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

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

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

DIRECTIONS

Mail the completed form postmarked or delivered by Friday, June 13, 2014 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

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

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector	Craig Rector	07-01-2014	$2,809,969

SECTION I. - LEA AND PROGRAM CONTACT INFORMATION

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

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

LEA NAME			COUNTY-DISTRICT CODE
KANSAS CITY PUBLIC SCHOOLS			048-078
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	**ADDRESS**	**CITY, STATE, ZIP**	
R. STEPHEN GREEN, ED.D.	1211 MCGEE STREET, 10TH FL.	KANSAS CITY, MO 64106	
E-MAIL ADDRESS		**TELEPHONE NUMBER**	**FAX NUMBER**
STEVE.GREEN@KCPUBLICSCHOOLS.ORG		816-418-7616	816-418-7766
NAME OF GRANT CONTACT	**ADDRESS**	**CITY, STATE, ZIP**	
VICKIE MURILLO, ED.D.	1211 MCGEE STREET, 7TH FL.	KANSAS CITY, MO 64106	
E-MAIL ADDRESS		**TELEPHONE NUMBER**	**FAX NUMBER**
VICKIE.MURILLO@KCPUBLICSCHOOLS.ORG		816-418-7462	816-418-7409
NAME OF LEA TURNAROUND OFFICER (if known)	**ADDRESS**	**CITY, STATE, ZIP**	
E. ANN SANDERS, PH.D.	1211 MCGEE STREET	KANSAS CITY, MO 64106	
E-MAIL ADDRESS		**TELEPHONE NUMBER**	**FAX NUMBER**
ELIZABETH.SANDERS@KCPUBLICSCHOOLS.ORG		816-418-7880	816-418-7110

SECTION II. - ASSURANCES

The LEA 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.

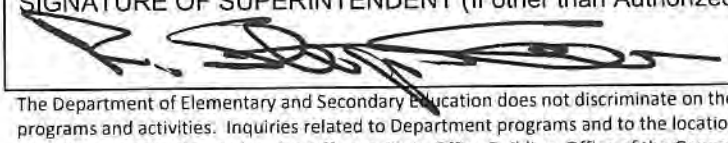
> Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

☐ "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
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	6/13/14

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.

NEW PAGE

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

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

GRANT YEAR 2014-15 SIG & WAIVER FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction 1003(g) SIG & Waiver	-	-	-	-	-	-		-
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	411,026.00	98,540.00	157,903.00	21,000.00	96,097.00	-		784,566.00
2100 Non Instructional Support Services *1003(g) SIG & Waiver*	63,090.00	148,320.00	79,816.00	49,000.00	-	-		340,226.00
2200 Professional Development *1003(g) SIG & Waiver*	549,815.00	-	186,059.00	555,590.00	12,450.00	-		1,303,914.00
2600 Planning & Evaluation *1003(g) SIG & Waiver*	8,750.00	-	1,168.00	-	-	-		9,918.00
3000 Community Services *1003(g) SIG & Waiver*	-	49,270.00	27,458.00	2,500.00	8,309.00	-		87,537.00
Program Costs Subtotal *1003(g) SIG & Waiver*	1,032,681.00	296,130.00	452,404.00	628,090.00	116,856.00	-		2,526,161.00
Indirect Costs								133,808.00
Administrative Costs *1003(g) SIG & Waiver*	99,000.00	-	31,295.00	15,000.00	4,705.00	-		150,000.00
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*	99,000.00	-	31,295.00	15,000.00	4,705.00	-		283,808.00
GRAND TOTAL *1003(g) SIG & Waiver*	1,131,681.00	296,130.00	483,699.00	643,090.00	121,561.00	-		2,809,969.00

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	3.6 •	4 •				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	9 •					
Reading Recovery Teacher Leader						
School/Home Coordinator			2 •			
Language Translator						
Guidance Counselor				1 •		
Transition Case Manager					3 •	
Turnaround Officer						1 •
TOTAL	12.6	4	2	1	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
ATTUCKS ELEMENTARY	291640000800	■YES □NO				X
FRANKLIN/FAXON ELEMENTARY	291640000808	■YES □NO				X
MELCHER ELEMENTARY	291640000826	■YES □NO				X
PITCHER ELEMENTARY	291640000864	■YES □NO				X
TROOST ELEMENTARY	291640000879	■YES □NO				X
		□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
KANSAS CITY MO SCHOOL DISTRICT (KANSAS CITY PUBLIC SCHOOLS)	048-078

Budget Codes	Related Strategies and Activities
1100 Instruction	1:1 digital curriculum resources will be implemented for grades 2-6. In addition, the curriculum will include Common Core/Missouri Learning Standards.
1100 Instruction 1003(g) SIG & Waiver	
1200 Supplemental Instruction (Title I)	Successmaker, Imagine Learning, Grad Point, Aims Web RTI Progress Monitoring Tool; Extended learning opportunities available through after school tutoring.
1200 Supplemental Instruction 1003(g) SIG & Waiver	
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services 1003(g) SIG & Waiver	
2200 Professional Development	Professional Learning Communities, Observation 360, SuccessMaker PD, My Learning Plan, Teacher Evaluation Training, Missouri Learning Standards PD, NWEA Training, Digital Curriculum Training, Formative Assessment Training.
2200 Professional Development 1003(g) SIG & Waiver	
2600 Planning & Evaluation	Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Response to Interventions, NWEA, DRA2, Smarter Balanced blueprint, Missouri Summative blueprint.
2600 Planning & Evaluation 1003(g) SIG & Waiver	
3000 Community Services	
3000 Community Services 1003(g) SIG & Waiver	
Administrative Costs	
Administrative Costs 1003(g) SIG & Waiver	SIG Director to provide focused oversight and direct support specifically for FY15 SIG buildings.

SECTION VI.B. - LEA/BUILDING GRANT YEAR TWO 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**			
KANSAS CITY MO SCHOOL DISTRICT (KANSAS CITY PUBLIC SCHOOLS)					048-078			
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	-	-	-	313,240	-	-		313,240
1100 Instruction *1003(g) SIG/Waiver*								-
1200 Supplemental Instruction (Title I)	70,000	-	9,346	83,595	-	-		162,941
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*								-
2100 Non-Instructional Support Services	-	-	-	-	-	-		-
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*								-
2200 Professional Development	25,000	-	3,339	65,000	-	-		93,339
2200 Professional Development *1003(g) SIG/Waiver*								-
2600 Planning & Evaluation	-	-	-	85,925	-	-		85,925
2600 Planning & Evaluation *1003(g) SIG/Waiver*								-
3000 Community Services	-	-	-	-	-	-		-
3000 Community Services *1003(g) SIG/Waiver*								-
Administrative Costs	-	-	-	-	-	-		-
Administrative Costs *1003(g) SIG/Waiver*								-
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	95,000	-	12,685	547,760	-	-		655,445
***1003(g) SIG/Waiver* Subtotal**	-	-	-	-	-	-		-
GRAND TOTAL	95,000	-	12,685	547,760	-	-		655,445

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
KANSAS CITY MO SCHOOL DISTRICT (KANSAS CITY PUBLIC SCHOOLS)	048-078

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Tutoring Stipends (Extended Learning - afterschool, Spring Break School, etc) *	70,000
PD Training Stipends *	25,000
6100 Subtotal	**$ 95,000**
6150: Non-Certificated Salaries	
6150 Subtotal	**$ -**
6200: Employee Benefits	
Fringes for Tutoring Stipends *	9,346
Fringes for PD Stipends *	3,339
6200 Subtotal	**$ 12,685**
6300: Purchased Services	
Pearson 1:1 Initiative (Digital Core & Supplemental Curriculum) *	387,760
Transportation (Extended Learning Tutoring) *	15,000
PD Contractual Services (My Learning Plan, Observation 360, etc) *	65,000
Assessment Contractual Services (NWEA, Data Teams, etc) *	80,000
6300 Subtotal	**$ 547,760**
6400: Materials/Supplies	
6400 Subtotal	**$ -**
6100-6400 Subtotal	**$ 655,445**
Indirect Cost Optional (Restricted Rate: 5 % X Subtotal)	
6500: Capital Outlay	
6500 Subtotal	**$ -**
TOTAL	**$ 655,445**

* Inc. in Building Budgets

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

LEA/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Administrative Allocation	048-078- #N/A

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
SIG Director to provide focused oversight and direct support specifically for SY14-15 SIG schools. *	99,000
6100 Subtotal	**$ 99,000**
6150: Non-Certificated Salaries	
6150 Subtotal	**$ -**
6200: Employee Benefits	
SIG Director (approximately 32%) *	31,293
6200 Subtotal	**$ 31,293**
6300: Purchased Services	
Reading Across Curriculum PD ($3,000 per building)*	15,000
6300 Subtotal	**$ 15,000**
6400: Materials/Supplies	
Professional development workshop materials *	4,707
6400 Subtotal	**$ 4,707**
6100-6400 Subtotal	**$ 150,000**
Indirect Cost Optional (Restricted Rate: ___% X Subtotal)	
6500: Capital Outlay	
6500 Subtotal	**$ -**
TOTAL	**$ 150,000**

* inc. in Building Budgets

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
ATTUCKS	048-078- 4060

Budget Codes	Related Strategies and Activities
1100 Instruction	1:1 digital curriculum resources will be implemented for grades 2-6. In addition, the curriculum will include Common Core/Missouri Learning Standards.
1100 Instruction 1003(g) SIG & Waiver	
1200 Supplemental Instruction (Title I)	Successmaker, Imagine Learning, Grad Point, Aims Web RTI Progress Monitoring Tool; Extended learning opportunities available through after school tutoring, Saturday school, and/or Spring Break School; related transportation.
1200 Supplemental Instruction 1003(g) SIG & Waiver	Student materials, 6 Part time Supplemental Teachers to provide extended learning opportunity to increase student achievement and improve students' academic skills by providing targeted instruction to meet each student's individual learning needs. Tutoring instructional content will be consistent with and support the classroom lessons and district curriculum, thus enabling students to master curriculum content.; after school/Saturday School tutoring; bus transportation home after tutoring will be provided for students. The Academic Interventionist provides academic support for those students lacking prerequisite skills for their grade level. During the response to intervention (RtI) the academic interventionist meet in small groups to reteach concepts necessary to complete grade level work and fill in instructional gaps in students' academic understanding.
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services 1003(g) SIG & Waiver	The Behavior Interventionist will conduct observations of students in classroom settings, coach and provide professional development for classroom teachers in classroom and behavior management strategies, and help write and support classroom behavior interventions for students referred by the Student Success Teams (SST).
2200 Professional Development	Professional Learning Communities, Observation 360, SuccessMaker PD, My Learning Plan, Teacher Evaluation Training, Missouri Learning Standards PD, NWEA Training, Digital Curriculum Training, Formative Assessment Training.
2200 Professional Development 1003(g) SIG & Waiver	Pearson will develop collegial relationships with building principal, coach, teachers and students; analyze the strengths, needs, and interests of students, teachers, coaches, and principals; create a coherent plan of services that facilitate and sustain professional growth tailored to building's specific needs. Two Instructional Coaches (Math & Comm Arts) will visit classes and provide insight/advice to the teacher on their teaching. Teachers work with the coaches to reflect on the results of the observation based on their development needs. PD Periodicals, supplies, curriculum materials, refreshments for PD meetings, PD travel and training for key personnel to attend MOSIG meetings.
2600 Planning & Evaluation	Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Response to Interventions, NWEA, DRA2, Smarter Balanced blueprint, Missouri Summative blueprint.
2600 Planning & Evaluation 1003(g) SIG & Waiver	
3000 Community Services	
3000 Community Services 1003(g) SIG & Waiver	1 Parent Involvement Paraprofessional; Monthly parent meetings (SAC), parent workshop, community partners, refreshments, printing for parent/community meetings.
Administrative Costs	
Administrative Costs 1003(g) SIG & Waiver	SIG Director to provide focused oversight and direct support specifically for FY15 SIG buildings.

SECTION VI.B. - LEA/BUILDING GRANT YEAR TWO 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			
Attucks					048-078-4060			
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				62,648.00				62,648.00
1100 Instruction *1003(g) SIG/Waiver*								-
1200 Supplemental Instruction (Title I)	14,000.00		1,869.00	16,719.00				32,588.00
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	67,386.00		14,420.00	2,500.00	3,901.00			88,207.00
2100 Non-Instructional Support Services								-
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*		49,440.00	19,201.00					68,641.00
2200 Professional Development	5,000.00		668.00	13,000.00				18,668.00
2200 Professional Development *1003(g) SIG/Waiver*	135,600.00		45,458.00	107,590.00	1,450.00			290,098.00
2600 Planning & Evaluation				17,185.00				17,185.00
2600 Planning & Evaluation *1003(g) SIG/Waiver*								-
3000 Community Services								-
3000 Community Services *1003(g) SIG/Waiver*		24,635.00	13,729.00		2,000.00			40,364.00
Administrative Costs								-
Administrative Costs *1003(g) SIG/Waiver*	19,800.00		6,259.00	3,000.00	941.00			30,000.00
Program Costs Subtotal (Not including *1003(g) SIG/Waiver)*	19,000.00	-	2,537.00	109,552.00	-	-		131,089.00
***1003(g) SIG/Waiver* Subtotal**	222,786.00	74,075.00	99,067.00	113,090.00	8,292.00	-		517,310.00
GRAND TOTAL	241,786.00	74,075.00	101,604.00	222,642.00	8,292.00	-		648,399.00

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
ATTUCKS	048-078- 4060

BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
Instructional Coaches (Math & Comm Arts): 2 FTE		123,600
Academic Interventionist: 0.4 FTE		24,186
Tutoring (6 part time teachers @ 8 hours per week for 36 weeks @ $25/hr)		43,200
2014 Summer PD Stipends (8 teachers @ 20 hrs per week for 3 weeks @ $25/hr)		12,000
Funds pooled for SIG Director (Admin): 0.2 FTE		19,800
	6100 Subtotal	**$ 222,786**
6150: Non-Certificated Salaries		
Behavior Interventionist: 1 FTE		49,440
Parent Liaison: 1 FTE		24,635
	6150 Subtotal	**$ 74,075**
6200: Employee Benefits		
Instructional Coaches (Math & Comm Arts)		43,856
Academic Interventionist		8,653
Behavior Interventionist		19,201
Parent Liaison		13,729
Tutoring Fringes (13.35%)		5,767
PD Stipend Fringes (13.35%)		1,602
Funds pooled for SIG Director Fringes		6,259
	6200 Subtotal	**$ 99,067**
6300: Purchased Services		
Dues & Memberships		200
Employee Travel & Training (MOSIG Meetings)		2,000
Educational Field Trip/Tutoring Transportation		1,500
Printing/Duplication		1,000
Pearson		102,000
Kelly Services (Contract Substitutes while teachers participate in district PD)		3,390
Funds pooled for Admin services		3,000
	6300 Subtotal	**$ 113,090**
6400: Materials/Supplies		
Refreshments (Parent Involvement objectives & PD related)		2,750
Consumable supplies (Instructional and PD related)		1,301
Supplemental Curriculum materials (Instructional - Classroom libraries and PD related)		3,300
Funds pooled for Admin materials		941
	6400 Subtotal	**$ 8,292**
	6100-6400 Subtotal	**$ 517,310**
Indirect Cost Optional (Restricted Rate: 5 % X Subtotal) .0611		**$ 25,866**
6500: Capital Outlay		
	6500 Subtotal	**$ -**
	TOTAL	**$ 543,176**

LEA/DISTRICT SCHOOL IMPROVEMENT GRANT

KANSAS CITY PUBLIC SCHOOLS RENEWAL APPLICATION

SECTION VII – NARRATIVE

SECTION VII.A. – DISCUSSION OF THE PRIOR GRANT YEAR: ATTUCKS ELEMENTARY

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

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

Attucks began the 2014 school year with a MAP MPI in English Language Arts of 288.3, an 18.8 increase from the 2013 baseline score of 269.4. In addition to English Language Arts, Attucks began the 2014 school year with a MAP MPI in Math of 300.9 which was a .2 decrease from the 2013 MPI of 301.1. The district goal for Attucks was MPI score of 309 in English Language Arts and a MPI score of 315 Math. The smart goal for Improvement was a 15 point gain. In an effort to attain such a goal, we began by identifying student performance levels with Acuity A and DRA testing. Responses to Intervention (RTI) groups were designed according to student outcomes. As a result we found:

ACUITY A English Language Arts

3rd Grade -ELA		4th Grade-ELA	
Performance Level	Student Outcome	Performance Level	Student Outcome
Below Basic	19%	Below Basic	24%
Basic	42%	Below	60%
Proficient	34%	Proficient	12%
Advanced	3%	Advanced	4%

5th Grade-ELA		6th Grade-ELA	
Performance Level	Student Outcome	Performance Level	Student Outcome
Below Basic	23%	Below Basic	0%
Basic	63%	Basic	56%
Proficient	6%	Proficient	23%
Advanced	6%	Advanced	9%

- In all testing grades levels, an average of 71% of our students were not performing at a level of proficiency. (3rd – 61%, 4th – 84%, 5th – 86%, 6th-56%)
- MPI for Acuity A in English Language Arts was: 365 above the goal (not all tested material was on grade level but fell within the highly tested GLEs)

ACUITY A Math

3rd Grade-MA		4th Grade-MA	
Performance Level	Student Outcome	Performance Level	Student Outcome
Below Basic	7%	Below Basic	17%
Basic	54%	Below	58%
Proficient	32%	Proficient	25%
Advanced	7%	Advanced	0%
5th Grade-MA		6th Grade-MA	
Performance Level	Student Outcome	Performance Level	Student Outcome
Below Basic	17%	Below Basic	9%
Basic	73%	Basic	45%
Proficient	10%	Proficient	36%
Advanced	0%	Advanced	9%

- In all testing grades levels, an average of 70% of our students were not performing at a level of proficiency. (3rd –61 %, 4th – 75%, 5th– 90%, 6th-54%)
- To address the academic gap as well as the large number of students who need intensive support to make gains, four supplemental supportive teachers (academic interventionist) were hired to aid us in providing RTI for small group instruction.

- Emphasis in teacher observations during small group instruction
- Emphasis in a 90-minute math block using the new curriculum (Envision)
- MPI for Acuity A in MAP was: 305 below the goal (not all tested material was on grade level but fell within the highly tested GLEs)

ACUITY A compared to ACUITY B English Language Arts

3rd Grade-ELA			4th Grade-ELA		
Performance Level	Student Outcome (A)	Student Outcome(B)	Performance Level	Student Outcome (A)	Student Outcome (B)
Below Basic	19%	24%	Below Basic	24%	30%
Basic	42%	60%	Below	60%	38%
Proficient	34%	15%	Proficient	12%	30%
Advanced	3%	0%	Advanced	4%	0%
5th Grade-ELA			5th Grade-ELA		
Performance Level	Student Outcome	Student Outcome (B)	Performance Level	Student Outcome	Student Outcome (B)
Below Basic	23%	31%	Below Basic	0%	0%
Basic	63%	59%	Basic	56%	38%
Proficient	6%	9%	Proficient	23%	22%
Advanced	6%	0%	Advanced	9%	22%

ACUITY A compared to ACUITY B Math

3rd Grade-MA			4th Grade-MA		
Performance Level	Student Outcome (A)	Student Outcome(B)	Performance Level	Student Outcome (A)	Student Outcome (B)
Below Basic	7%	8%	Below Basic	17%	12%
Basic	54%	65%	Below	58%	65%
Proficient	32%	15%	Proficient	25%	23%

Advanced	7%	12%	Advanced	0%	0%
5th Grade-MA			5th Grade-MA		
Performance Level	Student Outcome	Student Outcome (B)	Performance Level	Student Outcome	Student Outcome (B)
Below Basic	17%	16%	Below Basic	9%	5%
Basic	73%	72%	Basic	45%	59%
Proficient	10%	13%	Proficient	36%	23%
Advanced	0%	0%	Advanced	9%	14%

- The RTI period was streamlined to address the lack of appropriate growth from those students below basic and basic. RTI time became highly visited times by instructional coaches and the administrator to assess if teachers were provided skill based lessons; if teachers were working on highly tested glees.
- Two more daytime academic interventionist were added to support the RTI system so more students could be reached in smaller groups.
- The data team received greater attention from administration and coaches to aid teachers in creating instruction around student need. Emphasis was placed on small group instruction (differentiated instruction) outside of just the RTI period.
- Continued emphasis in teacher observations during Small Group Instruction, Building Academic Vocabulary, and Student Engagement (use of discussion protocols).
- Teacher change in 3rd grade and 5th grade.
- Instructional coaches in Math and ELA began to co-teach in those classrooms
- MAP focus on Highly Tested GLEs were improved with a deviation from district curriculum on Mondays and MAP reviews weekly.

- Began after school MAP prep training for students identified on the "bubble", either going to the next highest level or in jeopardy of falling to a lower performance level
- On Acuity B the school wide MPI was : (ELA)283 (below the district goal and below Acuity A MPI / (MATH) 315 (at the goal and above Acuity A's MPI

ACUITY A, ACUITY B, and ACUITY C Comparison English Language Arts

3rd Grade-ELA				4th Grade-ELA			
Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)	Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)
Below Basic	19%	24%	31%	Below Basic	24%	30%	35%
Basic	42%	60%	54%	Below	60%	38%	35%
Proficient	34%	15%	15%	Proficient	12%	30%	22%
Advanced	3%	0%	4%	Advanced	4%	0%	4%
5th Grade-ELA				6th Grade-ELA			
Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)	Performance Level	Student Outcome	Student Outcome (B)	Student Outcome (C)
Below Basic	23%	31%	32%	Below Basic	0%	0%	0%
Basic	63%	59%	53%	Basic	56%	38%	34%
Proficient	6%	9%	11%	Proficient	23%	22%	50%
Advanced	6%	0%	0%	Advanced	9%	22%	16%

ACUITY A, ACUITY B, and ACUITY C Comparison Math

3rd Grade-MA				4th Grade-MA			
Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)	Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)
Below Basic	19%	24%	36%	Below Basic	16%	17%	15%
Basic	42%	60%	51%	Below	58%	57%	53%
Proficient	34%	15%	12%	Proficient	23%	20%	25%

Advanced	3%	0%	1%	Advanced	3%	6%	7%
5th Grade-ELA							
Performance Level	Student Outcome	Student Outcome (B)	Student Outcome (C)	Performance Level	Student Outcome (A)	Student Outcome (B)	Student Outcome (C)
Below Basic	23%	31%	13%	Below Basic	35%	25%	20%
Basic	63%	59%	48%	Basic	46%	47%	37%
Proficient	6%	9%	27%	Proficient	16%	21%	30%
Advanced	6%	0%	11%	Advanced	3%	8%	12%

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

- On Acuity B the school wide MPI was : (ELA)280 (below the district goal and below Acuity B's MPI / (MATH) 294 (lower than the District goal and lower than Acuity B's MPI)

Attendance

- The state provided the goal of 90% of our students with at least 90% attendance
- Our District set a growth or improvement goal of 80.6%
- An attendance committee was established and began working on developing a tracking system, warning letters for parents, monitoring teacher logs, and attendance dinners for parents to address the attendance issues in the school.
- Letters were sent home as students fell below the 90% mark.
- The school counselor called homes daily when students were absent and parents had not notified the school (safety calls).
- Student reaching seven days absent received home visits from the truancy office
- Students reaching 10 days absent received city citations to appear in court.
- The Attendance committee compared monthly trends in an attempt to provide incentives during months where the previously year attendance fell below 90%. There were some improvements, but unfortunately the attendance fell in other months.

Attendance Trend 2 Year Trend

	Total Number of Students	**Percentage at/ above 90%**	**No. of students**	**Percentage below 90%**	**No. of students**
2013	**243**	**69.1%**	**168**	**30.8%**	**75**
2014	**234**	**85.6%**	**200**	**14.4%**	**34**
Improvement of 16%					

- The data shows that although we did not meet the state goal of 90% of our students being present 90% of the time, we did make tremendous improvements.
- Attucks improved and exceeded last year's baseline of 69% of our student being present 90% of the time.
- Attucks exceeded the District's growth/improvement goal by 4.75%
- The improvement has been credited to team work from the district and school site attendance team.
    - The district stopped using the overflow policy which made our school more like neighborhood schools.
    - Early warning system for parents (letters, phone calls, mandatory parent meetings, home visits to increase the urgency. It was immediate and consistent.
    - Using the City's truancy order to get parents into the city courts to impress upon them the urgency for getting their student(s) to school.
    - Use of incentives for parents and students on month to month contracts

Behavior

- Attucks goal was to decrease the total numbers of disruptive student behavior by 25%.
    - Implement PBIS model (Bobcat bucks, Bobcat Club)
    - A Behavior Interventionist was hired to work with staff to identify students with frequent misbehavior and work to address the root of those behaviors with behavior plans, seminars/classes, class goals

Offenses	SY12	SY13	SY14	Margin
Fighting	55	40	39	1% decrease
Chronic Misconduct – Prior Interventions	72	34	20	57% decrease
Assault of Another Student	33	21	25	4.2% increase

Inciting to Fight/Contributing to a disruptive Situation	35	14	7	6% decrease
Dangerous Behavior	56	8	10	1.25% increase
Defiance of Authority/Hall Freeze	82	6	7	1.66% increase
Bullying/Cyber Bullying	12	5	5	no change
Assault of School Personnel	5	4	6	1.5% increase
Sexual Misconduct	2	3	6	.5% increase
Stealing	1	3	2	.6%decrease
Threating Another Student	8	3	2	.6% decrease
Weapon Simulated – Possession/Use	0	3	0	300% decrease
Possession – cigarette Lighters/Matches	1	2	1	50% decrease
Threating School Personnel	7	2	1	50% decrease
Vandalism	9	2	3	1.5% increase
Weapon – hand-gun	0	0	0	No change
Arson	0	1	1	No change
False/Fire Alarm	0	1	0	50% decrease
Possession/Use – tobacco	0	1	0	100% increase
Sexual Harassment	12	1	6	60% increase
Weapon - Other	0	3	3	No change
Conspiracy to Commit a Class 3 Offence	1	0	0	No change
Conspiracy to Commit a Class 4 Offence	2	0	0	No change
Total	506	165	153	14% decrease

The plan used to improve the behavioral culture of the school:

- Identify chronic offenders and create individualized behavior plans
- Refocus all staff toward Building Culture Expectations
- Attucks Expectations (Be Respectful, Be Responsible, Be Safe, Be a Learner)
- Access, create behavior plans, and hold staff accountable for knowing and following classroom plans, present classes on bullying, peer mediation, etc.
- Utilize Classroom Discipline Plans

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

Attucks' data reflects a decrease in the number of disruptive behaviors by students by 14%. Although the goal of 25% was not met, a downward trend was identified. The chart below shows the number of disruptive behaviors as 165 offenses in SY13 compared to only 153 offenses in SY14. That is a decrease of 12 offenses which is a 14% decrease.

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

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

Attucks received the Bronze Award from our PBIS review for the second year in a row.

2. ***Provide a summary of measurable data explaining progress toward meeting professional development objectives.***

- The Focus of Professional Development was narrowed for the sake of producing greater mastery from five areas to three foci during the 2014 school year. Attucks' Professional Development centered in Defining the Instructional Cultures (Attucks Non-negotiables).
- At the same time we began to prepare for the Common Core shift.
- The three focus areas all function under the guise of being data driven
- Writing Process in all styles
- Academic Language – Teachers intentionally teaching/Students using
- Differentiation – small group instruction specifically address student misconceptions and academic needs with viable learning centers that are relevant to the learning objective or crafted to address student misconceptions.
- These five focus areas were at some part contained in our Teacher Matrix and feedback was centered in improving these five areas of Teacher Development.

Teacher Matrix – May (End of the School Year)

FOCUS AREAS	**Building Academic Language**	**Data Driven Instruction**	**Small Group Instruction/Learning Centers - Differentiation**	**Writing Process**
CRITERIA	Teacher actively and intentionally teaching and using academic language/vocabulary	Small flex grouping Meaningful centers aligned with learning target or power standards		

	Teacher expects and require students to use the academic vocabulary Use ESL strategies for teaching academic language Academic language artifacts living document Students display greater comprehension of concepts and skills		Instruction and assignments address academic weaknesses as identified by Acuity, DRA, and data cycle assessments Established routines where students understand expectations			
	SY13	SY14	SY13	SY14	SY14	SY14
Stewart - Kgn	2	3	3	3	3	3
Nichols – Kgn	2	2	2	2	2	2
Joslyn 1st	2	2	3	2	2	3
Cooper – 1st	3	3	2	2	2	3
Christian – 2nd	2	3	1	3	3	2
Rader – 2nd	2	1	2	2	1	2
Countee – 3rd		2	2	2	1	2
Zondca – 4th	4	4	2	4	3	2
Miti – 5th		1	1	2	1	1
Hodgson – 5th		2		2	2	2
Walker – 6th	3	4	3	4	3	3
Percentage of Proficiency	47%	45%	50%			3

- Professional Development in conjunction with Pearson Representative (Reading Street and EnVision) whole group, grade level and individually by teacher.
    - Common Core Rigor
        - Standards
        - Expectations
        - Evaluations
- Close Reading
    - Professional development was delivered by School Representatives, Administration, Instructional Coaches, Professional Development Chair, and Leadership Team Members
        - Close Reading
        - Positive Behavioral Support (PBIS)
        - Small Group Instruction
        - Common Core Preparation
        - Discussion Protocols
        - Data Teams
        - Use of Technology in the classroom
        - MAP preparation
        - Writing Process/Types of Writing
        - Missouri Evaluation Tools
- District delivered PD
    - Writing Process – 5 Traits of Writing
        - MAP preparation

        - Close Reading
        - Common Core
- RPDC
    - Data Teams

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

Challenges:

- Changing instructional practices as teachers
    - Establishing a system of accountability through data: Data Team, Pre-Post test results, and GLE Tracking Form
    - Countering the belief system that blames the student rather than being reflective of teacher practice.
    - Transparency – Comfort with openly sharing data, confronting excuses with peers
    - New style of Leadership and Instructional coaches
- New Teachers
    - Adoption of School Wide structure and PBIS model.
    - Classroom management
    - Comfort with new curriculum and instructional focus.
- Return of the ELL (English Language Learners) to school population
    - This also affects our ability to build our school-wide culture because the process has to begin again each year. Our PBIS model has to be presented to the population like it is new to bring them up to date, which is half of the population.

Accomplishments:

- Attucks continues to reduce behavior infraction for the second year. The disruptions were reduced by 14%.
- Attucks implemented its attendance plan and increased the number of students which were present 90% of the time by 16%, only missing the 90% mark by 5% but exceeded the percentage for growth/improvement by almost 5%.
- Narrowing Attucks' school-wide instructional focus from five non-negotiable Instructional focus areas to four (With all under guise of being data driven):
  - Differentiation with small groups and meaning full centers across subject areas
  - Student engagement through discussion protocols, collaborative work
  - Use of the SIOP model – Building Background and Academic Language
  - Writing process/five traits of writing
- School Vision and Mission was established to give a singular purpose and direction for all stakeholders.

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

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

1. ***Provide a LEA timeline that includes specific dates for implementation of all components of the selected intervention;***
2. ***Provide a timeline that is reasonable, achievable, and reflects urgency; and***
3. ***Provide a timeline that includes implementation and evaluation dates.***

Time Period	Objective	Persons Responsible
June '14	Planning for the 2014-2015 School year – School Wide Literacy Plan	Administrator Leadership Team
July 14	Planning for 2014-15 School Year – Attucks Non-negotiables/SIG Week PD for returning teachers	Administrator Leadership Team Parents Community Partners
July '14	1 to 1 roll out and instructional competence with a digital curriculum Understanding of the Common Core-Focused Product Implementation and Effective Instructional Strategies to the SIG requirements of 30 day Plans and Data Teams	Pearson District Administration Coaches Teachers
July' '13	Common Core Focused Product Implementation and Instructional strategies in Math	Pearson Administration Coaches Teachers
July '14	Common Core Focused Product Implementation and Instructional strategies in Literacy, Organization and Management of Small Group Reading Instruction	Pearson Administration Coaches Teachers
Aug '14	PD on Attucks Instructional Focus (non-negotiables) • Differentiation – small group	Administration Coaches Behavior Interventionist Teachers

	instruction/ centers (Core Six) • SIOP instructional model – building background/academic language • Student Engagement – discussion protocols, collaborative projects/assignments, Notes and Notice (signpost) • Data Team – expectations • Writing Process	
Aug '14	Job Embedded PD: 1 : 1, Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Aug '14	SIG Leadership Meeting	Administration Leadership Team
Sept '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers
Sept '14	SIG Leadership Meeting	Administration

		Leadership Team
Oct '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Attucks Instructional Model	Pearson Administration Coaches Teachers
Oct '14	SIG Leadership Meeting	Administration Leadership Team
Nov '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Attucks Instructional Model	Pearson Administration Coaches Teachers
Nov '14	SIG Leadership Meeting	Administration Leadership Team
Dec '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Attucks Instructional Model	Pearson Administration Coaches Teachers
Dec '14	SIG Leadership Meeting	Administration Leadership Team
Jan '16	Job Embedded PD: Coaching and Modeling:	Pearson Administration

	Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Attucks Instructional Model	Coaches Teachers
Jan '16	SIG Leadership Meeting	Administration Leadership Team
Feb '16	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Attucks Instructional Model	Pearson Administration Coaches Teachers
Feb '16	SIG Leadership Meeting	Administration Leadership Team
March '16	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Attucks Instructional Model	Pearson Administration Coaches Teachers
March '16	SIG Leadership Meeting	Administration Leadership Team
April '16	SIG Leadership Meeting	Administration Leadership Team
May '16	SIG Leadership Meeting	Administration Leadership Team

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

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

All the following will be continued:

- Pearson will continue with year-long Professional Development/Coaching in the areas of Reading Street, Envision Math, Common Core, Attucks Instructional Model focus areas- Instructional Strategies, and Digital Instruction
- Attucks Instructional Model
- Pre and Post testing of grade level Common Core standards
    - Use of the Common Core Standards to build rubrics for proficiency Centers designed around student needs
- Academic Interventionist
    - Response to Intervention (RtI) for grade levels Kgn through 6th grade.
    - Personalization and Precision in reading and math strategies for individual students
    - Use of Data form NWEA/DRA and teacher recommendation for intervention groups and focused work toward student mastery of grade level standards
- Data Teams
    - Continue Work with RPDC to improve implementation of the data team process
        - Continue to assess student mastery on specific standards
        - Continue to identify student misconceptions

        - Continue tailoring instructional strategies to address students misconceptions

- Behavior Interventionist
    - Completing Behavioral intervention assessments on at-risk students
    - Designing and implementing behavior intervention plans
- Positive Behavior Intervention and Support
    - Continue Attucks Expectations
    - Continue Bob Cat Club Nomination Honors
    - Continue Bob Cat Bucks (Reward System)
        - Bobcat Store
    - Continue student of the month
    - Continue PBIS P.D. for staff
    - Continue honoring staff for implementation of PBIS
- Full-time Parent Involvement Paraprofessional
    - Work to improve school attendance with safety calls for absent students daily
    - Build family and community involvement
        - SAC meeting (Parent Meeting)
        - Uniform (Drives)
        - Resources Information (Utilities, Food, and Supplies)
        - Community Service Projects
        - Resume and Employment Information
        - Connect with Volunteers for participation in RTI for individualized instructional support

- Volunteers
    - Effective use of volunteers with data driven instruction

SECTION VII.D. – STAFFING CHANGES

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

- There is a vacancy in a third grade due to a teacher being non-renewed due to performance concerns
- There is a vacancy in a third grade due to a teacher being non-renewed due to performance concerns
- There are vacancies in 6th grade and 1st grade due to two retirements
- There is a vacancy in another 1st grade due to teacher transfer
- Attucks will have a full-time counselor in SY14 that will function as academic and behavior support. We are supplementing the salary with SIG funding to avoid having a part-time counselor due to District changes in elementary counselors.
- A full-time parent involvement paraprofessional will begin at the beginning of the school year.
- Attucks will have a new English Language Arts Instructional Coach due to the present coach transferring within the district.

SECTION VII.E. – SYSTEM OF STAFF RECOGNITION

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

- Rewards – Transparency with scores - recognition with peers in staff meetings, recognition with parents in newsletters/monthly parent meetings, luncheons, Lead PD sessions of area of success, Positive evaluation, You Rock award – PBIS, Teacher of the Month (additional opportunity to acquire more school supplies for their classroom) Positive Evaluation, peer visits to classrooms from other teachers to learn from them, Earn Pioneer Grant money for performance
- Consequences - Transparency with scores - recognition with peers in staff meetings, recognition with parents in newsletters/monthly parent meetings, daily /weekly observations (administrator), negative evaluations, required meetings with instructional coaches, loss of Pioneer Grant money for performance

SECTION VII.F. – INCREASE LEARNING TIME

Describe how the LEA and building is increasing learning time in your SIG schools?

Specifically address how learning time will be increased from the 2013-2014 school year.

Attucks Schedule requirement:

- 120 Minutes for Reading Street (English Language Arts Instruction)
- 90 Minutes for Envision Instruction (Math Instruction)
- 45 Minutes for Writing Instruction (Students 2^{nd}-6^{th} must produce 12 writing samples in a school year/three examples in each quarter (in each of the writing styles)/ Students

K,1st must produce 10 writing samples in a school year /four examples first semester and six examples second semester .

- 50 Minutes for Science Instruction
- 50 Minutes for Social Studies Instruction
- 20 Minutes limit for Recess
- 5 Minute Limit for class restroom break

SECTION VII.G. – TEACHER/PRINCIPAL EVALUATION SYSTEM

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

New Teacher Evaluation Protocol:

- Standard for Evaluation are assigned by the district and the building personnel (admin/teacher choice)
- Standard for Evaluation will be chosen according to areas that teachers show innate ability to grow (Artisan Teacher Design– Mike Rutherford)
- Data (general/specific) is identified as evidence that will be used in the evaluation process for each of the chosen standards at the initial and follow up meetings.
    - NWEA testing – student growth
    - DRA growth
    - Unit test in Reading/Math
    - Chapter test in Math
    - Consistency and proficiency with use of data to individualized instruction for students (embedded RtI)

- Consistency of and proficiency of the Building required strategies
- Writing Samples – student growth

SECTION VII.H. – FAMILY AND COMMUNITY ENGAGEMENT

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

- Administration will hire a full time Parent Involvement Paraprofessional
- Administration , Parent Involvement Paraprofessional, School Counselor will work to build relationships with parents
  - Attendance Focus – Daily Safety calls, Attendance Contracts, Attendance Letters, schedule social worker visits
  - Parent notification - Organize areas of opportunities for informational Monthly Meetings (agenda, food, notice of meeting, mass phone notifications, update phone numbers within the system), Monthly Newsletter
  - School-wide Volunteer Opportunities – Parents work within the school to meet the needs of the school/students
  - Organize Parent Academy – prepare parents for Missouri Learning Standards, Homework help strategies, Parenting Classes
- Administrator and Parent Involvement Paraprofessional will maintain and build community partnerships
  - School supplies drive twice a year
  - Uniform Drive
  - Coat and winter wear drive
  - Career Day and mentoring opportunities

- Clean up, Bling Up school effort
- Tutoring opportunities
- After school Celebrations
    - Thanksgiving, Valentines, Cinco De Mayo
    - Off Broadway - Performance

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
FRANKLIN/FAXON	048-078- 4420

Budget Codes	Related Strategies and Activities
1100 Instruction	1:1 digital curriculum resources will be implemented for grades 2-6. In addition, the curriculum will include Common Core/Missouri Learning Standards.
1100 Instruction 1003(g) SIG & Waiver	
1200 Supplemental Instruction (Title I)	Successmaker, Imagine Learning, Grad Point, Aims Web RTI Progress Monitoring Tool; Extended learning opportunities available through after school tutoring, Saturday school, and/or Spring Break School; related transportation.
1200 Supplemental Instruction 1003(g) SIG & Waiver	Classroom sets of literature books for classroom libraries, student materials for Faxon Five, 3 Part time Supplemental Teachers to provide extended learning opportunity to increase student achievement and improve students' academic skills by providing targeted instruction to meet each student's individual learning needs. Tutoring instructional content will be consistent with and support the classroom lessons and district curriculum, thus enabling students to master curriculum content.; 2 educational field trips per grade level; College for Every Student program. Educational periodicals, STAR Math. The Academic Interventionist provides academic support for those students lacking prerequisite skills for their grade level. During the response to Intervention (RtI) the academic interventionist meet in small groups to reteach concepts necessary to complete grade level work and fill in instructional gaps in students' academic understanding.
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services 1003(g) SIG & Waiver	The Behavior Interventionist will conduct observations of students in classroom settings, coach and provide professional development for classroom teachers in classroom and behavior management strategies, and help write and support classroom behavior interventions for students referred by the Student Success Teams (SST).
2200 Professional Development	Professional Learning Communities, Observation 360, SuccessMaker PD, My Learning Plan, Teacher Evaluation Training, Missouri Learning Standards PD, NWEA Training, Digital Curriculum Training, Formative Assessment Training.
2200 Professional Development 1003(g) SIG & Waiver	Pearson will develop collegial relationships with building principal, coach, teachers and students; analyze the strengths, needs, and interests of students, teachers, coaches, and principals; create a coherent plan of services that facilitate and sustain professional growth tailored to building's specific needs. Notice and Note-Close Reading Training /Beers and Probst. Two Instructional Coaches (Math & Comm Arts) will visit classes and provide insight/advice to the teacher on their teaching. Teachers work with the coaches to reflect on the results of the observation based on their development needs. PD supplies, curriculum materials, refreshments for PD meetings, PD travel and training for key personnel to attend MOSIG meetings & Daily 5 Conference for 6 people in Chicago, IL.
2600 Planning & Evaluation	Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Response to Interventions, NWEA, DRA2, Smarter Balanced blueprint, Missouri Summative blueprint.
2600 Planning & Evaluation 1003(g) SIG & Waiver	2014 Summer planning stipends for upcoming year objectives with key personnel and evaluation of FY14 services
3000 Community Services	
3000 Community Services 1003(g) SIG & Waiver	Refreshments, printing/postage for Parent Make and Takes and monthly Parent Meetings.
Administrative Costs	
Administrative Costs 1003(g) SIG & Waiver	SIG Director to provide focused oversight and direct support specifically for FY15 SIG buildings.

NEW PAGE

SECTION VI.B. - LEA/BUILDING GRANT YEAR TWO 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 Franklin (Faxon)					**COUNTY-DISTRICT - BUILDING CODE** 048-078-4420			
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				62,648.00				62,648.00
1100 Instruction *1003(g) SIG/Waiver*								-
1200 Supplemental Instruction (Title I)	14,000.00		1,869.00	16,719.00				32,588.00
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	92,530.00		20,489.00	7,500.00	17,387.00			137,906.00
2100 Non-Instructional Support Services								-
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*		49,440.00	19,201.00					68,641.00
2200 Professional Development	5,000.00		668.00	13,000.00				18,668.00
2200 Professional Development *1003(g) SIG/Waiver*	123,600.00		43,856.00	91,000.00	6,000.00			264,456.00
2600 Planning & Evaluation				17,185.00				17,185.00
2600 Planning & Evaluation *1003(g) SIG/Waiver*	8,750.00		**1,168.00**					9,918.00
3000 Community Services								-
3000 Community Services *1003(g) SIG/Waiver*				1,500.00	1,505.00			3,005.00
Administrative Costs								-
Administrative Costs *1003(g) SIG/Waiver*	19,800.00		6,259.00	3,000.00	941.00			30,000.00
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	19,000.00	-	2,537.00	109,552.00	-	-		131,089.00
***1003(g) SIG/Waiver* Subtotal**	244,680.00	49,440.00	90,973.00	103,000.00	25,833.00	-		513,926.00
GRAND TOTAL	263,680.00	49,440.00	93,510.00	212,552.00	25,833.00	-		645,015.00

SECTION VI.C. - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION *1003(g) AND WAIVER FUNDS ONLY* *(COPY AS NEEDED)*		
LEA/BUILDING NAME FRANKLIN/FAXON	**COUNTY-DISTRICT - BUILDING CODE** 048-078- 4420	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
Instructional Coaches (Math & Comm Arts): 2 FTE		123,600
Academic Interventionist: 0.6 FTE		36,280
Tutoring (3 part time teachers @ 25 hours per week for 30 weeks @ $25/hr)		56,250
Summer 2014 Planning & Evaluation Stipends (14 teachers @ 25 hours per week for 1 weeks @ $25/hr)		8,750
Funds pooled for SIG Director (Admin): 0.2 FTE		19,800
6100 Subtotal	**$**	**244,680**
6150: Non-Certificated Salaries		
Behavior Interventionist: 1 FTE		49,440
6150 Subtotal	**$**	**49,440**
6200: Employee Benefits		
Instructional Coaches (Math & Comm Arts)		43,856
Academic Interventionist		12,980
Tutoring Fringes (13.35%)		7,509
Planning/Eval Stipend Fringes (13.35%)		1,168
Behavior Interventionist		19,201
Funds pooled for SIG Director Fringes		6,259
6200 Subtotal	**$**	**90,973**
6300: Purchased Services		
Employee Travel & Training (MOSIG meetings; Daily 5 Conference for 6 people in Chicago, IL)		10,000
Educational Field Trip (2 field trips per grade level)		2,500
Printing/Duplication (Parent Involvement objectives & PD related)		2,000
Postage (Parent Involvement objectives)		500
Pearson Consultants for Reading Street and Envision		80,000
College for Every Student		5,000
Funds pooled for Admin services		3,000
6300 Subtotal	**$**	**103,000**
6400: Materials/Supplies		
Refreshments (Parent Involvement objectives & PD related)		2,505
Consumable supplies (Instructional and PD related)		9,000
Curriculum materials (Instructional- Classroom libraries; STAR Math & PD related) Supplemental pool/PD		10,887
Periodicals (Time for kids, Scholastic Magazine)		2,500
Funds pooled for Admin materials		941
6400 Subtotal	**$**	**25,833**
6100-6400 Subtotal	**$**	**513,926**
Indirect Cost Optional (Restricted Rate: 5 % X Subtotal) .0611	**$**	**25,696**
6500: Capital Outlay		
6500 Subtotal	**$**	-
TOTAL	**$**	**539,622**

SECTION VII.A. – DISCUSSION OF THE PRIOR GRANT YEAR: FRANKLIN/FAXON ELEMENTARY

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

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

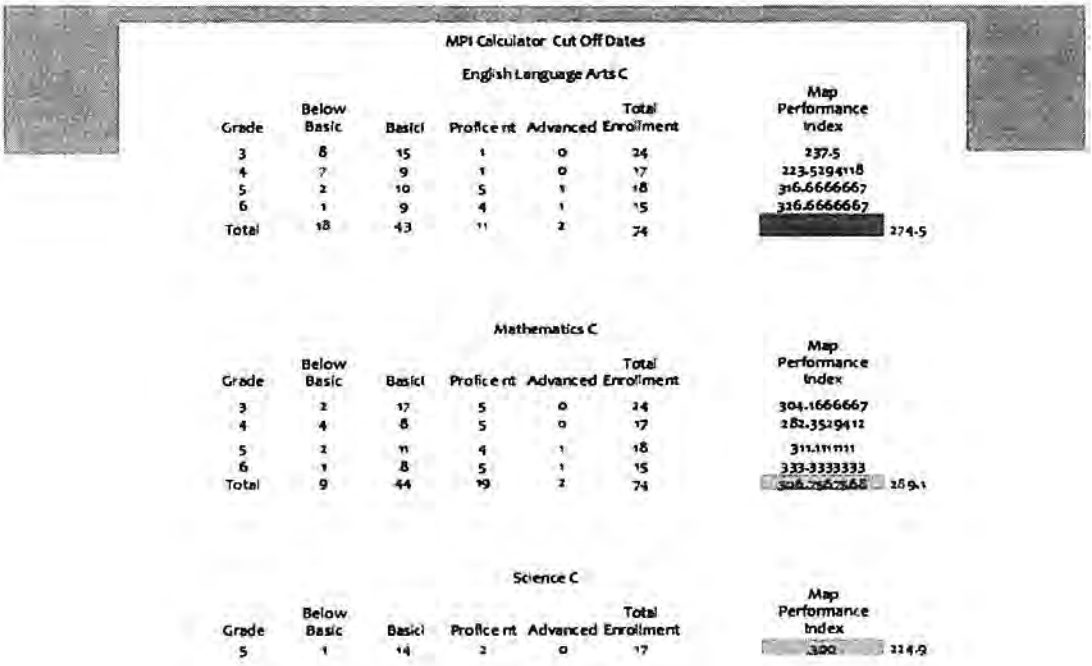
2013 MAP Achievement Levels				
Subject	Below Basic	Basic	Proficient	Advanced
ELA 4th	8	9	0	0
ELA 5th	6	9	1	1
ELA 6th	6	6	2	0
MA 4th	6	8	3	0
MA 5th	6	10	1	0
MA 6th	2	9	3	0
Science	6	10	2	0

Indicators	1st Benchmark Test			2nd Benchmark Test			3rd Benchmark Test	
Acuity ELA	2012-2013	2013-2014		2012-2013	2013-2014		2012-2013	2013-2014
• Prof/Advan	8	21		12	16		16	13
• Basic	63	42		53	51		44	48
• Below Basic	17	27		23	17		31	20
Acuity Math								
• Prof/Advan	14	20		13	22		17	21
• Basic	52	60		53	45		57	50
• Below Basic	21	9		13	17		23	12

PALS

Grade Level	Percentage of students that increased weekly fluency
1st	89%
2nd	75%
3rd	88%
4th	73%
5th	75%
6th	60%

	90/90	Referrals		Out of School Suspension		Faxon VIP's
Goal		25% Less		25% Less		50% of School
	70.32 Baseline	12 13	13 14	12-13	13 14	
Aug		1	4	1	0	0
Sept	94%	9	11	4	3	9
Oct	91.2%	11	5	10	2	16
Nov	88.3%	19	6	16	3	25
Dec	84.4%	8	8	7	6	32
Jan	85.2%	7	3	0	2	44
Feb	84.8	5	6	1	4	53
Mar	84.5	8	6	4	4	57
Apr	83.4	15	14	8	7	64
May	81.4	10	1	10	1	58



MPI Calculator Cut Off Dates

English Language Arts C

Grade	Below Basic	Basic	Proficient	Advanced	Total Enrollment	Map Performance Index	
3	8	15	1	0	24	237.5	
4	7	9	1	0	17	223.5294118	
5	2	10	5	1	18	316.6666667	
6	1	9	4	1	15	326.6666667	
Total	18	43	11	2	74	[redacted]	274.5

Mathematics C

Grade	Below Basic	Basic	Proficient	Advanced	Total Enrollment	Map Performance Index	
3	2	17	5	0	24	304.1666667	
4	4	8	5	0	17	282.3529412	
5	2	11	4	1	18	311.111111	
6	1	8	5	1	15	333.3333333	
Total	9	44	19	2	74	[redacted]	289.1

Science C

Grade	Below Basic	Basic	Proficient	Advanced	Total Enrollment	Map Performance Index	
5	1	14	2	0	17	[redacted]	314.9

- Decrease in the number of students scoring in Below Basic from 2012 to 2013 school year by 33% in ELA and 52% in Math.
- Increase in the number of students scoring Adv/Prof on the Acuity Math from 2012 to 2013 school year.
- Increase in weekly fluency on a one minute reading assessment given to students by their PAL volunteer.
- The attendance goal for the 2013-2014 school year was 79%. Franklin/Faxon finished the year at 81.4%.
- Discipline data shows a 32% decrease in the amount of referrals written from last year to this year and a 48% decrease in the amount of Out of School suspensions. More professional development needs to occur on Classroom Management techniques for early intervention.

- Two of our three Academic MPI goals were met. ELA was off by 2.9 points.

2. ***Provide a summary of measurable data explaining progress toward meeting professional development objectives.***

- 100% of the teachers at Franklin/Faxon implemented the new EnVision Math curriculum.
- 54% teachers consistently implemented small group instruction and only needed minor feedback or support.
- 45% teachers produced meaningful practices stations with proficiency.
- Six teachers were able to differentiate instruction in whole group, small group and practice station time.
- 54% of teachers were able to keep students engaged on a regular basis.
- Four teachers maintained classroom management on a consistent basis to maximize student learning
- Three teachers implemented the Writer's Workshop model with proficiency
- Five teachers were able to complete the Data Team cycle with no guidance

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

Challenges:

- Implementing a new math curriculum that used an unfamiliar format and that was technology heavy in K-6
- Some teachers needed continuous PD on using the Small Group Pearson products in order to provide the students with meaningful instruction
- The quality of transition time during Practice stations led to less time on target
- Providing each student with meaningful practice according to their individual instructional needs
- Use of technology during formal and informal testing

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- Consistent enforcement of school wide and classroom behavior expectations
- Consistent Lesson Planning with some teachers
- Self-proficient data teams
- Tier III instruction
- Adult behavior associated with student behaviors

Accomplishments:

- Finished the entire math grade level curriculum with use of a pacing guide
- School wide writing focus
- Incorporating the Franklin/Faxon Five into Practice Station time
- Pre and Post testing of the Highly tested GLE's in literacy and math
- Using DRA and common assessment data, to identify students for Tier II and Tier III groups.
- Started math and reading fluency with the PALS volunteer group
- The implementation of the Franklin/Faxon VIP Program commending exceptional behavior
- The use of In School Suspension rooms
- Use of the New Missouri Teacher Evaluation
- Attendance Safety Calls

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

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

1. ***Provide a LEA timeline that includes specific dates for implementation of all components of the selected intervention;***
2. ***Provide a timeline that is reasonable, achievable, and reflects urgency; and***
3. ***Provide a timeline that includes implementation and evaluation dates.***

Time Period	Objective	Persons Responsible
May '14 July '14	Planning for the 2014-2015 School year Master Calendar of: Leadership Team Meetings, Individual Teacher Meetings, Progress Monitoring, Data Cycles, Parent Involvement Activities, All celebrations	Administrator Leadership Team
May '14	The Artisan Teacher (a book and process used to provide effective feedback to teachers after observing them)	Administrator
June '14	Harvard Institute-Turnaround	Administrator Coaches

	MOSIG Meeting - Comprehension	
Aug '14	PD on the use of 1:1 and digital curriculum resources for the classroom, Classroom Management, Common Core/Missouri Learning Standards, RTI, VTS, and The Artisan Teacher	Administration Coaches Behavior Interventionist Teachers
Aug '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support. Implementation of the Common Core Writing Standards	Pearson Administration Coaches Teachers
Aug '14	SIG Leadership Meeting	Administration Leadership Team
Sept '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation,	Pearson Administration Coaches Teachers

	Effective Instructional Strategies; Digital Instruction Support. Implementation of the Common Core Writing Standards Continued PD and implementation on of 1:1 and digital curriculum resources for the classroom, Classroom Management, Common Core/Missouri Learning Standards, RTI, and The Artisan Teacher Attend Daily Five PD	
Sept '14	SIG Leadership Meeting	Administration Leadership Team
Oct '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Implementation of the Common Core Writing Standards	Pearson Administration Coaches Teachers

NEW PAGE

	Continued PD and implementation on of 1:1 and digital curriculum resources for the classroom, Classroom Management, Common Core/Missouri Learning Standards, RTI, and The Artisan Teacher	
Oct '14	SIG Leadership Meeting	Administration Leadership Team
Nov '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Implementation of the Common Core Writing Standards Continued PD and implementation on of 1:1 and digital curriculum resources for the classroom, Classroom Management, Common	Pearson Administration Coaches Teachers

	Core/Missouri Learning Standards, RTI, and The Artisan Teacher	
Nov '14	SIG Leadership Meeting	Administration Leadership Team
Dec '14	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Implementation of the Common Core Writing Standards Continued PD and implementation on of 1:1 and digital curriculum resources for the classroom, Classroom Management, Common Core/Missouri Learning Standards, RTI, and The Artisan Teacher	Pearson Administration Coaches Teachers
Dec '14	SIG Leadership Meeting	Administration Leadership Team
Jan '15	Job Embedded PD: Coaching and	Pearson Administration

NEW PAGE

	Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Implementation of the Common Core Writing Standards Continued PD and implementation on of 1:1 and digital curriculum resources for the classroom, Classroom Management, Common Core/Missouri Learning Standards, RTI, and The Artisan Teacher	Coaches Teachers
Jan '15	SIG Leadership Meeting	Administration Leadership Team
Feb '15	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers

NEW PAGE

	Implementation of the Common Core Writing Standards Continued PD and implementation on of 1:1 and digital curriculum resources for the classroom, Classroom Management, Common Core/Missouri Learning Standards, RTI, and The Artisan Teacher	
Feb '15	SIG Leadership Meeting	Administration Leadership Team
March '15	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation of the Common Core Writing Standards Implementation, Effective Instructional Strategies; Digital Instruction Support Implementation of the Common Core Writing Standards	Pearson Administration Coaches Teachers

	Continued PD and implementation on of 1:1 and digital curriculum resources for the classroom, Classroom Management, Common Core/Missouri Learning Standards, RTI, and The Artisan Teacher	
March '15	SIG Leadership Meeting	Administration Leadership Team
April '15	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Implementation of the Common Core Writing Standards Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers

	Implementation of the Common Core Writing Standards Continued PD and implementation on of 1:1 and digital curriculum resources for the classroom, Classroom Management, Common Core/Missouri Learning Standards, RTI, and The Artisan Teacher	
April '15	SIG Leadership Meeting	Administration Leadership Team
May '15	Job Embedded PD: Coaching and Modeling: Implementation of the Common Core, Product Implementation, Effective Instructional Strategies; Digital Instruction Support Implementation of the Common Core Writing Standards Implementation, Effective Instructional Strategies; Digital Instruction Support	Pearson Administration Coaches Teachers

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	Implementation of the Common Core Writing Standards Continued PD and implementation on of 1:1 and digital curriculum resources for the classroom, Classroom Management, Common Core/Missouri Learning Standards, RTI, and The Artisan Teacher	
May '15	SIG Leadership Meeting	Administration Leadership Team
June '15	Attend MOSIG meeting	Administration Leadership Team

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

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

All the following will be continued:

- School Wide focus on Missouri Learning Standards
- Common Core writing
- Reading Street – Whole group/small group instruction and Practice Stations
- Franklin/Faxon Five (Daily Five)
- EnVision Math

- Pearson will continue with year-long Professional Development in the areas of Reading Street, EnVision Math, Common Core, Instructional Strategies, and Digital Instruction. We are asking for 3 days per subject (ELA, Math), per quarter for a total of 12 days per subject, per year.
- Instructional Coaching with emphasis on technology integration
- Academic Interventionists
- Behavior Interventionist
    - Use of behavior plans for students with high referrals
- Positive Behavior Intervention and Support
- Franklin/Faxon VIP program
- Data Teams
- Volunteers
    - Effective use of volunteers with data driven instruction
- Attendance Incentives
    - Golden Tickets
- Attendance Safety Calls
- Phone Blasts to announce upcoming events, attendance issues and behavior reminders

<u>The following will be added:</u>

- One to One Technology
- Tier III Intervention
- Content Related Field Trips
- School wide fluency for reading and math

- Visual Thinking Strategies (VTS) – in collaboration with the Nelson-Atkins Museum, this is a strategy that students use to first discuss and write about art, providing details from the art work, and then using the strategy to branch into the other subject areas.
- Franklin/Faxon Five Math
- Student Council
- The Artisan Teacher book study
- STAR Math
- College for Every Student
- Full Time Counselor
- Use of Periodicals in the classroom for non-fiction text
- PD on Notice and Note Reading Strategies

SECTION VII.D. – STAFFING CHANGES

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

New staff to Franklin/Faxon will include:

- General Education 5th and 6th grade teacher
- Counselor
- Art teacher
- Librarian
- Music Teacher
- PE Teacher
- Computer Teacher

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SECTION VII.E. – SYSTEM OF STAFF RECOGNITION

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

For the 2014-2015 school year, Franklin/Faxon is involved in the Pioneer Program. All teachers are given a monetary reward for student growth. thur Activity-Sources. per Um Franklin/Faxon will set up a teacher recognition system that rewards teachers for growth on formal and informal assessments both building and district, as well as, growth from pre- to post-test during the data cycle.

Staff that are not raising student achievement, will be put on a growth plan for improvement. Failure to meet the growth plan criteria, may result in termination.

SECTION VII.F. – INCREASE LEARNING TIME

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

Before and After school tutoring will be offered. If possible, Saturday School may be an option.

SECTION VII.G. – TEACHER/PRINCIPAL EVALUATION SYSTEM

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

All teachers are evaluated using the new Missouri Teacher Evaluation system. The ultimate goal for each standard will be student achievement.

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SECTION VII.H. – FAMILY AND COMMUNITY ENGAGEMENT

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

Bi-weekly parent engagement activities will be offered after school. A Parent Involvement calendar will be set up before school starts and sent home with students. Phone blasts will be sent out to remind parents of the bi-weekly activities.

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
MELCHER	048-078- 5020

Budget Codes	Related Strategies and Activities
1100 Instruction	1:1 digital curriculum resources will be implemented for grades 2-6. In addition, the curriculum will include Common Core/Missouri Learning Standards.
1100 Instruction 1003(g) SIG & Waiver	
1200 Supplemental Instruction (Title I)	Successmaker, Imagine Learning, Grad Point, Aims Web RTI Progress Monitoring Tool; Extended learning opportunities available through after school tutoring.
1200 Supplemental Instruction 1003(g) SIG & Waiver	Student supplies & materials; STAR Literacy & Math programs; 3 Part time Supplemental Teachers to provide extended learning opportunity to increase student achievement and improve students' academic skills by providing targeted instruction to meet each student's individual learning needs. Tutoring instructional content will be consistent with and support the classroom lessons and district curriculum, thus enabling students to master curriculum content. The Academic Interventionist provides academic support for those students lacking prerequisite skills for their grade level. During the response to Intervention (RtI) the academic interventionist meet in small groups to reteach concepts necessary to complete grade level work and fill in instructional gaps in students' academic understanding. Instructional Paraprofessionals to support high needs students to ensure productive learning environment.
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services 1003(g) SIG & Waiver	The Behavior Interventionist (contracted through Spofford) will conduct observations of students in classroom settings, coach and provide professional development for classroom teachers in classroom and behavior management strategies, and help write and support classroom behavior interventions for students referred by the Student Success Teams (SST).
2200 Professional Development	Professional Learning Communities, Observation 360, SuccessMaker PD, My Learning Plan, Teacher Evaluation Training, Missouri Learning Standards PD, NWEA Training, Digital Curriculum Training, Formative Assessment Training.
2200 Professional Development 1003(g) SIG & Waiver	Pearson will develop collegial relationships with building principal, coach, teachers and students; analyze the strengths, needs, and interests of students, teachers, coaches, and principals; create a coherent plan of services that facilitate and sustain professional growth tailored to building's specific needs. Two Instructional Coaches (Math & Comm Arts) will visit classes and provide insight/advice to the teacher on their teaching. Teachers work with the coaches to reflect on the results of the observation based on their development needs. PD stipends for Summer 2014 PD.
2600 Planning & Evaluation	Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Response to Interventions, NWEA, DRA2, Smarter Balanced blueprint, Missouri Summative blueprint.
2600 Planning & Evaluation 1003(g) SIG & Waiver	
3000 Community Services	
3000 Community Services 1003(g) SIG & Waiver	Refreshments, postage, & printing for parent/community meetings.
Administrative Costs	
Administrative Costs 1003(g) SIG & Waiver	SIG Director to provide focused oversight and direct support specifically for FY15 SIG buildings.

SECTION VI.B. - LEA/BUILDING GRANT YEAR TWO 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			
Melcher					048-078-5020			
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				62,648.00				62,648.00
1100 Instruction *1003(g) SIG/Waiver*								-
1200 Supplemental Instruction (Title I)	14,000.00		1,869.00	16,719.00				32,588.00
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	19,593.00	73,905.00	46,516.00		16,325.00			156,339.00
2100 Non-Instructional Support Services								-
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*				49,000.00				49,000.00
2200 Professional Development	5,000.00		668.00	13,000.00				18,668.00
2200 Professional Development *1003(g) SIG/Waiver*	129,850.00		44,690.00	108,000.00				282,540.00
2600 Planning & Evaluation				17,185.00				17,185.00
2600 Planning & Evaluation *1003(g) SIG/Waiver*								-
3000 Community Services								-
3000 Community Services *1003(g) SIG/Waiver*				1,000.00	2,000.00			3,000.00
Administrative Costs								-
Administrative Costs *1003(g) SIG/Waiver*	19,800.00		6,259.00	3,000.00	941.00			30,000.00
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	19,000.00	-	2,537.00	109,552.00	-	-		131,089.00
***1003(g) SIG/Waiver* Subtotal**	169,243.00	73,905.00	97,465.00	161,000.00	19,266.00	-		520,879.00
GRAND TOTAL	188,243.00	73,905.00	100,002.00	270,552.00	19,266.00	-		651,968.00

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
MELCHER	048-078- 5020

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Instructional Coaches (Math & Comm Arts): 2 FTE	123,600
Academic Interventionist: 0.2 FTE	12,093
Tutoring (3 part time teachers @ 10 hrs per week for 10 weeks @ $25/hr)	7,500
PD Stipends (5 teachers @ 5 hrs per week for 10 weeks @ $25/hr)	6,250
Funds pooled for SIG Director (Admin): 0.2 FTE	19,800
6100 Subtotal	**$ 169,243**
6150: Non-Certificated Salaries	
Instructional Paraprofessionals: 3 FTE	73,905
6150 Subtotal	**$ 73,905**
6200: Employee Benefits	
Instructional Coaches	43,856
Academic Interventionist	4,327
Instructional Paraprofessionals	41,188
Tutoring Fringes (13.35%)	1,001
PD Stipend Fringes (13.35%)	834
Funds pooled for SIG Director Fringes	6,259
6200 Subtotal	**$ 97,465**
6300: Purchased Services	
Pearson Consultants for Reading Street and Envision	108,000
Spofford Contractual services (for Behavior Interventionist)	49,000
Printing/Duplication & Postage (Parent Involvement objectives)	1,000
Funds pooled for Admin services	3,000
6300 Subtotal	**$ 161,000**
6400: Materials/Supplies	
STAR Literacy and Math programs	8,700
Refreshments (Parent Involvement objectives)	2,000
Consumable supplies (Instructional and PD related) Supplemental	7,625
Funds pooled for Admin materials	941
6400 Subtotal	**$ 19,266**
6100-6400 Subtotal	**$ 520,879**
Indirect Cost Optional (Restricted Rate: 5 % X Subtotal) .0611	**$ 26,044**
6500: Capital Outlay	
6500 Subtotal	**$ -**
TOTAL	**$ 546,923**

SECTION VII.A. – DISCUSSION OF THE PRIOR GRANT YEAR: MELCHER ELEMENTARY

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

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

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

Student Achievement

Mathematics

Acuity A to B to C

Melcher Elem School	30.2%	69.8%	312.6	32.3%	67.7%	298.4	43.4%	56.6%	326.3	27.8
3	18.2%	81.8%	300.0	23.1%	76.9%	294.2	41.5%	58.5%	315.1	20.9
4	30.2%	69.8%	297.7	37.0%	63.0%	295.7	41.5%	58.5%	317.1	21.4
5	39.1%	60.9%	341.3	40.9%	59.1%	313.6	54.7%	45.3%	360.4	46.7
6	34.5%	65.5%	312.7	29.8%	70.2%	291.5	35.3%	64.7%	309.8	18.3

English Language Arts

Acuity A to B to C

Melcher Elem School	19.8%	80.2%	288.5	21.6%	78.4%	276.3	29.0%	71.0%	299.0	22.7
3	12.0%	88.0%	256.0	9.8%	90.2%	256.9	22.6%	77.4%	279.2	22.4
4	19.0%	81.0%	266.7	22.2%	77.8%	260.0	16.7%	83.3%	269.0	9.0
5	28.3%	71.7%	315.2	38.3%	61.7%	314.9	54.7%	45.3%	354.7	39.8
6	20.4%	79.6%	313.0	17.0%	83.0%	274.5	19.2%	80.8%	286.5	12.1

To utilize as many resources as possible, community members came into the school and worked with groups of students in the classroom during instruction and during after school tutoring for

grades 3 to 6, which is offered to build basic skills and students can practice applications. Success maker was used for Albright and tutoring in K-2 was offered by the Local Investment Commission (LINC). Response To Intervention (RTI) was used daily for 50 minutes in every classroom based on academic needs as shown by disaggregating data from the common assessments, Acuity, SuccessMaker, and MAP. In grades three through six Buckle Down was utilized to build test taking skills and rigor. The use of Buckle Down also helped the MAP students prepare their vocabulary so that the MAP would be easier to understand. The lowest four students in grades 3 - 6 were pulled out for intensive small group instruction and increased 1-on-1 academic support. Administration and Instructional Coaches met weekly to discuss both ELA and Math data. We did walk throughs to observe close reading and small and whole group instruction.

English Language Arts

As the year progressed, we used the Acuity assessment to gauge how our students were doing in gaining MPI points in Communication Arts. We kept a laser-like focus on the following strategies for improved instruction and thus improved learning and comprehension: academic vocabulary, close reading, and small group instruction. The staff implemented new instructional strategies and increased the use of technology and various learning modalities to deepen the student's knowledge base and increase student engagement. Response to Intervention (RTI) and weekly data team meetings were also utilized to individualize instruction for students.

Mathematics

As the year progressed, we used the Acuity Assessments to gauge how our students were doing in gaining the MPI points in Mathematics. The strategies utilized for goal attainment were small group instruction, investigative math, learning centers, and focused lessons that met the specific

needs for specific groups of students. The students were going to fight by using the beta team cycle. The cycles were based on the distance assessment schedule.

Attendance

Melcher's building goal for attendance was 95%. Melcher's 90/90 goal was to have 90% of the student present 90% of the time. An attendance committee was established and began checking on students with chronic absences. Phone calls were made daily to those parents when the students were absent. The counselor and the secretary did this. Teacher's phone logs were reviewed to show where classrooms were creating a positive relationship with the student and parent.

Behavior

The staff at Melcher set a goal to change the climate within the school. The staff, students, and parents wanted an environment that was safe and conducive to learning. The new administrative staff did not locate any discipline information to use for a comparison to this year. The smart goal was to keep student discipline referrals under 10% of the school population which was 435 students. To support this goal the PBIS leadership team was established. The team was responsible for tracking referrals as well as planning school wide celebrations. In addition, to the PBIS leadership team, there was also a counselor and behavioral interventionist on staff. The responsibilities of these individuals was to counsel with students, process students using coaching conversations and counseling methods, set up a behavior modification plan with built-in incentives and decrease the amount of time of student missed instruction. The PBIS leadership team held weekly trainings with the entire staff. This was done to ensure that the essential components of PBIS were taught and developed at the school level.

2. ***Provide a summary of measurable data explaining progress toward meeting professional development objectives.***

The focus of professional development was centered on the work of Marzano. Throughout the school year staff members attended on-site professional development and sessions focused on: student engagement, differentiated instruction, vocabulary or academic language, and data driven instruction.

This past year, the school had three goals. The three goals were as follows:

- Standard 7, Indicator 4: The effect of instruction on individual and class learning through data analysis
- Standard 5, Indicator 1: Creating a positive climate through classroom management techniques
- Standard 9, Indicator 2: Collaborating to meet student needs

Pearson consultants provided job embedded PD on-site 3 times per month for Reading Street and Envisions Math. The consultant observed, modeled, and coached staff individually and through small group sessions to assist them in gaining a deeper understanding of the two programs and how to best implement them in our community of learners.

The Administration, Instructional Coaches, and Teacher Leaders delivered the on-site professional development. Professional development was monitored for effectiveness through classroom observations, walk throughs, staff mapping, weekly data meetings, coaching conversations and feedback sessions.

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

Transient students were a concern of the Melcher staff this year. Melcher had a mobility rate of 80.67% this school year. We only retained 19.33% of our student base.

Staffing was a concern this year. We started the year with five Teach for America (TFA) teachers. Two of the TFA's were in their first year and the other three were in their second year. Within the first three weeks of school, a first year TFA who taught first grade resigned. Within the first 90 days of school the second TFA, who taught second grade, resigned. We had an influx of students at the first grade level and had to add a third round. We were able to fill both of the first grade positions with transfers from other schools. However, one of the two retired in December. Prior to retirement, the teacher only worked on average two out of five days. We were able to get a replacement teacher through an in-district transfer in February.

The number of absences from staff was also a concern. By the end of December 2013, there was only one general education teacher and the Principal who had not missed any days of work.

Another challenge that Melcher faced this year was moving to multi-level instruction. The staff had to learn how to effectively implement cooperative learning strategies and deliver differentiated instruction. There was also an adjustment with small group instruction. The instructional coaches, staff members, and administration participated in weekly data team meetings where pre- and post-test results were shared, student needs were addressed, best practices were placed, and weekly monitoring occurred.

Accomplishments

The implementation of PBIS, the use of the behavior interventionist, and the "ICU" team had a positive effect on students being able to stay in class. The "ICU" team members consisted of the administrative team, counselor, and the behavior interventionist. The team members would check-in with students each morning and throughout the day. This significantly decreased the number of office referrals for the chronic students enabling them to remain in school and have a decrease in the loss of instructional time. Parents, community members, teachers, and other district personnel commented on how peaceful and calm the climate was in comparison to previous years.

Academically, the students were stretched and many were able to produce quality work, which enabled them to perform more proficiently in testing settings. Although Melcher has a high mobility rate and some targets were not met, there was academic growth with the students as shown by the Acuity C results.

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

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

1. ***Provide a LEA timeline that includes specific dates for implementation of all components of the selected intervention;***
2. ***Provide a timeline that is reasonable, achievable, and reflects urgency; and***
3. ***Provide a timeline that includes implementation and evaluation dates.***

TIME PERIOD	OBJECTIVE	PERSONS RESPONSIBLE
June – July 2014	Planning for 2014-2015 SY	Administrator Leadership Team
July 2014	Alignment Missouri Learning Standards (MLS) product focused implementation of effective instructional strategies to the SIG requirements and Data Teams	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
July 2014	Missouri Learning Standards (MLS) product implementation and instructional strategies in Math	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
July 2014	Missouri learning Standards (MLS) product focused implementation and instructional strategies in Literacy, Organization, small group management, and reading instruction	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
August 2014	Professional Development on Melcher instructional focus (non-negotiables): Student Engagement Project-Based Learning Data Teams High Order Questioning SIOP Instructional Model	Curriculum and Instruction Administration Instructional Coaches Teachers

August 2014	Job Embedded PD: Coaching and Modeling on implementation of Missouri Learning Standards (MLS), product implementation, effective instructional strategies, and digital support	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
August 2014	SIG Leadership Meeting	Administration Leadership Team
September 2014	Job Embedded PD: Coaching and Modeling on implementation of Missouri Learning Standards (MLS), product implementation, effective instructional strategies, digital support, and Melcher instructional model	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
September 2014	SIG Leadership Meeting	Administration Leadership Team
October 2014	Job Embedded PD: Coaching and Modeling on implementation of Missouri Learning Standards (MLS), product implementation, effective instructional strategies, digital support, and Melcher instructional model	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
October 2014	SIG Leadership Meeting	Administration Leadership Team

NEW PAGE

November 2014	Job Embedded PD: Coaching and Modeling on implementation of Missouri Learning Standards (MLS), product implementation, effective instructional strategies, digital support, and Melcher instructional model	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
November 2014	SIG Leadership Meeting	Administration Leadership Team
December 2014	Job Embedded PD: Coaching and Modeling on implementation of Missouri Learning Standards (MLS), product implementation, effective instructional strategies, digital support, and Melcher instructional model	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
December 2014	SIG Leadership Meeting	Administration Leadership Team
January 2015	Job Embedded PD: Coaching and Modeling on implementation of Missouri Learning Standards (MLS), product implementation, effective instructional strategies, digital support, and Melcher instructional model	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
January 2015	SIG Leadership Meeting	Administration Leadership Team

NEW PAGE

February 2015	Job Embedded PD: Coaching and Modeling on implementation of Missouri Learning Standards (MLS), product implementation, effective instructional strategies, digital support, and Melcher instructional model	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
February 2015	SIG Leadership Meeting	Administration Leadership Team
March 2015	Job Embedded PD: Coaching and Modeling on implementation of Missouri Learning Standards (MLS), product implementation, effective instructional strategies, digital support, and Melcher instructional model	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
March 2015	SIG Leadership Meeting	Administration Leadership Team
April 2015	Job Embedded PD: Coaching and Modeling on implementation of Missouri Learning Standards (MLS), product implementation, effective instructional strategies, digital support, and Melcher instructional model	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
April 2015	SIG Leadership Meeting	Administration Leadership Team

May 2015	Job Embedded PD: Coaching and Modeling on implementation of Missouri Learning Standards (MLS), product implementation, effective instructional strategies, digital support, and Melcher instructional model	Pearson Curriculum and Instruction Administration Instructional Coaches Teachers
May 2015	SIG Leadership Meeting	Administration Leadership Team

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

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

All of the following will be continued:

- Pearson will continue with year-long professional development in the areas of Reading Street, EnVision Math, Missouri Learning Standards (MLS), Melcher's Instructional Model focus areas: research-based instructional strategies, student engagement, small group instruction, data analysis, close reading
- Pre- and post assessment of MLS standards
    - Utilize tracking forms to tack student performance
    - Centers designed around student needs
- Academic Interventions
    - Response To Intervention (RTI) for grades 3rd through 6th
    - Missouri Learning Standards to guide focus for standardized testing

- Data Teams (Weekly meetings)
    - Assess student mastery on specific standards
    - Identify student misconceptions
    - Personalize instruction to address misconceptions
- Spofford Behavioral Interventionist
    - Intervention assessments on at-risk students
    - Counseling
    - Designing, implementing, and monitoring behavior intervention plans
- Positive Behavior Intervention and Support (PBIS)
    - Revisit and ratify behavioral expectations
    - Continue weekly and monthly celebrations
    - Continue implementation of Clip Up in all classrooms. The Clip Up chart is a visual aide that is utilized by the teachers. Students are able to move their "clip" up or down depending upon their behavior. Students either gain points towards a weekly incentive or receive an instant incentive from the teacher's treasure box.
    - See community resources for additional support
    - Continue weekly PBIS PD for staff
- Volunteers
    - Continue to effectively utilize volunteers to assist with in-class academic support

STAFFING:

- One new ELA Instructional Coach (Retirement)
    - The current ELA IC decided not to reapply for the position after changes were made to the job description.

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- Eight new general education teachers
    - There were five resignations. Three second year TFA's and a general education teacher who is moving to an accredited district. One general education teacher is transferring to another school within the district and we are adding a round at the third grade level
- One Spofford Behavioral Interventionist
    - The District eliminated the current behavior interventionist position and we will contract through Spofford. This individual will be trained in behavior modification techniques and strategies. This position will assist in supporting academic achievement and the attendance 90/90 goal by providing wrap around services for students with behavioral challenges that cause them to be removed from class. This service will reduce the loss of instructional time due to out of school suspensions. (contract position)
- One School Resource Officer or security officer
    - Due to an escalation in aggressive student and parent behaviors, an SRO or SO will assist in supporting an environment that is conducive to learning for students and maintain a safe environment for students and staff
- Five Instructional Paraprofessionals (1 retirement / 2 new / 2 returning)
    - One instructional Paraprofessional retired at the end of this school year. We are also adding two additional paraprofessionals for behavioral and parental support.
- 9.2 Part-time Academic Interventionist (AYP Tutors)

- The academic interventionist will support achievement by working with small groups of students who have been identified by the data as needing additional support in ELA and/or Math.

TECHNOLOGY:

The 1:1 technology initiative for students will be rolled out at Melcher during the 2014 – 2015 school year. The use of technology will:

- provide students with personalized learning opportunities
- assist in increasing student engagement, differentiation, and rigor
- move the school towards a 21st century learning environment

SECTION VII.D. – STAFFING CHANGES

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

During the 2013-2014 school year, Melcher staff started the year with a new administrative team, two new and three returning Teach for America (TFA) teachers, two new SPED and five general education teachers. Two Teach for America teachers resigned; one in September and the other in November. In addition, we had to add a third round at first grade due to enrollment.

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SECTION VII.E. – SYSTEM OF STAFF RECOGNITION

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

To recognize staff appreciation, we will implement monthly and quarterly rewards for teachers that have met academic and attendance goals based upon student data.

SECTION VII.F. – INCREASE LEARNING TIME

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

Learning time was increased utilizing daily RTI for 50 minutes with all students in addition to after school tutoring three times per week for 1.5 hours.

SECTION VII.G. – TEACHER/PRINCIPAL EVALUATION SYSTEM

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

The District understands that improving students' learning requires the improvement of effective practice of those teaching in classrooms and providing leadership in schools. The Missouri Educator Evaluation System adopted was designed with the goal of improving effective practice to create environments where students can accelerate learning and experience academic success. The essential principles of the evaluation process can be used to improve educator practice.

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SECTION VII.H. – FAMILY AND COMMUNITY ENGAGEMENT

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

Melcher did not have high parental involvement in the math and family game nights. We know that research shows consistent parental involvement equates to higher grades and test scores, better attendance, and more positive attitudes and behaviors. To address this deficit, we will hire a paraprofessional to operate as a parent and community engagement liaison.

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
PITCHER	048-078- 5240

Budget Codes	Related Strategies and Activities
1100 Instruction	1:1 digital curriculum resources will be implemented for grades 2-6. In addition, the curriculum will include Common Core/Missouri Learning Standards.
1100 Instruction 1003(g) SIG & Waiver	
1200 Supplemental Instruction (Title I)	Successmaker, Imagine Learning, Grad Point, Aims Web RTI Progress Monitoring Tool; Extended learning opportunities available through after school tutoring.
1200 Supplemental Instruction 1003(g) SIG & Waiver	Student materials/supplies, 8 Part time Supplemental Teachers to provide extended learning opportunity to increase student achievement and improve students' academic skills by providing targeted instruction to meet each student's individual learning needs. Tutoring instructional content will be consistent with and support the classroom lessons and district curriculum, thus enabling students to master curriculum content.; after school/Saturday School tutoring; bus transportation will be provided for students. The Academic Interventionists (0.40 Math, 0.40 Academic Intervention Teacher) provides academic support for those students lacking prerequisite skills for their grade level. During the response to Intervention (RtI) the academic interventionist meet in small groups to reteach concepts necessary to complete grade level work and fill in instructional gaps in students' academic understanding. Brainpop software, Common Core resources in the 4 content areas, 6 Trait Writing resources.
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services 1003(g) SIG & Waiver	
2200 Professional Development	Professional Learning Communities, Observation 360, SuccessMaker PD, My Learning Plan, Teacher Evaluation Training, Missouri Learning Standards PD, NWEA Training, Digital Curriculum Training, Formative Assessment Training.
2200 Professional Development 1003(g) SIG & Waiver	Pearson will develop collegial relationships with building principal, coach, teachers and students; analyze the strengths, needs, and interests of students, teachers, coaches, and principals; create a coherent plan of services that facilitate and sustain professional growth tailored to building's specific needs. One Instructional Coach will visit classes and provide insight/advice to the teacher on their teaching. Teachers work with the coaches to reflect on the results of the observation based on their development needs. PD materials, supplies, books for book studies. Substitutes to cover classrooms while teachers participate in district and SIG focused PD. Travel to MOSIG meetings.
2600 Planning & Evaluation	Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Response to Interventions, NWEA, DRA2, Smarter Balanced blueprint, Missouri Summative blueprint.
2600 Planning & Evaluation 1003(g) SIG & Waiver	
3000 Community Services	
3000 Community Services 1003(g) SIG & Waiver	Refreshments for parent/community meetings.
Administrative Costs	
Administrative Costs 1003(g) SIG & Waiver	SIG Director to provide focused oversight and direct support specifically for FY15 SIG buildings.

SECTION VI.B. - LEA/BUILDING GRANT YEAR TWO 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			
Pitcher					048-078-5240			
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				62,648				62,648
1100 Instruction *1003(g) SIG/Waiver*								-
1200 Supplemental Instruction (Title I)	14,000		1,869	16,719				32,588
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	185,237	24,635	62,163	11,000	58,484			341,519
2100 Non-Instructional Support Services								-
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*								-
2200 Professional Development	5,000		668	13,000				18,668
2200 Professional Development *1003(g) SIG/Waiver*	61,800		21,928	144,000	5,000			232,728
2600 Planning & Evaluation				17,185				17,185
2600 Planning & Evaluation *1003(g) SIG/Waiver*								-
3000 Community Services								-
3000 Community Services *1003(g) SIG/Waiver*					2,000			2,000
Administrative Costs								-
Administrative Costs *1003(g) SIG/Waiver*	19,800		6,259	3,000	941			30,000
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	19,000	-	2,537	109,552	-	-		131,089
1003(g) SIG/Waiver Subtotal	266,837	24,635	90,350	158,000	66,425	-		606,247
GRAND TOTAL	285,837	24,635	92,886	267,552	66,425	-		737,335

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
PITCHER	048-078- 5240

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Instructional Coach: 1 FTE	61,800
Supplemental Teacher: 1 FTE	52,364
Academic Interventionists: 0.8 FTE	48,373
Tutoring (8 part time teachers @ 20 hrs per week for 18 weeks @ $25/hr)	72,000
Tutoring Stipends (5 teachers @ 5 hrs per week for 20 weeks @ $25/hr)	12,500
Funds pooled for SIG Director (Admin): 0.2 FTE	19,800
6100 Subtotal	**$ 266,837**
6150: Non-Certificated Salaries	
Instructional Paraprofessional: 1 FTE	24,635
6150 Subtotal	**$ 24,635**
6200: Employee Benefits	
Instructional Coach	21,928
Supplemental Teacher	19,846
Instructional Paraprofessional	13,729
PT Tutoring Fringes (13.35%)	9,612
Tutoring Stipend Fringes (13.35%)	1,669
Academic Interventionists	17,307
Funds pooled for SIG Director Fringes	6,259
6200 Subtotal	**$ 90,350**
6300: Purchased Services	
Pearson Consultants for Reading Street and Envision	114,000
Kelly Services (Contract Substitutes while teachers participate in district PD)	26,000
Employee Travel & Training (MOSIG Meetings)	4,000
Educational Field Trip/Tutoring Transportation	8,000
Leased softwared (Brainpop)	3,000
Funds pooled for Admin services	3,000
6300 Subtotal	**$ 158,000**
6400: Materials/Supplies	
Book Study (The Artisan Teacher, Teaching with Poverty) & PD Supplies	5,000
Consumable supplies (Instructional) Supplemental	20,000
Common Core resources in the 4 content areas, 6 Trait Writing resources	38,484
Refreshments (Parent Involvement objectives)	2,000
Funds pooled for Admin materials	941
6400 Subtotal	**$ 66,425**
6100-6400 Subtotal	**$ 606,247**
Indirect Cost Optional (Restricted Rate: 5 % X Subtotal) 6.11	**$ 30,312**
6500: Capital Outlay	
6500 Subtotal	**$ -**
TOTAL	**$ 636,559**

SECTION VII.A. – DISCUSSION OF THE PRIOR GRANT YEAR: PITCHER ELEMENTARY

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

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

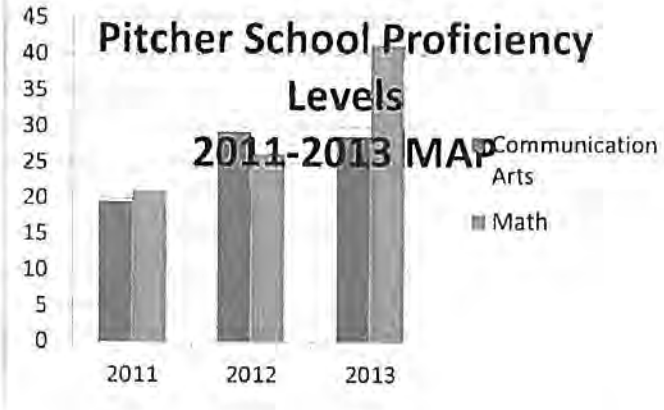
2013-2014 SY Goal Statement: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

2013 MAP Data

The 2014 MAP scores will not be available until late August 2014. Student achievement on the 2013 MAP test, as measured by the MPI index, improved in ELA (2012 = 294.7, 2013 = 311.1, **2013 gain = +16.4**), math (2012 = 301.5, 2013 = 339.7, **2013 gain = +38.2**), and science (2012 = 244.4, 2013 = 277.1, **2013 gain = +36.2**). DESE assigned **Pitcher's progress in MPI growth as "exceeding" and "on track."** KCPS' SY2012-13 district MSIP 5 target, subgroup 2 academic achievement, was an increase of 15 MPI points. Pitcher exceeded that target in math (+38.2 MPI points). Science (+36.2 MPI points) and ELA (+16.2 MPI points). Pitcher also exceeded the district's average MPI score in math in grades 3, 4, 5 and 6 and in ELA in grades 3 and 5.

Pitcher's 2013 MAP math improvement, as measured by the MPI index, placed Pitcher as #1 in math MPI improvement out of the 25 KCPS elementary schools. Pitcher's 2013 MAP ELA and science improvement, as measured by the MPI index, placed Pitcher as #6 out of the 25 KCPS elementary schools. In ELA and math, Pitcher's 3rd grade average MPI score exceeded the state's 3rd grade average MPI score. Pitcher was also near the state average in percent of

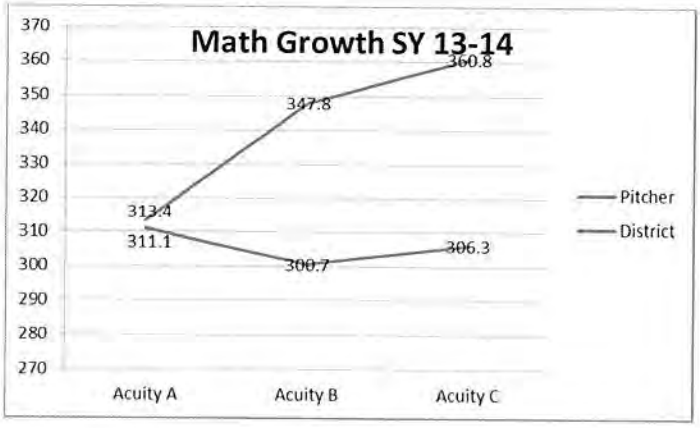
students scoring proficient/advanced in 3rd and 6th grade math and ELA. **A 3-year trend analysis showed a 20.1% improvement in the percent of students scoring proficient/advanced in math and a 9.1% improvement in ELA. The 3-year trend analysis also showed Pitcher had reduced the percent of students scoring below basic in math by -17.3% and ELA by -11.9%. The percentage of students scoring proficient or advanced in math improved from 26.3% in 2012 to 41.3% in 2013.** The percentage of students who scored proficient or advanced in ELA declined slightly (2012 = 29.3, 2013 = 28.6). Pitcher is anticipating a significant improvement in the percent of students scoring proficient or advanced on the 2014 MAP test in ELA, math and science.

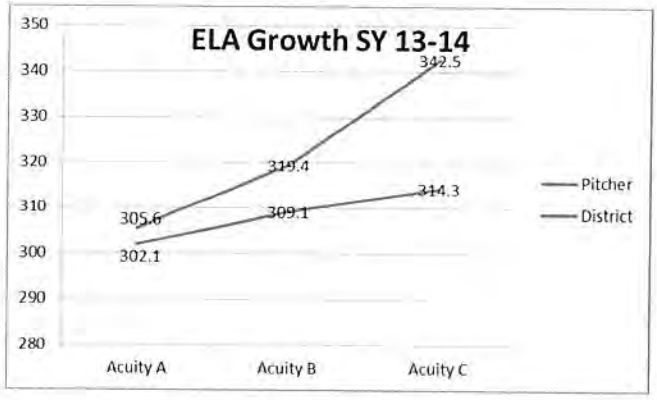


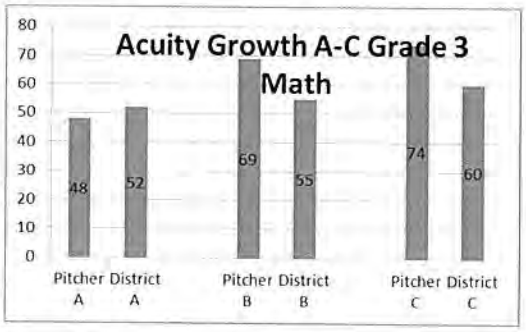
Acuity, NWEA, DRA2

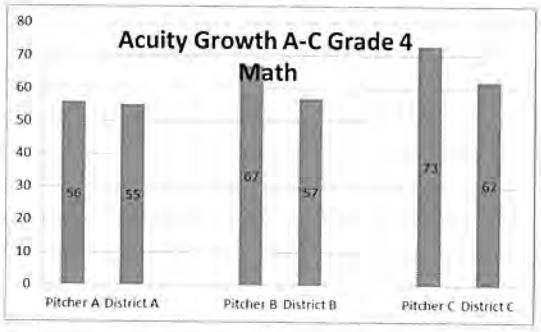
Pitcher students have made significant academic growth during SY 2013-14. Pitcher outperformed the other KCPS SIG schools in math and ELA on the Acuity test, as evidenced by the MPI index scores shown in the below graphs. In September 2013, Pitcher students began the year at approximately the same performance level in ELA and math as the district's average elementary school performance level on the Acuity A test. However by March 2014, Pitcher had

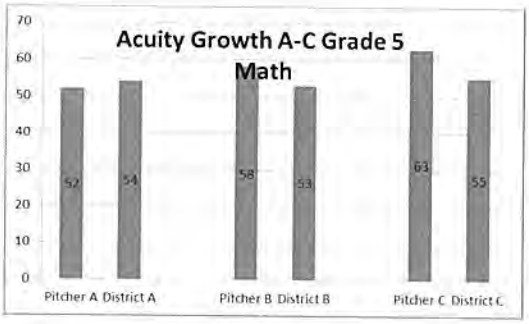
exceeded the KCPS elementary school average MPI index score on the Acuity C test in both ELA and math.

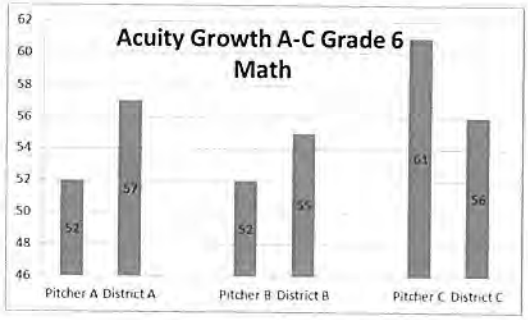












The Acuity A to C comparison tables below show Pitcher significantly outperforming the other KCPS SIG schools in student growth, as measured by the MPI index score, in ELA and math.

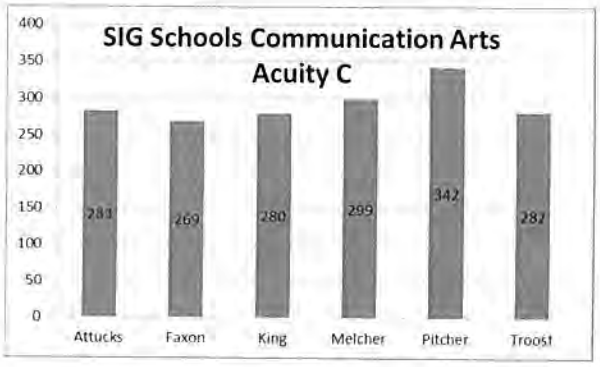
SY2013-14 Acuity A to C Growth Gain for KCPS SIG Schools using MPI Index in Math

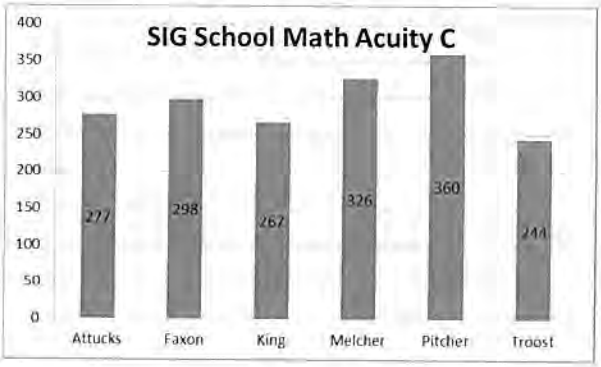
	Acuity A (Sept. 2013)	Acuity C (March 2014)	Gain between Acuity A and C tests
Attucks	309.6	277.2	-32.4
Faxon	303.3	298.8	-4.5
King	291.3	267.3	-24
Melcher	312.6	326.3	+13.7
Pitcher	**313.4**	**360.8**	**+47.4**
Troost	296.2	244.7	-51.5

SY2013-14 Acuity A to C Growth Gain for KCPS SIG Schools using MPI Index in ELA

	Acuity A (Sept. 2013)	Acuity C (March 2014)	Gain between Acuity A and C tests
Attucks	297.1	283.8	-13.3
Faxon	263.3	269.5	+6.2
King	271.4	280.7	+9.3
Melcher	288.5	299.0	+10.5
Pitcher	**302.1**	**342.5**	**+40.4**
Troost	288.3	282.8	-5.5

The graphs below show Pitcher significantly outperformed the other KCPS SIG schools in ELA and math on the Acuity C test, as measured by the MPI index score.





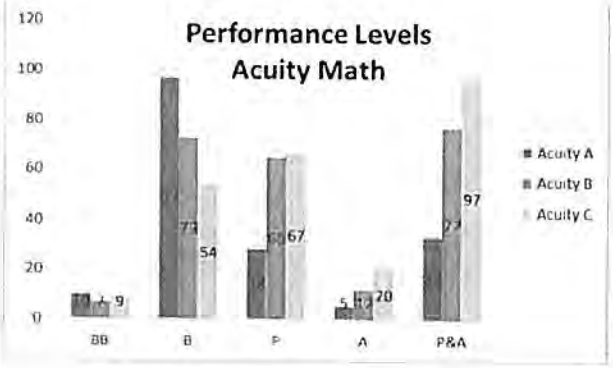
When comparing the math Acuity A, B and C test results for SY 2013-14, the number of students scoring proficient or advanced nearly tripled from 33 students on Acuity A to 97 students on Acuity C.

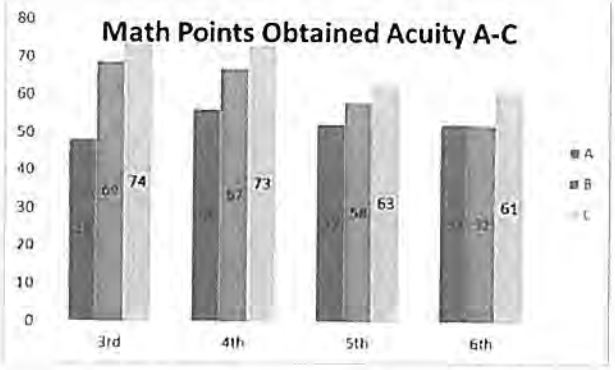
Performance Levels

Comparison of 2013-2014 Acuity A, B and C

Mathematics Test

	BB	B	P	ADV	P & ADV
Acuity A	10 (7%)	97 (69%)	28 (20%)	5 (8%)	**33 (28%)**
Acuity B	7 (4%)	73 (46%)	65 (41%)	12 (8%)	**77 (49%)**
Acuity C	9 (6%)	54 (36%)	67 (44%)	20 (14%)	**97 (65%)**





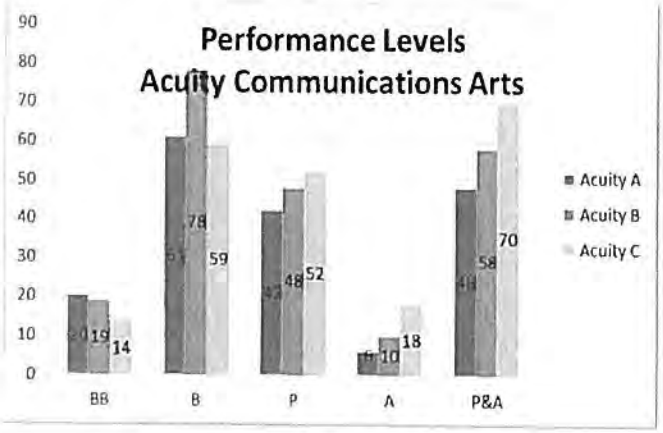
The number of Pitcher students scoring proficient or advanced on the Acuity ELA test in SY 2013-14 increased to 70 students.

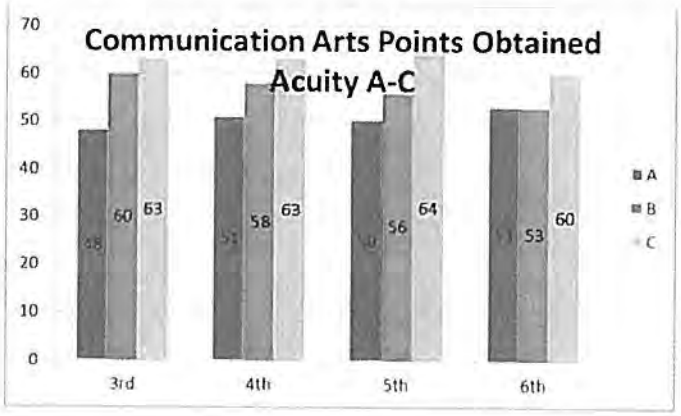
Performance Levels

Comparison of 2013-2014 Acuity A, B, and C

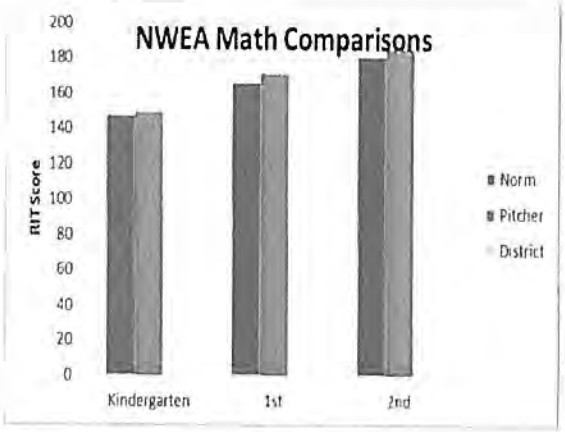
Communication Arts Test

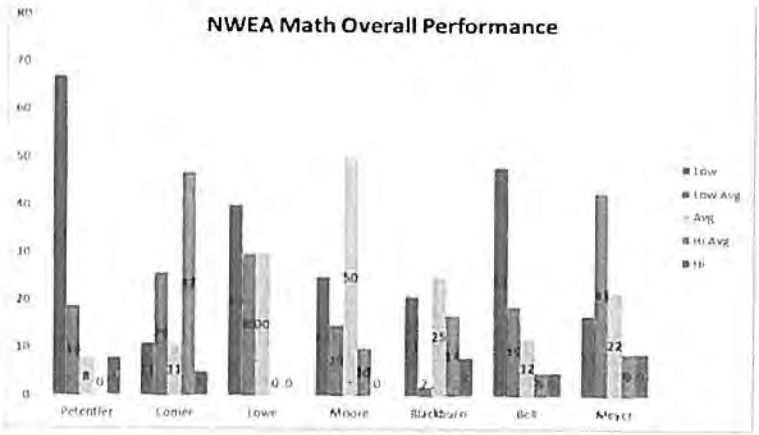
	BB	B	P	ADV		P & ADV
Acuity A	20 (15%)	61 (47%)	42 (32%)	6 (5%)		48 (36%)
Acuity B	19 (12%)	78 (50%)	48 (31%)	10 (6%)		58 (37%)
Acuity C	14 (11%)		59 (41%)	52 (36%)	18 (12%)	70 (49%)

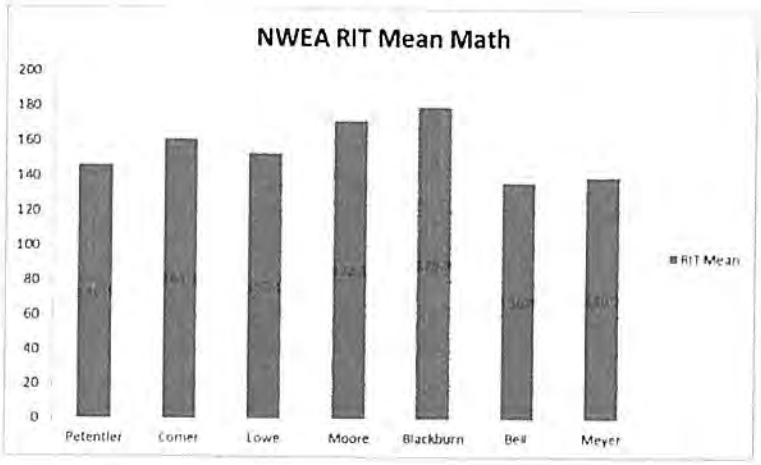




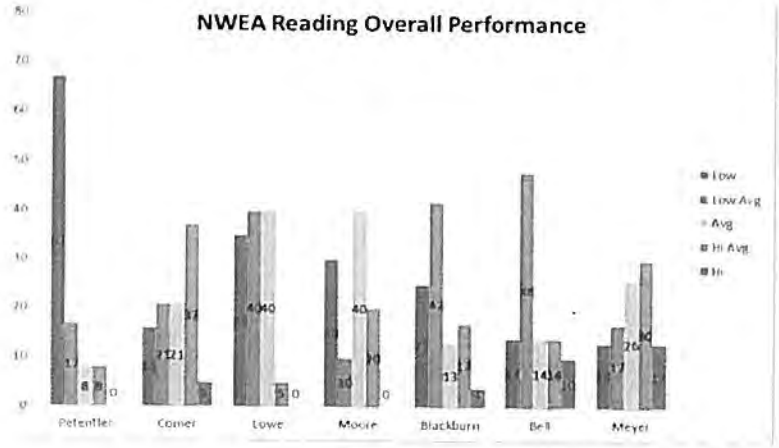
May 2014 NWEA Math Results (grades K-2)

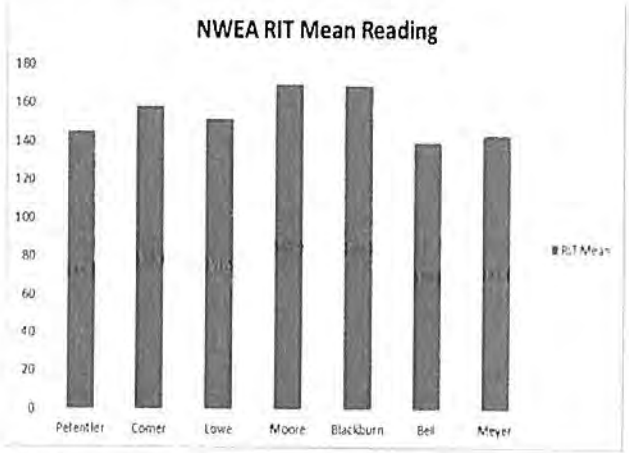






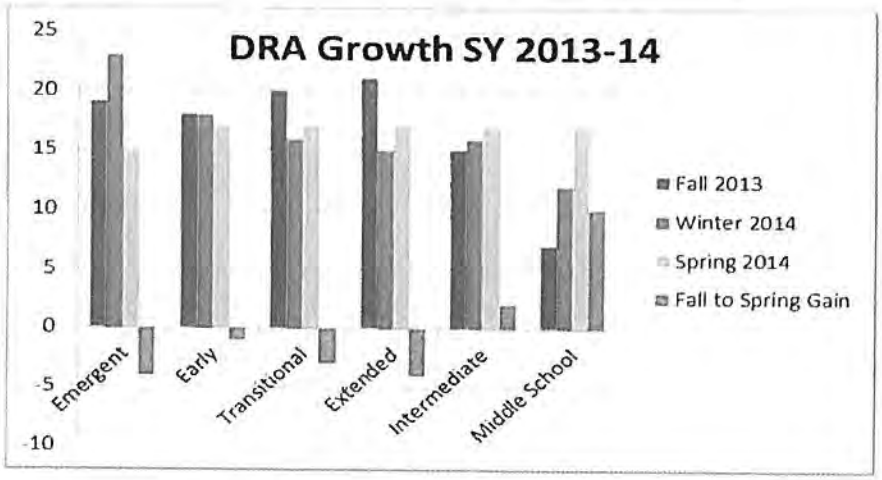
May 2014 NWEA Reading Results (grades K-2)





DRA Growth SY 2013-14

Pitcher students have shown growth in reading this year as measured by the DRA2 test.



DRA Growth (K-6th Grade)

	Fall 2013 Period 1 (203 Students)	Winter 2014 Period 2 (264 Students)	Spring 2014 Period 3 (295 Students)	Fall to Spring Gain
Emergent	39 Students 19%	61 Students 23%	44 Students 15%	-4%
Early	37 Students 18%	48 Students 18%	51 Students 17%	-1%
Transitional	41 Students 20%	43 Students 16%	51 Students 17%	-3%
Extended	42 Students 21%	40 Students 15%	50 Students 17%	-4%
Intermediate	30 Students 15%	41 Students 16%	50 Students 17%	2%
Middle School	14 Students 7%	31 Students 12%	49 Students 17%	10%

2. ***Provide a summary of measurable data explaining progress toward meeting professional development objectives.***

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

Pitcher's instructional coach also provided support and training to our teachers. Teachers were taught and coached on the data cycle process. Although we do not have numerical data, per se, one can easily see a higher level of understanding between the first quarter data projects when compared to the fourth quarter projects. There was also an observable improvement in the type and depth of teacher discussion about student performance results as well as the sharing of successful strategies between teachers. Finally, student results (mastery of a particular unit or specified content) showed a vast improvement between the beginning of the year and the end of the year. Teachers began to see value in data teams and the improved student achievement.

Student engagement was a focus area for Pitcher teachers during the 2013-14 school year. Observation 360 data, SIG Teacher MAP and the school's engagement rubric showed an improved teacher awareness of the relationship of engagement and student achievement. The significant student growth in math and Communication Arts demonstrates improvement in student learning as a result of improved engagement strategies.

Pitcher teachers were provided much professional development during the 2013-14 SY.

- Pearson Reading Street/Math Envisions/Pearson Science and Social Studies
- Improving Literacy in Content Areas
- Vocabulary Development
- Data and Assessment
- Close Reading
- Acuity/NWEA/ DRA2 Training
- Technology (ENO boards, document cameras, digital resources)

- Common Core/Smarter Balance
- Drawing conclusions, inferring, main idea and details
- Small Group Instruction, differentiation and learning stations
- Math focus walls
- Questioning strategies
- Summarizing Text

We will collect and maintain measurable data for professional development in the 2014-15 school year, including staff attendance, reflections and/or feedback sheets, Obs.360 reports, SIG Teacher MAP, and student performance data. We will use student performance data to establish our priorities for teacher professional development. This way, we will be able to link professional development (improvement of teacher skills) to student learning, and provide a laser-like focus for continuous learning at Pitcher.

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

Accomplishments: Administration, teachers and staff continued their journey as learners with the addition of job-embedded professional development opportunities. Teachers learned new instructional strategies and gained a deeper understanding of the Pearson materials (i.e., Reading Street, Envisions) and new district curriculum K-6 in math, ELA, Science, and social studies. The entire staff focused on genuine student engagement and the use of Marzano instructional strategies in the classroom. Pitcher was able to provide individual and small group differentiated learning opportunities for students through after school tutoring and tutoring during the school day with academic intervention teachers. Student achievement improved in both math and Communication Arts (see previous pages) throughout the 2013-14 school year and exceeded the performance levels established in the previous 2012-13 school year. Pitcher is anticipating an

improvement in the 2014 MAP results in math, ELA and science. The overall student yearly attendance is at the same percentage as last year (94%). However, Pitcher was unable to maintain a "90 by 90" attendance rate, as required by MSIP 5. The number of behavioral conduct cards written and sent to the office decreased by about 20% this current year, compared to the 2012-2013 school year. The number of student suspensions were decreased by about 30%, when compared to the previous year (103).

Challenges: Student attendance continues to be a significant challenge for Pitcher. We will focus on attendance starting on day one for the 2014-15 SY. In addition, the mobility of the school population continues to be high. This year over 200 students moved in and out of Pitcher School. The school's attendance area is primarily low rent residences and apartments and many of our families frequently move. Many of our students attend two or more schools in one year. This lack of stability has a negative effect on student learning. Although behavior data indicates improvement over the previous school year, we will continue to sharpen our PBIS focus, as well as student engagement in learning.

Although teacher capacity was nurtured and further developed in the 2013-14 school year, there is still much work to do in building teacher capacity so that all of our students achieve academically. We will have five new teachers and one teacher is changing grade levels, all of which will need varying levels of support and training. Finding time for teachers to engage in data team work is a challenge at Pitcher. Many of our teachers are very involved in the Kansas City Chapter of AFT and the union contract is very restrictive in the amount of time teachers are required to meet and plan. Finally, although Pitcher students made significant academic growth

this year, many are still not on grade level. Improving student learning will continue to be our primary goal during the 2014-2015 school year.

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

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

1. ***Provide a LEA timeline that includes specific dates for implementation of all components of the selected intervention;***
2. ***Provide a timeline that is reasonable, achievable, and reflects urgency; and***
3. ***Provide a timeline that includes implementation and evaluation dates.***

Proposed Implementation Calendar for 2014-2015

Implementation Dates	Component/Selected Intervention	Purpose	Participants	Presenters	Evaluation Dates
June 2-July 11, 2014	LINC summer school	Improve student achievement in math and comm. Arts	50+ students in grades 1-5, LINC personnel, Teachers		Aug. 2014
June 2-6, 2014	Harvard Turn Around Conference	To learn turn around strategies to improve student achievement	2 teachers, principal	Harvard Presenters	June 6, 2014
June 10-11, 2014	MOSIG Conference, Jefferson City, MO.	To develop a Literacy Plan within the Building Accountability Plan;	2 teachers, principal	MOSIG Presenters	June 11, 201·

	(Missouri Turnaround Network Forum 2014)	Develop Norms; Sharing Best Practices/ Networking			
Aug. , 2014	Pitcher SIG Training	To develop teacher capacity; teacher collaboration; PBIS training; instructional technology training; team building	Pitcher Teachers, Staff, Principal	Pearson consultants; Principal; Instructional Coach; Teachers	Aug., 2014
Aug., 2014	District Professional Development	Teacher curriculum training; implementation of Common Core; other district training; one day SIG planning	Pitcher Teachers, Staff, Principal	District Curriculum Personnel; Principal; Instructional Coach;	Aug , 2014
Sept., 2014 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout S 2014-15
Sept , 2014	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		Sept., 2014

Sept. 15, 2014- May 10, 2015	Student tutoring during the school day by Academic Intervention teachers.	To improve student achievement in Comm. Arts and math.	Academic Intervention Teachers; Students (as assigned); Teachers		Quarterly 2014-15
Sept., 2014- May, 2015	Student "Support" Team meetings, bi-monthly	To assist individual students who may be struggling emotionally, behaviorally or academically.	Counselor		Quarterly 2014-15
Oct. 20, 2014 – April 15, 2015	After school tutoring program	To improve student achievement in Comm. Arts and math in grades 3-6.	Tutors; Students		April 2015
Oct. 2014 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout S 2014-15
Oct., 2014	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		Oct., 2014

Nov. 2014 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout S 2014-15
Nov., 2014	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		Nov., 2014
Dec. 2014 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout S 2014-15
Dec., 2014	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		Dec., 2014
Jan. 2015 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training,	Building teacher capacity; best practices in teaching	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout S 2014-15

	including coaching and modeling	Communication Arts and Mathematics; Lesson Study			
Jan., 2015	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		January, 201
Feb. 2015 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout S 2014-15
Feb., 2015	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		Feb., 2015
March, 2015 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout S 2014-15

March, 2015	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		March, 2015
April, 2015 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout S 2014-15
April, 2015	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.	SIG Leadership team		April, 2015
May, 2015	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout S 2014-15
May, 2015	SIG Leadership Team meeting	To plan and evaluate the progress of Pitcher's SIG plan, as	SIG Leadership team		May, 2015

		well as examine data (attendance, behavior, and academic) and the SIG 30 day plan for improvement planning.			
Jan. 2015 (3 days CA; 3 Days math)	Job-Embedded PD: Pearson Literacy and math training, including coaching and modeling	Building teacher capacity; best practices in teaching Communication Arts and Mathematics; Lesson Study	Pitcher Teachers, Principal	Pearson Consultants	Ongoing throughout S 2014-15

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

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

The SIG grant will contain essentially the same program components as years one and two. Part-time academic intervention teachers will be employed to provide academic support (individually and/or small groups) to students. Tutoring will occur during the school day. Student Support Team meetings will occur bi-monthly for Pitcher staff to collaborate and make plans for individual students who are struggling emotionally, behaviorally, or academically. The school day will be extended with a volunteer after school tutoring program available three days each week for students in grades 3-6. The district's 1 – to -1 initiative will be a major focus, along with moving to the common core (Missouri Learning Standards).

Pitcher will employ one instructional coach and a .4 math academic intervention teacher to support students and teachers and develop teacher capacity in Communication Arts and Mathematics. In addition, the school year will be front loaded by three days for teacher and staff professional development. Teacher instructional capacity will be developed through building level professional development and support by Pearson consultants throughout the school year. PBIS will continue to be a school wide focus with additional staff development. Teachers will also participate in grade level data teams on a weekly basis. Teacher data consults will be held with classroom teachers quarterly. Pitcher will send a team to the June 10-11, 2014 MOSIG conference in Jefferson City, MO. Pitcher will also send a team to the Harvard Turn Around Conference June 2-6, 2014. Voluntary professional development will be offered to teachers outside of the school day. Teachers and staff will also participate in SIG planning and evaluation (including SIG Leadership meetings, building data consults, teacher collaboration time). Professional development will include a book study on The Artisan Teacher and Teaching with Poverty.

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

SECTION VII.D. – STAFFING CHANGES

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

There were three retirements (special education teachers Ida Metz and Karen Gruber, 6th grade teacher Isaac Nugent) and one resignation (3rd grade teacher, Kayla Hamilton) at Pitcher school in May 2014. Three new classroom teachers will be hired. Two new special education teachers will be hired. One teacher is changing grade level for SY 2014-2015. Scott Ciafullo will be teaching sixth grade. An additional part time academic intervention teacher will be hired.

SECTION VII.E. – SYSTEM OF STAFF RECOGNITION

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

Our teachers have been positively recognized verbally and in writing, individually and as a staff. The principal has personally purchased lunch for the staff on several occasions for "celebrations." One teacher was placed on an Educator Improvement Plan and not recommended for re-employment at Pitcher and two teachers received evaluations of "minimally effective."

SECTION VII.F. – INCREASE LEARNING TIME

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

- After school tutoring (60 students)
- Spring Break School (7 students)
- Holiday Learning Packet (280 students)
- Spring Break Packet (280 students)

NEW PAGE

- Weekly take home learning packets (280 students)
- Students with internet access were able to access Successmaker online
- LINC homework help
- LINC June-July 2013 Summer Literacy Camp (70 students)

The same learning opportunities will be available during the 2014-15 school year and are available to all students enrolled. In addition, with the one-to-one initiative, students who have internet access will have their tablets available for increased learning time.

SECTION VII.G. – TEACHER/PRINCIPAL EVALUATION SYSTEM

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

Pitcher used the new state teacher evaluation model during the 2013-14 school year. The process included goal setting. All of the goals were focused on improving student achievement. The district selected a goal for teachers (7.4 data/assessment). The Pitcher staff selected the second goal (4.1 critical thinking) and each teacher selected his/her own goal. Teachers developed plans to improve in those 3 goal areas. Principal and teacher monitoring meetings and data consults were held during the 2013-14 school year. In May 2014, teachers provided evidence of professional growth and improved student achievement.

SECTION VII.H. – FAMILY AND COMMUNITY ENGAGEMENT

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

Last summer, LINC provided a 6-week Literacy Camp for our students at the Stonegate Apartment Complex. Approximately 70 (PreK-6th grade) students attended. This year LINC is

providing a 6-week summer school for Pitcher students in the Pitcher school building for grades 1-5. We are anticipating about 70 students. The kindergarten students will be attending summer school in another district building.

Pitcher and LINC have a joint parent advisory council that meets monthly. Parents are invited to the school on numerous occasions throughout the school year. Student programs, school and LINC, are presented to parents. Numerous community organizations and churches provide services and "extras" to our students and families. A few examples include LINC, East Point Family, Grace Fellowship Church, UMKC Oral Health, Big Smiles Dentistry, Delta Dental, Score 1, UMKC Dental School, Public Library, Harvesters, MU Extension, Young Audiences, etc.

UMKC also partners with Pitcher. This year Dr. Kindel Nash and UMKC partnered with Pitcher, providing graduate students to work with low readers twice a month during LINC. The UMKC graduate class has been held on Thursdays at Pitcher. A celebration of reading was held on May 1, 2014 for the students and their parents (participants). This summer a UMKC graduate class will be at Pitcher and the college students will work with Pitcher primary children in reading.

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SECTION VI.A. - LEA/BUILDING GRANT YEAR STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
TROOST	048-078- 5580

Budget Codes	Related Strategies and Activities
1100 Instruction	1:1 digital curriculum resources will be implemented for grades 2-6. In addition, the curriculum will include Common Core/Missouri Learning Standards.
1100 Instruction 1003(g) SIG & Waiver	
1200 Supplemental Instruction (Title I)	Successmaker, Imagine Learning, Grad Point, Aims Web RTI Progress Monitoring Tool; Extended learning opportunities available through after school tutoring.
1200 Supplemental Instruction 1003(g) SIG & Waiver	5 Part time Supplemental Teachers to provide extended learning opportunity to increase student achievement and improve students' academic skills by providing targeted instruction to meet each student's individual learning needs. Tutoring instructional content will be consistent with and support the classroom lessons and district curriculum, thus enabling students to master curriculum content. The Academic Interventionist provides academic support for those students lacking prerequisite skills for their grade level. During the response to Intervention (RtI) the academic interventionist meet in small groups to reteach concepts necessary to complete grade level work and fill in instructional gaps in students' academic understanding.
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services 1003(g) SIG & Waiver	Guidance Counselor will serve the multi-faceted behavioral needs of our students in the form of crisis counseling, individual counseling, classroom guidance lessons, facilitation of the Multi-Tiered Student support team, building-level assessment coordination, and coordination of the Student of the Month (Citizenship Recognition) program. The Behavior Interventionist will conduct observations of students in classroom settings, coach and provide professional development for classroom teachers in classroom and behavior management strategies, and help write and support classroom behavior interventions for students referred by the Student Success Teams (SST).
2200 Professional Development	Professional Learning Communities, Observation 360, SuccessMaker PD, My Learning Plan, Teacher Evaluation Training, Missouri Learning Standards PD, NWEA Training, Digital Curriculum Training, Formative Assessment Training.
2200 Professional Development 1003(g) SIG & Waiver	Pearson will develop collegial relationships with building principal, coach, teachers and students; analyze the strengths, needs, and interests of students, teachers, coaches, and principals; create a coherent plan of services that facilitate and sustain professional growth tailored to building's specific needs. Two Instructional Coaches will visit classes and provide insight/advice to the teacher on their teaching. Teachers work with the coaches to reflect on the results of the observation based on their development needs.
2600 Planning & Evaluation	Using Assessment Data to Inform Instruction, Data Teams and Data Cycles, Response to Interventions, NWEA, DRA2, Smarter Balanced blueprint, Missouri Summative blueprint.
2600 Planning & Evaluation 1003(g) SIG & Waiver	
3000 Community Services	
3000 Community Services 1003(g) SIG & Waiver	Parent Liaison- In the second-half of the first year of the grant we requested a part-time parent liaison to be added to our budget. During the interview process, we did not secure a viable candidate who could best fit the needs of our school, so the position remained vacant. We are expanding the role of the parent liaison to a full-time position to enable the individual to help us address our attendance issues head-on with parents through home visits, serving as helpful resource between the District, school, and community; and providing school/home representation on the MTSST team. The parent liaison will also assist in planning, developing and implementing monthly parent engagement opportunities at school in conjunction with the District's parent engagement office;Refreshments for parent/community meetings.
Administrative Costs	
Administrative Costs 1003(g) SIG & Waiver	SIG Director to provide focused oversight and direct support specifically for FY15 SIG buildings.

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SECTION VI.B. - LEA/BUILDING GRANT YEAR TWO 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 Troost					**COUNTY-DISTRICT - BUILDING CODE** 048-078-5580			
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				62,648				62,648
1100 Instruction *1003(g) SIG/Waiver*								-
1200 Supplemental Instruction (Title I)	14,000		1,869	16,719				32,588
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	46,280		14,315					60,595
2100 Non-Instructional Support Services								-
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	63,090	49,440	41,414					153,944
2200 Professional Development	5,000		668	13,000				18,668
2200 Professional Development *1003(g) SIG/Waiver*	98,965		30,127	105,000				234,092
2600 Planning & Evaluation				17,185				17,185
2600 Planning & Evaluation *1003(g) SIG/Waiver*								-
3000 Community Services								-
3000 Community Services *1003(g) SIG/Waiver*		24,635	13,729		804			39,168
Administrative Costs								-
Administrative Costs *1003(g) SIG/Waiver*	19,800		6,259	3,000	941			30,000
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	19,000	-	2,537	109,552	-	-		131,089
***1003(g) SIG/Waiver* Subtotal**	228,135	74,075	105,844	108,000	1,745	-		517,799
GRAND TOTAL	247,135	74,075	108,380	217,552	1,745	-		648,887

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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 TROOST	**COUNTY-DISTRICT - BUILDING CODE** 048-078- 5580	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
Instructional Coaches (Math & Comm Arts): 2 FTE		98,965
Guidance Counselor: 1 FTE		63,090
Academic Interventionist: 0.6 FTE		36,280
Tutoring (5 part time teachers @ 10 hrs per week for 8 weeks @ $25/hr)		10,000
Funds pooled for SIG Director (Admin): 0.2 FTE		19,800
	6100 Subtotal	**$ 228,135**
6150: Non-Certificated Salaries		
Behavior Interventionist: 1 FTE		49,440
Parent Liaison: 1 FTE		24,635
	6150 Subtotal	**$ 74,075**
6200: Employee Benefits		
Instructional Coaches		30,127
Academic Interventionist		12,980
Behavior Interventionist		19,201
Parent Liaison		13,729
Guidance Counselor		22,213
PT Tutoring Fringes (13.35%)		1,335
Funds pooled for SIG Director Fringes		6,259
	6200 Subtotal	**$ 105,844**
6300: Purchased Services		
Pearson Consultants for Reading Street and Envision		105,000
Funds pooled for Admin services		3,000
	6300 Subtotal	**$ 108,000**
6400: Materials/Supplies		
Refreshments (Parent Involvement objectives)		805
Funds pooled for Admin materials		941
	6400 Subtotal	**$ 1,746**
	6100-6400 Subtotal	**$ 517,799**
Indirect Cost Optional (Restricted Rate: 5 % X Subtotal) .0611		**$ 25,890**
6500: Capital Outlay		
	6500 Subtotal	**$ -**
	TOTAL	**$ 543,689**

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SECTION VII.A. – DISCUSSION OF THE PRIOR GRANT YEAR: TROOST ELEMENTARY

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

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

ACUITY A, B, and C SIDE BY SIDE COMPARISON

English / Language Arts

Grade Level	A Tier 1 (BB)	B Tier 1 (BB)	C Tier 1 (BB)	A Tier 2 (B)	B Tier 2 (B)	C Tier 2 (B)	A Tier 3 (P)	B Tier 3 (P)	C Tier 3 (P)	A Tier 4 (A)	B Tier 4 (A)	C Tier 4 (A)
3rd Grade												
4th Grade	29%	34%	30%	46%	34%	52%	17%	28%	11%	8%	3%	7%
5th Grade												
6th Grade												

Mathematics

Grade Level	A Tier 1 (BB)	B Tier 1 (BB)	C Tier 1 (BB)	A Tier 2 (B)	B Tier 2 (B)	C Tier 2 (B)	A Tier 3 (P)	B Tier 3 (P)	C Tier 3 (P)	A Tier 4 (A)	B Tier 4 (A)	C Tier 3 (A)
3rd Grade	29%	32%	32%	48%	53%	56%	19%	12%	12%	3%	3%	0%
4th Grade										0%	3%	4%
5th Grade				64%	45%	55%	11%	14%	13%	4%	3%	6%
6th Grade	10%	15%	16%	57%	59%	61%	24%	26%	23%			

The data chart above depicts overall student achievement on the ACUITY assessment as a strong indicator of student performance on the MAP for grades 3-6. Students demonstrated the most growth in **English Language Arts** because of a strong emphasis on building-wide literacy focused on critical thinking, academic vocabulary, effective writing, and strategic (close) reading within the context of implementation of the Reading Street curriculum, and the utilization of 3 academic interventionists during the daily 2.5 hour English Language Arts block.

The areas highlighted in green show progression from one tier to the next with the most significant growth being evident in 3rd grade which resulted in a 32% decrease in students performing at below basic levels, and a 22% increase in students performing at basic levels, and a 9% increase in students performing at levels of proficiency. In addition, 5th grade demonstrated growth of 16% decrease in students performing at below basic levels, and a 19% increase in students performing at basic levels, and a 3% increase in students performing at advanced levels. 6th grade also experienced a 9% decrease in students performing at below basic levels, and a 37% increase in students performing at basic levels.

The highlighted areas in red show regression from one tier to the next with the largest deficit at 6th grade being a 10% decrease from advanced levels of student performance to proficient, and a 19% decrease from proficient levels of student performance to basic.

The highlighted areas in yellow show insignificant growth patterns that remained constant throughout the school year, such as at 4th grade where student achievement levels experienced little to no growth.

Overall, student performance in **Math** on the Acuity assessment remained somewhat flat throughout the school year due to a limited focus on building-wide implementation of the new *EnVision* math curriculum, as indicated by the yellow highlights at all grade levels. The largest deficit was at 4th grade with a 22% increase in students performing at below basic levels on Acuity C compared with only 4% on Acuity A.

ELA	MPI (Acuity A)		MPI (Acuity B)		MPI (Acuity C)	MPI Goal	Distance from Goal
3rd Grade	263.3	-10.4	252.9		270.4		-6.6
4th Grade	270.8	29.4	241.4		255.6		-21.4
5th Grade	292.9	-31.03	265.5		290.3		
6th Grade	338.1	-49.21	303.7		309.7		
Total	**288.3**	-23.6	**264.7**			**277.00**	+5.8

Mathematics	MPI (Acuity A)		MPI (Acuity B)		MPI (Acuity C)	MPI Goal	Distance from Goal
3rd Grade	293.5	-49.4	244.1	-23.1	216.0		-63.0
4th Grade	304.0	-45.4	258.6	-10.5	248.1		30.9
5th Grade	285.7	-40.9	244.8	-12.5	232.3		-46.7
6th Grade	304.8	-8.5	296.3	-18.9	277.4		-1.6
Total	**296.2**	-36.5	**259.7**	-15.0		**279.00**	34.3

Science	MPI (Acuity A)		MPI (Acuity B)		MPI (Acuity C)	MPI Goal	Distance from Goal
5th Grade	192.9		244.8			**242.80**	

Attendance	SY 2012	School Year 2013	Current Attendance	SY 2014 Goal	Distance from Goal
Troost	83.6%	70.4%		**78.4%**	-8.4%

The chart above depicts school-wide Map Performance Index (MPI) points achieved in four specific MSIP 5 target areas: English Language Arts (ELA), Math (MA), Science (SC), and Attendance. As a building, our MPI goal of 277 points for English Language Arts was exceeded by 5.8 points. The MPI goal of 279 points for Math was not met, falling short by 34.3 points. The MPI goal for Science was surpassed by 8.8 points. The biggest challenge for Troost Elementary, student attendance- remained unconquered by eight points with an overall school attendance average of 70% of students in school 90% of the time. While student performance on the Math Acuity assessment and school-wide attendance presented devastating setbacks for Troost Elementary School, our building did meet two of four MSIP 5 goals according to Acuity

assessment data which demonstrates school-wide progress towards SIG student achievement goals.

Fall, Winter, & Spring DRA Results for K-6

Grade Level	Number of Students		Above Grade Level		On Grade Level		1 Year Below		2 or More Years Below	
	Fall		Fall		Fall		Fall		Fall	
Kindergarten	35		0%		26% Completed 6 Tasks		74% Completed less than 6 Tasks		N/A	
First Grade	29		24%		21%		55%		N/A	
Second Grade	28		21%		4%		51%		14%	
Third Grade	27		4%		4%		41%		51%	
Fourth Grade	24		17%		8%		25%		50%	
Fifth Grade	23		9%		17%		35%		39%	
Sixth Grade	19		26%		16%		37%		21%	
Total	185		14%		14%					
			28%							

Fall On Level Targets
Kindergarten = A-
First Grade = 3
Second Grade = 18
Third Grade = 30
Fourth Grade = 40
Fifth Grade = 40

The chart above depicts school-wide student performance on the DRA2 reading inventory for the 2013/14 school year. According to the Spring DRA2, 41% of students at *Troost Elementary School* are reading on or above grade level which is an 11% increase from data this time last year. While the SIG goal for our building that the SIG leadership advisory committee established for this school year was 50% or better, significant reading progress was demonstrated at several grade levels with: 1) 48% of 2nd grade students reading on or above grade level; 2) 58% of 4th grade students reading on or above grade level; and 3) 54% of 6th grade students reading on or above grade level.

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2. ***Provide a summary of measurable data explaining progress toward meeting professional development objectives.***

- Reading Street curriculum implementation - 100% building implementation; approximately 50% of teachers effectively implemented Daily 5 in conjunction with small group instruction during 2.5 hour English Language Arts block
- EnVision Math curriculum implementation - 100% building implementation; approximately 25% of teachers effectively implemented small group instruction with math learning centers during 90-minute daily math block
- Data Teams implementation - 100% building implementation; approximately 75% of teachers adequately prepared for data teams during 60 minute weekly data teams meetings
- Classroom Management (7-step Discipline Process)implementation - 100% building implementation; 75% of teachers effectively implemented 7-Step Discipline Process and classroom management strategies to address student misconduct

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

Challenges:

- Attendance rate (School-wide average- 70% of students in attendance 90% of the time) even with weekly and monthly incentives, and a truancy bus
- Time constraints for instructional planning - more time is needed for Data Teams to meet but limitations of 40 minutes for three days in a week (per the CBA) for COMMON TIME PD is insufficient amount of time
- District curriculum is often misaligned with assessment data

NEW PAGE

- Lack of parental involvement for instructional purposes (attending parent/teacher conferences, student completion of homework and assignments that need to be completed at home, participation in student recognition assemblies, and attendance at scheduled school events

Accomplishments:

- Beginning of the year Staff Retreat at Johnson County Community College - 90% of staff in attendance
- Extensive wrap-around services provided including: Behavior Interventionist, two (2) Guidance Counselors, and two (2) Social Workers helped to reduce the overall number of Out of School Suspensions by nearly 50%
- Solid community partnership with Church of the Resurrection expanded volunteer participation in classrooms by 50%
- Significant academic growth at 3rd grade in ELA and in 5th grade Science, enabled the school to reach its MPI goals according to Acuity assessment data
- School-wide PBIS implementation for the last six years, currently at 98% staff participation rate

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

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

1. ***Provide a LEA timeline that includes specific dates for implementation of all components of the selected intervention;***

2. ***Provide a timeline that is reasonable, achievable, and reflects urgency; and***

3. ***Provide a timeline that includes implementation and evaluation dates.***

PD Timeline	Professional Objective	Person(s) Responsible
June 2014	MOSIG Literacy Forum Pearson Realize Digital Curriculum Training Marzano Conference: Building Expertise (Teacher Growth & Evaluation)	Administrator Instructional Coaches Academic Interventionists
July 2014	Common Core Building-Wide Focus Planning Sessions/ SIG Goals	Administrator Instructional Coaches SIG Leadership Team
August 2014	Classroom Management, (Pearson Realize) Digital Curriculum Training, Differentiated (small group)Instruction PBIS PLC's/Data Teams	Administrator Instructional Coaches Pearson Consultants Teachers
September 2014	Job Embedded PD: coaching and modeling, Missouri Learning Standards implementation, common instructional strategies , Digital instructional support, small group instruction ,	Administrator Instructional Coaches Pearson Consultants Teachers Academic Interventionists
October 2014	Job Embedded PD: coaching and modeling, Missouri Learning Standards, common instructional strategies, Digital instructional support, small group instruction, data teams	Administrator Instructional Coaches Pearson Consultants Teachers Academic Interventionists
November 2014	Job Embedded PD: coaching and modeling, Missouri Learning Standards, common instructional strategies, Digital instructional support, small group instruction, data teams	Administrator Instructional Coaches Pearson Consultants Teachers Academic Interventionists
December 2014	Job Embedded PD: coaching and modeling, Missouri Learning Standards, common	Administrator Instructional Coaches

	instructional strategies, Digital instructional support, small group instruction, data teams	Pearson Consultants Teachers Academic Interventionists
January 2015	Job Embedded PD: coaching and modeling, Missouri Learning Standards, common instructional strategies, Digital instructional support, small group instruction, data teams	Administrator Instructional Coaches Pearson Consultants Teachers Academic Interventionists
February 2015	Job Embedded PD: coaching and modeling, Missouri Learning Standards, common instructional strategies, Digital instructional support, small group instruction, data teams	Administrator Instructional Coaches Pearson Consultants Teachers Academic Interventionists
March 2015	Job Embedded PD: coaching and modeling, Missouri Learning Standards, common instructional strategies, Digital instructional support, small group instruction, data teams	Administrator Instructional Coaches Pearson Consultants Teachers Academic Interventionists
April 2015	Job Embedded PD: coaching and modeling, Missouri Learning Standards, common instructional strategies, Digital instructional support, small group instruction, data teams	Administrator Instructional Coaches Pearson Consultants Teachers Academic Interventionists

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

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

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

- Pearson Consultants for MA and ELA will provide additional professional development on a monthly basis, and one-on-one instructional support to improve teaching and learning through effective instructional strategies and utilization of digital resources
- District pre/post assessments using highly testing GLE's and Missouri Learning Standards
- Academic Interventionists serving grades 1-6 will provide additional instructional support in the classroom and outside of the classroom for students performing at below basic to basic academic levels
- Data Teams/PLC's will continue to meet on a weekly basis to monitor student achievement
- PBIS will continue to be implemented building-wide, with monthly incentives
- Church of the Resurrection community partnership will continue with the addition of more volunteers to support small group instruction/DAILY 5 implementation

New endeavors for the 2014/15

- Parent Volunteer opportunities will be provided to improve parent engagement
- Truancy Bus to improve student attendance

NEW PAGE

SECTION VII.D. – STAFFING CHANGES

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

2013/14 - (11 FTE)

Kindergarten- V. Joe, D. Price

Grade 1- J. Gorham, J. Ellis

Grade 2- A. Brzuchslski (resigned), B. Roberts Grade 3- K. Valli, S. (Non-renewed) Grade 4- P. Grayson (transferred in District)

Grade- 5- T. Criner

Grade 6- K. Davis (non-renewed)

Instructional Coaches- D. Sawyer (MA) S. Halsey (ELA) (resigned)

2014/15- (9 FTE) Based on enrollment projections

FULL-TIME PARENT LIAISON - In the second-half of the first year of the grant we requested a part-time parent liaison to be added to our budget. During the interview process, we did not secure a viable candidate who could best fit the needs of our school, so the position remained vacant. We are expanding the role of the parent liaison to a full-time position to enable the individual to help us address our attendance issues head-on with parents through home visits, serving as helpful resource between the District, school, and community; and providing school/home representation on the MTSST team. The parent liaison will also assist in planning, developing and implementing monthly parent engagement opportunities at school in conjunction with the District's parent engagement office. Additionally:

Kindergarten- V. Joe, D. Price

Grade 1- J. Gorham, J. Ellis

Grade 2- B. Roberts

Grade 3- Vacancy

Grade 4- Vacancy

Grade 5- T. Criner

Grade 6- Vacancy

Instructional Coaches- D. Sawyer (MA), Vacancy (ELA)

SECTION VII.E. – SYSTEM OF STAFF RECOGNITION

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

Recognition of staff/grade level with increased student academic achievement during presentation of SIG data to staff and parents/community.

Non-renewal of teacher contracts for staff whose data continually regresses over the course of the school year, after extensive instructional support is provided.

SECTION VII.F. – INCREASE LEARNING TIME

Describe how the LEA and building is increasing learning time in your SIG schools?

Specifically address how learning time will be increased from the 2013-2014 school year.

Learning time will be increased by modifying master schedule so that restroom breaks, recess, and lunch transitions are tightly structured so as to minimize interruptions to the learning process

recapturing five minutes a day, adding 25 minutes per week in instructional time. The attendance committee will develop a streamlined system for identifying students who are chronically absent and/or tardy by day, by week, by month and provide early interventions to prevent low attendance school-wide, and subsequently increase learning time for all students. Begin each day with Second Step guidance program or PBIS lesson during 15 minute class meeting time, and end each day with DEAR (Drop Everything and Read) for the last 15 minutes of the day to provide a safe setting for peer conflict/class issues to be addressed at the beginning of each day and for literacy to be a dedicated building-wide focus at the end of each day.

SECTION VII.G. – TEACHER/PRINCIPAL EVALUATION SYSTEM

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

The District understands that improving students' learning requires the improvement of effective practice of those teaching in classrooms and providing leadership in schools. The Missouri Educator Evaluation System adopted was designed with the goal of improving effective practice to create environments where students can accelerate learning and experience academic success. The essential principles of the evaluation process can be used to improve educator practice.

SECTION VII.H. – FAMILY AND COMMUNITY ENGAGEMENT

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

Bi-weekly parent engagement activities will be offered after school. A Parent Involvement calendar will be set up before school starts and sent home with students. Phone blasts will be sent out to remind parents of the bi-weekly activities.