ORIGINAL NEW PAC

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	$ 491,337

SECTION I. - LEA AND PROGRAM CONTACT INFORMATION

APPLICATION FOR SCHOOLS SERVED WITH CADRE II YEAR THREE ✓ OR CADRE III YEAR TWO ☐
(Separate application required for each cadre, check only one)

LEA NAME			COUNTY-DISTRICT CODE
Gordon Parks Elementary			048913 6935
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Dr. Steve Fleming	ADDRESS 3715 Wyoming	CITY, STATE, ZIP Kansas City, Missouri 64111	
E-MAIL ADDRESS sfleming@gpes.org		TELEPHONE NUMBER 8167536700	FAX NUMBER 8167533436
NAME OF GRANT CONTACT Kirsten Lipari-Braman	ADDRESS 3715 Wyoming	CITY, STATE, ZIP Kansas City, Missouri 64111	
E-MAIL ADDRESS klipari braman@gpes.org		TELEPHONE NUMBER 8167536700	FAX NUMBER 8167533436
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—

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

SECTION III. - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's 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.

✓ 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 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:

✓ 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 6/9/14
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*	250,334	10,000	54,403		2,000			316,737
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*								
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*		97,000	23,656					120,656
2200 Professional Development *1003(g) SIG & Waiver*				2,000	950			2,950
2600 Planning and Evaluation *1003(g) SIG & Waiver*				50,000				50,000
3000 Community Services *1003(g) SIG & Waiver*					994			994
Program Costs Subtotal *1003(g) SIG & Waiver*	250,334	107,000	78,059	52,000	3,944			491,337
Indirect Costs								
Administrative Costs *1003(g) SIG & Waiver*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*								
GRAND TOTAL *1003(g) SIG & Waiver*	250,334	107,000	78,059	52,000	3,944			491,337

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	1.0					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	3.0					
Reading Recovery Teacher Leader						
School/Home Coordinator			1.0			
Language Translator						
Guidance Counselor				1.0		
Transition Case Manager						
Turnaround Officer						
TOTAL	4.0		1.0	1.0		

SECTION V. – SCHOOLS TO BE SERVED

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

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Gordon Parks Elementary	048913 6935	✓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.

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

(COPY AS NEEDED)

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT – BUILDING CODE
GORDON PARKS ELEMENTARY	048913 6935

Budget Codes	Related Strategies and Activities
1100 Instruction	Goal #1 – Objective #1, Strategy #2 Action Step 2-Benchmark Assessments Goal #1 – Objective #1, Strategy #2 Action Step 11-Student Goals Goal #1 – Objective #1, Strategy #4 Strengthen Core Math Program Goal #1 – Objective #1, Strategy #6 Strengthen Core CA Program Goal #1 – Objective #1, Strategy #2 Action Step 9-Instructional Materials Goal #1 – Objective #5, Strategy #3 Non-Fiction Materials
1100 Instruction *1003(g) SIG & Waiver*	Goal #1 – Objective #1, Strategy #5 Extended School Day/Year Goal #1 – Objective #1, Strategy #5 Action Step 1-Stipends Goal #1 – Objective #1, Strategy #3 Literacy Materials Goal #1 – Objective #5, Strategy #5 Action Step 2 – Math Resources Goal #1 – Objective #5, Strategy #5 Action Step 1 – Task Force Goal #4-Objective #1-Strategy #2 Hire Teaching Methods Coach Goal #1 – Objective #1, Strategy #7 Action Step 2-Technology Coach
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	
2100 Non-Instructional Support Services	Goal #1 – Objective #1, Strategy #7 Action Step 5 – Tech Systems Resource
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	Goal #3-Objective #1-Strategy #1 Coordinator of Parent and Community Engagement
2200 Professional Development	Goal #1 – Objective #1, Strategy #2 Action Step 7 – RTI Support Goal #1 – Objective #1, Strategy #4 Strengthen Core Math Program Goal #1 – Objective #1, Strategy #6 Strengthen Core CA Program Goal #1 – Objective #1, Strategy #7 Differentiation Goal #1 – Objective #1, Strategy #8 Curriculum Development Goal #2 – Objective #3 Urban education, SPED, Trauma Goal #1 – Objective #1, Strategy #1 Action Step 1 – Data Teams Goal #1 – Objective #1, Strategy #4 Strengthen Core Math Program Goal #1 – Objective #1, Strategy #6 Strengthen Core CA Program
2200 Professional Development *1003(g) SIG & Waiver*	Goal #4 – Objective #1, Strategy #2 PD for Special Education and Leadership Goal #4 – Objective #1, Strategy #3 Action Step 1- Program Evaluation Goal #1 – Objective #1, Strategy #4 PD Math Goal #1 – Objective #1, Strategy #6 PD Literacy Goal #1 – Objective #1, Strategy #8 Curriculum Development
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	Goal #1 – Objective #1, Strategy #3 Action Step 1-Data Analysis Goal #4-Objective #1-Strategy #3 Action Step 4- Grant Administrator
3000 Parent Involvement	Goal #3-Objective #1-Strategy #5 Action Step 1 – Monthly PAC Meetings
3000 Parent Involvement *1003(g) SIG & Waiver*	Goal #3-Objective #1-Strategy #5 Action Step 1 – Parent STEAM Goal #3-Objective #1-Strategy #5 Action Step 1 – Monthly PAC Meetings; Family Academic Nights Goal #3-Objective #1-Strategy #1 Coordinator of Parent and Community Engagement
Administrative Costs	~~Goal #4-Objective #1-Strategy #3 Action Step 4- Grant Administrator~~
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
GORDON PARKS ELEMENTARY

COUNTY-DISTRICT – BUILDING CODE
048913 6935

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	740,334	304,000	245,134	9,120	12,160			1,310,748
1100 Instruction *1003(g) SIG/Waiver*	250,334	10,000	54,403		2,000			316,737
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*								
2100 Non-Instructional Support Services	220,000	77,297	89,837	97,839	20,500			505,473
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*		97,000	23,656					120,656
2200 Professional Development	30,000	10,000	5,000	24,061	5,000			74,061
2200 Professional Development *1003(g) SIG/Waiver*				2,000	950			2,950
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG/Waiver*				50,000				50,000
3000 Community Services					1,000			1,000
3000 Community Services *1003(g) SIG/Waiver*					994			994
Administrative Costs								
Administrative Costs *1003(g) SIG/Waiver*								
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	990,334	391,297	339,971	131,020	38,660			1,891,282
***1003(g) SIG/Waiver* Subtotal**	250,334	107,000	78,059	52,000	3,944			491,337
Grand Total	1,240,668	498,297	418,030	183,020	42,604			2,382,619

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
GORDON PARKS ELEMENTARY	048913 6935

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Teaching Methods Coach	$52,000
Curriculum Specialist	$56,500
Reading Specialist	$57,286
Instructional Technology Coach	$54,548
Teacher Incentive Program - Certified Teachers	$30,000
6100 Subtotal	**$250,334**
6150: Non-certificated Salaries	
Community and Family Health Coordinator	$57,000
Social Worker	$40,000
Incentive Program – Para Professionals	$10,000
6150 Subtotal	**$107,000**
6200: Employee Benefits *(optional categories)*	
FICA (6.2%)	$22,154
Medicare (1.45%)	$5,182
Retirement (Teacher or Non-Teacher) (7.5%)	$23,750
Health, Life, and/or Dental Insurance (8.5%)	$26,973
Other Benefits	
6200 Subtotal	**$78,059**
6300: Purchased Services	
Grant Administrator – Federal Compliance	**$50,000**
Job embedded professional development in literacy, math, curriculum, assessment and behavior (Conscious Discipline, Becoming Writers)	**$2,000**
6300 Subtotal	**$52,000**
6400: Materials/Supplies	
Purchase literacy, mathematic, and science instructional materials for classroom (RTI materials, writing supplement materials)	$2,000
Purchase materials and supplies for Professional Development) professional books such as Energy Bus)	$950
Materials for Parent Program	$994
6400 Subtotal	**$3,944**
6100-6400 Subtotal	**$491,337**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$491,337**

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
GORDON PARKS ELEMENTARY	**048913 6935**

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	**$0**
6100-6400 Subtotal	**$0**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$**
TOTAL	**$0**

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.

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.

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.

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**.

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.

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.

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.

- Teachers are given an overview of the evaluation process by the principal at team meetings. Input is received from teachers about the type of feedback they think is valuable. Informal walkthroughs as well as formal observations with post-conferencing are used to compile data on teacher performance. STAR data is used to measure both individual and class growth.

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.

Section VII.A – Discussion of Year 1

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;

Since we are K-2, we did not take the MAP this year. Our main benchmarking assessment for our students was the STAR.

Our baseline data collected in September is reflected in the following percentages at or above benchmark for Literacy:

- KDG – 22/35 = 63%
- First – 8/19 = 42%
- Second – 7/19 = 36%

Our baseline data collected in September is reflected in the following percentages at or above benchmark for Math:

- KDG – 9/35 = 25% (this is for local assessments....re: addition/subtraction word problems)
- First – 11/17= 70%
- Second – 15/20 = 25%

At the end of May, our data reflected the following percentages at or above benchmark for Literacy:

- KDG – 30/35 = 86%
- First – 13/15 = 87%
- Second – 14/19 = 74%

At the end of May, our data reflected the following percentages at or above benchmark for Math:

- KDG – 34/35 = 87% (this is for local assessments....re: addition/subtraction word problems)
- First – 13/15 = 87%
- Second – 18/19 = 95%

In addition to the data generated through the STAR Assessments, Data Teams meet in weekly grade level teams and school-wide to analyze benchmark assessment data. Professional development is embedded into the data team process. Teachers are taught how to use the results of data analysis to make changes in programs, instruction, curriculum, and assessment. The chart below demonstrates the data sources the staff is currently using to evaluate and refine curriculum and instruction, as well as monitor student achievement.

Grade	September	November	January	March	June
K	STAR Early Literacy	STAR Early Literacy	STAR Early Literacy	STAR Early Literacy	STAR Early Literacy
	Teacher's College (TC) Kindergarten Assessment (Letter ID and Running Record)	Teacher's College (TC) Kindergarten Assessment (Letter ID and Running Record)	Teacher's College (TC) Kindergarten Assessment (Letter ID and Running Record)	Teacher's College (TC) Kindergarten Assessment (Letter ID and Running Record)	Teacher's College (TC) Kindergarten Assessment (Letter ID and Running Record)
	Math Numeracy Assessment	Math Numeracy Assessment	Math Numeracy Assessment	Math Base 10 Assessment	Math Addition and Subtraction Word Problems
					NWEA
1	STAR Early Literacy*`	Running Record	STAR Early Literacy *	Running Record	Running Record
	STAR Reading	STAR Early Literacy *	STAR Reading	STAR Early Literacy *	STAR Early Literacy *
	STAR Math	STAR Reading	STAR Math	STAR Reading	STAR Reading
	Pathways Phonemic Awareness Assessment	STAR Math	Pathways Phonemic Awareness Assessment	STAR Math	STAR Math

	Running Record	Pathways Phonemic Awareness Assessment	Pathways Phonemic Awareness Assessment	Pathways Phonemic Awareness Assessment	Pathways Phonemic Awareness Assessment
2	STAR Math	Running Record	STAR Early Literacy *	Running Record	
	STAR Reading	STAR Reading	STAR Reading	STAR Reading	STAR Reading
	Running Record	STAR Math	STAR Math	STAR Math	STAR Math
			Running Record		Running Record

Other Data Sources: Informal Assessments

Gordon Parks used a variety of assessment practices, including informal assessments, to complete a feedback loop that informs teaching during the 2013-2014 school year. GPES is committed to using the Missouri Learning Standards as a foundation for the learning outcomes in the school's academic performance. Curriculum writing work continued throughout the 2013-2014 school year. Teachers looked at the Missouri Learning Standards, chose priority standards, and created units of study that included essential questions, skill statements, learning targets, and assessments. Teachers created Common Formative Assessments (CFA) that are aligned to each unit of study, to serve as a pre-test for each unit. Common Formative Assessments are created collaboratively and combine selected response items, written response items and a performance task. Common Formative Assessments are scored collaboratively. In doing so, teacher teams discuss how to adjust instruction so that all students achieve the desired outcomes. The CFA is then also used as a summative post-test at the end of the unit.

Additionally, a variety of formative assessments are utilized on a daily basis at GPES. This year the staff began implementing "I can" statements. "I can" statements are kid-friendly descriptions of a lesson's learning outcome. At the end of each lesson, students demonstrate mastery of an "I can" statement in a written format, typically an exit slip. Teachers use student responses to reflect on the lesson's effectiveness and plan future instruction.

Many other formative assessments are used regularly at GPES. Teachers keep Conferencing Notebooks and review anecdotal notes during Data Teams. Throughout the curriculum development process, teachers collaborated to develop observation checklists and other methods of capturing student learning in the context of the classroom. Assessment results that are placed in the context of learning, connected to curriculum and instruction and document learning over time offer enhanced opportunities to develop comprehensive plans for the continued progress of individual, groups and instructional programs.

For the entire school year, the daily average attendance rate for the school year 2013-2014 was 94.8% as compared to 2012-2013 overall of 93.6%. We recognize that we have students who still continue to have chronic attendance problems. For example, when students miss the transportation provided, many times parents will not send the student to school. GPES is committed to continuing to employ a Coordinator of Parent and Community Engagement to work with families and staff to address

many of the attendance issues. During the 2013-2014 School Year, GPES focused greatly on 90/90. As a result, 64 of 69 students met the 90/90 requirement equaling 92%.

Percent of daily attendance									
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
2013-2014	**98.7**	**96.9**	**96.5**	**96**	**96**	**95.2**	**95.2**	**94.9**	**94.8**
2012-2013	**95.2**	**93.8**	**93.2**	**91.7**	**93.4**	**90.5**	**92.7**	**93.0**	**93.6**
2011-2012	**94.8**	**93.4**	**93.7**	**93.8**	**92.6**	**92.5**	**93.7**	**92.7**	**92.6**

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

At Gordon Parks, we focus on learning targets, focus statements, essential questions and the 'big idea' (GLE) to facilitate higher order thinking. *Collegial Collaboration* is the hallmark characteristic of our teachers. As such, tuning protocols are used to evaluate student work and measure student performance. This approach is also reinforced through the *Gordon Parks Professional Development Initiatives* that are sequenced and scheduled by student learning topic. Each topic is built around a targeted goal, specific initiative, and key measures. We firmly believe that the professional development of our teachers is integral to student success. We reflect this philosophy in our daily planning and activities and by dedicating time and financial support to professional development throughout the year.

Data Teams ensure that professional development initiatives are implemented with fidelity to directly impact student achievement. Student data, combined with feedback from staff members, provide the information needed to identify problems as they arise. When problems arise, they are prioritized according to complexity and severity so resources can be allocated to correct the issues. For example, when second grade reading data showed inadequate progress, a special problem-solving team was designated to address the issue. The team, consisting of the teachers, principal, teaching methods coach and special education team member, met to create a strategic plan to correct the problem. Among other things, the strategic plan included more frequent monitoring of student progress (weekly instead of monthly) and additional instructional support in the form of Co-Teaching between the special education teacher and the grade level teachers. The team will reconvenes every week to review student data and evaluate the effectiveness of the strategic plan.

During the 2013-2014 school year, Gordon Parks had a teacher incentive program through the year 2 SIG. This program required teachers to meet all four key areas to receive the entire incentive possible. The evaluation criterion for teachers is as follows:

% of Total Incentive	Area of Evaluation
50% of Incentive	**STUDENT PERFORMANCE** Benchmark: Teachers must demonstrate through use of student performance data and data notebooks that 10% of students not reading at or above grade level move each quarter toward attaining mastery. Baseline data for these students will be collected the first two weeks of the school and used as the baseline for this measure. Benchmark: Teachers must demonstrate through use of student performance data and data notebooks that 10% of students not at or above grade level in mathematics move each quarter toward attaining mastery. Baseline data for these students will be collected the first two weeks of the school and used as the baseline for this measure.
25% of Incentive Teachers will receive: • 100% of incentive when 90% students meet benchmark • 50% of incentive when 85% students meet benchmark • 0% of incentive when percentage of students making benchmark is below 85%.	**ATTENDANCE** Benchmark: Teachers will demonstrate their students meeting the 90/90 requirement of MSIP. This means, 90% of the students are present in class 90% of the time. This is measured through weekly attendance data tracking conducting by Leadership, student data notebooks, and Core data submitted to The Department of Elementary and Secondary Education.
12.5% of Incentive	**PROFESSIONAL DEVELOPMENT** Benchmark: Teachers will demonstrate attendance of professional development and implementation of trainings through weekly meetings with the Teaching Methods Coach; presentation of materials in staff development meetings; student performance data. Documentation of hours must be approved by signature Principal and Teaching Methods Coach.
12.5% of Incentive	**PARENT CONTACT** Benchmark: Teachers hold parent teacher conferences with 100% of the families assigned to their classrooms. Sign in sheet from conferences and antedoctal records will be used to demonstrate completion. Conferences may be held in person or by phone. Should a conference be conducted by phone, the signature of the Principal will need to be obtained for verification.

Instructional Paraprofessionals were also included within the incentive program. Their evaluation criterion is as follows:

% of Total Incentive	Area of Evaluation
75% of Incentive	**STUDENT PERFORMANCE** Benchmark: Achievement of students will be a criteria. 100% of students must be at or above grade level benchmark on the STAR assessment for both reading and math by the end of May. Instructionally, paras will be involved in RTI, small group instruction, and 1 on 1 tutoring.
25% of Incentive Paras will receive: • 100% of incentive when 90% students meet benchmark • 50% of incentive when 85% students meet benchmark • 0% of incentive when percentage of students making benchmark is below 85%.	**ATTENDANCE** Benchmark: Through the end of May, 90% of the students are present in class 90% of the time. This is measured through weekly attendance data tracking conducting by Leadership, student data notebooks, and Core data submitted to The Department of Elementary and Secondary Education.

3) Describe the challenges and accomplishments in meeting your objectives in 2013-2014.

Gordon Parks reopened its doors to students in grades Kindergarten through second grade on August 21, 2013 with great determination. Some of the challenges we faced were:

- Late start made it difficult to hire highly effective and competent staff.
- Systems and processes were not fully in place. During the first months, the Leadership team worked closely together to develop a data wall, establish attendance protocols, and the designation of roles (who does what).
- Several bussing issues occurred with the contractor. Busses were twenty to thirty minutes late each day, there was no consistency of bus drivers, and buses did not always pick up students at the designated stops. Multiple conversations with the company led to correcting these issues within the first month.
- Not all teachers were trained in Pathways to Reading.
- Although assessment data was used the previous year, there was limited access to the data as well as the unit planning pacing guides that were developed.
- In order to open classrooms quickly for teachers so they could prepare them for students, many materials and books were relocated to an empty classroom on another floor. This made it difficult to find the necessary teaching materials for all grades before the students arrived.

Facing these challenges head on, we had a successful school year. Some of our accomplishments were:

- Raising 90/90 from the state 77.8% to90%. Each week the leadership team reviews the data for every student in the building and teachers track this data on the attendance data board. 64 of 69 students had met the 90/90 requirement by the end of May, equaling 92%. We are confident or average for MSIP 5 will demonstrate this growth. We attribute this growth to constantly communicating with students and families the importance of being at school on time and for the full day. We also put an RTI plan in place for those students still struggling to meet the standard. Class and student incentives were also done throughout the year, such as selecting a brand new book to take home, pizza party, and ice cream celebrations. Students tracked their own attendance data in their data notebooks. Letters updating parents on where their child's 90/90 percentage was distributed at conferences.
- There was a drastic decrease in student discipline. During the 2012-2013 school year, GPES has 78 suspensions recorded. There was only 1 suspension during the 2013-2014 school year. Behavior was monitored on the data wall and teachers reviewed this data weekly with Leadership. This drastic change is attributed the implementation of Conscious Discipline.
- We had a high percentage of families attend events and parent teacher conferences. We purchased bus passes for parents/guardians so they may attend meetings and events as well as offer transportation home by school bus.
- The school fundraised over a million dollars for the year.
- During December, GPES Leadership hired a highly qualified and effective principal. There is shared leadership model in place changing the culture of from one in which the principal is the only instructional leader to one where there is collective ownership of the work to be done. With an effective Executive Director managing the school finances and day to day operations, the Principal is has more focus on instruction and professional development. The culture within Gordon Parks is collaborative and transparent from the top down.
- The Leadership team worked with teachers to develop data processes. Within our conference room is a large data wall broken into four quadrants (attendance, discipline, reading and math). Teachers join the Principal and Teaching Methods Coach weekly for Growth meetings in which they review data, practices, and receive professional development.
- Our baseline data collected in September is reflected in the following percentages at or above benchmark for Literacy:
  - KDG – 22/35 = 63%

- First – 8/19 = 42%
- Second – 7/19 = 36%

- Our baseline data collected in September is reflected in the following percentages at or above benchmark for Math:
  - KDG – 9/35 = 25% (this is for local assessments....re: addition/subtraction word problems)
  - First – 11/17= 70%
  - Second – 15/20 = 25%
- Our STAR data demonstrates the student growth we achieved this year. At the end of May, our data reflected the following percentages at or above benchmark for Literacy:
  - KDG – 30/35 = 86%
  - First – 13/15 = 87%
  - Second – 14/19 = 74%

At the end of May, our data reflected the following percentages at or above benchmark for Math:

- KDG – 34/35 = 87% (this is for local assessments....re: addition/subtraction word problems)
- First – 13/15 = 87%
- Second – 18/19 = 95%

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.**

ESTABLISH AND MAINTAIN STRONG LEADERSHIP TEAM

Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
Hiring of Curriculum Specialist	August 4, 2014	August 15, 2014	October 2014, January 2014, and April 2014 - Classroom observation data, student performance data (STAR, DRA)
Hiring of Reading Specialist	August 4, 2014	August 15, 2014	October 2014, January 2014, and April 2014 - Classroom observation data, student performance data (STAR, DRA)

Hiring of Full Time Social Worker	August 4, 2014	August 15, 2014	October 2014, January 2014, and April 2014 Student Attendance Data, Student Performance Data
Hiring of Full Time Family and Community Health Coordinator	August 4, 2014	August 15, 2014	October 2014, January 2014, and April 2014 Student Attendance Data, Student Performance Data, Number of Health Screenings Performed
Continue to employ Teaching Methods Coach	August 4, 2014	August 15, 2014	October 2014, January 2014, and April 2014 Student Attendance Data, Student Performance Data
Continue to employ School Based Technology Coach	August 4, 2013	August 15, 201	3 times a year ending in May 2014 Student Attendance Data, Student Performance Data
Provide professional development to all staff in the areas of curriculum, instruction and teaching utilized under the SIG	August 2012	Ongoing	Implementation in fidelity observed daily and within formal evaluations and Board presentations Classroom Observations, Student Performance Data
Work with External Program Evaluator to provide ongoing guidance, oversight, technical, and implementation support in creating teacher evaluation and program implementation	July 1, 2013	Ongoing	January 2014 and June 2014 Teacher Evaluations conducted; monthly reports from consultant; data consults; monthly SIG reviews
Contract with Grant Administrator to be sure all elements of SIG and Federal Programs are in full compliance	July 2014	August 2014	Evaluation of work will be conducted at monthly MOSIG meetings and monthly to endure Federal Programs Compliance

IMPROVE STUDENT PERFORMANCE

Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
Continue to increase student attendance continue to make phone calls, home visits, personal conversations as well strengthen the data system and process to accurately and consistently account for all student attendance. Principal will review and revise the school day schedule and calendar	August 2014 August 2014	October 2014 August 13, 2014	Leadership will review the attendance weekly with staff to address individual attendance concerns; Formal evaluation of schedule and calendar will be conducted each spring
Strengthen core teaching in Communication Arts and Math in both regular education and special education	July 2012	July 2015	Weekly meetings with Teaching Methods Coach; review of student performance, discipline, and attendance data; Monthly Leadership Team meetings to review all data and update data wall
Schedule consultant to work with teachers Literacy and Math curriculum for all students	March 2012	June 2015	Observed daily through classroom observation and weekly at data team meetings; formally review monthly at Leadership data meetings
Purchase resources to enable effective teaching of communication arts and mathematics (ie purchase writing materials to support non-fiction reading and writing)	August 2013	January 2015	Each spring resources will be evaluated based on data and effective use in teaching. Supplemental hands-on materials such as dry erase boards, magnetic letters, Reading A to Z books for at-home extension will be used during guided reading and intervention to provide support and extension for students.
Continue to provide format for students to set personal academic goals and maintain data notebooks to measure progress towards meeting goals	August 2012	Ongoing	Weekly at data team meeting; weekly meetings with Teaching Methods Coach; Monthly Leadership Team data meetings; classroom observations

Maintain benchmarking system for students 3 times a year for reading and math	August 2012	August 2013; January 2014, June 2015	STAR, DRA, Teacher College Reading & Writing Data, and NWEA Measure of Academic Progress will be reviewed weekly with teacher and monthly during to Leadership Team data meetings to monitor student progress
Schedule to reflect extended day to increase instructional time in core subjects	July 2013	August 2014	Ongoing evaluation of schedule will be observed daily; formally review each spring
Review and revise pay scale for teachers working extended day	July 2014	August 2014	April 2014 Executive Director will monitor each year based on staff growth and education
Review teacher evaluations for successful teaching • Leadership Team to develop effective teacher evaluations and compensation system tied to student performance • Develop teacher incentives to attract, develop, and retain highly qualified staff • Continue to develop opportunities for teacher leadership and advancement	August 2014	September 2013; Implement Spring 2014; May 2015	Work with external program evaluation to conduct ongoing evaluation of data collected through observations, student data and professional development plans for all instructional staff; data on successful participation (minutes, logs, certificates, projects, etc.); Formal evaluation of process and program will be conducted in May 2015.

DEVELOP CURRICULUM AND IMPROVE CLASSROOM INSTRUCTION

Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
Continue the process of revising curriculum to meet the academic rigor of the Missouri Learning Standards. **Alignment** Continue to update and align communication arts and mathematics curriculum to Missouri Learning Standards Continue to translate skill statements into daily lesson plans and consider what instructional strategies and resources will best help students meet the standard **Assessment** Continue to develop pre/post unit assessments. and utilize data from pre/post assessments and other assessments to make instructional decisions (Grade Level Teams, Vertical Data Teams, School as a Whole) – Create and Maintain Data Wall **Professional Development** Continue to address needs through review of current resources to identify	August 2012	Ongoing	Ongoing evaluation based on teacher collaboration, observations and student performance, attendance, and discipline data. Teachers will meet weekly with Teaching Methods Coach. The Leadership Team will meet monthly to review data.

needs. Review and research possible new resources based on alignment to learning goals, standards, and assessments. Create a formal written curriculum to include goals, objectives, activities, and assessments aligned to Missouri Core Academic Standards. Discuss implementation issues and remediate areas of need. Provide professional development for new curriculum: standards/ learning goals, assessments, instructional units (including differentiation), student tracking, and strategies for instruction.			

DEVELOP 21ST *CENTURY* SKILLS FOR STUDENTS, TEACHERS, AND PARENTS

Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
Continue teachers training through job embedded professional development in use of Web 2.0 tools, SMART Boards, and utilization of technology to differentiate instruction.	June 2012	June 2015	Ongoing through observations, formal evaluations, and weekly instructional and data meetings with Instructional Technology Coach.
Utilize technology to assess students through student response systems.	June 2012	June 2015	Ongoing through observations, formal evaluations, and weekly data meetings
Continue to revise and develop classroom web pages	August 2013	October 2013	November 2013; Evaluated monthly for updates and accuracy
Activate parent component of student management software	August 2012	September 2012	Review August 2013 for any additional parent support needed to utilize system effectively

ENHANCE PARENT INVOLVEMENT IN GORDON PARKS EDUCATIONAL PROGRAMS

Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
Expand parent programming for PAC meetings and for family academic nights.	August 2012	June 2015	Review parent evaluations and monthly attendance / participation in all meetings and activities
Leadership will continue to work with Parent Liaison to make home visits, work with attendance issues, work with parents and staff to develop and implement before school programs, and lead to facilitate more active participation in PAC.	August 2013	October 2015	Student attendance data, parent participation, evaluation of all meetings and programs will be evaluated for effectiveness and implementation with fidelity

A list of events to be held during the 2014-2015 school year can be found on page 29.

Section VII.C – Discussion of the 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.

The Gordon Parks learning model is built on Missouri Learning Standards at every grade level. We will continue to focus on what a child needs to know as priority standards of knowledge rather than nice to know concepts; translating learning skills to 21st century skill building during the 2014-2015 school year through a new grade configuration of Kindergarten through Third Grade. The staff is continuing the process of revising curriculum to meet the academic rigor of the Common Core Standards. GPES will hire a full time Curriculum Specialist and Teaching Methods Coach to provide job embedded professional development for all instructional staff on data teams, best practices, and curriculum writing and implementation. The model they will use contains the following key elements:

- Continuous Improvement Process: Pre-test → Learning Strategies → Measured Progress through Summative Assessments → Data Team Diagnostics → Refined Learning Strategies.
- Consistent Approach across all subjects and all K-3 grade levels

Gordon Parks instructional staff attributes the growth in STAR data to the implementation of *Pathways to Reading* at all grade levels during Year 2 of the SIG. Pathways to Reading develops devoted readers and eager writers. It is an instructional philosophy wherein all teachers use children's literature as the teaching tool to reach curricular goals, rather than traditional classroom textbooks. This technique focuses on the student and allows teachers to begin at the child's reading level, building skills and understanding throughout the year. During the 2014-2015 school year, Gordon Parks will continue to implement this program. The primary focus of Pathways to Reading is to help teachers understand and apply the five core components of the reading process for beginning readers in grades K-2: phonemic awareness, phonics, fluency, vocabulary, and comprehension. During professional development training the teachers will work to understand phonemic awareness and phonics and their relationship to the development of reading and spelling. The teachers learn to assess and teach phonemic awareness and phonics while integrating the instruction with other research based components of fluency, vocabulary, and comprehension. To provide additional assistance to those students requiring additional small group and one-to-one instruction, GPES will hire a full time Reading Specialist who will plan with teachers and push into classrooms to provide the additional support.

The Math Curriculum at Gordon Parks is based on the Missouri Learning Standards. Our teachers use research-based strategies that allow students to experience and investigate mathematical concepts from a concrete, hands-on level. Teachers guide learning through questions to higher levels of understanding and provide opportunities for students to connect math to the real world.

Students gain confidence and independence in their problem solving abilities, learn to question and defend their mathematical understanding, and become lifelong learners of mathematics. The Scott Foresman Investigations program is used as a resource when designing instruction.

The Math Curriculum at Gordon Parks embodies the vision of the rigorous national standards for mathematics developed by the National Council of Teachers of Mathematics (NCTM) and the Missouri Learning Standards. Our teachers implement research-based strategies that allow students to experience and investigate mathematical concepts from the concrete, hands-on perspective. Teachers guide student learning through questions that inspire higher level of understanding and provide real world opportunities for students to connect mathematics to the world around them. Students gain confidence and independence in their problem solving abilities, learn to question and defend their mathematical thinking, and become lifelong learners of mathematics.

The Leadership Team and Instructional Staff will use a variety of assessments to monitor and benchmark the progress and growth of all students. We will continue to utilize the STAR assessment as a monthly benchmark for early literacy, reading, and math. Staff members use the results of the norm-referenced test to categorize student performance as above, at, or below grade level, based on the STAR Grade Equivalency. Both STAR assessments generate reports that categorize students as: Tier 1 (at or above grade level), Tier 2 (monitor closely), or Tier 3 (intervention needed). Teachers create a diagnostic instructional plan for all students below grade level. Teachers will utilize NWEA . NWEA Measure of Academic Progress tests present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty.

Attendance continues to be a high priority for Gordon Parks. As we enter Year 3 of the SIG, we have begun looking closely at the procedures and processes in place to not only track the data, but to encourage students to attend school daily. The Leadership Team will work closely with all stakeholders and staff to review and revise the school day schedule and yearly calendar. All staff members will continue to encourage attendance by making phone calls, home visits, and personal conversations will families.

Gordon Parks will continue the use of job-embedded professional development as the leadership team works side by side with the instructional staff to collect, analyze and interpret data and make instructional decisions based on student results. Content-based lesson plans and interventions will be developed and refined utilizing research-based best practices to evaluate students' learning and consistently monitor students' growth through differentiated practices with the continued support of external providers. The leadership team will also help to support teachers and support staff in the implementation of Conscious Discipline. Conscious Discipline integrates classroom management strategies with social-emotional learning utilizing every day events within the curriculum. This program empowers the adults in the building to guide and teach students to deal with every day conflict teaching critical life skills by being responsive instead of reactive.

Aligned in the mission of Gordon Parks to meet not only the academic needs, but the physical and emotional needs of all our students, we are committed to hiring a full time Community and Family Health Coordinator and a full time social worker. The Community and Family Health Coordinator will provide preventive health services to facilitate the student's optimal physical, mental, emotional, and social growth and development. He/she will provide services such as health education, referring and care in order to help prevent serious health problems which would later be more difficult and costly to address. They will support the education process by working to assure the health of students by conducting vision and hearing screenings and work with local organizations to conduct preventive dental screenings.

A full time social worker will be hired to work closely with the all families to provide aid in finding services or coping mechanisms to help in cases such as abuse, neglect, or other difficult family situations. They will utilize consultation data and social work experience to plan and coordinate care and follow through with each family to ensure efficacy. He/she will also provide access to families to services such as financial assistance, legal aid, housing, job placement, or education.

Through the use of the SIG funds, Gordon Parks will continue to have the capacity to support and expand the necessary human resources, external expertise for staff, and support programs to provide the services needed by our students and parents demonstrated in the improvement of student achievement.

Section VII.D – Staffing Changes

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

Gordon Parks Elementary is adding third grade in the fall of 2014. We are planning to have three kindergartens, two first grades, two second grades, and one third grade classroom. We also are committed to having two teachers in every classroom. We will be adding the following positions:

- 2 certified first grade teachers
- 2 certified second grade teachers
- 2 certified third grade teachers
- Entry Security Officer
- Volunteer Coordinator
- Development Director

We have staff moving on to new opportunities and will have two new teachers in Kindergarten and new teachers in physical education, music, and art. Our Social Worker will move from part time to full time in the fall.

Section VII.E - System of Staff Recognition

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.

Teacher Incentive pay has been redesigned to have more measurable objectives for teachers to present. The following in the template of requirements:

FOUR KEY AREAS OF EVALUATION FOR CLASSROOM TEACHERS

% of Total Incentive	Area of Evaluation
50% of Incentive	**STUDENT PERFORMANCE** Benchmark: Teachers must demonstrate through use of student performance data and data notebooks that 10% of students not reading at or above grade level move each quarter toward attaining mastery. Baseline data for these students will be collected the first two weeks of the school and used as the baseline for this measure. Benchmark: Teachers must demonstrate through use of student performance data and data notebooks that 10% of students not at or above grade level in mathematics move each quarter toward attaining mastery. Baseline data for these students will be collected the first two weeks of the school and used as the baseline for this measure.
25% of Incentive Teachers will receive: • 100% of incentive when 90% students meet benchmark • 50% of incentive when 85% students meet benchmark • 0% of incentive when percentage of students making benchmark is below 85%.	**ATTENDANCE** Benchmark: Teachers will demonstrate their students meeting the 90/90 requirement of MSIP. This means, 90% of the students are present in class 90% of the time. This is measured through weekly attendance data tracking conducting by Leadership, student data notebooks, and Core data submitted to The Department of Elementary and Secondary Education.
12.5% of Incentive	**PROFESSIONAL DEVELOPMENT** Benchmark: Teachers will demonstrate attendance of professional development and implementation of trainings through weekly meetings with the Teaching Methods Coach; presentation of materials in staff development meetings; student performance data. Documentation of hours must be approved by signature Principal and Teaching Methods Coach.
12.5% of Incentive	**PARENT CONTACT** Benchmark: Teachers hold parent teacher conferences with 100% of the families assigned to their classrooms. Sign in sheet from conferences and antedoctal records will be used to demonstrate completion. Conferences may be held in person or by phone. Should a conference be conducted by phone, the signature of the Principal will need to be obtained for verification.

Instructional Paraprofessionals were also included within the incentive program. Their evaluation criteria is as follows:

% of Total Incentive	Area of Evaluation
75% of Incentive	**STUDENT PERFORMANCE** Benchmark: Achievement of students will be a criteria. 100% of students must be at or above grade level benchmark on the STAR assessment for both reading and math by the end of May. Instructionally, paras will be involved in RTI, small group instruction, and 1 on 1 tutoring.
25% of Incentive Paras will receive: • 100% of incentive when 90% students meet benchmark • 50% of incentive when 85% students meet benchmark • 0% of incentive when percentage of students making benchmark is below 85%.	**ATTENDANCE** Benchmark: Through the end of May, 90% of the students are present in class 90% of the time. This is measured through weekly attendance data tracking conducting by Leadership, student data notebooks, and Core data submitted to The Department of Elementary and Secondary Education.

Section VII.F – Increase 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.

Gordon Parks will continue to extend the school year into June. Our school day is from 8:15am to 3:45am. The Leadership team has reviewed the master schedule and will be reducing recess time, tightening up time for instruction to begin, involving specials teachers to provide RTI in communication arts and math, and increase the quality and number of mentors and volunteers to assist with one-to-one reading and math.

Section VII.G – Teacher and Principal Evaluation

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

Gordon Parks worked with Larry Flakne during the 2013-2014 school year to develop and pilot a tool to evaluate teachers. The primary purpose of the performance based teacher evaluation (PBTE) of Gordon Parks Elementary School is to facilitate and improve instruction which will enhance student learning. The PBTE system provides each professional with the opportunity to develop his or her potential through an atmosphere of mutual trust and respect. The performance based teacher evaluation is implemented through an ongoing, criterion-based, cooperative, supervisory process and is aligned to Missouri's Educator Evaluation System (MEES). This consistent, constructive process includes assessment of teacher performance. The process provides direction and opportunity for professional growth. The process begins with orientation for administrators and professional staff; continues with the formative phase; and, culminates in the summative evaluation.

Prior to initiating the evaluation process, new staff shall receive orientation about the PBTE process at the beginning of his or her employment. Annual training for all staff will also occur as a refresher on the process. These sessions will be conducted to provide information on the evaluation process and procedures and an understanding of the role of staff and the role of the principal.

The formative phase is the ongoing analysis of performance prior to the final summative assessment. This phase includes ongoing data collection and conversation between teachers and principal. The components of the formative phase are below:

Data Collection: Effective supervision includes the collection and sharing of information about staff performance. The data collection may be planned or incidental. Each type may include observed data, non-observed data and artifact data. The most typical planned observations are scheduled and unscheduled classroom visits. Following is explanation of typical data collection processes:

Scheduled Observation: Scheduled observations provide focused and comprehensive information. Prior to a scheduled observation, the teacher and principal will establish the time and date of the observation.

Unscheduled Observation: Unscheduled observations provide focused and comprehensive information.

Non-Observed Data: Non-observed data are those types of information that come to the attention of the principal indirectly. These are data that are not observed directly by the principal. Examples include letters, telephone calls, conversations, behaviors reported by others, etc.

Walk-Through Data: Walk-Through data are obtained during short unscheduled observations when principal drop-in classrooms to briefly assess pre-identified criteria.

Artifact Data: Examples might include grade books, lesson plans, attendance records, on-task logs, discipline referrals, workshop handouts, assessment results, etc.

Performance Improvement Plans (PIP) are used to improve professional skill as defined by the criteria. If the principal recognizes a need for growth on a criterion, the criterion will be identified and the teacher and pricnicpal will work together to develop and implement a Performance Improvement Plan. The PIP includes identifiable, precise objective(s) and appropriate means for achieving the objective(s). A PIP may be developed with a teacher at any time. The plan may be "ongoing" and transitioned through more than one phase of the evaluation process.

Gordon Parks Elementary School PBTE Planned Timeline

- August orientation for teachers regarding the PBTE expectations and process
- Prior to Nov 15, at minimum, completion of one formal observation for each teacher
- Multiple walk-through observations with completed feedback forms for all teachers
- Prior to May 15 completion of formative and summative phases for all teachers
- Ongoing possible development and monitoring of Performance Improvement Plans

Section VII.H – Parent Involvement

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

During the 2013-2014 school year, GPES was committed to increasing family attendance at event and conferences. Continuing this effort, GPES formed at Parent Advisory Committee the meets quarterly. The following events have been planned for the 2014-2015 school year:

- Meet the Teacher Night with Family Cookout
- Parent Information Night in September. This is an opportunity for families to come and listen to the classroom teacher discuss curriculum and expectations.
- Literacy Night in October. Teachers will model reading strategies for parents/guardians and volunteers to use with students at home.
- Winter music program. WE will offer dinner and transportation for families to attend this event.
- Math Night in February. Teachers will model math problem solving strategies for families.
- Spring Open House celebration that will contain a music and physical education presentation along with Art work displayed throughout building. Families will have an opportunity to look at student portfolios. We will be providing a cookout for all in attendance.
- Fall and Spring Parent-Teacher conferences will be held in the months of November and February.