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

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

Project Dates: July 1, 2014 to June 30, 2015

DIRECTIONS

Mail the completed form postmarked or delivered by Friday, June 13, 2014 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		07-01-2014	$ 282,596

SECTION I. - LEA AND PROGRAM CONTACT INFORMATION

APPLICATION FOR SCHOOLS SERVED WITH CADRE II YEAR THREE x OR CADRE III YEAR TWO ☐

(Separate application required for each cadre, check only one)

LEA NAME			COUNTY-DISTRICT CODE
Charleston R-1 School District			067-061
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Tony Watkins	ADDRESS 1014 South Main Street	CITY, STATE, ZIP Charleston, MO 63834	
E-MAIL ADDRESS twatkins@charleston.k12.mo.us		TELEPHONE NUMBER 573-683-3776	FAX NUMBER 573-683-2909
NAME OF GRANT CONTACT Darrell Hoppe	ADDRESS 1014 South Main Street	CITY, STATE, ZIP Charleston, MO 63834	
E-MAIL ADDRESS dhoppe@charleston.k12.mo.us		TELEPHONE NUMBER 573-683-3776	FAX NUMBER 573-683-2909
NAME OF LEA TURNAROUND OFFICER (If known)	ADDRESS	CITY, STATE, ZIP	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER

SECTION II. - ASSURANCES

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

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

The LEA/District must assure that it will—

xUse its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;

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

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

xMonitor 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;

xMonitor 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

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

SECTION III. - WAIVERS

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

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

xExtending the period of availability of school improvement funds.

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

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

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

LEA approval for the Department to provide direct services:

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
Tony Watkins	June 3, 2014
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

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

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

GRANT YEAR 2014-15 SIG & WAIVER FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG & Waiver*					45,420			45,420
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*								
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*								
2200 Professional Development *1003(g) SIG & Waiver*	66,244		12,835	145,172	3,000			227,251
2600 Planning and Evaluation *1003(g) SIG & Waiver*								
3000 Community Services *1003(g) SIG & Waiver*		6,536	989		2,400			9,925
Program Costs Subtotal *1003(g) SIG & Waiver*	66,244	6,536	13,824	145,172	50,820			282,596
Indirect Costs								
Administrative Costs *1003(g) SIG & Waiver*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*								
GRAND TOTAL *1003(g) SIG & Waiver*	66,244	6,536	13,824	145,172	50,820			282,596

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction						
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	1.0					
Reading Recovery Teacher Leader						
School/Home Coordinator			.43			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	1.0		.43			

SECTION V. - SCHOOLS TO BE SERVED

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

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			TU	RE	CL	TR
Charleston Middle School	290867001780	x☐YES ☐NO				x
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				

Notes:

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

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

(COPY AS NEEDED)

List the strategies from the LEA implementation plan and school plans that support the selected interventions and improvement activities at the LEA level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA and each school the LEA has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME **CHARLESTON R-1/ MIDDLE SCHOOL**	COUNTY-DISTRICT - BUILDING CODE 067-061

Budget Codes	Related Strategies and Activities
1100 Instruction	1. Professional Learning Communities/PLC Leadership Teams 2. Curriculum development 3. After School Instructional Program 4. New Teacher/Administrators Evaluation System
1100 Instruction *1003(g) SIG & Waiver*	1. Two computer labs for benchmark testing and remediation in ELA and MA (1 lab for 7th and 8th in one building and 1 for 6th grade in one building) 2. Remedial supplies for academic intervention
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	
2100 Non-Instructional Support Services	1. Guidance Counselor 2. School Nurse 3. Resource Officer 4. Assistant Principal 5. Paraprofessional
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	
2200 Professional Development	1. Various workshops to increase student achievement 2. Curriculum Development
2200 Professional Development *1003(g) SIG & Waiver*	1. (1.0) Instructional Coach to develop assessments, provide job-embedded professional development, and support analysis of data 2. Generation Ready (JBHM) vendor that provides on-site strategies for school transformation. Emphasis this year will be literacy 3. Substitute teachers for teachers attending professional development activities 4. Southeast Regional Professional Development Center (PBIS training)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	1. Review with teachers last year's program results. 2. Discuss programs to improve the big three –attendance, academics, and behavior. Set up cadres and teacher duties in each area. 3. Introduce new teacher evaluation to staff.
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	1. (.43) School Liaison will help bridge the gap between school and community
Administrative Costs	

Administrative Costs *1003(g) SIG & Waiver*	

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

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

LEA/BUILDING NAME: CHARLESTON R-1/ CHARLESTON MIDDLE SCHOOL

COUNTY-DISTRICT - BUILDING CODE: 067-061

Grant Year 2014-15	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	672,848	23,100	182,401		31,350			909,699
1100 Instruction *1003(g) SIG/Waiver*					45,420			45,420
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*								
2100 Non-Instructional Support Services	26,226		4,201		705			31,132
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*								
2200 Professional Development	59,274		10,607	14,800				84,681
2200 Professional Development *1003(g) SIG/Waiver*	66,244		12,835	145,172	3,000			227,251
2600 Planning and Evaluation	2,300		348					2,648
2600 Planning and Evaluation *1003(g) SIG/Waiver*								
3000 Community Services								
3000 Community Services *1003(g) SIG/Waiver*		6,536	989		2,400			9,925
Administrative Costs								
Administrative Costs *1003(g) SIG/Waiver*								
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	760,648	23,100	197,557	14,800	32,055			1,028,160
***1003(g) SIG/Waiver* Subtotal**	66,244 *	6,536 *	13,824 *	145,172 *	50,820 *			282,596 *
Grand Total	826,892	29,636	211,381	159,972	82,875			1,310,756

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

LEA/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
CHARLESTON R-1/ CHARLESTON MIDDLE SCHOOL	067-061

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 1. Instructional Coach-FTE: 1.0 2. After school professional development (23 teachers x 16 hours x 21.00 per hour) 3. Substitute teachers to replace teachers attending professional development activities (4 subs x 16 days x 65.00 per day)	54,356 7,728 4,160
6100 Subtotal	$66,244
6150: Non-certificated Salaries 1. School Liaison-FTE .43	6,536
6150 Subtotal	$6,536
6200: Employee Benefits *(optional categories)* FICA 1,497 Medicare 258 Retirement (Teacher or Non-Teacher) 9,819 Health, Life, and/or Dental Insurance 2,250 Other Benefits	13,824
6200 Subtotal	$13,824
6300: Purchased Services 1. Generation Ready (JBHM)-DESE approved vendor-97 days @1,500 = 142,500 2. Southeast Regional Professional Development Center-registration fees for professional development workshops (e.g. positive behavior support) 2,672	145,172
6300 Subtotal	$145,172
6400: Materials/Supplies 1. Reading assessment: Generation Ready 3,000 2. Parent Involvement Supplies 2,400 3. Computer labs: 1 for Seventh and Eighth grades and 1 for Sixth grade in the subject area of communications arts and math 34,920 4. RTI (remedial supplies for ELA and MA) 10,500	50,820
6400 Subtotal	$50,820
6100-6400 Subtotal	$282,596
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	

6500 Subtotal	$
TOTAL	$282,596

SECTION VI.D. - LEA/BUILDING GRANT YEAR ADMINISTRATIVE COSTS BUDGET *1003(g) AND WAIVER FUNDS ONLY*

(COPY AS NEEDED)

LEA/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
6100 Subtotal	$
6150: Non-certificated Salaries	
6150 Subtotal	$
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	
6200 Subtotal	$
6300: Purchased Services	
6300 Subtotal	$
6400: Materials/Supplies	
6400 Subtotal	$
6100-6400 Subtotal	$
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	
6500 Subtotal	$
TOTAL	$

SECTION VII. – NARRATIVE

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

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

Describe progress made toward each objective approved in the 2013-2014 application.

1) Provide a summary of MAP and other relevant data to document progress toward meeting objectives;
2) Provide a summary of measurable data explaining progress toward meeting professional development objectives; and
3) Describe the challenges and accomplishments in meeting your objectives in 2013-2014.

Goal 1 Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Objective 1: The percentage of students attaining proficient/advanced on MAP communication arts scores will increase by 10% annually. MAP mathematics scores will increase by 10% annually.

	Baseline	Actual Achievement Goals				Target Goals	
MAP	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
6-8 Communication Arts	39.8	32.0	34.0	41.0	42.2	46.2	
6-8 Math	26.4	27.9	31.7	31.7	51.5	56.7	

The MAP scores for the 2013-2014 school year are not available until late July or early August. At that time the data will be disseminated and analyzed to determine whether the goal for 2013-2014 year was reached and the goal for 2014-2015 will be determined.

ACUITY	Baseline	Achievement Goals	
	2011-2012	**2012-2013**	**2013-2014**
6-8th Grade Communication Arts	46.6	54.7	38.4
6th Grade Communication Arts	33.8	40.8	44.7
7th Grade Communication Arts	45.3	68.0	21.2
8th Grade Communication Arts	60.0	56.9	53.0
6-8th Grade Math	31.7	41.4	40.7
6th Grade Math	46.6	56.7	59.4
7th Grade Math	23.8	29.3	36.1
8th Grade Math	23.6	37.3	25.0

Acuity Predictive C Communication Arts scores for 2012-13 predicted that 54.7% of students in grades 6-8 would score proficient or advanced on the MAP test. 2013 MAP data scores show 42.2% of students scored proficient or advanced. Acuity Predictive C showed that 40.8% of 6th grade students would score proficient or advanced on the MAP and 40% actually reached that level. Acuity Predictive C showed that 68% of 7th grade students would score proficient or advanced on the MAP and 36.1% actually reached that level. Acuity Predictive C showed that 56.9% of 8th grade students would score proficient or advanced on the MAP and 52.5% actually reached that level.

Acuity Predictive C was administered in March 2014 and indicated that 38.4% of 6-8th grade students would score proficient or advanced on the MAP test. This breaks down to 44.7% of 6th grade students, 21.2% of 7th grade students, and 53% of 8th grade students. This data will be compared to the 2014 MAP scores in July or early August.

The 2012-2013 Acuity Predictive C Math Scores indicated that 41.4% of students in grades 6-8 would score proficient or advanced on the 2013 MAP test. Actual MAP scores show the 51.5% of 6-8 grades actually reached that level. Acuity predictive C indicated 56.7% of 6th graders would score proficient or advanced on the 2013 MAP test, with 60% actually reaching the goal. Acuity Predictive C indicated 29.3% of 7th grade students would score proficient on the 2013 MAP test, with 47.2% of 7th graders actually reaching the goal. Acuity Predictive C indicated that 37.3% of 8th graders would score proficient or advanced on the 2013 MAP test, with 42.4% of 8th graders scored actually reaching the goal.

Based on Acuity Predictive C Math Scores for 2013-2014, 40.7% of CMS 6-8 grade students should score at the proficient or advanced levels on the 2014 MAP test. This breaks down to 59.4% of 6th grade students, 36.1% of 7th grade students, and 25% of 8th grade students. After the Predictive C tests were taken, teachers used the data collected from the reports to re-teach some of the GLEs with which students struggled in hopes of increasing the percentage of students mastering the objectives.

Objective 2: The number of D's or F's earned by students in course work will decrease by 25% annually.

Assessment	Baseline	Achievement Goals			Target Goal
	2009-10	2011-12	2012-13	2013-14	2014-15
Classroom Failure Rate					
6th Grade	335	407	285	234	160
7th Grade	348	327	428	363	240
8th Grade	329	226	148	262	83

The total number of D's and F's decreased slightly overall. 6th grade decreased by 18% and 7th grade decreased by 15%. However the 8th grade D's and F's increased by 76%.

Goal 2 Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

Objective 1: The percentage of core courses taught by highly qualified teachers will continue to be 100% in 2015.

Assessment Measure	Baseline	Achievement Goals			Target Goal
	2009-10	2011-12	2012-13	2013-14	2014-15
Percent of Core Courses Taught by Highly Qualified Teachers	88%	95%	100%	100%	100%

The Charleston R-1 Board of Education adopted into policy that all teachers hired by the district will be highly qualified teachers. Therefore the achievement and target goals will always be 100%.

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

Objective 1: The number of minutes of student learning time will increase by 174 hours, from 64,170 in 2009 to 72,000 in 2014-2015.

Number of Minutes Within the School Year	Baseline	Actual Goals				Target
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Missouri Required Minutes (actual pupil attendance)	62,640	62,640	62,640	62,640	62,640	62,640

CMS Minutes of Instruction (actual pupil attendance)	64,170	64,530	65,250	69,234	71,034	72,000

The number of minutes of student learning will increase by 1,218 minutes for the 2014-2015 school year. The additional learning time will be to help all PTW students in specific areas of need.

Objective 2: The percentage of students suspended out of school for ten or more consecutive days will decrease from 1.9% in 2012-13 to 1% in 2014-15.

Percentage of Students Suspended Out-of-School for Ten or More Consecutive Days	**Baseline**	**Actual Goals**			
	2009-10	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Missouri Average Percentage	1.8	1.7	—	—	—
CMS Percentage	17.5	9.7	3.5	1.9	1

Objective 3: Develop support systems for students at-risk for repeated suspensions, grade level retention and/or dropout.

Percentage of Students Whose Attendance Was Less Than 80%	**Baseline**	**Actual Goals**			**Target Goal**
	2009-10	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Charleston Middle School	6%	4.5%	3.8%	3.97%	0%

The number of students whose attendance was below 80% was hugely contributed to students with repeated absences. District policy was followed regarding contacting parents and referring to law enforcement. However, little cooperation was given from the Prosecuting Attorney's office regarding truancy.

Percentage of Students Who Were Retained in Grades 6-8	**Baseline**	**Actual Goals**			**Target Goal**
	2009-10	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Charleston Middle School	4%	4%	(estimated) 2.4%	(estimated) 0%	0%

Percentage of Students Who Earned Multiple Course Failures	**Baseline**	**Actual Goals**			**Target Goal**
	2009-10	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Charleston Middle School	25%	22%	15.7%	19.5%	0%

The percentage of students with multiple course failures increased by 3% for the 2014-2015 school year. The implementation of CMS ZAP Program was put in place to help lower the amount of course failures.

Goal 4 Parent and Community Involvement: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Objective 1: Charleston Middle School will increase the amount and quality of parental participation.

Indicators of Parent Involvement	Baseline	Actual	Actual	Actual	Target
	2009-10	2011-12	2012-13	2013-14	2014-15
Percent of parents who attend parent teacher conferences	—	32	54.3	55.1	80

Parent participation in conferences slightly improved to 55.1%. We attribute this to better communication with the parents by the staff.

Indicators of Parent Satisfaction/3 Point Scale	Results 2011-12	Results 2012-13	Results 2013-14
Good place to learn	2.5	2.54 (2.75)	2.83 (2.9)
Teachers / staff friendly	2.5	2.58 (2.75)	2.81 (2.9)
Know expected behavior	2.4	2.85 (2.7)	2.87 (2.9)
Child safe at school	2.87	2.50 (2.9)	2.87 (2.9)
Parents feel welcome	2.87	2.81 (2.9)	2.83 (2.9)
Talk easily to teachers	2.87	2.46 (2.9)	2.87 (2.9)
Teachers enforce rules	2.87	2.38 (2.9)	2.87 (2.9)
Discipline has been fair	2.6	2.23 (2.8)	2.75 (2.85)
Comfortable with principal	2.87	2.81 (2.9)	2.87 (2.9)
Parents kept informed	2.6	2.27 (2.8)	2.87 (2.9)

The overall results of the parent survey showed an improvement in all categories from the 2012-2013 school year. The staff will heed the results to make improvements for the 2014-2015 school year in the areas that fell short of projections.

Goal 5 Governance: Govern the LEA/District in an efficient and effective manner, providing leadership and representation to benefit the students.

Objective 1: The Charleston R-1 School District and Charleston Middle School will meet or exceed the SEA's criteria for implementation and evaluation of the school improvement plan and measurement of leading indicators; SIG funding can be renewed for 2013 and 2014.

Objective 2: The percent of instructional staff rated at performance levels below "Meets Expectations" on the staff evaluation tool will decrease to zero by 2014.

Measure	Actual and Target Goals				
	2009-10	2011-12	2012-13	2013-14	2014-15
Percent of teachers rated at the lowest performance level		10%	12%	5.5%	0%

Teachers rated at performance levels below meets expectations were at 5.5% for the 2013-2014 school year. None of those teachers will return for the 2014-2015 school year.

SECTION VII.B. – 2014-2015 GRANT YEAR TIMELINE

Describe the 2014-2015 grant year timeline for implementing the planned activities for the selected interventions in each Priority school the LEA commits to serve. All planned activities were included in the original plan submitted with your first application.

1) Provide a LEA 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.
4) Provide a timeline that includes implementation and evaluation dates.

Goal 1 Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Objective 1: The percentage of students attaining proficient/advanced on MAP communication arts scores will increase by

10% annually. MAP mathematics scores will increase by 10% annually.

- Strategy 1: **Implement a research-based, data-informed instructional program aligned to standards** (Required)

Alignment to Needs Analysis: *Student Performance and Curriculum Development & Learning Management*

Implementation Assessment:

- Action Step 1: Continue the development of curricula, pacing guides and assessment tools. Review curriculum

  guides and assessments to insure alignment with state standards.

Implementation & Progress Monitoring Timeline:

- May 2014: Teachers will turn in 1st Quarter Curriculum units with two weeks of pre-planned lesson plans and assessments.
- Monthly: Review curriculum alignment and lesson planning documentation to determine staff implementation progress; provide individual technical assistance to staff as needed to ensure implementation
- Monthly: Conduct classroom observations; transformational specialist and instructional coaches

will conduct one-on-one meetings with instructional staff to ensure instructional improvement

- Quarterly: Assess curriculum mapping documents for vertical and horizontal alignment and ensure implementation standards based instruction

- Action Step 3: **Use student achievement data—diagnostic, formative, and summative—to inform classroom instruction.** (Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 3).

Implementation & Progress Monitoring Timeline:

- August 2014: Establish student achievement goals
- August 2014—June 2015: Utilize transformational specialist, instructional coach and PLC team leaders to provide assistance in gathering and interpreting data to inform instruction.
- Monthly: Utilize various data sources, including the benchmark scores, STAR Reading Computer-Adaptive Test , Acuity Informative Assessment, student work, and classroom assessments to examine student performance data; identify related outcomes, practices, and inputs; make adjustments in classroom instruction
- Quarterly: Track student progress toward competency

Objective 2: The number of D's or F's earned by students in course work will decrease by 25% annually.

- Strategy 1: Implement a comprehensive Response to Intervention program as part of **an "early warning system"** to identify and support at-risk students.

Alignment to Needs Analysis: *Student Performance and Safe—Secure—Engaging Environment*

Implementation Assessment:

- Action Step 1: Continue to provide a system of "tiered support" differentiated for individual student needs, through Response to Intervention strategies

Implementation & Progress Monitoring Timeline:

- August 2014-June 2015: Review, modify, and implement Zeros Aren't Permitted (ZAP) Program.
- August 2014-June 2015: Continue implementation of Silent Sustained Reading time during 8th hour.
- August 2014-June 2015 Continue implementation of remediation for tiered students.
- Monthly: Refer students for remediation based upon a review of grade reporting data and the identification of students with failing grades in one or more classes

- Monthly: Review remediation placement data
- Quarterly: Research additional interventions as identified by staff; determine effectiveness and possible delivery mechanisms
- Quarterly: Review the percentage and direction of student movement from one tier to the next. This includes the number and percentage of students who exit remediation.

- Action Step 2: **Conduct review of diagnostic and formative assessment data as part of an "early-warning system" for academic achievement.** (Required)

Implementation & Progress Monitoring Timeline:

- Weekly: Identify and refer students for interventions, as needed
- Monthly: Review student placement on Intervention Program, movement from one tier to the next, or release, as appropriate
- Monthly: Report the number/percent of students failing one or more courses, student placement on the Pyramid of Interventions, and student progress toward academic goals to PLC teams
- Quarterly: Review student work, classroom assessments, and quarterly benchmark assessment data; refer students for interentions (links to Goal 1, Objective 1, Action Step 3)

- Action Step 3: **Conduct ongoing review of indicators (including attendance/truancy, and discipline referrals) for at-risk students as part of an "early warning system" for failure.** (Required)

Implementation & Progress Monitoring Timeline:

- Weekly: Refer students for interventions, as needed
- Monthly: Review of leading indicators (attendance, truancy, discipline referrals, in-school and out-of-school suspensions)
  - Monthly: Review student progress regarding attendance, truancy, discipline referrals, in-school and out-of-school suspensions; determine changes in intevention placement, as needed (links to Goal 1, Objective 1, Action Step 3)
- Monthly: report data regarding leading indicators and student placement in intervention to transformational specialist and PLC teams

- Strategy 2: Use appropriate and accurate measures to determine students at-risk for possible retention

Alignment to Needs Analysis: *Student Performance and Safe—Secure—Engaging Environment*

Implementation Assessment:

- Action Step 1: Develop and implement accurate measures of possible retention.

Implementation and Progress Monitoring Timeline:

- July—August 2014: Convene administrative team to discuss retention policies and determine methods for determining accurately those students at-risk of being retained as early as possible.
- Quarterly: Gather data to determine those students at-risk of being retained
- Quarterly: Meet individually with at-risk students to review retention policies and develop individualized improvement plans for successful completion of required coursework.

Goal 2 Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

Objective 1: The percentage of core courses taught by highly qualified teachers will continue at 100% through 2015.

- Strategy 1: **Continue to implement a system for recruiting and retaining highly qualified staff**. (Required) Strengthen and expand the current efforts.

Alignment to Needs Analysis: *Student Performance, Safe—Secure—Engaging Environment, and Human Resources*

Implementation Assessment:

- Action Step 1: **Refine and implement a rigorous staff evaluation system.** (Required). (links to Goal 5, Objective 2, Strategy 1, Action Step 1)

Implementation & Progress Monitoring Timeline:

- May 2014 Convene Administrative Team for professional development on NEE
- August 2014: distribute staff evaluation tool; review the staff evaluation tool with staff; define performance levels and indicators
- Weekly: conduct classroom observations; provide immediate, specific feedback; arrange for instructional coaches to provide one-on-one technical assistance for targeted improvement goals
- Quarterly: compile teacher attendance data; examine correlation to teacher performance

- Action Step 2: **Provide job-embedded high quality professional development to create and support capacity in staff.** (Required)

Implementation & Progress Monitoring Timeline

- June 2014 MOSIG Forum on literacy
- August 2014: The external provider, with the administrative team, will coordinate professional development in the following areas:
    - Classroom management
    - New York Reading Initiative
    - Effective unit planning
    - Depth of Knowledge and Rigor
- August 2014-June2015: utilize the instructional coach and the external provider to provide one-on-one technical assistance to staff and support acquisition of effective instructional practices
- August 2014-June 2015: implement planned professional development, including:
    - New teacher-mentoring program for new staff
    - Meeting the needs of struggling learners
    - Meeting the needs of special services students
    - Data driven decision making
    - Differentiating instruction
- Quarterly: transformational specialist and the instructional coach collect student performance and student engagement data for analysis and distribution to departments for departmental review and action planning (links to Goal 1,Objective 1,Strategy 1,Action Step 3)

- Action Step 3: Develop and implement a system for measuring changes in instructional practices resulting from professional development.
    - Implementation & Pro August 2014: The principal will provide each faculty member with copies of the classroom observational tools, explain their purpose and provide the criteria for marking evidenced.
    - August 2014: The principal provider will begin using observational tools to assess the effect of professional development relative to instructional practice.
    - June 2015: Review the effectiveness data prepared by the principal; determine the impact to changes in instructional practice. (Implementation Assessment)

Progress Monitoring Timeline:

- August 2014: The principal will provide each faculty member with copies of the classroom observational tools, explain their purpose and provide the criteria for marking evidenced.

- August 2014: The principal provider will begin using observational tools to assess the effect of professional development relative to instructional practice.
- June 2015: Review the effectiveness data prepared by the principal; determine the impact to changes in instructional practice. (Implementation Assessment)

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

Objective 1: The number of minutes of student learning time will increase by 1,218 minutes, from 71,034 in 2012-2013 to 72,000 in 2014-2015.

- Strategy 1: **Establish schedules and strategies that provide increased learning time by using people strategically and time intentionally.** (Required)

Alignment to Needs Analysis: *Student Performance and Safe—Secure—Engaging Environment*

Implementation Assessment:

- Action Step 1: Alter the daily and/or academic year schedule to provide more instructional time and increase student time on task.

Implementation and Progress Monitoring Timeline:

- May 2014: Adopt an altered daily and/or academic year schedule for implementation in the 2014-2015 school year

Objective 2: The percentage of students suspended out of school for ten or more consecutive days will decrease from 1.9% in 2014.

- Strategy 1: Establish a supportive school climate and an effective approach to discipline.

Alignment to Needs Analysis: *Safe—Secure—Engaging Environment*

Implementation Assessment:

- Action Step 1: Implement, with fidelity, clear and just policies and procedures.

Implementation and Progress Monitoring Timeline:

- August 2013: Establish PLC team responsibilities regarding discipline data review.
- September 2013-May 2014: Research, discuss and come to a conclusion regarding implementation of the Missouri School-Wide Positive Behavior Support System
- Quarterly: PLC teams review established policies and procedures; review statistics for disciplinary

infractions and suspensions; determine patterns and trends; determine the need to revise policies or procedures

- Action Step 2: Monitor to ensure fidelity of implementation.

Implementation and Progress Monitoring Timeline:

  - August 2013: Provide training to staff to ensure knowledge and understanding of school/classroom policies and procedures and the expectation of 100% implementation
  - August 2013-June 2014: Observe/monitor staff adherence to implementation and enforcement of school/classroom policies and procedures; identify noncompliant staff for immediate corrective action

- Strategy 1: Implement strategies that build relationships.

Alignment to Needs Analysis: *Safe—Secure—Engaging Environment* Implementation

Assessment

- Action Step 1: Develop and implement a summer transition program for incoming 6th graders.

Implementation and Progress Monitoring Timeline:

  - May 2014 Fifth grade students participate in Transition to Middle School program
  - August 2014 Parents will participate in Transition to Middle School program

- Action Step 3: **Implement an "early warning system" to identify students in need of support or intervention.** (Required) (This Action Step links to and duplicates Goal 1, Objective 2, Strategy 1; it is included here to reinforce the connection to strengthening student relationships)

Implementation and Progress Monitoring Timeline: (see Goal 1, Objective 2, Strategy 1: Action Steps 1—3)

Goal 4 Parent and Community Involvement: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Objective 1: Charleston Middle School will increase the amount and quality of parental participation.

Strategy 1: **Provide ongoing mechanisms for family and community engagement.** (Required)

Alignment to Needs Analysis: *Parent & Community Involvement*

Implementation Assessment:

- Action Step 1: Develop and implement a system for tracking communication between staff, students, and parents.

Implementation and Progress Monitoring Timeline:

- September 2014: Use SIS system for tracking communications between staff, students and parents. The system will track teacher contacts regarding grades, behavior and class participation. The system will track both positive and negative contacts.
- Semi-annually: Review the number and types of contacts made by teachers. Also review the parents' responses to those contacts.

- Action Step 2: Host family activities to facilitate parents becoming more familiar with the school. These events will be scheduled throughout the year.

Implementation and Progress Monitoring Timeline:

- August 2014-May 2015 Parent Teacher Organization Meetings, 8th grade Spring Fling
- September 2014: MAP Family Night Event recognizing and rewarding advanced/proficient
- January 2015: Utilize staff to plan the Family Night event
- February or March 2015: Publicize and host the Family Night event; collect and compile attendance data; calculate number/percent of parents in attendance

- Action Step 3: Publish and distribute school newsletters.

Implementation and Progress Monitoring Timeline:

- September 2014: Parent Liason will publish a parent newsletter with the assistance of teachers, students, parents, community patrons in writing articles and contributing to the newsletter's production
- Quarterly: Publish and distribute newsletters in print and online

  Annually: Survey students and parents regarding their opinions of the effectiveness of the newsletter as a communications tool

Goal 5 Governance: Govern the LEA/District in an efficient and effective manner, providing leadership and representation to benefit the students.

Objective 1: The Charleston R-1 School District and Charleston Middle School will meet or exceed the SEA's criteria for

implementation and evaluation of the school improvement plan and measurement of leading indicators; SIG funding can

be renewed for 2014 and 2015.Notification of SIG funding renewal on April 1, 2014

- Strategy 1: **The Central Office Staff and the Board of Education will provide support to the building principal and teachers to allow for operational flexibility to implement fully a comprehensive approach to**

substantially improve student achievement outcomes and increase student achievement.(Required)

Alignment to Needs Analysis: *Student Performance, Curriculum Development & Learning Management, Professional Development, Human Resources, and Leadership & Governance*

Implementation Assessment:

- Action Step 1: **Execute contracts with the external provider and agree to their choice of a transformational specialist who will facilitate and monitor reform efforts.** (Required)

Implementation and Progress Monitoring Timeline:

  - July 2014: Document the execution of contracts with the external provider who will provide the transformational literacy specialist.
  - August 2014: Examine the Academic Review and Analysis submitted by the external provider
  - August 2014: Kickoff meeting with the district administrative team, external provider and staff.
  - Weekly: Examine implementation progress reports submitted by transformational specialist; determine progress toward meeting school improvement plan implementation goals (Implementation Assessment)

- Action Step 2: Approve and allocate funding for implementation of the strategies and activities outlined in the school improvement plan.

Implementation and Progress Monitoring Timeline:

  - June 2014: Review the budget with the administrative team
  - Monthly: examine financial records; monitor expenditures (Implementation Assessment)
  - March 2015: Plan for 2015-2016 school year, continue programs using local funds

- Action Step 3: **Ensure that the school receives ongoing, intensive technical assistance and related support to implement transformation strategies.** (Required)

Implementation and Progress Monitoring Timeline:

  - July 2014: Review the external provider's contract for the 2014-2015 school year with the Board of Education
  - Weekly: Examine implementation progress reports submitted by the external provider.
  - Monthly: Share the external provider's progress reports with the board of education.

(Implementation Assessment)

- Action Step 4: Confer with the administrative team to identify needs for additional operational flexibility and/or other LEA/District support.

Implementation and Progress Monitoring Timeline:

- Monthly: Meet to examine the implementation progress reports submitted by the transformational specialist; identify, discuss, and apply problem-solving strategies to remove circumstances that hinder implementation progress (Implementation Assessment)

Objective 2: The percent of instructional staff rated at performance levels below "Meets Expectations" on the staff evaluation tool will decrease to zero by 2014-2015 school year.

Strategy 1: Remove ineffective staff. (Required)

Alignment to Needs Analysis: Student Performance, *Curriculum Development & Learning Management, Professional Development, Human Resources, Leadership & Governance*

Implementation Assessment:

- Action Step 1: **Implement the new a rigorous staff evaluation system.** (Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 1)

Implementation & Progress Monitoring Timeline:

- August 2014: Train Administrative Team in implementation of the new evaluation system
- August 2014: Distribute staff evaluation tool; review the staff evaluation tool with staff; define

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2014-2015

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2014-2015 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

As the Charleston Middle School closed the school year and the last meeting staff meeting was held, the 2013-2014 school year was reflected upon. Everyone agreed the year was a valuable learning experience. Teachers and administrators were quick to express their feelings of accomplishments and quick to express their feelings of disappointments that occurred throughout the year. Below are the some of the activities that need to be continued and some that will be added.

Continue JBHM Education Group (SIG): Specialists will provide on-site, job-embedded consultation, for approximately 95 **days** during the 2014-15 school year. The services provided will include the following various support areas, with the main focus on improving literacy.

Key Elements of Generation Ready's Middle School Literacy Initiative

In order to be effective, a middle school focus on literacy must begin by acknowledging that the issue cannot be addressed with a one-size-fits-all approach. That is why we apply three principles based on research and experience that promotes a common understanding across the school, with proven instructional strategies and support in the classroom. They are:

- *A whole-school focus* – In order to ensure a successful MSLI, all teachers and administrators must be engaged in the effort. An MSLI implementation includes:
    - Principals and leadership teams
    - ELA teachers
    - Interdisciplinary teams
    - Job-embedded consultancy across the disciplines in ELA, science and social studies
- *Evidenced-based research focused on factors impacting student literacy and comprehension* – We ensure that all teachers have a shared global understanding of literacy, specifically, adolescent literacy. This sets the groundwork for improved literacy instruction across the curriculum.
- *A focus on teaching practice* – We put theory into practice by working side-by-side with educators, modeling and observing to ensure that teacher learning is translated into instructional practice.

Six Essential Practices for Improving Literacy Outcomes

Generation Ready's education consultants work with school teams in a combination of workshops and job-embedded consultancy on six school-wide practices that have been identified as essential to improving literacy outcomes for all students.

1. ***Effective literacy instruction across ELA and content areas***

   Generation Ready supports teachers by providing direct, explicit instruction in comprehension while establishing the use of a common language across subjects to describe strategies. Rubrics are used to assess students' practice of comprehension strategies. Consultants address the monitoring of comprehension strategies through:

   - Explicit modeling of strategies
   - Guided and scaffold practice with increasingly complex text
   - Developing students' metacognition of their use of strategies
   - Opportunities for students to practice independently

2. ***Small group text-based discussions around increasingly complex texts***

   Our consultants support the introduction of reciprocal reading in ELA and its additional use in social studies and science classes. We support literacy teaching within the whole-class and in small groups by:

   - Applying a scaffold approach to student learning through reciprocal reading and comprehension strategies
   - Facilitating a collaborative process between teachers and students in constructing meaning by using predicting, clarifying, questioning, and summarizing strategies

3. ***Academic vocabulary introduced across disciplines***

Word Generation is used to introduce academic vocabulary across disciplines. We also support ELA and content area teachers in the effective domain-specific vocabulary by:

- Ensuring students have multiple exposures to academic vocabulary across content areas
- Working with teachers to actively engage students and use academic vocabulary in the context of meaningful discussions
- Reinforcing the notion that the context of a word's use in a given instance is often more important than the entire spectrum of its history, meaning, usage, and features

4. ***A tiered assessment strategy***
   Our consultants work with school leaders and teachers to implement relevant summative and formative assessments to track student progress, check for understanding, and identify students in need of explicit intervention. We support schools in implementing an assessment strategy that:

   - Tracks student growth in reading and identifies individual strengths and weaknesses
   - Identifies students for strategic secondary diagnostic assessments and targeted interventions
   - Monitors the impact of the interventions

5. ***Teams of teachers collaborating around student data***
   Generation Ready's consultants help school leaders establish school schedules that allow time for teams to work and collaborate across disciplines to:

   - Talk about aligning their practice
   - Plan together to create consistency of instruction across subject areas
   - Collaborate around student work

6. ***Job-embedded professional development for teachers to support the implementation***
   A true commitment to a school-wide focus on literacy means typical one or two-day workshops are not enough. Professional development must be comprehensive, ongoing, intensive, and designed to improve teacher and principal effectiveness in raising literacy achievement. Generation Ready's consultants work side-by-side with teachers to model and support effective Tier One literacy instruction across ELA, science, and social studies

Continue Professional Learning Communities: The Charleston Middle School will enter the fourth year of training. The training dates are as follows: 9-30 & 2-17, 2014. The main focus this year is continuous improvement,

Continue Southeast Regional Professional Development Center (SIG): The Southeast Regional Professional Development Center provides a wide range of services to meet the needs of teachers and administrators. The Southeast RPDC's mission is to improve student achievement for all students in Southeast Missouri by providing appropriate and timely professional development to school communities. The Charleston Middle School will utilize this service in many areas but listed is what has been identified as needed professional development: continued training in Common Core State Standards and Positive Behavior Support (a survey will be conducted for an eighty percent buy-in by our teachers before entering into a contract).

Continue Acuity Assessment Training: this program is designed to support both interim and formative assessment program with a unique integration of classroom-friendly assessments, instructional resources, reporting and customization opportunities. There are a total of seven tests Charleston Middle School will utilize within the Acuity program.

Since Acuity is aligned with the Missouri Assessment Program (MAP), CMS will use the data to inform classroom instruction in an effort to increase learning and student achievement in the areas of communication arts and mathematics.

Continue Instructional Coaches (SIG): The purpose of this job is to provide leadership in developing, achieving and maintaining quality educational programs and services to improve student achievement.

- Provides professional development to ensure all students have the opportunity to achieve success on state-mandated tests and state content standards and student performance standards.
- Serves on district professional development committee.

Valued – Based Teacher Evaluation System: The district will attend training July 29-30, 2014. The new evaluation program is being offered by the University of Missouri – Network for Educator Effectiveness. The new evaluation system will be implemented during the 2014-15 school year.

Response to Intervention (RTI) (SIG): supplemental education materials to help remediate student who are having difficulty learning.

School Liaison (SIG): will work to establish partnerships between parents and school. The liaison may visit parents or contact them in other ways and organize events, so parents can feel welcome in the school. In doing so, they form relationships with parents, so the process of furthering a student's education can be collaboration between the student and his teachers and parents.

SECTION VII.D. – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or LEA levels in SIG served buildings for **Cadre II year three or Cadre III year two**.

At the conclusion of the 2013-2014 school year, there will be staffing changes. The current Assistant Principal is retiring and has been replaced with a new administrator. The following positions will change for the 2014-2015 school year. Part time positions in 7th grade math, 7th grade science, 7th and 8th grade instrumental music, along with full-time positions in 7th and 8th grade Social Studies, In-School Suspension, and Librarian. The part time Science, Instrumental Music, and Librarian have been filled. The others have not been filled to date.

SECTION VII.E. – SYSTEM OF STAFF RECOGNITION *(Transformation Model Specific Question)*

An LEA implementing a transformation model must:

(1) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

Describe how the LEA and building is implementing a system of reward for staff that are raising student achievement and remediation and consequences for staff that are not raising student achievement during the 2014-2015 school year.

There have been some staff recognition during the 2013-2014 school year. On two occasions the staff was provided lunch, for their efforts. Also periodically throughout the year, individual teachers were recognized for extraordinary effort. We realize this is an area where improvement is needed, and some ideas for recognition are being researched.

SECTION VII.F. – INCREASE LEARNING TIME *(Transformation and Turnaround Model Specific Question)*

An LEA implementing a transformation and/or turnaround model must:

(1) Establish schedules and strategies that provide increased learning time

Describe how the LEA and building is increasing learning time in your SIG schools? Specifically address how learning time will be increased from the 2013-2014 school year.

The building will see an increase of 1,218 minutes for the 2014-2015 school year. This time will be used to extend the length of class periods to increase instructional time. The benefit of this time will be increased learning by students over the course of the entire school year.

SECTION VII.G. – TEACHER/PRINCIPAL EVALUATION SYSTEM *(Transformation Model Specific Question)*

An LEA implementing a transformation model must:

(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —

(a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

(b) Are designed and developed with teacher and principal involvement;

Describe the process that the LEA is using to implement a new teacher/principal evaluation system that incorporates student achievement as a major component.

The Charleston Middle School, along with the other schools in the district, is in the process of adopting the Network for Educator Effectiveness evaluation system for the 2014-2015 school year. Administrators and instructional coaches are scheduled to undergo the training course for this system during the summer of 2014.

SECTION VII.H. – FAMILY AND COMMUNITY ENGAGEMENT *(Transformation Model Specific Question)*

An LEA implementing a transformation model must:

(1) Provide ongoing mechanisms for family and community engagement.

Describe the process that the LEA is using to engage families and the community.

The Charleston Middle School provides a number of events for parents and the community to be involved in the school. For the 2013-2014 school year, the building hosted Parent-Teacher conferences following the first and third quarters. The Parent Liaison conducted two events this year with Dunkin with Dads and Family game night. The Parent Teacher Organization entered into its second year in the building, sponsoring an Alumni Basketball Game and both 8th Grade Graduation and Spring Fling for the 8th grade students.