persons Responsible
June '13 July '13	Planning for the 2013-2014 School year	Administrator Leadership Team
July '13	Alignment of Common Core-Focused Product Implementation and Effective Instructional Strategies to the SIG requirements of 30 day Plans and Data Teams	Pearson Administration Coaches Teachers
July' '13	Common Core Focused Product Implementation and Instructional strategies in Math	Pearson Administration Coaches Teachers
July '13	Common Core Focused Product Implementation and Instructional strategies in Literacy, Organization and Management of Small Group Reading Instruction	Pearson Administration Coaches Teachers
Aug '13	PD on Melcher Instructional	Administration

	Focus (non-negotiable) • Student engagement • Project-Based Learning • SIOP instructional model – building background/academic language • Data Team	Coaches Behavior Interventionist Teachers
Aug '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Aug '13	SIG Leadership Meeting	Administration Leadership Team
Sept '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product	Pearson Administration Coaches

	Implementation, Effective Instructional Strategies; Digital Instruction Support	Teachers
Sept '13	SIG Leadership Meeting	Administration Leadership Team
Oct '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Melcher's Instructional Model	Pearson Administration Coaches Teachers
Oct '13	SIG Leadership Meeting	Administration Leadership Team
Nov '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers

	Melcher's Instructional Model	
Nov '13	SIG Leadership Meeting	Administration Leadership Team
Dec '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Melcher's Instructional Model	Pearson Administration Coaches Teachers
Dec '13	SIG Leadership Meeting	Administration Leadership Team
Jan '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Melcher's Instructional Model	Pearson Administration Coaches Teachers

Jan '14	SIG Leadership Meeting	Administration Leadership Team
Feb '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Melcher's Instructional Model	Pearson Administration Coaches Teachers
Feb '14	SIG Leadership Meeting	Administration Leadership Team
March '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Melcher's Instructional Model	Pearson Administration Coaches Teachers
March '14	SIG Leadership Meeting	Administration

		Leadership Team
April '14	SIG Leadership Meeting	Administration Leadership Team
May '14	SIG Leadership Meeting	Administration Leadership Team

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.

All the following will be continued:

- Pearson will continue with year-long Professional Development in the areas of Reading Street, EnVision Math, Common Core, Melcher's Instructional Model focus areas- Instructional Strategies, and Student Engagement
- Melcher's Instructional Model
- Pre and Post testing of highly tested Grade Level Expectations and Common Core
  - Use of the Grade Level Expectation Forms to track student proficiency on the highly tested GLEs
  - Centers designed around student needs
- Academic Intervention
  - Response to Intervention (RTI) for grade levels 3rd through 6th grade.
  - Highly tested Grade Level Expectation to guide standards of focus
- Data Teams

- Continue Work with RPDC to improve implementation of the data team process
    - Continue to assess student mastery on specific standards
    - Continue to identify student misconception
    - Continue tailoring instructional strategies to address students misconception

- Behavior Interventionist
    - Completing Behavioral intervention assessments on at risk students
    - Designing and implementing behavior intervention plans

- Positive Behavior Intervention and Support
    - Revisit and Ratify Behavioral Expectations
    - Continue Monthly Celebrations
    - Implement the use of Clip UP in all classrooms
    - Seek community resources for additional support
    - Continue PBIS Wednesday P.D. for Staff

- Volunteers
    - Effective use of volunteers with data driven instruction

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.

- There will be a new principal in SY14.
- There will be a new music and art teacher.
- There are vacancies in K(1), 1st (2), and two SPED rooms.
- There will be two new Teach for America teachers.
- Eight individuals resigned at the end of the year: two retirees, four are moving out of town, one resigned to go back to work on her doctorate, the last one voluntarily transferred to another school within our district.

SECTION VII.A – DISCUSSION OF YEAR ONE: PITCHER ELEMENTARY

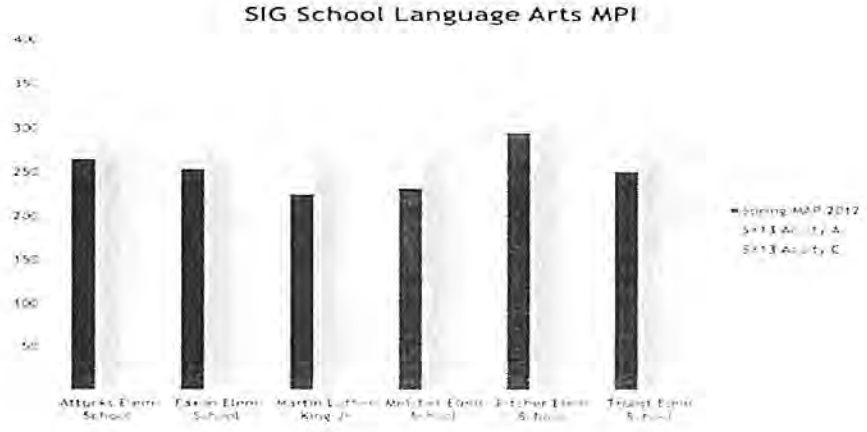
Describe progress made toward each objective approved in the 2012-2013 application.

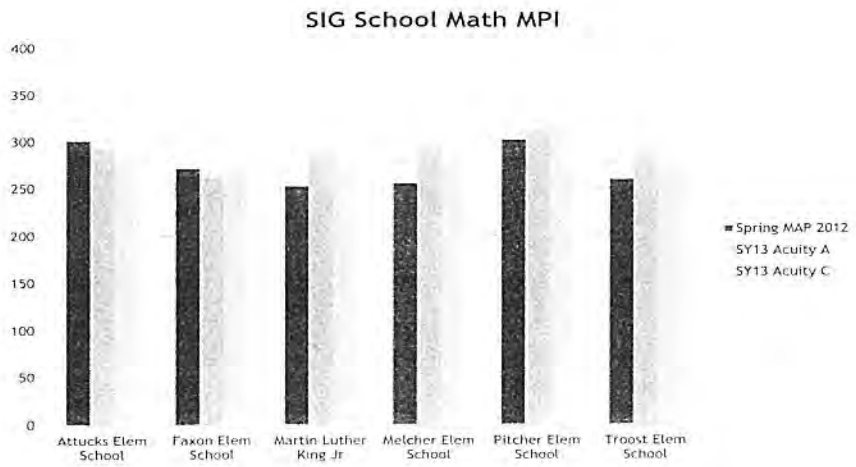
1) ***Provide a summary of MAP and other relevant data to document progress toward meeting objectives;***

The Pitcher SIG Grant Proposal had one goal: **Goal 1 (2012-2013 SY): Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.**

The 2013 MAP scores will not be available until late August 2013. Pitcher students have made significant academic growth this year. The following tables and graphs show student growth school wide and at each grade level.

The two graphs below show Pitcher's MPI index for 2012 MAP tests in math and Communication Arts, September 2012 Acuity A test and the March 2013 Acuity C test. Results show Pitcher students have shown significant growth in both Communication Arts and Math.





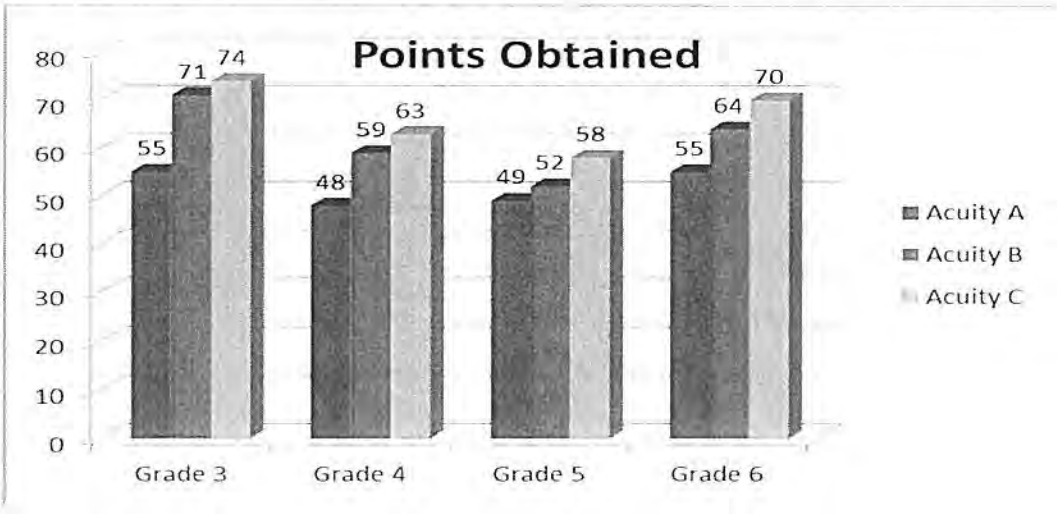
Acuity C Mathematics Performance Levels by Classroom

This table shows the performance levels of Pitcher students in Mathematics on the March, 2013 Acuity C test. On the date of this test, 70 (49%) students were at or above grade level, 69 students (49%) scored at the basic level, and 4 students (3%) were below basic.

	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced
3W	1	5	11	1	12
3S		9	6	2	8
4G		1	1		1
4A	1	13	7	1	8
4H	2	8	9	1	10
5S		11	10	1	11
5W		10	1		1
5G		1			
6N		9	7	6	13
6W		2	4	2	6
Total	**4**	**69**	**56**	**14**	**70**
Percent	**3%**	**49%**	**39%**	**10%**	**49%**

2012-2013 Mathematics Acuity Results
Comparison of the Acuity A, B, and C test results

This graph shows the point gain of Pitcher students on the Acuity tests in Mathematics. The 3rd grade had the greatest growth with a gain of 19 points followed by the 4th and 6th grades which gained 15 points each. The 5th grade showed a gain of 9 points. Pitcher's gains exceeded the district's average gain in each grade level.



Mathematics Performance Levels Acuity A, B, C

This table shows the movement between performance levels on the math Acuity Test from Sept. to Dec. to March. Pitcher students have moved from 29% to 49% proficient and advanced, a gain of 28 students. The BB level has reduced by 4% and the B level reduced by 15%, while the proficient level has increased by 14% and the advanced level increased by 6%.

	BB	B	P	ADV	P & ADV
Acuity A	11 (7%)	96 (64%)	37 (25%)	5 (4%)	42 (29%)
Acuity B	10 (6%)	83 (53%)	55 (35%)	9 (6%)	64 (41%)
Acuity C	4 (3%)	69 (49%)	56 (39%)	14 (10%)	70 (49%)

Acuity C Mathematics Growth by Classroom

This table shows the growth rate of our students between the Acuity B and Acuity C tests in Mathematics. 92 Pitcher students demonstrated a typical or high growth rate on Acuity C.

	Low	Typical	High	Typical/High
3W	5	4	7	11
3S	2	7	6	13
4G	1		1	2
4A	8	6	6	12
4H	7	2	11	13
5S	2	8	12	20
5W	6	3	1	4
5G			1	1
6N	8	1	10	11
6W	2		6	6
Total	**41**	**31**	**61**	**92**
Percent	**31%**	**23%**	**46%**	**69%**

Student Growth in Mathematics Acuity A to C

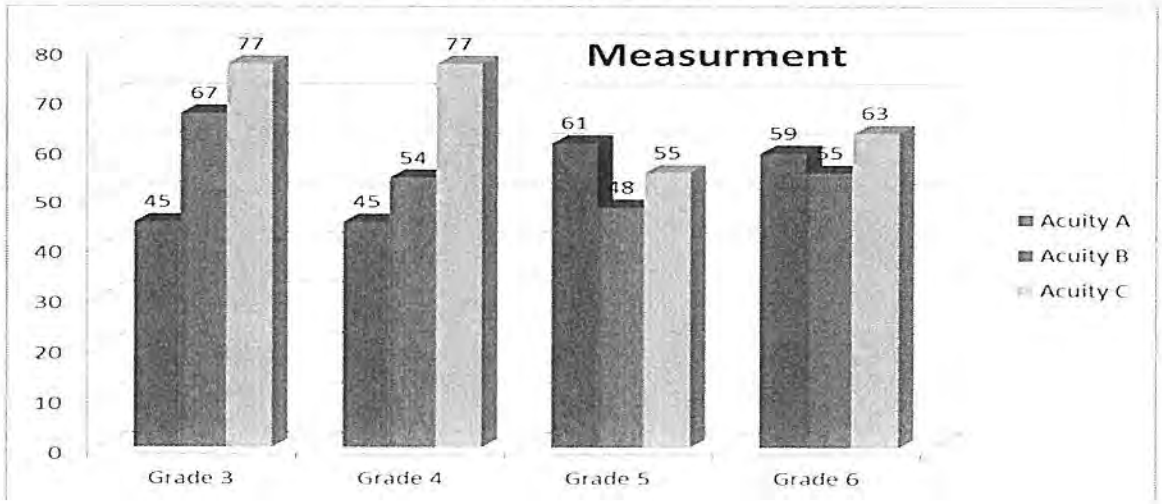
This table shows student growth in Mathematics as measured by the Acuity C test given in March. The superintendent's goal is one or more grade level's growth this school year. This table shows growth up to the 3rd quarter of the year. 96 (73%) Pitcher students have shown .75 year's growth and 79 (60%) of the students have shown 1.0 or more year's growth in mathematics by the end of the 3rd quarter.

Note: The district expected growth formula was used to calculate growth. (i.e., Using the Acuity cut off scores for 3rd grade, the average expected growth from A to C is 55.0. Thus .5 year's growth = 27.5 and .75 year's growth = 41.25. The 4th grade expected growth for 1 year = 39.7, 5th grade = 57.3, and 6th grade = 29.3.

Grade Level	Number of Students	Less than .5 Year's Growth	.5 Year's Growth	.75 Year's Growth	1.0 Year's Growth	More than 1.0 Year's Growth
3rd	33	1	32	27	23	23
4th	41	8	33	31	27	27
5th	51	10	21	17	11	11
6th	27	5	22	21	18	18
Total	**132**	**24**	**108**	**96**	**79**	**79**
Percent		**18%**	**82%**	**73%**	**60%**	**60%**

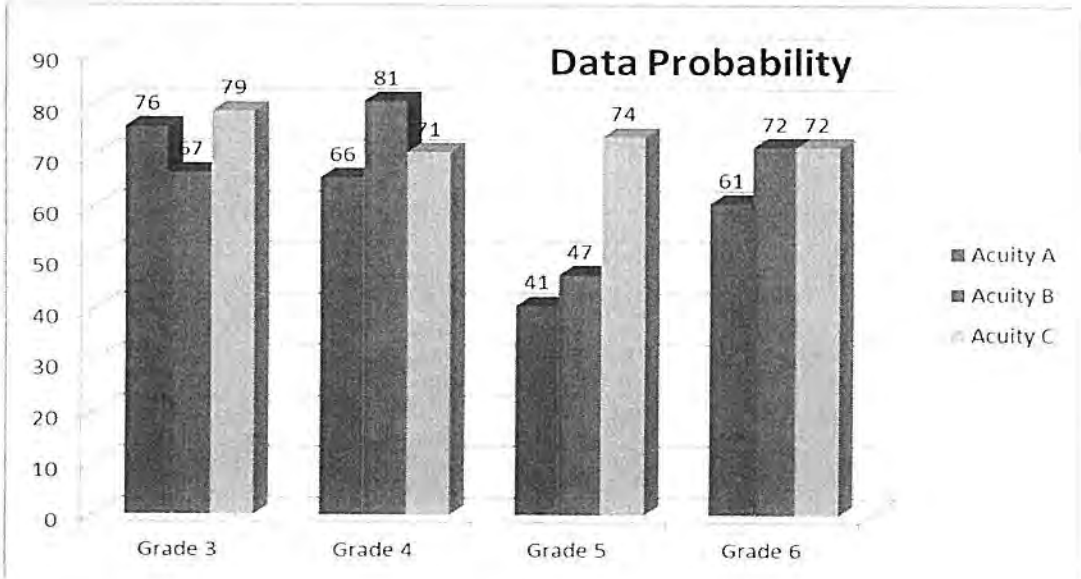
Math Measurement

This chart shows Pitcher students demonstrated growth in measurement in the 3rd, 4th, and 6th grade levels. The most dramatic growth occurred at the 3rd and 4th grade levels with a gain of 32 points obtained between Acuity A and C. This chart also shows that measurement needs to be a focus area in Pitcher's MAP prep, especially in grades 5 and 6.



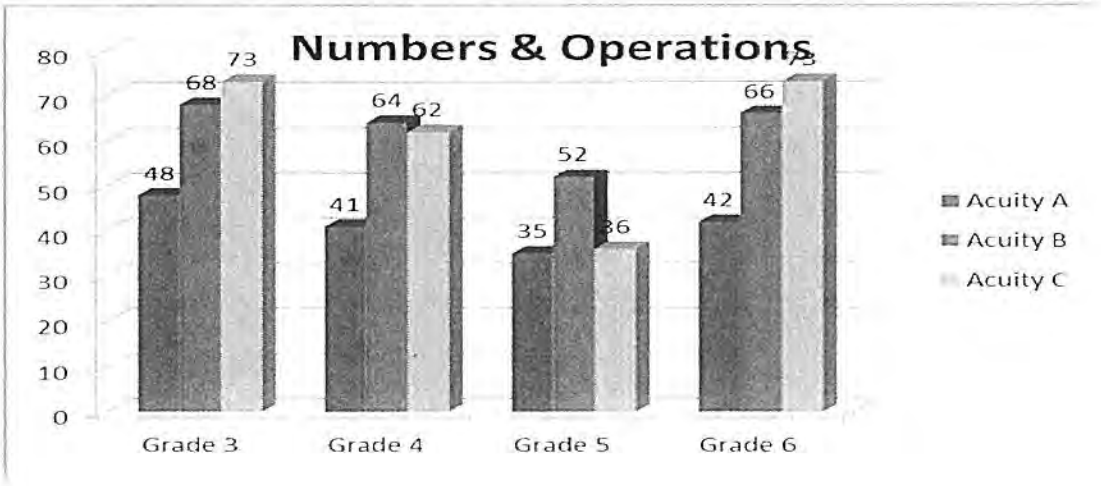
Math Data and Probability

This chart shows Pitcher students demonstrated growth in data and probability in the 3rd and 5th grades. The most dramatic growth occurred at the 5th grade level with a gain of 33 points obtained between Acuity A and C. This chart also shows that data and probability needs to be a focus area in Pitcher's MAP prep.



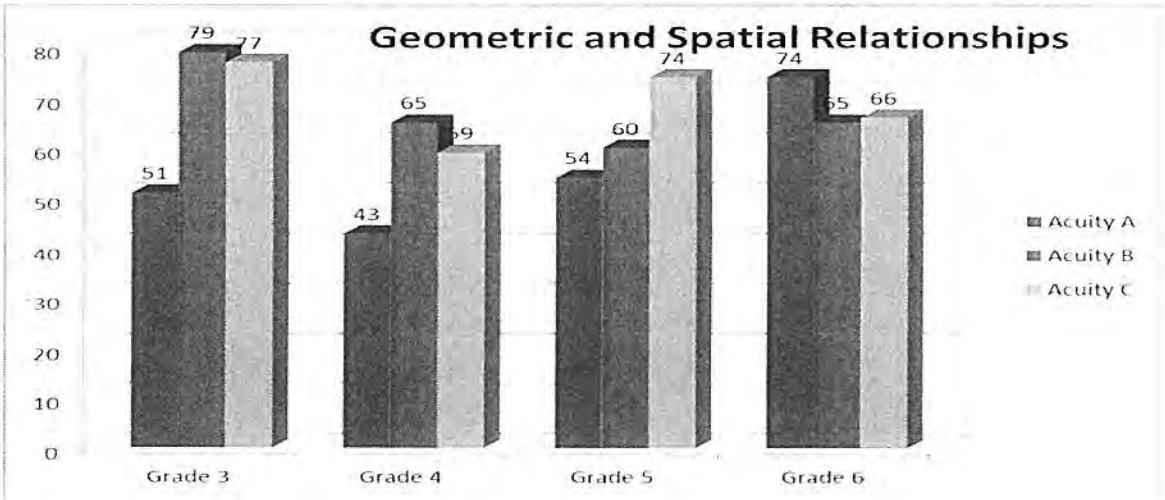
Math Numbers and Operations

This chart shows Pitcher students demonstrated growth in numbers and operations in the 3rd, 4th and 6th grade levels. The most dramatic growth occurred at the 6th grade level with a gain of 31 points obtained between Acuity A and C. This chart also shows that numbers and operations needs to be a focus area in Pitcher's MAP prep, especially in grades 4 and 5.



Geometric and Spatial Relationships

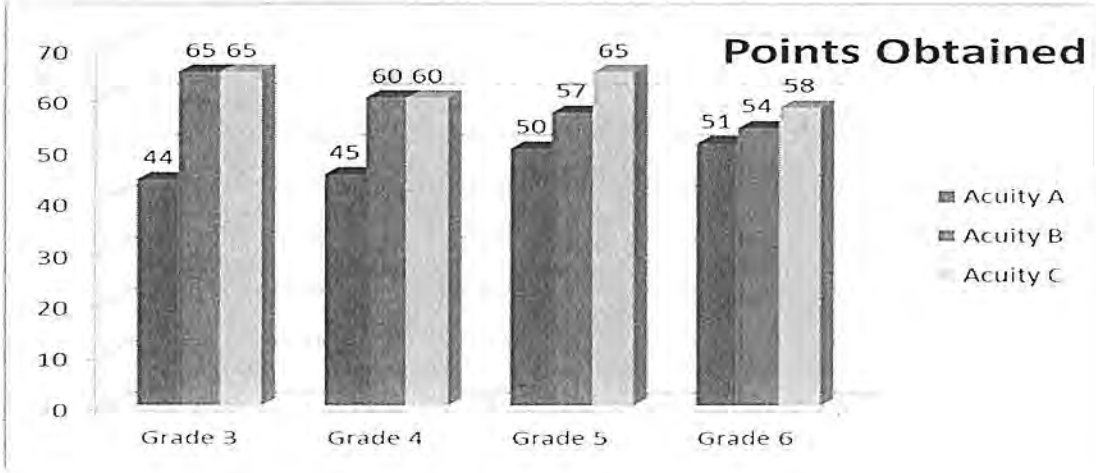
This chart shows Pitcher students demonstrated growth in geometric and spatial relationships in the 3rd, 4th and 5th grade levels. The most dramatic growth occurred at the 3rd grade level with a gain of 26 points obtained between Acuity A and C. This chart also shows that geometric and spatial relationships needs to be a focus area in Pitcher's MAP prep, especially in grades 4 and 6.



Communication Arts

2012-2013 Communication Arts Acuity Results
Comparison of the Acuity A, B, and C test results

This graph shows the point gain of Pitcher students on the Acuity tests in Communication Arts. The 3rd grade had the greatest growth with a gain of 21 points followed by the 4th and 5th grades which gained 15 points each. The 6th grade showed a gain of 7 points. Pitcher's gains exceeded the district's average gain in each grade level.



Communication Arts Performance Levels Acuity A, B, C

This table shows the movement between performance levels on the Communication Arts Acuity Test from Sept. to Dec. to March. Pitcher students have moved from 25% to 47% proficient and advanced, a gain of 31 students. The BB level has been reduced by 50%, 16 to 8 students and the B level has decreased by 15%, 14 students, while the proficient level has increased by 20%.

	BB	B	P	ADV	P & ADV
Acuity A	24 (16%)	86 (59%)	28 (19%)	8 (6%)	36 (25%)
Acuity B	12 (8%)	76 (48%)	53 (34%)	16 (10%)	69 (44%)
Acuity C	12 (8%)	66 (45%)	56 (39%)	11 (8%)	67 (47%)

Acuity C Communication Arts Growth by Classroom

This table shows the growth rate of our students between the Acuity B and Acuity C tests in Community Arts. 95 Pitcher students demonstrated a typical or high growth rate on Acuity C.

	Low	Typical	High	Typical/High
3W	7	5	4	9
3S	6	7	3	10
4G		1	1	2
4A	6	8	8	16
4H	8	4	9	13
5S	4	7	11	18
5W	4	5	3	8
5G			1	1
6N	10	2	8	10
6W	4	1	3	4
Total	**49**	**41**	**54**	**95**
Percent	**35%**	**29%**	**36%**	**66%**

Student Growth in Communication Arts Acuity A to C

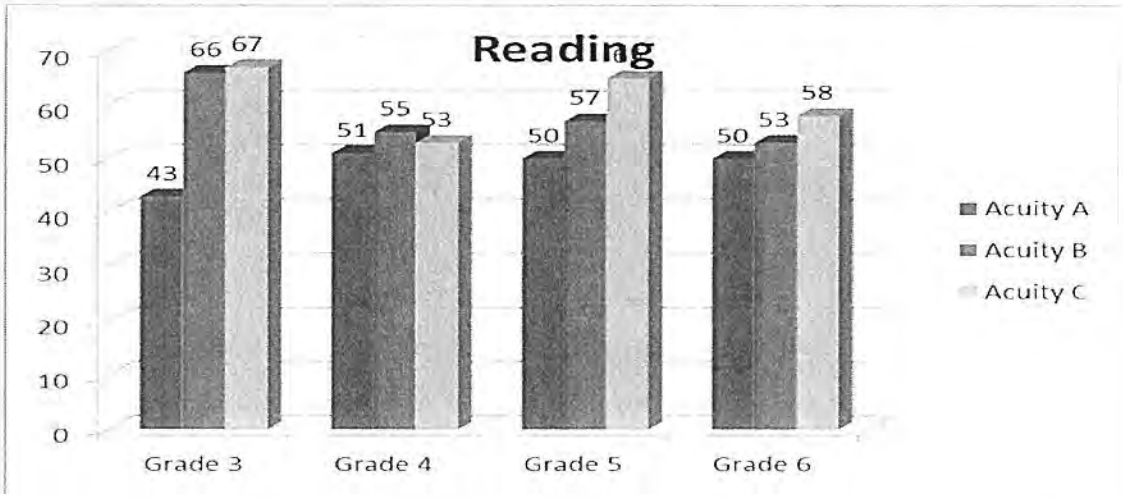
This table shows student growth in Community Arts as measured by the Acuity C test given in March. The superintendent's goal is one or more grade level's growth this school year. This table shows growth up to the 3rd quarter of the year. 99 (75%) Pitcher students have shown .75 year's growth and 92 (70%) of the students have shown 1.0 or more year's growth in Communication Arts by the end of the 3rd quarter.

Note: The district expected growth formula was used to calculate growth. (i.e., Using the Acuity cut off scores for 3rd grade, the average expected growth from A to C is 41.7. Thus .5 year's growth = 20.85 and .75 year's growth = 31.27. The 4th grade expected growth for 1 year = 24.7, 5th grade = 26.3, and 6th grade = 10.0.

Grade Level	Number of Students	Less than .5 Year's Growth	.5 Year's Growth	.75 Year's Growth	1.0 Year's Growth	More than 1.0 Year's Growth
3rd	33	3	30	25	24	24
4th	41	6	35	33	30	29
5th	51	8	23	22	20	20
6th	27	7	20	19	19	19
Total	**132**	**24**	**108**	**99**	**93**	**92**
Percent		**18%**	**82%**	**75%**	**70%**	**70%**

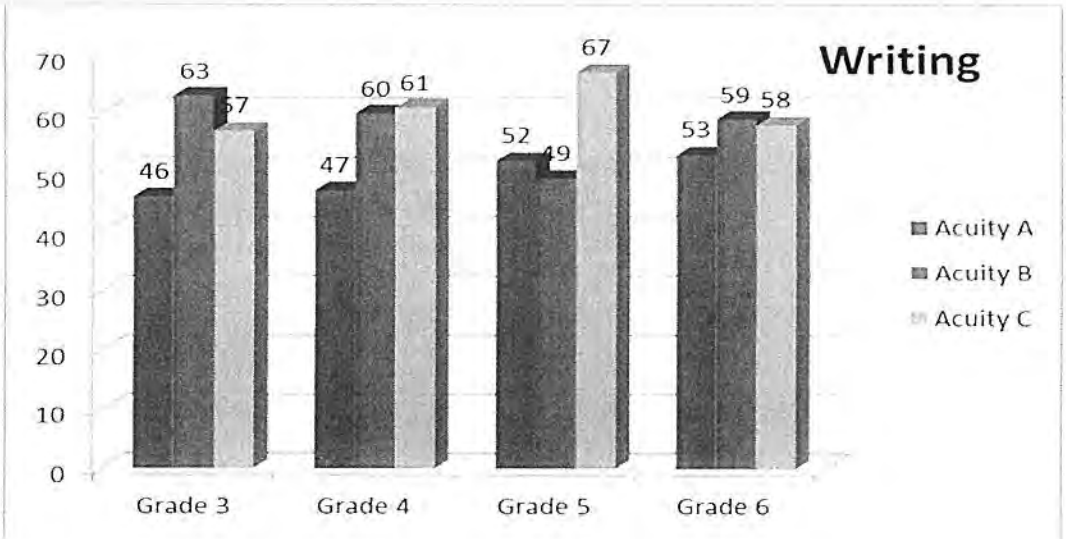
Reading

This chart shows Pitcher students demonstrated growth in at 3rd, 4th, 5th, and 6th grade levels. The most dramatic growth occurred at the 3rd grade level with a gain of 24 points obtained between Acuity A and C. This chart also shows that reading needs to be a focus area in Pitcher's MAP prep.



Writing

This chart shows Pitcher students demonstrated growth in writing at 3rd, 4th, 5th, and 6th grade levels. The most dramatic growth occurred at the 5th grade level with a gain of 15 points obtained between Acuity A and C. This chart also shows that writing needs to be a focus area in Pitcher's MAP prep.



Acuity C Communication Arts Performance Levels by Classroom

This table shows the performance levels of Pitcher students in Communication Arts on the March, 2013 Acuity C test. On the date of this test, 67 (47%) students were at or above grade level, 56 students (45%) scored at the basic level, and 12 students (8%) were below basic.

	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced
3W	1	9	8		8
3S	1	9	6	1	7
4G		2			
4A	2	12	6	2	8
4H	5	5	9	2	11
5S		9	9	4	13
5W	1	6	5		5
5G		1			
6N		9	11	2	13
6W	2	4	2		2
Total	**12**	**66**	**56**	**11**	**67**
Percent	**8%**	**45%**	**39%**	**8%**	**47%**

2) ***Provide a summary of measurable data explaining progress toward meeting professional development objectives; and***

The majority of Pitcher's professional development data is narrative rather than numerical. The Pearson Company consultants provided narrative summary reports throughout the school year. These reports indicated both strengths and weaknesses of training efforts and teacher learning. The Pearson narratives also provided information to the principal about individual teacher learning and progress with respect to understanding, implementation, and effort. These reports were very beneficial in that over time, we were able to see trends and determine teacher training needs (both individual and full staff) for the 2013-2014 school year.

Pitcher's instructional coaches also provided support and training to our teachers. They taught and coached teachers on the data cycle process. Although we do not have numerical data, per se, one can easily see a higher level of understanding between the first quarter data projects when compared to the

fourth quarter projects. There was also an observable improvement in the type and depth of teacher discussion about student performance results as well as the sharing of successful strategies between teachers. Finally, student results (mastery of a particular unit or specified content) showed a vast improvement between the beginning of the year and the end of the year. Teachers began to see value in data teams and the improved student achievement.

Student engagement was a focus area for Pitcher teachers during the 2012-13 school year. Observation360 data, SIG Teacher MAP and the school's engagement rubric showed an improved teacher awareness, as well as teachers intentionally trying two Marzano engagement strategies in their classrooms. Two teachers also recorded themselves (microteaching) for personal observation of how well they were engaging their students. Although we do not have numeric data, the significant student growth in Math and Communication Arts demonstrates improvement in student learning as a result of increased student engagement.

We will collect and maintain measurable data for professional development in the 2013-14 school year, including staff attendance, reflections and/or feedback sheets, Obs.360 reports, SIG Teacher MAP, and student performance data. We will use student performance data to establish our priorities for teacher professional development. This way, we will be able to link professional development (improvement of teacher skills) to student learning, and provide a focus for continuous learning at Pitcher.

3) ***Describe the challenges and accomplishments in meeting your objectives in 2012-13.***

Challenges

Student attendance continues to be a significant challenge for Pitcher. We will focus on attendance starting on day one for the 2013-14 SY. In addition, the mobility of the school population continues to be

high. This year 252 students moved in and out of Pitcher. The school's attendance area is primarily low rent residences and apartments and many of our families frequently move. Many of our students attend two or more schools in one year. This lack of stability has a negative affect on student learning. Although behavior data indicates improvement over the previous school year, we will continue to sharpen our PBIS focus, as well as student engagement in learning.

Although teacher capacity was nurtured and developed in the 2012-13 school year, there is still much work to do in building teacher capacity so that all of our students achieve academically. We will have two new Teach for America teachers and six of our current teachers are changing grade levels, all of which will need varying levels of support and training. Time for teachers to engage in data team work is a challenge at Pitcher. Many of our teachers are very involved in the Kansas City Chapter of AFT and the union contract is very restrictive in the amount of time teachers are required to meet and plan.

Finally, although Pitcher students made significant academic growth this year, many are still not on grade level. Improving student learning will continue to be our primary goal during the 2013-2014 school year.

Accomplishments

Administration, teachers and staff started their journey as learners with the addition of job-embedded professional development opportunities. Teachers learned new instructional strategies and gained a deeper understanding of the Pearson materials (i.e., Reading Street, Investigations/CMP2). The entire staff focused on genuine student engagement and the use of Marzano instructional strategies in the classroom. Pitcher was able to provide individual and small group differentiated learning opportunities for students through after-school tutoring and tutoring during the school day with academic intervention teachers. Student achievement improved in both Math and Communication Arts (see previous pages).

Pitcher is anticipating an improvement in the 2013 MAP results in Math and Communication Arts. The overall student yearly attendance rate increased 1.2% over the 2011-12 school year. However, Pitcher was unable to maintain a "90 by 90" attendance rate, as required by MSIP 5. The number of behavioral conduct cards written and sent to the office decreased this current year, compared to the 2011-2012 school year. The number of student suspensions were nearly half (103), when compared to the previous year (200).

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.*

Implementation Dates	**Component/Selected Intervention**	**Purpose**	**Participants**	**Presenters**	**Evaluation Dates**
June 18-19, 2013	MOSIG Conference, St. Louis, MO. (Missouri Turnaround Network Forum 2013)	To develop a Literacy Plan within the Building Accountability Plan; Develop Norms; Sharing Best Practices/Networking	2 teachers, principal	Jane Doty Fischer, Janet Allen, Nicole Law	June 19, 2013

July 30, 31 Aug. 1, 2013	Pitcher SIG Training	To develop teacher capacity; teacher collaboration; PBIS training; instructional technology training; team building	Pitcher Teachers, Staff, Principal	RPDC consultants; Principal; Instructional Coach; Teachers	Aug. 1, 2013
Aug. 5-9, 2013	District Professional Development	Teacher curriculum training; implementation of Common Core; other district training; one day SIG planning	Pitcher Teachers, Staff, Principal	District Curriculum Personnel; Principal; Instructional Coach;	Aug. 9, 2013
Sept. 2013 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout SY 2013-14
Sept. 13, 2013	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and	SIG Leadership team		Sept. 13, 2013

		the SIG 30 day plan for improvement planning.			
Sept. 15, 2013- May 1, 2014	Student tutoring during the school day by Academic Intervention teachers.	To improve student achievement in Comm. Arts and math.	Academic Intervention Teachers; Students (as assigned); Teachers		Quarterly
Sept. 17, 2013- May 15, 2014	Student "CARE" Team meetings, weekly	To assist individual students who may be struggling emotionally, behaviorally or academically.	Counselor		Quarterly
Oct. 1, 2013 – April 15, 2014	After school tutoring program	To improve student achievement in Comm. Arts and math in grades 3-6.	Tutors; Students		Jan. 2014 and April 2014
Oct. 2013 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching	Building teacher capacity; best practices in teaching Communication Arts	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout SY 2013-14

	and modeling	and Mathematics; Lesson Study			
Oct. 11, 2013	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		Oct. 11, 2013
Nov. 2013 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout SY 2013-14
Nov. 15, 2013	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan	SIG Leadership team		Nov. 15, 2013

		for improvement planning.			
Dec. 2013 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout SY 2013-14
Dec. 15, 2013	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		Dec. 15, 2013
Jan. 2014 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout SY 2013-14

Jan. 17, 2014	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		January, 2014
Feb. 2014 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout SY 2013-14
Feb. 21, 2014	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		Feb. 21, 2014

March 2014 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout SY 2013-14
March 28, 2014	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		March 28, 2014
April 2014 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout SY 2013-14
April 25, 2014	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as	SIG Leadership		April 25, 2014

		well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	team		
May 2014	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout SY 2013-14
May 16, 2014	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		May 16, 2004

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.

The SIG grant will contain essentially the same program components as year one. Part-time academic intervention teachers will be employed to provide academic support (individually and/or small groups) to students. Tutoring will occur during the school day. Student "CARE" Team meetings will occur once per week for Pitcher staff to collaborate and make plans for individual students who are struggling emotionally, behaviorally, or academically. A behavior interventionist will be employed to support learning behavior in the classroom and assist students who are struggling emotionally or behaviorally at school. The behavior interventionist will also serve in a parent liaison capacity and attend all evening parent SAC meetings designed to support the Pitcher children and parents. The school day will be extended with a volunteer after school tutoring program available three days each week for students in grades 3-6.

Pitcher will employ two instructional coaches to support teachers and develop teacher capacity in Communication Arts and Mathematics. In addition, the school year will be front loaded by three days for teacher and staff professional development. Teacher instructional capacity will be built using instructional consultants from the Pearson Company throughout the school year. PBIS will continue to be a school wide focus with additional staff development. Teachers will also participate in grade level data teams on a weekly basis. Teacher data consults will be held with classroom teachers quarterly. Pitcher will send a team to the June 18-19 MOSIG conference in St. Louis. Voluntary professional development will be offered to teachers outside of the school day. Teachers and staff will also participate in SIG

planning and evaluation (including SIG Leadership meetings, building data consults, teacher collaboration time).

A draft budget supporting the above mentioned program components have been completed and submitted. It is anticipated that all program components will be supported by the District 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.

There was one retirement (kindergarten teacher, Barbra Smith) and one resignation (first grade teacher, Garrett Christiansen) at Pitcher Elementary in May 2013.

Six teachers are changing grade levels for SY 2013-2014. Rebecca Blackburn will be teaching second grade. Melody Bell with be teaching kindergarten. Donna Witte will be looping with her students and teaching 4th grade. Paul Washington will be teaching fourth grade. Kayla Hamilton (TFA) will be teaching third grade. Reiatta Aldridge (TFA) will be looping with her students and teaching fifth grade.

Two new Teach for America (TFA) teachers will be joining the Pitcher staff. Saw Mya Kay Thi Lowe will be a first grade teacher. Brian Schneider will teach sixth grade.

Sherry Paul will serve as math instructional coach.

An additional part-time academic intervention teacher will be hired.

SECTION VII.A – DISCUSSION OF YEAR ONE: ATTUCKS ELEMENTARY

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;***

Student Achievement

MAP scores in on SY12 gave the baseline for Map Index (MPI). Communication Arts MPI was 265.9 and for Math 301.1. The district goal for improvement given Attucks was to improve the MPI in Communication Arts to 280.9 and the MPI for Math to 316.1. The smart goal for Improvement was a 15 point gain in both Communication Arts and Math (Communication Arts to 280.9 and the MPI for Math to 316.1). In an effort to attain such a goal we began by identifying student performance levels with Acuity A and DRA testing. Responses to Intervention (RTI) groups were designed according student outcomes. As a result we found:

ACUITY A Communication Arts

3rd Grade -CA		4th Grade-CA	
Performance Level	Student Outcome	Performance Level	Student Outcome
Below Basic	28%	Below Basic	24%
Basic	56%	Below	49%
Proficient	12%	Proficient	19%
Advanced	4%	Advanced	8%
5th Grade-CA		6th Grade-CA	
Performance Level	Student Outcome	Performance Level	Student Outcome

Below Basic	11%	Below Basic	19%
Basic	47%	Basic	51%
Proficient	28%	Proficient	24%
Advanced	14%	Advanced	7%

In all testing grades levels more than 50% of our students were not performing at a level of proficiency.

(3rd – 84%, 4th – 73%, 5th – 58%, 6th-70%)

ACUITY A Math

3rd Grade-MA		4th Grade-MA	
Performance Level	Student Outcome	Performance Level	Student Outcome
Below Basic	27%	Below Basic	16%
Basic	55%	Below	58%
Proficient	14%	Proficient	23%
Advanced	4%	Advanced	3%
5th Grade-MA		6th Grade-MA	
Performance Level	Student Outcome	Performance Level	Student Outcome
Below Basic	5%	Below Basic	35%
Basic	42%	Basic	46%
Proficient	33%	Proficient	16%

Advanced	20%	Advanced	3%

- In all testing grades levels more than 50% of our students were not performing at a level of proficiency. (3^{rd} –82 %, 4^{th} – 74%, 5^{th}– 47%, 6^{th}-81%)
- To address the academic gap as well as the large number of students who need intensive support to make gains, two supplemental supportive teachers(academic interventionist) were hired to aid us in providing RTI so small group instruction .
- After-school tutoring was offered for students 3^{rd} through 6^{th} who were below basic or basic closer to below basic.
- After-school tutoring was also opened up for Kindergarten through 2^{nd} grade students who were not on grade level as well in an effort to begin addressing student misconceptions and academic gaps before the testing grades. DRA scores were used to identify theses students.
- Emphasis in teacher observations were small group instruction,

ACUITY A compared to ACUITY B Communication Arts

3^{rd} Grade-CA			4^{th} Grade-CA		
Performance Level	Student Outcome (A)	Student Outcome(B)	Performance Level	Student Outcome (A)	Student Outcome (B)
Below Basic	28%	36%	Below Basic	24%	24%
Basic	56%	45%	Below	49%	36%
Proficient	12%	11%	Proficient	19%	18%

Advanced	4%	7%	Advanced	8%	19%
5th Grade-CA			6th Grade-CA		
Performance Level	Student Outcome (A)	Student Outcome (B)	Performance Level	Student Outcome (A)	Student Outcome (B)
Below Basic	11%	10%	Below Basic	19%	17%
Basic	47%	49%	Basic	51%	49%
Proficient	28%	29%	Proficient	24%	24%
Advanced	14%	12%	Advanced	7%	10%

ACUITY A compared to ACUITY B Math

3rd Grade-MA			4th Grade-MA		
Performance Level	Student Outcome (A)	Student Outcome(B)	Performance Level	Student Outcome (A)	Student Outcome (B)
Below Basic	27%	31%	Below Basic	16%	17%
Basic	55%	53%	Below	58%	57%
Proficient	14%	14%	Proficient	23%	20%
Advanced	4%	2%	Advanced	3%	6%

5th Grade-MA			6th Grade-MA		
Performance Level	Student Outcome (A)	Student Outcome (B)	Performance Level	Student Outcome (A)	Student Outcome (B)
Below Basic	5%	10%	Below Basic	35%	25%
Basic	42%	36%	Basic	46%	47%
Proficient	33%	31%	Proficient	16%	21%
Advanced	20%	22%	Advanced	3%	8%

- The RTI period was streamlined to address the lack of appropriate growth from those students below basic and basic. RTI time became highly visited times by instructional coaches and the administrator to assess if teachers were providing skill-based lessons, if teachers were working on highly tested GLEs.
- The data team received greater attention from administration and coaches to aid teachers in creating instruction around student need. Emphasis was placed on small group instruction (differentiated instruction) outside of just the RTI period.
- Continued emphasis in teacher observations were Small Group Instruction, DOK (strategic questioning – think a louds to teach) Student engagement (use of discussion protocols)

ACUITY A, ACUITY B, and ACUITY C Comparison

Communication Arts

3rd Grade-CA				4th Grade-CA			
Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)	Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)
Below Basic	28%	36%	45%	Below Basic	24%	24%	245%
Basic	56%	45%	42%	Below	49%	36%	46%
Proficient	12%	11%	10%	Proficient	19%	18%	19%
Advanced	4%	7%	4%	Advanced	8%	19%	11%
5th Grade-CA				6th Grade-CA			
Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)	Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)
Below Basic	11%	10%	13%	Below Basic	19%	17%	23%
Basic	47%	49%	47%	Basic	51%	49%	45%
Proficient	28%	29%	26%	Proficient	24%	24%	21%
Advanced	14%	12%	14%	Advanced	7%	10%	11%

ACUITY A, ACUITY B, and ACUITY C Comparison

Math

3rd Grade-MA				4th Grade-MA			
Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)	Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)
Below Basic	27%	31%	36%	Below Basic	16%	17%	15%
Basic	55%	53%	51%	Below	58%	57%	53%
Proficient	14%	14%	12%	Proficient	23%	20%	25%
Advanced	4%	2%	1%	Advanced	3%	6%	7%
5th Grade-MA				6th Grade-MA			
Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)	Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)
Below Basic	5%	10%	13%	Below Basic	35%	25%	20%
Basic	42%	36%	48%	Basic	46%	47%	37%
Proficient	33%	31%	27%	Proficient	16%	21%	30%
Advanced	20%	22%	11%	Advanced	3%	8%	12%

- To respond to the lack of measurable improvement we began a measured focus just on the highly tested grade level expectations (GLEs) with setting a proficiency goal for each one at 85%. Each week 2 or more of them should be taught and assessments both formal and informal should be given to assess student progress. These forms were required weekly of teachers.
- Buckle Down materials were used as a resource, not a curriculum guide.
- After assessing the percentage of growth or the lack thereof, there was a greater commitment to getting students involved in after-school tutoring. The afterschool tutoring added pre/post test requirements for teachers so they too would begin to track what standards were being taught, whether students were growing academically, what needed re-teaching, and which tutors were most effective.
- Continued emphasis was given during teacher observations in small group instruction, DOK (strategic questioning – think a louds to teach), student engagement (use of discussion protocols), and academic language.

Attendance

- As a district and school we set a goal for 95% attendance.
- The state provided another challenge with the goal of 90% of our student with at least 90% attendance.
- An attendance committee was established and began working on developing a tracking system, warning letters for parents, monitoring teacher logs, and attendance dinners for parents to address the attendance issues in the school.
- A part-time parent involvement paraprofessional was hired to aid in addressing the attendance issue. This began during the months of March and April. The Parent Involvement Paraprofessional called homes daily when students were absent and parents had not notified the school (safety calls).

Attendance Trend 3 Year Trend

YEAR	Attendance Rate
SY 11	85.2
SY 12	91.5
SY 13	90.28

- The Attendance committee compared monthly trends in an attempt to provide incentives during months where the previously year attendance fell below 90%. There were some improvements but unfortunately the attendance fell in other months.

Attendance by Month Comparison

Month	SY12	SY13
September	92.9	96.85
October	921.8	95.97
November	92.5	95.28
December	87.8	92.54
January	90.6	89.7
February	91.4	91.65
March	90	93.05

April	91.1	93.07
May		92.67

- Once the 90% attendance by 90 % of students was understood an alarming trend was discovered. Once the Kindergarten through 6th grade students (235 students) were separated from the total number of students with less than 90% attendance there were 71 students with less than 90% attendance. With further investigation, the attendance team discovered that 25 of the 71 students were not students who lived in our attendance boundaries but were assigned to Attucks because their neighborhood schools were filled, which we call overflow students. These overflow students accounted for 10% of our student body which were a natural barrier for attaining the 90%/90% goal for attendance. Another barrier the group identified from this investigation was a large percentage of students in transition (qualified for homeless services) that were placed in our building; many because of an overflow school. There were a total of 29 students and of the 29 students, 19 had attendance below 90 percent. The students in transition accounted for 7% of the student body (these numbers are separate from the overflow numbers, no overlapping students). Only 13 of the 71 students with less than 90% attendance were in our attendance boundaries which were only 5% of the student body. The remaining 9 students (3% of the student body) were students placed at Attucks for the Self-Contained Autistic classrooms. Nevertheless, with both the boundary and autistic students below 90% attendance that left only 8% below 90% attendance. As a result Attucks may have met the 90%/90% goal if we were just a neighborhood school. It was derived; the boundary changes in SY12 reducing our boundary area and the removal of the ELL population which live in Attucks boundaries in SY13 negatively affected our attendance despite our active effort and new interventions. Below is a chart that includes our pre-school population.

90% Attendance Numbers (Students/Percentage)

	Perfect	Greater than 95%	Less than 95% - Greater than 90%	Less than 90% - Greater than 85%	Less than 85%	Total
Number of students	23 students	134 students	89 students	37 students	55 students	338 students
Percentage of student body	6.80%	39.65%	26.33	10.95%	16.27%	100%

Behavior

- Attucks Goal was to decrease the total numbers of disruptive student behavior by 25%.
  - Implement PBIS model (Bobcat bucks, Bobcat Club)
  - A Behavior Interventionist was hired to work with staff to identify students with frequent misbehavior and work to address root of behaviors with behavior plans, seminars with classes, class goals
    - Identify chronic offenders; create individualized behavior plans
  - Refocus all staff toward Building Culture Expectations
  - Be Respectful, Be Responsible, Be Safe, Be a Learner
  - Access, create behavior plans, and hold staff accountable for knowing and following classroom plans, present classes on bulling, peer mediation, etc.
  - Utilize Classroom Discipline Plans

- Redirect, Safe Seat, Parent Phone Call, Buddy Room

Attucks met and exceeded the goal of decreasing disruptive student behavior by 25%. The chart below shows the number of disruptive behavior were 506 offences in SY2012 compared to only 165 offences in SY13. That is a decrease of 213 offences which is a 67% decrease.

Offenses	**SY12**	**SY13**	**Margin**
Fighting	55	40	27% decrease
Chronic Misconduct – Prior Interventions	72	34	52% decrease
Assault of Another Student	33	21	36% decrease
Inciting to Fight/Contributing to a disruptive Situation	35	14	6% decrease
Dangerous Behavior	56	8	85% decrease
Defiance of Authority/Hall Freeze	82	6	92% decrease
Bullying/Cyber Bullying	12	5	58% decrease
Assault of School Personnel	5	4	20% decrease
Sexual Misconduct	2	3	33% increase
Stealing	1	3	66%increase
Threating Another Student	8	3	62% decrease
Weapon Simulated – Possession/Use	0	3	100% increase
Possession – cigarette Lighters/Matches	1	2	50% increase

Threating School Personnel	7	2	71% decrease
Vandalism	9	2	77% decrease
Weapon – hand-gun	0	2	200% increase
Arson	0	1	100% increase
False/Fire Alarm	0	1	100% increase
Possession/Use – tobacco	0	1	100% increase
Sexual Harassment	12	1	91% decrease
Weapon - Other	0	1	100% increase
Conspiracy to Commit a Class 3 Offence	1	0	100% decrease
Conspiracy to Commit a Class 4 Offence	2	0	200% decrease
Total	506	165	67% decrease

- Attucks also moved to the next level in PBIS.
  - Schools scoring 80% on the SET overall and 80% on section "B" *Expectations Taught,* are implementing school-wide positive behavior supports at a universal level (Tier 1). A goal for schools would be to maintain an 80%-80% on **each** of the features above across the years indicating that they are sustaining team-based SW-PBS efforts, creating a positive culture in the school, and making data-based decisions that are linked to a larger school-wide effort.

SET Feature	Score
A. Expectations Defined	100%
B. Expectations Taught	100%
C. Reward system	100%
D. Violation System	100%
E. Decision Making	100%
F. Management	95%
G. District Support	100%
Implementation Average	100%
80%/80% Implementation Level	95/100%

- Attucks received the Bronze Award from our PBIS review .

2) ***Provide a summary of measurable data explaining progress toward meeting professional development objectives; and***

- The Focus of Professional Development was centered in Marzano's Best Teaching Practices. Throughout the school year Five Areas were a focus at some point in the school year. Attucks Professional Development Centered in Defining the Instructional Cultures (Attucks Non-negotiables)
    - Student Engagement – Use of Discussion Protocols
    - Higher DOK – Use of Higher Order Thinking Questions (HOTQ) / Think A louds to model the process to respond to HOTQ.

- Academic Language – Teachers intentionally teaching/students using
- Differentiation – small group instruction specifically address on student misconceptions and academic needs
- Data Driven Instruction – Teaching strategies changing based on data

- These five focus areas were at some part contained in our Teacher Matrix and feedback was centered always in improving these five areas of Teacher Development.

Teacher Matrix – May (End of the School Year)

Name	**Effective Work Period**	**DOK**	**Building Academic Language**	**Data Driven Instruction**
CRITERIA	Students demonstrating accountable talk in cooperative groups Students can articulate what they are doing and the purpose for the activity Activity aligned with GLE/LT	Lesson progresses past recall and comprehension, evidence of application, analysis & synthesis. Use of Higher Order thinking questions Real life	Teacher actively and intentionally teaching and using academic language/vocabulary Teacher expects and require students to use the academic vocabulary Use ESL strategies for teaching academic language	Small flex grouping Meaningful centers aligned with learning target or power standards Instruction and assignments address academic weaknesses as identified by Acuity, DRA, and data cycle

	Time on task – students engaged in task and aware of the expectations	application/ project based	Academic language artifacts living document Students display greater comprehension of concepts and skills	assessments Established routines where students understand expectations
Stewart - Kgn	3	2	2	3
Nichols – Kgn	2	2	2	2
Joslyn 1st	3	2	2	3
Herteen – 1st	2	2	2	2
Christian – 2nd	3	2	2	1
Rader – 2nd	2	2	2	2
Cooper – 3rd	2	2	3	2
Zondca – 4th	4	2	4	2
Plassmeyer – 5th	2	2	2	1

Walker – 6th	4	2	3	3
Percentage of Proficiency	67.5%	50%	47%	50%

- Professional Development was delivered by Person Representative (Reading Street and Math Investigations) whole group, grade level and individually by teacher
- Professional development was delivered by School Representatives. Administration, Instructional Coaches, Professional Development Chair, Leadership Team Members delivered PD
  - School Mission and Vision
  - Positive Behavioral Support (PBIS)
  - Marzano Best Practices
  - DOK – HOT questions
  - Common Core Preparation
  - Discussion Protocols
  - Data Teams
  - Use of Technology in the classroom
- District delivered PD
  - English Language Learners Services - Academic Language and Building Background
  - Professional Development department - Marzano's best teaching practice
- RPDC
  - Data Teams
  - Wheel of Work
  - Tutoring with purpose and precision

- Another measure of PD effectiveness could be identified by the District Assessment Tool. - Attucks found the alignment of specific standards of the Evaluation Tool that aligned well with the Focus Areas and was able to track the teacher's progress in accordance to their ratings on the evaluation standards. Teachers received three formal evaluations and each was weighted according to when it was given.
    - Standard I indicator 1 aligned with the focus of academic language and student engagement

Standard 1 / Indicator 1: Teacher knows the subject matter and organizes the curriculum to support student understanding of the subject matter.

- Teacher demonstrates mastery of the content to be taught.
- Teacher engages students with connections between taught content and other disciplines.
- Teacher engages students with academic language embedded in content taught.
    - Standard 2 Indicator 1 aligned with the focus of DOK and student engagement

Standard 2/Indicator 1: Teacher ensures Instruction leads to student engagement, problem-solving and higher level thinking skills

- Teacher engages students in work through instructional opportunities, individually and collaboratively, that develop higher-level thinking skills.
- Students actively participate in learning activities.
- Student work is rigorous.
    - Standard 2 Indicator 2 aligned with the focus small groups (differentiated instruction) and student engagement

Standard 2/Indicator 2: Teacher differentiates instruction to meet the needs of every student.

- Teacher implements instructional strategies to teach students whose first language is not English and/or whose disability requires specific accommodations/techniques.
- Teacher uses a variety of instructional strategies – information and communication technology, independent, small group, and whole class – to ensure each student's learning styles/needs are met.
    - ➢ Standard 4 indicator 2 aligned with data driven instruction

Indicator 2: Teacher uses assessment data to improve learning.

- Teacher implements frequent assessments to inform instruction
- Teacher modifies instruction to meet the needs of students as evidenced by assessment data
- Teacher implements data monitoring system to demonstrate evidence of students' knowledge, skills, and performance

Attucks Observation 360 Progress

Overall Ratings out of a Perfect score of for each indicator 5

Indicator	Number of Observations	Average Ratings	Percentage of Proficiency
Standard 1/Indicator 1	27	3.67	73.4%
Standard 2/Indicator 1	28	3.14	62.8%
Standard 2 /Indicators 2	27	3.15	63%
Standard 4/Indicator2	25	3.28	65.6%

The percentage of proficiency on both the teacher matrix and the Observation 360 Evaluation are in close alignment. For each indicator and focus area, there is less than a 10% difference.

3) Describe the challenges and accomplishments in meeting your objectives in 2012-13.

Challenges

- Changing instructional practices as teachers
  - Establishing a system of accountability through data: Data Team, Pre/Post test results, and GLE Tracking Form
  - Countering the belief system that blames the student rather than being reflective of teacher practice.
  - Transparency – Comfort with openly sharing data, confronting excuses with peers
  - New style of Leadership and Instructional Coaches
- Being an Overflow school has been one of our greatest challenges in Student Achievement, Student Attendance Improvements and School Culture (Behavioral Expectations).
  - The student data showed that the student scores that are compared from year to year do not reflect the same students. During this process we discover that from the student body grades 3rd through 6th. There are only 16 of the 102 that have been at Attucks since Kindergarten. Looking at how instruction is being built over time in this building is challenging because each year more than half of the students in each classroom are new to the building.

Number of students enrolled at Attucks since Kindergarten

Grade	Number of Students Enrolled SY13	# of Students Enrolled who have been at Attucks Since Kindergarten

3rd Grade	26	6
4th Grade	30	4
5th Grade	25	5
6th Grade	21	1

- This also affects our ability to build our school-wide culture because the process has to begin again each year. Our PBIS model has to be present to have the population like it is new to bring up to date, half of the population.
- This affects attendance. Being an overflow means that students which are not in are attendance area are forced to attend at Attucks because their neighborhood schools are filled. This negatively affects attendance because of the distance from their homes to our school if a bus is missed. Transportation may also take up to five days to be established once a student is enrolled and parents have opted to keep students at home until the transportation is settled.

- 25 of the 71 total students who had attendance at less than 90% attendance were overflow students, which is 10% of the student body. Their absences alone kept Attucks from reaching the 90% attendance for 90% of the student body.
- Being an overflow school also means that many of our students were enrolled well after the start date which reflects a culture of home that may not emphasize school due to other more pressing issues of basic survival needs.
    - Attucks had 29 students which qualified for homeless services.
    - 19 or the 29 students had less than 90% attendance.

- 19 of the total 71 students with attendance less than 90% were students which qualified for homeless services, which is 7% of the total student body.

Accomplishments

- Attucks exceeded its effort in reducing behavior infractions. The disruptions were reduced by 67%.
- Attucks Attendance Committee has designed a plan to improve attendance based on the information gained during year one of the grant.
  - Early Warning System
  - Form Letters and Memos
  - Hiring a Part-time Parent Involvement Paraprofessional to do safety calls for absent students
  - Intervention Plans with school counselor, school social worker
  - Prompt & Present Club (Attendance worst offenders)
  - Weekly recognition/incentives for classroom with the best attendance
- Attucks has established a school wide instructional focus. Attucks five non-negotiable Instructional focus areas are:
  - Differentiation with small groups and meaning full centers across subject areas
  - Student engagement through discussion protocols, collaborative work
  - Higher DOK through Higher Order Thinking Questions, Teacher Modeling of the thinking process, Multi-step assignments and Integration of common core.
  - Use of the SIOP model – Building Background and Academic Language
  - Data Driven instruction through Data Teams, exhibited in small group and centers
- School Vision and Mission was established to give a singular purpose and direction for all stakeholders.

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.*

Time Period	**Objective**	**Persons Responsible**
June '13 July '13	Planning for the 2013-2014 School year	Administrator Leadership Team
July '13	Alignment of Common Core-Focused Product Implementation and Effective Instructional Strategies to the SIG requirements of 30 day Plans and Data Teams	Pearson Administration Coaches Teachers
July' '13	Common Core Focused Product Implementation and Instructional strategies in Math	Pearson Administration Coaches Teachers
July '13	Common Core Focused Product Implementation and Instructional strategies in Literacy, Organization and	Pearson

	Management of Small Group Reading Instruction	Administration Coaches Teachers
Aug '13	PD on Attucks Instructional Focus (non-negotiables) • Differentiation – small group instruction/ centers • DOK - strategic questioning/think aloud/mulit-step assignments & projects, • SIOP instructional model – building background/academic language • Student Engagement – discussion protocols, collaborative projects/assignments • Data Team -expectations	Administration Coaches Behavior Interventionist Teachers
Aug '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Aug '13	SIG Leadership Meeting	Administration Leadership Team

Sept '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Sept '13	SIG Leadership Meeting	Administration Leadership Team
Oct '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Attucks Instructional Model	Pearson Administration Coaches Teachers
Oct '13	SIG Leadership Meeting	Administration Leadership Team
Nov '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Attucks Instructional Model	Pearson Administration Coaches Teachers
Nov '13	SIG Leadership Meeting	Administration

		Leadership Team
Dec '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Attucks Instructional Model	Pearson Administration Coaches Teachers
Dec '13	SIG Leadership Meeting	Administration Leadership Team
Jan '13	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Attucks Instructional Model	Pearson Administration Coaches Teachers
Jan '14	SIG Leadership Meeting	Administration Leadership Team
Feb '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Attucks Instructional Model	Pearson Administration Coaches Teachers

Feb '14	SIG Leadership Meeting	Administration Leadership Team
March '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Attucks Instructional Model	Pearson Administration Coaches Teachers
March '14	SIG Leadership Meeting	Administration Leadership Team
April '14	SIG Leadership Meeting	Administration Leadership Team
May '14	SIG Leadership Meeting	Administration Leadership Team

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.

All the following will be continued:

- Pearson will continue with year long Professional Development in the areas of Reading Street, EnVision Math, Common Core, Attucks Instructional Model focus areas- Instructional Strategies, and Digital Instruction
- Attucks Instructional Model
- Pre and Post testing of highly tested Grade Level Expectations and Common Core
  - Use of the Grade Level Expectation Forms to track student proficiency on the highly tested GLEs
  - Centers designed around student needs
- Academic Interventionist
  - Response to Intervention (RTI) for grade levels 3rd through 6th grade.
  - Personalization and Precision in reading and math strategies for individual students
  - Highly tested Grade Level Expectation to guide standards of focus
- Data Teams
  - Continue Work with RPDC to improve implementation of the data team process
    - Continue to assess student mastery on specific standards
    - Continue to identify student misconception
    - Continue tailoring instructional strategies to address students' misconception
- Behavior Interventionist
  - Completing Behavioral intervention assessments on at-risk students
  - Designing and implementing behavior intervention plans
- Positive Behavior Intervention and Support
  - Continue Attucks Expectations
  - Continue Bob Cat Club Nomination Honors
  - Continue Bob Cat Bucks (Reward System)
    - Bobcat Store

- Continue Student of the monthly
- Continue PBIS P.D. for staff
- Continue honoring staff for implementation of PBIS

- Part-time Parent Involvement Paraprofessional
  - Work to improve school attendance with safety calls for absent students daily
  - Build family and community involvement
    - SAC meeting (Parent Meeting)
    - Uniform (Drives)
    - Resources Information (Utilities, Food, and Supplies)
    - Community Service Projects
    - Resume and Employment Information
    - Connect with Volunteers for participation in RtI for individualized instructional support

- Volunteers
  - Effective use of volunteers with data driven instruction

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.

- There is a vacancy in a third grade classroom due to a Teach for America teacher completing her contract which was teaching first grade. The current third grade teacher was identified as being better suited for the lower grades and has been moved into a first grade position - opening up the third grade position.
- There is a fifth grade position that is vacant. The fifth grade teacher was terminated due to personnel issues.

- Attucks will have a full-time counselor in SY14. During SY13, Attucks had a part-time counselor that was shared with another district school.
- The part-time parent involvement paraprofessional will begin at the beginning of the school year compared to only beginning in March last school year.
- Attucks math coach during SY13 will be returning but as an outside vendor rather than a district employee due her level of certification.