ORIGINAL NEW PAGE

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	$ 705,816

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
Hazelwood School District			096-088
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Grayling Tobias	ADDRESS 15955 New Halls Ferry Road	CITY, STATE, ZIP Florissant, Mo 63031	
E-MAIL ADDRESS gtobias@hazelwoodschools.org		TELEPHONE NUMBER 314-953-5000	FAX NUMBER 314-953-5999
NAME OF GRANT CONTACT Lynette Jackson	ADDRESS 13780 Old Halls Ferry Road	CITY, STATE, ZIP Florissant, MO 63033	
E-MAIL ADDRESS ljackson@hazelwoodschools.org		TELEPHONE NUMBER 314-953-5161	FAX NUMBER 314-953-5159
NAME OF LEA TURNAROUND OFFICER (if known) Jeff Haug	ADDRESS 15955 New Halls Ferry Road	CITY, STATE, ZIP Florissant, MO 63031	
E-MAIL ADDRESS Jhaug@hazelwoodschools.org		TELEPHONE NUMBER 314-953-5036	FAX NUMBER 314-953-5999

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
Desiree D. Whitlock	6/10/14
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
Gayley Tobias	6/9/14

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 38,500Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG & Waiver*	0	0	0	0	0	0		0
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	62,928	0	10,345	38,500	16,276	0		128,049
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	75,926	86,000	62,989	6,000	1,000	0		231,915
2200 Professional Development *1003(g) SIG & Waiver*	218,080	0	64,874	9,900	7,364	0		300,218
2600 Planning and Evaluation *1003(g) SIG & Waiver*	0	0	0	0	0	0		0
3000 Community Services *1003(g) SIG & Waiver*	12,624	0	2,076	0	2,290	0		16,990
Program Costs Subtotal *1003(g) SIG & Waiver*	369,558	86,000	140,284	54,400	26,930	0		677,172
Indirect Costs								28,644
Administrative Costs *1003(g) SIG & Waiver*	0	0	0	0	0	0		0
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*	0	0	0	0	0	0		0
GRAND TOTAL *1003(g) SIG & Waiver*	369,558	86,000	140,284	54,400	26,930	0		705,816

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	3					
Reading Recovery Teacher Leader						
School/Home Coordinator			3			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						1
TOTAL	3		3			1

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
Hazelwood East High	1060	☒YES ☐NO				X
Central Middle	2070	☒YES ☐NO				X
Southeast Middle	2170	☒YES ☐NO				X
		☐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
HAZELWOOD SCHOOL DISTRICT	096-088

Budget Codes	Related Strategies and Activities
1100 Instruction	**East High School** • 85.5 FTE Cert Salaries ($4,530,764, G:1:O:1, G:1:O:2) • 2 FTE Non-Cert Salaries ($273,977, G:1:O:1, G:1:O:2) • Benefits ($1,907,332, G:1:O:1:S:1) **Central Middle School** • 50 FTE Cert Salaries ($2,945,088, G:1:O:1) • 1 FTE Non-Cert Salaries ($23,135, G:1:O:1) • Benefits ($966,672, G:1:O:1) **Southeast Middle School** • 49.5 FTE Cert Salaries ($2,578,053, G:1:O:1) • 1 FTE Non-Cert Salaries ($22,480, G:1:O:1) • Benefits ($891,752, G:1:O:1)
1100 Instruction *1003(g) SIG & Waiver*	
1200 Supplemental Instruction (Title I)	**Southeast Middle School** • 2 FTE Reading Interventionists ($143,839, G:1:O:1) • Benefits ($44,656, G:1:O:1)
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	**East High School** • Aventa Credit Recovery ($18,000, G:1:O:1:S:3:AS:3) • After School Tutoring ($44,928, G:1:O:1:S:3:AS:2) • Tutoring Benefits ($7,386, G:1:O:1:S:3:AS:2) • Read 180 and System 44 Reading Intervention Program: License Fees, Materials, technology ($8,835 G:1:O:2:S:1:AS:3) • ALEKS math program ($14,000, G:1:O:2:S:1:AS:3) **Central Middle School** • Read 180/Systems 44 tech fee and materials ($9,067, G:1:O:1) **Southeast Middle School** • Salaries for tutoring ($18,000, G:1:O:1:S:1:AS:3) • Benefits ($2,959, G:1:O:1:S:1:AS:3) • Math 180 supplies ($3,382, G:1:O:1:S:1:AS:3)
2100 Non-Instructional Support Services	**East High School** • 12 FTE Certified Salaries ($1,454,328, G:1:O:1:S:3:AS:3) • 8 FTE Non-Certified Salaries ($273,977, G:1:O:1:S:1) • Benefits ($269,171, G:1:O:1:S:1) **Central Middle School** • 3 FTE Certified Salaries ($272,955, G:1:O:1)

	• 5.5 FTE Non-Cert salaries ($133,928, G:1:O:1) • Benefits ($135,713, G:1:O:1) **Southeast Middle School** • 3 FTE Certified salaries ($250,927, G:1:O:1) • 5.5 FTE Non-Cert salaries ($129.426, G:1:O:1) • Benefits ($129,810, G:1:O:1)
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**East High School** • SAM (Turnaround Officer - 1 FTE) Salary and Benefits ($98,229, G:1:O:1:S:1:A:6) • Building Facilitator (Home School Coordinator – 2 FTE) Salary and Benefits ($69,124, G:1:O:1:S:1,2) • Student Advocate (Home School Coordinator – 1 FTE) Salary and Benefits ($57,562, G:1:O:6:S:1:AS:6) **Southeast Middle School** • Bullying Prevention ($7,000, G:3:O:6:S:1:AS:3)
2200 Professional Development	**East High School** • Certified Salaries/Stipends ($161,970, G:1:O:3) • Benefits ($46,071, G:1:O:3) **Central Middle School** • Certified Salaries/Stipends ($65.572, G:1:O:3) • Benefits ($19,712, G:1:O:3) **Southeast Middle School** • Certified Salaries/stipends ($92,218, G:1:O:3) • Benefits ($24,882, G:1:O:3)
2200 Professional Development *1003(g) SIG & Waiver*	**East High School** • Instructional Coaches (Math and Reading – 2 FTE) Salary and Benefits ($150,158, G:2:O:2:S:2:AS:1) • Substitutes for Missouri Connections Professional Development ($3,185, G:3:O:1:S:1:AS:1) • Substitutes for Vertical Teaming with Middle Schools ($3,185, G:3:O:1:S:1:AS:1) • Substitutes for coaching focused on instructional strategies ($3,185, G:3:O:1:S:1:AS:1) • Professional Development Collaboration with University of Missouri-St. Louis ($10,000, G2:O:1:S:1:AS:1) – to align structures for student teachers and to develop a tool for use with current structure **Central Middle School** • Instructional Coach – Reading – 1 FTE ($59,523, G:1:O:1:S:1:AS:1,2,3) • Benefits ($19,704, G:1:O:1:S:1:AS:1,2,3) **Southeast Middle School** • Summer Academy Professional Development ($37,800, G:2:O:4:S:1:AS:4,5) • Benefits ($6,214, G:2:O:4:S:1:AS:4,5) • PD presenter ($3,000, G:2:O:4:S:1:AS:4,5)

	• PD materials and supplies ($2,364, G:2:O:4:S:1:AS:4,5) • Conference (Bullying Prevention PD) ($1,900, G:2:O:4:S:1:AS:4,5)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	**East High School** • Spartan University Salaries and Benefits ($8,048, G:4:O:1:S:1:AS:2) • Spartan University materials and supplies ($1,290, G:4:O:1:S:1:AS:2) **Southeast Middle School** • Parent workshops on ELA and Math ($5,712, G:4:O:7:S:1:AS:1,5) • Benefits ($940, G:4:O:7:S:1:AS:1,5) • Materials and Supplies for parent involvement ($1,000, G:4:O:7;S:1:AS:1,5)
Administrative Costs	**East High School** • 6 FTE Certified Salaries ($661,780, G:1:O:1) • 6 FTE Non-Certified Salaries ($290,498, G:1:O:1) • Benefits ($172,146, G:1:O:1) **Central Middle School** • 3 FTE Certified Salaries ($309,289, G:1:O:1) • 3 Non-Certified Salaries ($97,366, G:1:O:1) • Benefits ($121,937, G:1:O:1) **Southeast Middle School** • 3 FTE Certified Salaries ($297,653, G:1:O:1) • 3 Non-Certified Salaries ($102,894, G:1:O:1) • Benefits ($144,432, G:1:O:1)
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	COUNTY-DISTRICT - BUILDING CODE
HAZELWOOD SCHOOL DISTRICT	096-088

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	10,053,905	319,592	3,765,756	121,321	347,498	0		14,608,072
1100 Instruction *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
1200 Supplemental Instruction (Title I)	143,839	0	44,656	30,500	82,002	0		300,997
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	62,928	0	10,345	38,500	16,276	0		128,049
2100 Non-Instructional Support Services	1,978,210	537,331	534,694	15,160	78,415	0		3,143,810
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	75,926	86,000	~~62,889~~ 62,989	6,000	1,000	0		231,915
2200 Professional Development	319,760	0	90,665	29,000	1,000	0		440,425
2200 Professional Development *1003(g) SIG/Waiver*	218,080	0	64,874	9,900	7,364	0		300,218
2600 Planning and Evaluation	0	0	0	0	0	0		0
2600 Planning and Evaluation *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
3000 Community Services	0	0	0	0	0	0		0
3000 Community Services *1003(g) SIG/Waiver*	12,624	0	2,076	0	2,290	0		16,990
Administrative Costs	1,268,722	490,758	438,515	35,400	33,009	0		2,266,404
Administrative Costs *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	13,764,436	1,347,681	4,874,286	231,381	541,924	0		20,759,708
***1003(g) SIG/Waiver* Subtotal**	369,558	86,000	140,284	54,400	26,930	0		677,172
Grand Total	14,133,994	1,433,681	5,014,570	285,781	568,854	0		21,436,880

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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
HAZELWOOD SCHOOL DISTRICT	**096-088**

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
East High School	
Instructional Coach Salaries (2 FTE, teacher scale, extra duty contract)	**$131,922**
SAM (1 FTE, teacher scale)	**$45,926**
Avente credit recovery salaries (4 staff, 4 days, 36 week, 1 hrs/day, $24/hr)	**$13,824**
After school tutoring salaries (4 staff, 4 days, 36 week, 2 hrs/day, $24/hr)	**$27,648**
Saturday tutoring salaries (2 staff, 1 hours, $24/hr)	**$3,456**
Spartan University Salaries (8 staff, 36 hours, $24/hr)	**$6,912**
Dean of student mentoring stipend	**$10,000**
Substitutes for vertical teaming with middle schools (31 @ $95/day)	**$2,945**
Substitutes for coaching focused on instructional strategies (31 @ $95/day)	**$2,945**
Substitutes for Missouri Connections (31 @ $95/day)	**$2,945**
Central Middle School	
Reading Instructional Coach salary (1 FTE, teacher salary)	**$59,523**
Southeast Middle School	
Salaries for tutoring (5 staff, 4 days, 1hr/day, $24)	**$18,000**
Summer academy salaries (4.5 Days, 8Hrs, 75 Staff, $14)	**$37,800**
Parent workshop salaries (10 staff, 9 days, 4 hours, $14 plus planning)	**$5,712**
6100 Subtotal	**$369,558**
6150: Non-certificated Salaries	
East High School	
Student Advocate Salary (1 FTE)	**$42,000**
Building Facilitators (2 FTE) (promote and maintain atmosphere conducive to academic learning and social interaction through high visibility in the hallways and cafeteria thereby increasing the amount of time every student is in class)	**$44,000**
6150 Subtotal	**$86,000**
6200: Employee Benefits *(optional categories)*	
East High School	
FICA (6.2%)	**$5,880**
Medicare (1.45%)	**$4,851**
Certified Retirement (14.5%)	**$38,492**
Non-Certified Retirement (6.86%)	**$7,667**
Workmans Comp (.49%)	**$1,541**
Health Insurance (6 FTE, $8,064 each)	**$48,383**
Dental Insurance (6 FTE, $485 each)	**$2,910**
Vision Insurance (6 FTE, $40 each)	**$240**
Life Insurance (6 FTE, $84 each)	**$504**

Central Middle School	
Medicare (1.45%)	**$863**
Certified Retirement (14.5%)	**$9,876**
Workmans Comp	**$292**
Health Insurance (1 FTE, $8,064)	**$8,064**
Vision Insurance (1 FTE, $40)	**$40**
Dental Insurance (1 FTE, $485)	**$485**
Life Insurance (1 FTE, $84)	**$84**
Southeast Middle School	
Medicare (1.45%)	**$894**
Certified Retirement (14.5%)	**$8,919**
Workman's Compensation	**$300**
6200 Subtotal	**$140,284**
6300: Purchased Services	
East High School	
Read 180 and Systems 44 (yearly technology fee)	**$3,000**
ALEKS math intervention	**$14,000**
Aventa Credit Recovery – Plascotrack	**$4,000**
Aventa Credit Recovery licenses	**$10,000**
High Quality Professional Development with area university (to align structures for student teachers and to develop a tool for use with current structure	**$5,000**
Central Middle School	
Read 180/System 44 tech fee	**$3,000**
Read 180/System 44 NG	**$4,500**
Southeast Middle School	
Rachel's Challenge anti-bullying program (continued effort from Year 1 and 2 - Rachel's challenge is a series of student empowering programs and strategies that equip students and adults to combat bullying and feelings of isolation and despair by creating a culture of kindness and compassion	**$6,000**
Professional development presenter	**$3,000**
Conference (bully prevention)	**$1,900**
6300 Subtotal	**$54,400**
6400: Materials/Supplies	
East High School	
Aventa Credit Recovery supplies	**$4,000**
Systems 44/Read 180 materials and supplies	**$6,333**
Professional Development materials and supplies	**$5,000**
Materials and supplies for Spartan University	**$1,290**
Central Middle School	
Read 180/System 44 materials and supplies	**$2,064**

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Southeast Middle School	
Math 180 materials and supplies	**$3,879**
Rachel's challenge materials	**$1,000**
Summer academy materials	**$2,364**
Parent workshop materials	**$1,000**
6400 Subtotal	**$26,930**
6100-6400 Subtotal	**$677,172**
Indirect Cost Optional (Restricted Rate: _4.23___% X Subtotal)	**$28,644**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$705,816**

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

Budget Codes	Related Strategies and Activities
1100 Instruction	• 85.5 FTE Cert Salaries ($4,530,764, G:1:O:1, G:1:O:2) • 2 FTE Non-Cert Salaries ($273,977, G:1:O:1, G:1:O:2) • Benefits ($1,907,332, G:1:O:1:S:1)
1100 Instruction *1003(g) SIG & Waiver*	
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	• Aventa Credit Recovery ($18,000, G:1:O:1:S:3:AS:3) • After School Tutoring ($44,928, G:1:O:1:S:3:AS:2) • Tutoring Benefits ($7,386, G:1:O:1:S:3:AS:2) • Read 180 and System 44 Reading Intervention Program: License Fees, Materials, technology ($8,835 G:1:O:2:S:1:AS:3) • ALEKS math program ($14,000, G:1:O:2:S:1:AS:3)
2100 Non-Instructional Support Services	• 12 FTE Certified Salaries ($1,454,328, G:1:O:1:S:3:AS:3) • 8 FTE Non-Certified Salaries ($273,977, G:1:O:1:S:1) • Benefits ($269,171, G:1:O:1:S:1)
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	• SAM (Turnaround Officer - 1 FTE) Salary and Benefits ($98,229, G:1:O:1:S:1:A:6) • Building Facilitator (Home School Coordinator – 2 FTE) Salary and Benefits ($69,124, G:1:O:1:S:1,2) • Student Advocate (Home School Coordinator – 2 FTE) Salary and Benefits ($57,562, G:1:O:6:S:1:AS:6)
2200 Professional Development	• Certified Salaries/Stipends ($161,970, G:1:O:3) • Benefits ($46,071, G:1:O:3)
2200 Professional Development *1003(g) SIG & Waiver*	• Instructional Coaches (Math and Reading – 2 FTE) Salary and Benefits ($150,159, G:2:O:2:S:2:AS:1) • Substitutes for Missouri Connections Professional Development ($3,185, G:3:O:1:S:1:AS:1) • Substitutes for Vertical Teaming with Middle Schools ($3,185, G:3:O:1:S:1:AS:1) • Substitutes for coaching focused on instructional strategies ($3,185, G:3:O:1:S:1:AS:1) • Professional Development Collaboration with University of Missouri-St. Louis ($10,000, G2:O:1:S:1:AS:1) – to align structures for student teachers and to develop a tool for use with current structure
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	

3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	• Spartan University Salaries and Benefits ($8,048, G:4:O:1:S:1:AS:2) • Spartan University materials and supplies ($1,290, G:4:O:1:S:1:AS:2)
Administrative Costs	• 6 FTE Certified Salaries ($661,780, G:1:O:1) • 6 FTE Non-Certified Salaries ($290,498, G:1:O:1) • Benefits ($172,146, G:1:O:1)
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 **EAST HIGH SCHOOL**					COUNTY-DISTRICT – BUILDING CODE 096-088 – 1060			
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	4,530,764	273,977	1,907,332	63,437	215,431	0		6,990,941
1100 Instruction *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
1200 Supplemental Instruction (Title I)	0	0	0	0	0	0		0
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	44,928	0	7,386	31,000	10,333	0		93,647
2100 Non-Instructional Support Services	1,454,328	273,977	269,171	15,160	42,946	0		2,055,582
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	75,926	86,000	~~62,889~~ 62,989	0	0	0		224,915
2200 Professional Development	161,970	0	46,071	18,000	0	0		226,041
2200 Professional Development *1003(g) SIG/Waiver*	120,757	0	38,956	5,000	5,000			169,713
2600 Planning and Evaluation	0	0	0	0	0	0		0
2600 Planning and Evaluation *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
3000 Community Services	0	0	0	0	0	0		0
3000 Community Services *1003(g) SIG/Waiver*	6,912	0	1,136	0	1,290	0		9,338
Administrative Costs	661,780	290,498	172,146	16,800	30,009	0		1,171,233
Administrative Costs *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	6,808,842	838,452	2,394,720	113,397	288,386	0		10,443,797
***1003(g) SIG/Waiver* Subtotal**	248,523	86,000	110,467	36,000	16,623	0		497,613
Grand Total	7,057,365	924,452	2,505,187	149,397	305,009	0		10,941,410

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
EAST HIGH SCHOOL	**096-088 – 1060**

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Instructional Coach Salaries (2 FTE, teacher scale, extra duty contract)	**$131,922**
SAM (1 FTE, teacher scale)	**$45,926**
Aventa credit recovery salaries (4 staff, 4 days, 36 week, 1 hrs/day, $24/hr)	**$13,824**
After school tutoring salaries (4 staff, 4 days, 36 week, 2 hrs/day, $24/hr)	**$27,648**
Saturday tutoring salaries (2 staff, 1 hours, $24/hr)	**$3,456**
Spartan University Salaries (8 staff, 36 hours, $24/hr)	**$6,912**
Dean of student mentoring stipend	**$10,000**
Substitutes for vertical teaming with middle schools (31 @ $95/day)	**$2,945**
Substitutes for coaching focused on instructional strategies (31 @ $95/day)	**$2,945**
Substitutes for Missouri Connections (31 @ $95/day)	**$2,945**
6100 Subtotal	**$248,523**
6150: Non-certificated Salaries	
Student Advocate Salary (1 FTE)	**$42,000**
Building Facilitators (2 FTE) (promote and maintain atmosphere conducive to academic learning and social interaction through high visibility in the hallways and cafeteria thereby increasing the amount of time every student is in class)	**$44,000**
6150 Subtotal	**$86,000**
6200: Employee Benefits *(optional categories)*	
FICA (6.2%)	**$5,880**
Medicare (1.45%)	**$4,851**
Certified Retirement (14.5%)	**$38,491**
Non-Certified Retirement (6.86%)	**$7,667**
Workmans Comp (.49%)	**$1,541**
Health Insurance (6 FTE, $8,064 each)	**$48,383**
Dental Insurance (6 FTE, $485 each)	**$2,910**
Vision Insurance (6 FTE, $40 each)	**$240**
Life Insurance (6 FTE, $84 each)	**$504**
6200 Subtotal	**$110,467**
6300: Purchased Services	
Read 180 and Systems 44 (yearly technology fee)	**$3,000**
ALEKS math intervention	**$14,000**
Aventa Credit Recovery – Plascotrack	**$4,000**
Aventa Credit Recovery licenses	**$10,000**
High Quality Professional Development with area university (to align structures for student teachers and to develop a tool for use with current structure	**$5,000**
6300 Subtotal	**$36,000**
6400: Materials/Supplies	
Aventa Credit Recovery supplies	**$4,000**
Systems 44/Read 180 materials and supplies	**$6,333**
Professional Development materials and supplies	**$5,000**

Materials and supplies for Spartan University	**$1,290**
6400 Subtotal	**$16,623** •
6100-6400 Subtotal	**$497,613** •
Indirect Cost Optional (Restricted Rate: _4.23___% X Subtotal)	**$21,049** •
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$518,662** •

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
CENTRAL MIDDLE SCHOOL	**096-088 – 2070**

Budget Codes	Related Strategies and Activities
1100 Instruction	• 50 FTE Cert Salaries ($2,945,088, G:1:O:1) • 1 FTE Non-Cert Salaries ($23,135, G:1:O:1) • Benefits ($966,672, G:1:O:1)
1100 Instruction *1003(g) SIG & Waiver*	
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	• Read 180/Systems 44 tech fee and materials ($9,067, G:1:O:1)
2100 Non-Instructional Support Services	• 3 FTE Certified Salaries ($272,955, G:1:O:1) • 5.5 FTE Non-Cert salaries ($133,928, G:1:O:1) • Benefits ($135,713, G:1:O:1)
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	
2200 Professional Development	• Certified Salaries/Stipends ($65.572, G:1:O:3) • Benefits ($19,712, G:1:O:3)
2200 Professional Development *1003(g) SIG & Waiver*	• Instructional Coach – Reading – 1 FTE ($59,523, G:1:O:1:S:1:AS:1,2,3) • Benefits ($19,704, G:1:O:1:S:1:AS:1,2,3)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	
Administrative Costs	• 3 FTE Certified Salaries ($309,289, G:1:O:1) • 3 Non-Certified Salaries ($97,366, G:1:O:1) • Benefits ($121,937, G:1:O:1)
Administrative Costs *1003(g) SIG & Waiver*	

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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	COUNTY-DISTRICT - BUILDING CODE
CENTRAL MIDDLE SCHOOL	096-088 - 2070

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	2,945,088	23,135	966,672	29,277	71,430	0		4,035,602
1100 Instruction *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
1200 Supplemental Instruction (Title I)	0	0	0	0	0	0		0
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0	0	0	7,500	2,064	0		9,564
2100 Non-Instructional Support Services	272,955	133,928	135,713	0	16,525	0		559,121
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
2200 Professional Development	65,572	0	19,712	0	0	0		85,284
2200 Professional Development *1003(g) SIG/Waiver*	59,523	0	19,704	0	0	0		79,227
2600 Planning and Evaluation	0	0	0	0	0	0		0
2600 Planning and Evaluation *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
3000 Community Services	0	0	0	0	0	0		0
3000 Community Services *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
Administrative Costs	309,289	97,366	121,937	6,300	0	0		534,892
Administrative Costs *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	3,592,904	254,429	1,244,034	35,577	87,955	0		5,214,899
***1003(g) SIG/Waiver* Subtotal**	59,523	0	19,704	7,500	2,064	0		88,791
Grand Total	3,652,427	254,429	1,263,738	43,077	90,019	0		5,303,690

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
CENTRAL MIDDLE SCHOOL	**096-088 - 2070**

BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
Reading Instructional Coach salary (1 FTE, teacher salary)		**$59,523**
	6100 Subtotal	**$59,523**
6150: Non-certificated Salaries		
	6150 Subtotal	**$0**
6200: Employee Benefits *(optional categories)*		
Medicare (1.45%)		**$863**
Certified Retirement (14.5%)		**$9,876**
Workmans Comp		**$292**
Health Insurance (1 FTE, $8,064)		**$8,064**
Vision Insurance (1 FTE, $40)		**$40**
Dental Insurance (1 FTE, $485)		**$485**
Life Insurance (1 FTE, $84)		**$84**
	6200 Subtotal	**$19,704**
6300: Purchased Services		
Read 180/System 44 tech fee		**$3,000**
Read 180/System 44 NG		**$4,500**
	6300 Subtotal	**$7,500**
6400: Materials/Supplies		
Read 180/System 44 materials and supplies		**$2,064**
	6400 Subtotal	**$2,064**
	6100-6400 Subtotal	**$88,791**
Indirect Cost Optional (Restricted Rate: _4.23___% X Subtotal)		**$3,756**
6500: Capital Outlay		
	6500 Subtotal	**$0**
	TOTAL	**$92,547**

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
SOUTHEAST MIDDLE SCHOOL	**096-088 - 2170**

Budget Codes	Related Strategies and Activities
1100 Instruction	• 49.5 FTE Cert Salaries ($2,578,053, G:1:O:1) • 1 FTE Non-Cert Salaries ($22,480, G:1:O:1) • Benefits ($891,752, G:1:O:1)
1100 Instruction *1003(g) SIG & Waiver*	
1200 Supplemental Instruction (Title I)	• 2 FTE Reading Interventionists ($143,839, G:1:O:1) • Benefits ($44,656, G:1:O:1)
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	• Salaries for tutoring ($18,000, G:1:O:1:S:1:AS:3) • Benefits ($2,959, G:1:O:1:S:1:AS:3) • Math 180 supplies ($3,382, G:1:O:1:S:1:AS:3)
2100 Non-Instructional Support Services	• 3 FTE Certified salaries ($250,927, G:1:O:1) • 5.5 FTE Non-Cert salaries ($129,426, G:1:O:1) • Benefits ($129,810, G:1:O:1)
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	• Bullying Prevention ($7,000, G:3:O:6:S:1:AS:3)
2200 Professional Development	• Certified Salaries/stipends ($92,218, G:1:O:3) • Benefits ($24,882, G:1:O:3)
2200 Professional Development *1003(g) SIG & Waiver*	• Summer Academy Professional Development ($37,800, G:2:O:4:S:1:AS:4,5) • Benefits ($6,214, G:2:O:4:S:1:AS:4,5) • PD presenter ($3,000, G:2:O:4:S:1:AS:4,5) • PD materials and supplies ($2,364, G:2:O:4:S:1:AS:4,5) • Conference (Bullying Prevention PD) ($1,900, G:2:O:4:S:1:AS:4,5)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	• Parent workshops on ELA and Math ($5,712, G:4:O:7:S:1:AS:1,5) • Benefits ($940, G:4:O:7:S:1:AS:1,5) • Materials and Supplies for parent involvement ($1,000, G:4:O:7;S:1:AS:1,5)
Administrative Costs	• 3 FTE Certified Salaries ($297,653, G:1:O:1) • 3 Non-Certified Salaries ($102,894, G:1:O:1) • Benefits ($144,432, G:1:O:1)
Administrative Costs *1003(g) SIG & Waiver*	

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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	COUNTY-DISTRICT - BUILDING CODE
SOUTHEAST MIDDLE SCHOOL	096-088 - 2170

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	2,578,053	22,480	891,752	28,607	60,637	0		3,581,529
1100 Instruction *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
1200 Supplemental Instruction (Title I)	143,839	0	44,656	30,500	82,002	0		300,997
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	18,000	0	2,959	0	3,879	0		24,838
2100 Non-Instructional Support Services	250,927	129,426	129,810	0	18,944	0		529,107
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0	0	0	6,000	1,000	0		7,000
2200 Professional Development	92,218	0	24,882	11,000	1,000	0		129,100
2200 Professional Development *1003(g) SIG/Waiver*	37,800	0	6,214	4,900	2,364	0		51,278
2600 Planning and Evaluation	0	0	0	0	0	0		0
2600 Planning and Evaluation *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
3000 Community Services	0	0	0	0	0	0		0
3000 Community Services *1003(g) SIG/Waiver*	5,712	0	940	0	1000	0		7,652
Administrative Costs	297,653	102,894	144,432	12,300	3,000	0		560,279
Administrative Costs *1003(g) SIG/Waiver*	0	0	0	0	0	0		0
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	3,362,690	254,800	1,235,532	82,407	165,583	0		5,101,012
***1003(g) SIG/Waiver* Subtotal**	61,512 *	0 *	10,113 *	10,900 *	8,243 *	0		90,768 *
Grand Total	3,424,202	254,800	1,245,645	93,307	173,826	0		5,191,780

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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
SOUTHEAST MIDDLE SCHOOL	**096-088 -2170**

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Salaries for tutoring (5 staff, 4 days, 1hr/day, $24)	**$18,000**
Summer academy salaries (4.5 Days, 8Hrs, 75 Staff, $14)	**$37,800**
Parent workshop salaries (10 staff, 9 days, 4 hours, $14 plus planning)	**$5,712**
6100 Subtotal	**$61,512**
6150: Non-certificated Salaries	
6150 Subtotal	**$0**
6200: Employee Benefits *(optional categories)*	
Medicare (1.45%)	**$894**
Certified Retirement (14.5%)	**$8,919**
Workman's Compensation	**$300**
6200 Subtotal	**$10,113**
6300: Purchased Services	
Rachel's Challenge anti-bullying program (continued effort from year ½ - Rachel's challenge is a series of student empowering programs and strategies that equip students and adults to combat bullying and feelings of isolation and despair by creating a culture of kindness and compassion	**$6,000**
Professional development presenter	**$3,000**
Conference (bully prevention)	**$1,900**
6300 Subtotal	**$10,900**
6400: Materials/Supplies	
Math 180 materials and supplies	**$3,879**
Rachel's challenge materials	**$1,000**
Summer academy materials	**$2,364**
Parent workshop materials	**$1,000**
6400 Subtotal	**$8,243**
6100-6400 Subtotal	**$90,768**
Indirect Cost Optional (Restricted Rate: _4.23___% X Subtotal)	**$3,839**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$94,607**

VII.A. Discussion of the Prior Grant Year

Content	2014* MPI / Prof./Adv. %	2013 MPI / Prof./Adv. %	2012 MPI / Prof./Adv. %
English Lang. Arts (Eng. I, & Eng. II)	328.9 / 46.3%	311.5 / 40.9%	312.3 / 43.1%
Mathematics (Alg. I, Geo., & Alg. II)	278.2 / 30.5%	239.0 / 19.3%	240.6 / 17.5%

Course	2014*	2013	2012
English II	57.9%	47.7%	52.0%
Algebra I	35.5%	21.5%	6.0%

*This data is preliminary data and does not include summer 2013 data.

Goal 1: Student Performance

During the 2013-14 school year, EHS students were administered USA Test Prep quarterly to monitor and track student learning in all core areas. In Mathematics, students were administered monthly eValuate assessments. In English Language Arts, students were administered quarterly Scholastic Reading Inventory. These benchmark scores provided teachers with information about strengths and weaknesses in Course Level Expectations and Missouri Learning Standard strands. This information informed our next steps for instructional planning in our PLC meetings, as well as our academic interventions, that focused efforts on the highly needed areas. This information was used in conjunction with the Data Tracker system for each class. Data from CFA's were tracked and posted.

Scholastic Reading Inventory results indicated that there was an increase of 3% in proficiency in the reading Lexile levels from August through May 2014.

eValuate results indicated that there was an increase of 10% in mathematical concepts in Algebra I from August through March 2014.

During the 2012-13 school year, EHS developed an After-School Tutoring program for all students in all core areas. Students were allowed to sign up for tutoring as often as necessary. Students were also able to visit teachers every other day during the 60 minutes Extra Help sessions. In Mathematics and English Language Arts, teachers assigned students to certain sessions based on areas of deficiency after a given CFA. Teachers were able to target their help sessions according to individual students' needs. During the 2013-14 school year, we developed a Saturday Academy to offer extended learning and remediation time focusing on Mathematics and English Language Arts. Credit Recovery opportunities continued to be expanded to offer a wide array of ways to meet individual students' needs to ensure academic success and on-track graduation. This program targeted seniors who were behind in credits. The program occurred both during the school day and after-school, as well as, online and face-to-face.

Materials used included Buckle Down, USA Test Prep, and ALEKS (Assessment and Learning in Knowledge Spaces) in Mathematics. In English Language Arts, USA Test Prep and SRI was used. As a staff, we identified the most heavily

weighed course level expectations tests on the MAP to narrow our focus. Classroom instruction focused on targeted priority goals and benchmark descriptors identified form 2013 MAP data.

EHS worked aggressively on improving our attendance rate this year. Our Student Advocate tracked student attendance daily and made frequent house-calls to the chronically absent students. Two of our teachers were selected to the HomeWorks! Teacher Home Visit Fellowship. These individuals made over twenty home visits to students identified at-risk. Our clerical staff cleaned up errors in our attendance on a weekly basis. This has been a continual area of focus and growth for EHS. We have implemented attendance plans with incentives to encourage students to attend on a regular basis. However, as we go into our third-year of the grant, a great deal of our energy will be ensuring kids are at school each day.

Accomplishments:

- Restructured English Language Arts and Mathematics curriculum to align with the course level expectations with emphasis on the priority standards
- Increasing in proficiency rates in English Language Arts and Mathematics on the End-of-Course Exams
- Increase in Scholastic Reading Inventory proficiency results and monthly eValuate results
- Moving students out of below basic to at least basic on End-of-Course exams
- Restructured and extending learning time in conjunction with After-School Tutoring
- Two teachers selected for Teacher Home Visit Fellowship

Challenges:

- Students taking ownership in the school's overall academic and attendance goals
- Construction delays causing traveling teachers, classrooms double-booked, classrooms and instructional areas not available until later in the school year
- Commitment from below grade level readers or that have made gains during the academic school year to continue to engage in independent reading over the summer to sustain and improve current reading levels
- Commitment from below grade level students in mathematics to continue to engage in independent practice over the summer to improve mathematical levels
- Lack of technological resources that allowed students to have a successful experience in learning particularly in regards to USA Test Prep, Scholastic Reading Inventory Exams, and ALEKS

Goal 2: Highly Qualified Staff

We hired several new teachers for the 2013-14 school year. All of the teachers hired are considered highly qualified as described by EASE Section 9101(23). We were unable to collaborate with the University of Missouri St. Louis for this school year. We realized we need to align UMSL's program with our current HSD structure for student teacher placement and develop a tool to monitor and analyze the effectiveness of the current HSD structure. We have partnered with UMSL Ed.D. Cohort to develop a program evaluation tool for our Algebra I placement process and its effectiveness as it relates to student achievement.

Professional Development: A Professional Development Committee composed of representatives across the building led the direction of professional learning, based on staff needs. Along with the administrative team, the committee scheduled trainings to provide support in areas of need identified by staff and walkthrough data. The areas of focus for the year were: Assessment Literacy; Rigor and Relevance; Missouri Learning Standards and Next Generation Science Standards; and engagement. A team of 12 staff members attended the Assessment Literacy Summer Institute training sessions, hosted by the district. Rigor and Relevance training was conducted by the Instructional Coaches. Several teachers participated in different PD sessions out of the building – Flipped Classroom training, Common Core State Standards Conferences, Mathematics Council training, classroom management training, and Kagan training. In addition, we incorporated Cultural Competency training during Professional Learning Communities in the second semester. This professional development was provided to the entire faculty and staff at EHS and focused on engaging kids who have cultural differences from us.

Staff Accountability: A building-wide power words list was created for all staff including Special School District teachers, requiring them to focus on various words in objectives weekly. The administrators and instructional coaches provided constructive feedback and suggestions for improvement. Compelling Conversations were conducted in all courses that have an End-of-Course exam. These conversations revolved around addressing student attendance, grade reporting,

classroom management, student achievement, learning targets, and use of assessment information. Teachers were expected to discuss student interventions for failing students or those continually scoring below basic on USA Test Prep. Student achievement data was posted throughout the building with results of assessments (formative and summative). The data was then discussed with teachers in PLCs and with students and teachers during grade level assemblies.

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

Staffing Changes: There were 15 new staffing changes from August 2012 – August 2013. Most positions filled were mathematics and electives.

Accomplishments:

- According to staff surveys, the staff members felt that PD was relevant to their needs and their voices were a part of the scheduling of PD.
- According to staff surveys, the staff members felt that PD provided an opportunity to take-away new strategies to improve their instructional practices.

Challenges:

- Implementation of various strategies with fidelity in all classrooms
- The use of "power words" in writing of all student-friendly learning objectives

Goal 3: Facilities, Supports, and Instructional Resources

Objective: By the end of 2014-15 school year, 100% of the EHS student body will participate in academic, behavioral, and/or post-secondary career planning intervention and support programs that are regularly monitored for effectiveness.

Vertical Teaming: EHS teachers participated in vertical teaming with East and Southeast Middle School teachers throughout the school year. We were able to collaborate with middle school counselors for a smooth 8th grade transition. The 9th grade mathematics teachers met with the 8th grade mathematics teachers four times throughout the school year to vertical team. All core 9th grade teachers met with 8th grade teachers one time this academic year for vertical teaming.

8th Grade Placement: Counselors, EHS teachers, and middle school feeder teachers met throughout the school year and created a process to properly place students in mathematics and English Language Arts. This process was to ensure students are placed into one of four options in mathematics and one of two options in English Language Arts to best meet the needs of all individual students.

Mentoring: During the 2013-14 school year, we implemented a mentoring program for a group of students at-risk either academically and/or behaviorally. The program consisted of mentoring and tutoring with regular check-ins from the Student Advocate. These individuals were given individualized incentive plans based on their personal growth goals.

Accomplishments:

- Establishing a mentoring program to provide more support services to students at-risk
- Vertical teaming with feeder middle schools and counselors to properly place students

Challenges:

- Continuing to establish and implement post-secondary career planning

Objective: EHS will reduce the number of discipline referrals, including but not limited to behavior, tardies, and truancy, by 25% per year beginning with the 2012-13 school year.

Discipline: EHS decreased the number of discipline referrals by 21.2% this school year. The Dean of Students position will develop and incorporate into this position a mentoring program as discussed in Goal 3, Objective 2, Strategy 2,

Action Steps 3-5. This program is focused on keeping students engaged, motivated and connected to school. These students are identified as Tier 1 students.

Early-Warning System: During the 2013-14 school year, we implemented a new system called *Hero* by Plascotrac that allowed us to track our tardies. This system immediately notified parents when their student was late to a class or school. In addition, it automatically issued consequences based on the Student Behavior Guide. It is still too early to measure the effectiveness of this program. However, we have received positive feedback from both parents, students, and teachers. Preliminary data has shown a decrease in the number of tardies and the sense of urgency students have in regards to getting to class on time.

Accomplishments:

- Implementation of an early-warning system for discipline
- Continually decline in the number of discipline referrals

Challenges:

- Follow through in regards to consequences issued for tardies and truancies

Goal 4: Parent and Community Involvement

Objective: By the end of the 2014-15 school year, 90% of EHS parents will participate in at least two parental involvement activities per year.

We continue to find new ways to engage parents in activities throughout the school year. During our two sessions of parent-teacher conferences, over 1,000 families were involved. It is sometimes difficult to measure the involvement of parents, as many attend plays, sporting events, concerts, poetry events, etc. where attendance is not taken.

Objective: By June 2015, EHS will have established a multi-pronged communication plan that provides students, parents, and community members with information, especially including progress on the School Improvement Plan.

All core departments have met with the PTSA Council to present information as it relates to their respective department. This information was about the current state of academics, strategies to improve, and activities to engage with students at home.

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

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

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

Much was delayed due to construction going past the intended deadline. Therefore for year three, we plan to do most of the heavy lifting. We have conducted a survey from parents about their perception of communication and involvement at East High. This information was used to help form and guide many of our goals for the upcoming school year. We hope to create a more robust Communication Plan of creating a timeline of communication that spans the entire year to make sure we are meeting targets/benchmarks for communicating to EHS stakeholders.

Goal 5: Governance

Objective: EHS administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide EHS through the transformation process.

We have a leadership/organizational structure that guided the process of organizing the goals in the SIG, the School Leadership Team (EVELATE East), which is comprised of parents, teachers, and administrators. Members of this team regularly attend meetings to share best practices that are research based and to evaluate the current state of the SIG grant. Along with supporting committees, it was assigned to address specific components of the SIG and utilize structures and protocols for conducting effective meetings. However, we continue to work on implementing this with fidelity. The school leadership team will develop strategies to deepen the implementation of the various objectives.

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.B. – 2014-2015 Grant Year Timeline

Please see Appendix 1

Section VII.C. – Discussion of School Year 2014-2015

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

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

For the 2014-15 school year, we plan on implementing an additional intervention program in mathematics and continue to expand our Read 180 program to reach more students.

Section VII.D. – Staffing Changes

At the end of the 2013-14 school year, EHS experienced many changes to our faculty and administration. The following is a list of those changes:

Administration:

Assistant Principal	Retired
Dean of Students	Transferred

Instructional Coach:

IC (Math)	Promoted to Assistant Principal
Data Coach	Resigned
School Accountability Manager	Reassigned in December

Faculty:

Art Teacher	Retired
Business Education Teacher	Retired
English Teacher	Resigned
English Teacher	Resigned
English Teacher	Resigned
English Teacher	Resigned
English Teacher	Resigned
FACS Teacher	Resigned
Mathematics Teacher	Promoted to IC (Math)
Mathematics Teacher	Resigned
Mathematics Teacher	Resigned
Mathematics Teacher	Resigned
Mathematics Teacher	Resigned
Performing Arts Teacher	Resigned
Science Teacher	Resigned
Spanish Teacher	Resigned
Spanish Teacher	Resigned

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Section VII.E. – System of Staff Recognition

The school leadership team will develop a plan that will recognize staff members for increasing student achievement, assist with graduation rates, and help the school reach their goals. We plan to have a building retreat during the summer before the start of the school year. During the retreat, we will focus on recognizing individuals who have increased student achievement and maintain high attendance. Throughout the school year, each grade level administrator during PLCs will recognize a monthly staff member who has demonstrated excellence towards one or more of our school goals.

The school administrative team will meet bi-monthly to discuss individuals that are not raising student achievement. All staff members will be placed on a skill-/-will chart in order to continually reflect and identify those individuals who need improvement. The identified individuals will be given ample opportunity to improve their professional practices. The instructional coaches will be utilized to help support teacher growth in order to raise student achievement.

Section VII.F. – Increase Learning Time

We have found value in offering additional instructional minutes in mathematics and English Language Arts to all students. In mathematics, all 8th grade teachers, counselors, and teachers have met to develop a process to properly place students in a course that would help students reach their maximum growth. New for next year, all students, particularly those in the 9th grade will receive an additional semester of mathematics through Math lab. This course is to focus on filling in gaps of knowledge in each student's algebra skills. We will be using a compute adaptive program called ALEKs that meets all individual student's needs. In English Language Arts, all students have the option to take an additional course focusing specifically on English skills and reading, increasing their ELA instructional minutes from 270 weekly to 450 weekly instructional minutes. Lastly, this past year we offered eight (8) Saturday Academy sessions for all students. This upcoming school year, we will be expanding the number of sessions offered. This is time for students to gain additional instruction in the areas of mathematics and English Language Arts.

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Section VII.G. – Teacher / Principal Evaluation System

EHS is in its second year of a pilot for the teacher evaluation tool, called Student Learning Objective (SLO). All teachers were required to monitor student learning objectives for their selected classes. Teachers chose one measure of student growth. Teachers gave pre-test on the skill and then after teaching the skill they gave a post-test. Teachers recorded the progress to determine if they were effective in their teaching of the skill. Teachers then met with grade level principals to discuss and review progress made toward achieving SLO goals. Each teacher has to create two Student Learning Objectives to be measured. This aspect counts for 15% of a teacher evaluations.

A team of teachers were trained last school year, then provided training to all teachers during PLCs. This summer, we will send a team of 5 to 8 teachers to additional training regarding teacher evaluation system. The pilot teacher evaluation tool, has evolved to be more compassing of other aspects directly related to the impact of raising student achievement. All teachers have the opportunity to review a draft of the tool and provide feedback prior to approval. This new evaluation tool will be used district-wide.

Section VII.H. – Family and Community Engagement

During the 2013-14 school year, we had two teachers selected for a Teacher Home Visit Fellowship. These individuals are designing a process to implement during the 2014-15 school year, for all teachers. All teachers are going to make two family involvement visits throughout the school year. This will be conducted in pairs between teachers, counselors, administrators, and other instructional staff. The priority of these visits is to make connections with families who currently are not involved. In the fall, we will target families of students who did not attend parent-teacher conferences and their student is at-risk of failing one or more class.

Now that construction is nearly complete, this summer we are finalizing our Spartan U Family and Community Engagement programing. We will implement a Spartan U Activity card to get more families involved and connected with the Spartan family.

Goal 1: Student Performance

Year 2 Detail and Years 1 & 3 Summary

		Year 1			Second-Year in Detail by Month										Year
	Pre-Implementation	Aug	Dec	May	Aug.	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	3
1.0 By the end of the 2014-15 school year, the four-year cohort graduation rate at Hazelwood East High School will increase from 79.4 percent to 92 percent.															▲
2.0 By 2015, 100 percent of Hazelwood East High School students will score proficient or advanced on the Communication Arts and Mathematics End of Course exams, representing a 49.5 percent increase in Communication Arts scores from a baseline of 50.5 percent proficiency in 2010-11 and a 65.1 percent increase in Mathematics scores from a baseline of 34.9 percent proficiency in 2010-11.															▲
3.0 Hazelwood East High School will increase the number of students who meet the 90/90 standard from 69.3% to 90% by the end of 2014-2015 school year.															▲
1.1 Hazelwood East High School will implement an Early Warning System tool.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2 Hazelwood East High School will design and implement the Spartan Fresh Start Academy to assist off-track students graduate on time.		▲ Planning Stage	→	→	→	→	→	→	→	▲	→	→	→	→	→
1.3 Hazelwood East High School will restructure the afterschool tutoring, Extra Help, and Credit Recovery programs to increase the impact on student achievement.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.1 Hazelwood East High School will increase the number of student-teacher contact minutes in Communication Arts and Mathematics courses.			▲	→	→	→	→	→	→	→	→	→	→	→	▲
2.2 Hazelwood East High School will implement a comprehensive data-driven inquiry tracking system to monitor student proficiency on curriculum standards in all courses.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.3 Hazelwood East High School teachers will develop and implement clearly articulated Communication Arts and Mathematics curricula that are aligned to Common Core Standards	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	▲

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		Year 1			Second-Year in Detail by Month										Year
	Pre-Implementation	Aug	Dec	May	Aug.	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	3
3.1 Hazelwood East High School will design and implement a data-driven attendance awareness program.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
Next Action Steps															
1.1.1 Hire a Data Coach	▲														
1.1.2 Create Early Warning Team that works with the data coach to regularly monitor progress		▲													
1.1.3 Follow the implementation steps as delineated by the National High School Center		▲	→	→	▲	→	→	→	→	→	→	→	→	→	▲
1.1.4 Conduct regularly scheduled Early Warning Team meetings to review effectiveness of interventions		▲	→	→	▲	→	→	→	→	→	→	→	→	→	▲
1.1.5 Share early warning data and progress reports with parents at quarterly conferences		▲	→	→	▲	→	→	→	→	→	→	→	→	→	▲
1.1.6 Conduct an Annual Review of the Early Warning and Response System				▲										▲	▲
1.2.1 Review and research existing local and national programs, school within a school models, and alternative schools to design a model for the academy, including flex hours and block schedule		▲	→	→	▲	→	→	→	→	→	→	→	→	→	→
1.2.2 Identify and train teachers to teach in the academy					▲	→	→	→	→	→	→	→	→	→	→
1.2.3 Use Early Warning System to identify students		▲	→	→	▲	→	→	→	→	→	→	→	→	→	→
1.2.4 Pilot program for 2013-2014 school year										▲	→	→	→	→	→
1.2.5 Create a measurement tool and review progress at mid-quarter and quarter														▲	▲
1.2.6 Use measurement tool to evaluate success of the academy														▲	▲
1.3.1 Track student attendance, student progress, and indicators of progress										▲	→	→	→	→	→

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		Year 1			Second-Year in Detail by Month										Year
	Pre-Implementation	Aug	Dec	May	Aug.	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	3
1.3.2 Align programs to common formative assessments and classroom instruction										▲	→	→	→	→	→
1.3.3 Increase available enrollment for Aventa K12 online credit recovery program		▲	→	→	→	→	→	→	→	→	→	→	→	→	▲
1.3.4 Provide professional development for teachers on how to use interventions and adjust instruction accordingly		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.3.5 Review student data at minimum mid quarter and quarter to monitor effectiveness of interventions		▲	→	→	▲	→	→	→	→	→	→	→	→	→	▲
1.3.6 Discuss data in PLCs, analyze trends for patterns and student failures and successes, and create targeted interventions for students		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.3.7 Communicate to parents the new structure as well as student progress and outcomes		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.3.8 Conduct an annual review of the restructuring of the intervention programs				▲										▲	▲
2.1.1 Scheduling committee will research, plan, and help implementation of potential non-traditional hybrid master course and bell schedules in depth that would best serve the students of Hazelwood East High School		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.1.2 Ensure that 9th grade students take math every day and that 10th grade students take communication arts every day in new schedules.		▲			▲										▲
2.1.3 Research Read 180/System 44 and Ascend Math for implementation based on student needs			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.1.4 Implement the new schedule schoolwide															▲
2.1.5 Monitor and evaluate the impact of the new schedule on student achievement, attendance, and behavior using relevant data															▲
2.2.1 Provide targeted professional development for teachers on using academic impact and diversity competencies models as a foundation	▲ Planning Stage	▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.2 Provide targeted professional development for teachers on standards-based planning and designing & using of data tracker		▲	→	→	→	→	→	→	→	→	→	→	→	→	→

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		Year 1			Second-Year in Detail by Month										Year
	Pre-Implementation	Aug	Dec	May	Aug.	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	3
2.2.3 Develop student reflection portfolios			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.2.4 Analyze data in PLCs and adjust instruction based on data tracker results		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.5 Compare EOC scores to mastery of skills in Data Tracker		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.3.1 Analyze curricula for alignment to Common Core Standards	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.3.2 Remove superfluous content and supplement with additional content and resources as needed		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.3.3 Implement newly aligned curriculum into classrooms		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.3.4 Monitor implementation through evaluations		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
3.1.1 Post daily attendance rates and add email notification to parents beyond the current Autodialer system		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
3.1.2 Conduct a building wide grade level attendance competition within and between grades		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
3.1.3 Distribute quarterly and annual perfect attendance rewards			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.4 Administrators will hold quarterly evening meetings with parents of students identified through Early Warning data to address the concern of absenteeism			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.5 Establish a parent, student, and school contract at the conclusion of the quarterly meetings			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.6 1 Student Advocate position (Social Worker going to homes to bring students to school and follow-up on progress)	▲ Planning Stage	▲													

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		Year 1			Second-Year in Detail by Month										Year
	Pre-Implementation	Aug	Dec	May	Aug.	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	3
3.1.7 Add 2 Building Facilitator positions (1 male, 1 female) to assist with class transition related tardies and student truancy				▲ Planning Stage	▲										

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Goal 2: Highly Qualified Staff

Year 2 Detail and Years 1 & 3 Summary

		Year 1	Second-Year in Detail by Month	Year

	Pre-Implementation	Aug	Dec	May	Aug.	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	3
Goal 2 Objectives															
1.0 By the end of the 2013-14 school year, 100% of the current and new teachers at Hazelwood East High School will meet state and federal requirements for highly qualified teachers.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.0 By the end of the 2013-14 school year, 100% of teachers at Hazelwood East High School will effectively implement strategies learned during Professional Development and Professional Learning Community sessions to meet the needs of all students as evidenced by walk-through data, lesson plan protocols, evaluation protocols, and student achievement data	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
3.0 By the end of the 2013-2014 school year, 100% of certified staff at Hazelwood East High School will be rated as proficient or distinguished on the district professional development evaluation tool.					▲	→	→	→	→	→	→	→	→	→	→
Action Steps															
1.1 Attract and recruit the best available teachers to apply to teach at East High School	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	▲
1.2 Select the best available teachers to hire for East High School		▲	→	→	→	→	→	→	→	→	→	→	→	→	▲
2.1 Teachers will meet in PLCs for at least 270 minutes every two weeks to collaborate on effective teaching practices, exemplars, and differentiated strategies.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2 Restructure the Learning Support Team to provide a more effective program to be more readily available to teachers at Hazelwood East High School		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.3 All teachers will receive training in and implement Assessment Literacy across all content areas by the 2014-2015 school year.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→

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2.4 All teachers will receive training in order to develop and implement Common Formative Assessments.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
3.1 Hazelwood East High School will use an evaluation tool to develop and retain effective teachers and remove ineffective teachers.									▲	→	→	→	→	→	→
3.2 All new staff members at HEHS, regardless of prior years of experience, will attend new teacher programs at the building and district level.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.1 Inform current HEHS faculty of SIG Transformation plan components and requirements and allow faculty members that do not want to remain at HEHS the option of waiving 3 year residency requirement for transfer.	▲														
1.1.2 Host and/or participate in job fairs									▲	→	→	→	→	→	→
1.1.3 Post job openings at the earliest date possible	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.4 Collaborate with the Assistant Superintendent for Human Resources on interview tools and posting timeline	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.5 Collaborate with the Dean of Teaching and Learning at University of MO-STL (UMSL) to recruit highly qualified graduates of their teacher program					▲	→	→	→	→	→	→	→	→	→	→
1.1.6 Plan collaboration with UMSL for one professional development of pre-service and in-service teachers					▲	→	→	→	→	→	→	→	→	→	→
1.1.7 Analyze and evaluate data from candidate interviews, new hires, and teacher summative evaluations to measure the effectiveness of the plan		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2.1 Develop an effective interview tool that clearly illuminates a teacher's content knowledge, an understanding of our student population and the desire to teach student's of our population	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2.2 Require interviewee to teacher a sample lesson	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2.3 Review the progress of new hires using the	▲				▲										▲

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	district evaluation tools															
2.1.1	Conduct and analyze needs assessments by department		▲	→	→	▲	→	→	→	→	→	→	→	→	→	▲
2.1.2	Gather current vetted research on best practices and compare to needs analysis		▲	→	→	▲	→	→	→	→	→	→	→	→	→	▲
2.1.3	Develop a PLC protocol in which Race and Equity, Special Ed/Students with Disabilities, Curriculum, Instruction and Assessment are embedded			▲	→	→	→	→	→	→	→	→	→	→	→	▲
2.1.4	Monitor progress by collecting and reviewing agendas, meeting minutes, and other support documents			▲	→	→	→	→	→	→	→	→	→	→	→	▲
2.1.5	Each department will submit a quarterly report documenting progress made toward department goals			▲	→	→	→	→	→	→	→	→	→	→	→	▲
2.1.6	Evaluate the effectiveness of the protocol implementation plan and use the data to inform and guide classroom instruction through the use of an accountability tool			▲	→	→	→	→	→	→	→	→	→	→	→	▲
2.2.1	Hire additional Instructional Coaches per core content areas	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.2	Provide 270 minutes of weekly "one on one" coaching to implement pedagogical strategies		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.3	Provide job embedded support via Instructional Coaches to all 1st year teachers in instructional strategies, classroom management, and professional rigor		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.4	Create and submit a schedule of walk through observations		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.5	Create and submit a tracking tool that monitors coaching meetings and interventions			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.2.6	Triangulate data of Common Formative Assessments, Teacher evaluations, and Professional Growth models to monitor student and professional growth			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.3.1	All teachers will attend and participate in Assessment Literacy PD offered through school		▲	→	→	▲	→	→	→	→	→	→	→	→	→	→

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	and district															
2.3.2	Develop a system to monitor the use of Assessment Literacy					▲	→	→	→	→	→	→	→	→	→	→
2.3.3	Lessons will be written to demonstrate the use of Assessment Literacy in instruction					▲	→	→	→	→	→	→	→	→	→	→
2.3.4	Teachers will use student work to demonstrate the effectiveness of assessment Literacy and make adjustments to instructional practices based upon student work					▲	→	→	→	→	→	→	→	→	→	→
2.4.1	Teachers will attend and participate in training on how to write and analyze CFA's			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.4.2	Common Formative Assessments will be written in PLCs and district professional development sessions			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.4.3	All CFAs will be submitted to the Principal and PLC Facilitator			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.4.4	CFA data will be analyzed and submitted			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.4.5	Teachers will provide regular summary of interventions, reflections, and final outcomes			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.1	Provide information on teacher/admin evaluation tool		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
3.1.2	Serve as a pilot school for the newly developed district teacher/administrator evaluation tool		▲	→	→											
3.1.3	Full implementation of new evaluation tool in 2013-14 school year					▲	→	→	→	→	→	→	→	→	→	→
3.1.4	Use of the Early Warning System to identify a teacher's strengths and weaknesses and to provide job-embedded support			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.5	Marginal rating or below leads may lead to a mandatory professional improvement plan and partnership with Instructional and Learning Coaches			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.6	Observation data will be reflected on the evaluation tool and used to retain effective teachers and remove ineffective teachers											▲	→	→	→	→

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3.2.1 Provide information on program for new teachers		▲	→	→	→	→	→	→	→	→	→	→	→	→	
3.2.2 Attend 90% of all New Teacher Meetings at the building and district level					▲	→	→	→	→	→	→	→	→	→	→
3.2.3 Teachers will sign-in on sheets to indicate attendance at the meetings					▲	→	→	→	→	→	→	→	→	→	→

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Goal 3: Facilities, Support, and Instructional Resources

Year 2 Detail and Years 1 & 3 Summary

		Year 1	Second-Year in Detail by Month	Year

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

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1.1.4 Regularly monitor student placement and grades to check for success of course placement.		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.5 Use teacher evaluations/recommendation forms to ensure accurate placement based on academic level				▲	→	→	→	→	→	→	→	→	→	→	→
1.2.1 Students will identify Career Pathways based on Career Clusters and Missouri Connections Interest Inventory		▲	→	▲	→	→	→	→	→	→	→	→	→	▲	
1.2.2 Students will be enrolled in courses that enhance success in their career plan		▲		→	→	→	→	→	→	→	→	→	→	→	
1.2.3 Academic Mentoring teachers will assist students with updating Missouri Connections as related to career pathways			▲	→	→	→	→	→	→	→	→	→	→	→	
1.2.4 Student progress will be evaluated based on successful course completion and student schedules may be adjusted based on level of success.			▲	→	→	→	→	→	→	→	→	→	→	→	
1.3.1 Analyze vertical alignment of middle school & high school core subject programs		▲			▲									▲	
1.3.2 Create and conduct PLC sessions focused on vertical team planning to raise standardized test scores and graduation rate		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
1.3.3 Implement professional development for high school & middle school vertical team planning		▲	▲							▲				▲	
1.3.4 Develop and use a measurement tool to monitor HEHS leading indicators of implementation		▲	→	→	→	→	→	→	→	→	→	→	→	→	→
2.1.1 Create Early Warning Team that works with the data coach to regularly monitor progress	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.1.2 Follow the implementation steps as delineated by the National High School Center	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.1.3 Conduct regularly scheduled Early Warning Team meetings to review effectiveness of interventions			▲	→	→	→	→	→	→	→	→	→	→	→	
2.1.4 Share early warning data and progress reports with parents at quarterly conference			▲	→	→	→	→	→	→	→	→	→	→	→	
2.1.5 Conduct an Annual Review of the Early Warning and												▲	▲	▲	

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Response System															
2.2.1 Hire a full-time Dean of Students to reduce OSS & ISS infractions	▲	▲													
2.2.2 Create Behavior/Attendance/Academic contracts to serve as an intervention for students with behavior, attendance, and academic needs		▲	→	→	→	→	→	→	→	→	→	→	→	→	
2.2.3 Establish young men's and women's night mentoring programs that consist of conversation sessions and field trips on a weekly and/or bi-weekly basis to encourage students to make positive decisions					▲	→	→	→	→	→	→	→	→	→	→
2.2.4 Develop and use a monitoring tool to regularly track progress on of the program's success					▲	→	→	→	→	→	→	→	→	→	→
2.2.5 Conduct an annual evaluation of the revised policies and procedures regarding behavior management, truancies and tardies														▲	

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Goal 4: Parent and Community Involvement

Year 2 Detail and Years 1 & 3 Summary

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

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

2.1.5 Monitor the number of visits to social media outlets									▲						▲
2.1.6 Present quarterly evaluation report to Leadership Team evaluating the success of the communication plan									▲						▲
2.2.1 Recruit members of East Side Council		▲			▲										
2.2.2 Develop and Implement annual goals and action steps					▲										
2.2.3 Present quarterly evaluation report to Leadership Team monitoring the progress towards meeting the annual goals									▲					▲	
2.2.4 Distribute end of year survey to a sample of community members to measure the effectiveness of the communication plan and progress towards goals of the East Side Council														▲	

Goal 5: Governance

Year 1 Detail and Years 2–3 Summary

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

	First-Year Detail by Month												Years 2–3	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
1.1.3 Monitor the site governance model through a constructive dissent process.				▲	→	→	→	→	→	→	→	→	→	
1.1.4 Evaluate the site governance model through student assessment data, transformation progress reports, and an annual survey to stakeholders												▲		
1.2.1 HEHS administrative team will identify and contact key stakeholders from various groups (district administration, parents, teachers, and students) to become members of the HEHS transformation governance board.			▲											
1.2.2 HEHS administrative team will provide training to the governance board regarding protocols for meeting participation, roles and responsibilities, and expectations.				▲										
1.2.3 HEHS governance board will implement the governance structure and maintain communication with the school and community regarding the transformation process.				▲	→	→	→	→	→	→	→	→	→	
1.2.4 HEHS administrative team will evaluate the effectiveness of the governance board through a survey distributed to parents, community members, school and district staff.												▲		
1.3.1 The HEHS administrative team will recruit members for the Leadership Team.	▲													
1.3.2 The Leadership Team will meet regularly to analyze data, develop calendars of events, and provide recommendations and feedback to the governance board.			▲	→	→	→	→	→	→	→	→	→	→	

Section VII.A – Discussion of Year One

GOAL I - Student Performance

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

In the past 57% or more of students were basic or below in ELA and 49.2% in math and 80% or more students were basic or below in science. In 2012, 60% or more of students were basic or below in ELA and math. Currently, we have reduced the percentage of students that are basic or below by 3% in ELA, 10.8% in math and 40.9% are basic or below in science. The achievement gap of students with IEPs and those not having an IEP has increased by 1.9% in ELA and math but decreased by 10% in science.

Altercations in the building were decreased as follows:

6th grade decrease from 56 fights in 2011, 34 fights in 2012 and 31 fights in 2013.

7th grade decreased from 39 fights in 2011, 13 fights in 2012 and increased to 15 fights in 2013.

8th grade decreased from 29 fights in 2011, 25 fights in 2012 and 11 fights in 2013.

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

6th grade decreased from 151 in 2011 to 107 in 2012, and increased in 2013 to 142.

7th grade decreased from 122 in 2011 to 93 in 2012 and increased in 2013 to 144.

8th grade decreased from 144 in 2011 to 95 in 2012 and increased in 2013 to 107.

Scholastic Reading Inventory lexile numbers changed in 2013 to align with Common Core. As a result of this change the percentage of students reading on grade level decreased from 69% to 32%. Currently, 38% of students are reading on grade level.

As a result of the limited number of students reading on grade level, CMS implemented three reading intervention programs:

- Sustained Silent Reading: Students are required to read 15 minutes in each class – core and elective – on a daily basis. Students are required to answer multiple choice questions related to summarizing, context clues, main idea, and inference. The reading selections are relevant to the learning target and the use of multiple choice questions at the strategic thinking level is relevant to practicing efficient test taking skills.
- Academic Excellence: Students are assigned to this class based on lexile reading levels. This is a 38 minute daily structured time for reading. The class was originally designed to help students with class work on MAP preparation. Currently students are placed in the classes based on lexile levels on the SRI assessment. Teachers were provided training and non-fiction reading passages. The booklets have scripts to be used by the teacher, one passage utilized for a week to address specific reading strategies each day.
- After School Reading: Students were assigned to an after school reading program if they were reading more than four grade levels below their current grade and did not have an IEP. Students are required to meet with the reading specialist two days/week.

Hazelwood School District – Middle School Reading Challenge is a district wide reading program that is competitive among all middle schools. Students check out books from the Truman Reading Series, complete the book, and answer high order level thinking questions about the book. CMS ended the school year as the highest school of readers with 838 assessments being completed for the year. This was an increase of over 540 assessments from last year.

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

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

Students reading two or more grade levels below are expected to attend summer school. Summer school was modified from its original design. Students will focus on three reading skills for the summer. The skills were chosen from the MAP data for 2013. Students will be given the same test as a pre-test and post-test to analyze growth and development. Student progress will be monitored on a weekly basis to assess the learning. Students attending summer school will also be expected to attend the extended learning time during the 2013-14 school year if all skills are not mastered.

GOAL II - Highly Qualified Staff

Professional Development: A Professional Development Committee scheduled trainings, administered and analyzed feedback from the trainings. The two areas of focus for the year were Assessment Literacy and Rigor. The Instructional Coach and two teacher leaders conducted the Assessment Literacy training for all staff on the third Wednesday of each month.

Several teachers participated in different PD sessions out of the building – curriculum writing for each content; CHAMPS; Flipped Classroom; Argumentative Writing.

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

The MOSOIG tool was used for walk throughs. Administrators were expected to walk through 15 classrooms/week. The focus of the walk throughs were for learning targets, student engagement and focus, and instructional format.

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

GOAL III - Facilities, Supports, and Instructional Resources

READ 180: Fifteen students from each grade that were reading more than two grade levels below were assigned to a reading class during their elective block. Students were selected during the second trimester using SRI scores and those not having an IEP. Over 25% of the students increased more than two grade levels; 66% increased by one grade level; and 87% made gains.

Systems 44: Twenty-five students participated in Systems 44. The students increased their reading levels from beginning readers to an average of over 200 points.

District Coaches: All teachers in the building had the same Professional Development Goal. The goal was to become proficient in Assessment for Learning. The Building Leaders trained the teachers in the seven strategies during the year. The teachers were trained monthly.

After School Intervention: Some students were assigned to tutoring after school when they were struggling in a class and other students utilized the homework center. Homework center was designed as a place for students to meet to work on projects, study for exams, complete homework or to do research.

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

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GOAL IV – Parent/Community Engagement

The counselors at CMS organized the 2nd Career Day that involved all segments of the community. Parents and community organizations spoke to the students about preparing for a career in their specific area. We also had high school students from Central and North County Technical School.

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

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

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

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

HOMEWORKS is a program that allowed two teachers from CMS to visit the homes of eleven students. The students were chosen based on a lack of success in attendance, behavior, and discipline.

CHALLENGES AND ACCOMPLISHMENTS

1. Special School District:

    a. After reviewing the SRI data it was discovered that the population of students having the lowest reading levels were the students receiving support from Special School District for diagnosis not academic related.

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

    c. The longer a student stays in CMS the more minutes are added and the more restrictive environment. This seems to be due to the lack of knowledge of the student's ability and strengths. For the 2014-2015 school year SSD staff will move with their students each year for the continuity of care and knowledge of support needed.

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

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

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Literacy professional development on a monthly basis. Additionally, teachers participated in professional development every two weeks revolving around rigor/relevance, reading strategies and other instructional strategies.

4. Designing a program to assist all struggling readers is a challenge because we do not have enough reading specialists to service the 300 students needing the extra support.

5. Teacher's lack of willingness to go above contractual responsibilities did not allow for more Professional Development and support to students.

SECTION VII. C – Discussion of school year 2014-2015

CMS will continue with Successful Start as it was last year. eValuate and SRI will remain in their content classes. AIMSWEB, writing, and vocabulary building will be during Academic Excellence. Academic Excellence has been narrowed to a reading focus. All students are flexibly grouped based on lexile levels.

Reading Coach responsibilities include supporting all staff in the implementation of the four reading strategies that our data show as a trend of weakness in building. All staff will require students to read for the first fifteen minutes of class and answer questions related to main idea, summarizing, context clues, and inference. The Reading Coach worked with the staff to develop a vocabulary list for each grade level to be used during Academic Excellence for vocabulary building. The Reading Coach will support the reading teacher in her development of activities and acquiring resources/materials to improve the reading skills of those students assigned to reading classes. The Reading Coach will continue to offer professional development opportunities from colleagues to assist teachers in implementing reading strategies.

An attendance plan was put in place to achieve 90% of students being in school 90% of the time. Students are tracked and conferences held for those students missing five days within a trimester. In School Suspension, After School Detention, Check In/Check Out, and lunch detentions are used more efficiently in order to reduce the number of students receiving Out of School Suspension. As of May 12, 2014, 93% of CMS students had met the goal.

A math program, ALEKS, is used as an intervention for all students. At the lowest level, students use it for 30 minutes/day in their math class while the higher achieving students use it as homework to fill in gaps.

Through the training teachers received from Assessment for Learning on Engaging Students in self-reflection teachers are doing compelling conversations with students about setting goals, reviewing goals, and adjustments to goals.

Certified teachers and counselors provide academic and behavior intervention for students in In School Suspension.

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Professional Development and coaching including analysis of students' writing was provided in the area of writing to increase writing instruction across all content. Increased collaboration among all staff through the use of technology through the use of google documents.

HOMEWORKS involved two staff members visiting the homes of eleven students for parent support and parental engagement in the learning process.

SECTION VII. D – Staffing changes

During the 2013-14 school year the following changes were made:

Math and music teachers were requested and granted transfers in the district.

Science teacher was released due to ineffectiveness

ELA and science teachers resigned

Social Studies and Gifted teachers retired.

SECTION VII. E – System of Staff Recognition

Student progress and growth is measured for all staff through the RTI process and the success is celebrated through student achievement. Plans for further celebration for the 2014-15 school year are in place and will be recognized on each trimester. Teachers with powerful instructional strategies will have the opportunity to share with colleagues during PLC and faculty meetings.

Staff not obtaining desired results will be supported by the Instructional Coach, Reading Coach and Compelling Conversation process. Continuous feedback will be provided through the walkthrough process. Additionally, staff recognition will occur through the staff bulletin.

SECTION VII. F – Increased learning time

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

SECTION VII. G –Teacher/Principal Evaluation System

Next year the district will begin to implement the new teacher and Principal evaluation tool that was designed by a committee of teachers and administrators. This tool will measure student learning

objectives and, compelling conversations as well as several observations and evaluations held throughout the year by colleagues, coaches and administrators. Student achievement is a part of the evaluation tool equating to 15% of the final score.

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SECTION VII. H – Family and Community Engagement

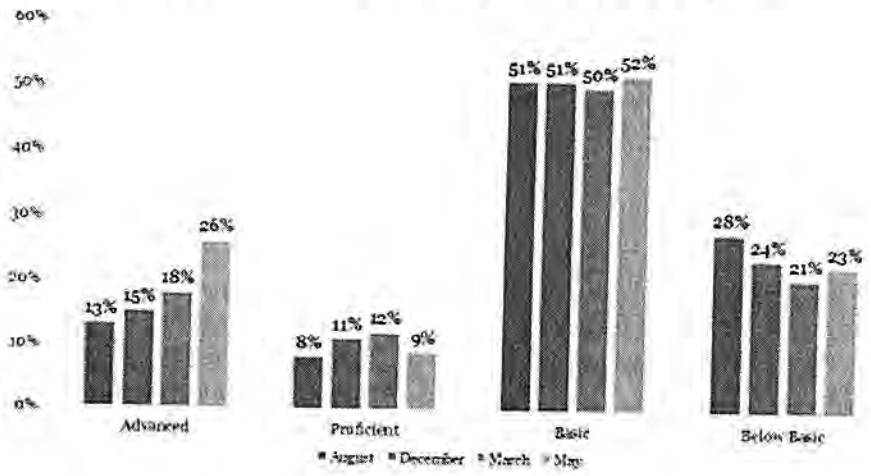
Central Middle School continues to establish relationships with our students, families, and community. We host several family friendly events, throughout the year, in addition to the many sporting and club events that are offered after school. The district continues to host a variety of family and community engagement events as well.

SOUTHEAST MIDDLE SCHOOL

Discussion of Year One VIIA:

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

SEMS Scholastic Reading Inventory



Goal 1: Student Performance:

During the 2013-2014 school year, SEMS students were administered eValuate assessments every month to monitor and track student learning in Mathematics and English Language Arts. The benchmark scores provided teachers with information about strengths and weaknesses in Grade Level Expectation strands. This information informed our next steps for instructional planning in our PLC meetings, as well as our academic interventions, that focused efforts on the highly needed areas.

Last year, Scholastic Reading Inventory results indicated that there was an increase of 56% in proficiency in the reading lexile levels from August through May 2014. This year, as a proactive measure to prepare students for the common core, the SRI proficiency levels were increased significantly (150 -200) points.

Academic Excellence was a prescribed 45 minute class focused on student need. The class was designed to move students on the bubble from Basic to Proficient. Materials used included Buckle Down in Mathematics, English-Language Arts and Science. As a staff, we identified the most heavily weighted grade level expectations tested on the MAP to narrow our focus. Classroom instruction focused on targeted priority goals and benchmark descriptors identified from 2013 MAP data.

Through the implementation of Read 180, students with a reading deficiency of two grade levels were able to make tremendous gains. Students had to score a 735 ($6^{th\ grade}$), 825 (7th grade), 927 (8th grade) on the SRI (Scholastic Reading Inventory) in order to test out of Read 180. As a result, 61 students met or exceeded these scores.

Systems 44 is a phonics-based program and a precursor for Read 180. Students that had the most significant deficits in reading and comprehension were placed into this program. As a result, 33 students participated in Systems 44 with an average growth of 3 to 4.34 years growth during the year.

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

Accomplishments:

- Promoting students out of remedial reading programs
- Restructured English-Language Arts and Mathematics curriculum to align with the grade level expectations with emphasis on the priority standards
- 7th grade student winning National Poetry Contest
- 85% of 6th grade team (students) completed Spring Break Packet consisting of practice work from the core areas
- Added Math 180 program and trained teachers to provide support for students who were struggling
- Purchased 90 additional iPads and 70 computers to assist in assessments and other instructional resources.
- Provided training for iPads to staff.

Challenges:

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

Goal 2: Highly qualified staff

Professional Development: A Professional Development Committee composed of representatives across the building led the direction of professional learning, based on staff needs. Along with the administrative team, the committee scheduled trainings to provide support in areas of need identified by staff and walkthrough data. The areas of focus for the year were Assessment Literacy, Rigor, engagement and learning objectives. Several staff members attended the Assessment Literacy training sessions, hosted by the District. Rigor and engagement trainings were led by DESE during our after school "Going above and Beyond" meetings on a monthly basis. A DESE coach facilitated the meetings, which some were mandatory and others were held on a voluntary basis. All meetings were well attended. Teachers were able to share their take-away learning with other staff during grade level and PLC meetings. Several teachers participated in different PD sessions out of the building – MOSIG instructional rounds, highly tested and weighted MAP items conference, Instructional Strategy Mini PD, Math 180, Rigor, Relevance and Relationship training, Kagan training, Evaluate training, Aimsweb training, Common Core training, and classroom management trainings.

Summer Institute: On July 28, 2014 through July 30, 2014, the SEMS staff participated in the Summer Institute which covered a variety of educational topics relevant to the needs of the students, staff and community members. ASCD presenters introduced Understanding by Design and Common Core State Standards. Instructional coaches presented Designing Lessons using UbD during a voluntary professional

development from June 4-6, 2014. Teachers and administrators led the learning experiences in several whole group and breakout sessions that were divided according to content, grade level, or randomly selected teams. Some of the topics covered were PLCs, PBIS data, MAP data, co-teaching, building positive relationships, systems thinking, Marzano's strategies, vision and mission building, team building and classroom management. At the conclusion of the week the staff participated in a Community Walk. This was an effort to bridge the gap between school and home by personally inviting families to the "Meet the Staff Night". Staff members that presented were paid 2 hours pay for preparation and 1 hour for presentations. Staff was also paid at the daily rate for attending the institute. 65 staff members were in attendance. Other costs include supplies and materials needed for the week.

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

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

Staffing Changes: There were 13 new staffing changes from August 2013- August 2014. Most positions filled were math and communication arts. Two administrative positions were vacated in 2013 due to internal transfers and promotions.

Accomplishments and Challenges:

- According to staff surveys, the staff members felt that PD was relevant to their needs.
- Clear instructional strategies outlined in lesson plans
- Use of rigor and relevance strategies
- Modeling of lessons/instructional strategies as a part of on-going, job embedded professional development

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

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

Strategy 1:

Implement an On-going, year round program on bullying

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

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

Challenges and Accomplishments

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

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

Strategy 2: Implement a Peer mediation program/ Student Court-not accomplished in 2013-14 school year, but will attempt again for 2014-15

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

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

Challenges and Accomplishments:

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

staff (counselors, secretaries, and SSD staff) will continue to loop. However, administrators will not loop. Seventh grade will be split between two administrators.

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

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

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

Challenges and Accomplishments:

- Evaluate benchmarks and summative tests were administered to students and data was used to guide our next instructional steps and also to inform placement in Academic Excellence classes.
- Acuity was not used. Consequently, we had to restart our data at the beginning of the year using Evaluate.

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

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

Challenges and Accomplishments:

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

Goal 4: Parental Involvement

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

- Meet the Staff BBQ
- Community Walk
- Trunk or Treat
- Fall Festival
- Black History Trivia
- Step Show
- Rachel's Challenge
- PTSA Dinner Meeting
- Joint Parent Conflict Mediations

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- Encouraged parent meetings for students to return from suspensions
- Holding Mid-trimester Parent Conferences
- Father Daughter Dance
- 8th Grade trip to Six Flags
- 8th grade Celebrations
- Spanish Lake Township Meetings
- 7th and 8th grade Football Banquet
- Boys and Girls Club of Greater St. Louis SEMS Club
- Band and Orchestra Trip to Chicago
- 8th grade Youth in Government
- 8th grade Math Parent Help Night
- Alpha Kappa Alpha Sorority, Inc. Gamma Omega Chapter Emerging Young Leaders Program
- HSD Heroes-Faith-based support

Challenges:

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

Goal 5: Governance

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

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Challenges and Accomplishments:

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

Section 7B Year 2 Timeline

SEMS 2013-2014

Goal 1: Student Performance:

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

Goal 2: Highly Qualified Staff

Action	Responsibilities (Who will do it?)	Resources (How will we support it?)	Monitoring Checkpoints (By When?)	Completion
Professional Development	Administrators PLC facilitators PD Committee Assistant Superintendent For Learning Building Instructional Coach	Summer Institute PLCs Learning Walks Monthly Staff meetings	Weekly/Monthly	
Summer Institute	Administrators PLC facilitators Assistant Superintendent For Learning Building Instructional Coach	SIG Grant funds	June 4-6 July 28-30	
Staff Accountability *Building Walkthrough Calendar *Compelling Conversations *Data Transparency	Administrators Instructional Coach	Calendar Administrator and Instructional Coach attendance in PLCs	Weekly	
Staff Teacher Evaluations	Administrators	Evaluation calendar Student learning objectives	Ongoing	
Staffing Changes	Administrators	Staff Mapping		All staff positions filled
Compelling Conversations	Administrators	Calendar	Ongoing	

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

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

Goal 4: Parental Involvement

Action	Responsibilities (Who will do it?)	Resources (How will we support it?)	Monitoring Checkpoints (By When?)	Completion
Community Events Community Walk • Trunk or Treat • Fall Festival • NBA Free Basketball Clinic • Black History Trivia • Step Show • Rachel's Challenge • PTSA Dinner Meeting • Joint Parent Conflict Mediations • Encouraged parent meetings for students to return from	All staff Herbert Hoover	PSTA Staff Community Partners	monthly	

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suspensions • Holding Mid-trimester Parent Conferences • Father Daughter Dance • 8th grade Celebrations • Spanish Lake Township Meetings • 7th and 8th grade Football Banquet • Boys and Girls Club of Greater St. Louis SEMS Club • Band and Orchestra Trip to Chicago • 8th grade Youth in Government • 8th grade Math Parent Help Night • Alpha Kappa Alpha Sorority, Inc. Gamma Omega Chapter Emerging Young Leaders Program				
Increase number of parent attendance at conferences to 75%	Staff calls	Eblast Phone Blast Website Flyers		

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Goal 5: Governance

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

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

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

Section VII. D Staffing Changes

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

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Section VII. E Staff Recognition

Southeast Middle School recognizes teachers who are dedicated to improving student achievement by:

- Recognizing teachers on a monthly basis with the "Above and Beyond" award
- Recognizing teachers in monthly staff meetings whose students have made significant progress on district required assessments.
- Post student improvement on the Data Wall by teacher
- Empower teacher leaders by assigning them leadership roles on committees and summer school positions.
- Teacher led professional development on Best Practices utilized in SEMS classrooms that have proven to increase student achievement.
- Extend professional growth by providing teacher-leaders with development opportunities through attendance at various conferences – AMLE, Kagan Training, Rachel's challenge, Math 180.
- Recognize all staff contributions through whole-school acknowledgements – Distribution of candy, thank you notes, and teacher appreciation week activities.
- Acknowledge staff attendance with perfect attendance award – Chris Laird

SECTION VII. F - Increased Learning Time

Our extended learning time will take place from 3:00pm to 4:30pm every day. In collaboration with the St. Louis Boys and Girls Club we will provide tutoring and students opportunities to make up work as well as a hot meal before they leave school. Teachers will receive extra service pay through time and effort sheets turned in.

SECTION VII. G – Teacher/Principal evaluation system

Next year we will begin to implement the new teacher and Principal evaluation tool that was designed by a committee of teachers and administrators. This tool will measure student learning objectives and, compelling conversations as well as several observations and evaluations held throughout the year by

~~**SECTION VII. G – Teacher/Principal evaluation system**~~

~~Next year we will begin to implement the new teacher and Principal evaluation tool that was designed by a committee of teachers and administrators. This tool will measure student learning objectives and, compelling conversations as well as several observations and evaluations held throughout the year by~~ colleagues, coaches and administrators.

SECTION VII. H – Family and Community Engagement

Southeast Middle School is committed to going above and beyond to establish relationships with our students, families, and community. We host several family friendly events, throughout the year, in addition to the many sporting and club events that are offered after school. We are also in the process of piloting *the* Teacher Home Visit Program which will offer a year-long Fellowship for certified teachers who will make teacher home visits to the homes of their students. Teacher home visits are designed to get parents/guardians engaged in their children's education by equipping them with behaviors that support learning at home. Data show that an effective relationship between teachers and parents/guardians improves academic achievement, attendance, homework completion and connections between home and school.