Throughout the 2012-13 school year, each Priority school provided reports to District staff about mid-year progress, strategies being implemented, and performance challenges. These presentations were helpful in guiding District assistance and were used as part of the Needs Analysis section for this grant.

While each school has its own configuration of strengths and challenges, an analysis across the Priority Schools revealed common challenges that have informed the district's plan for turning around performance across the Priority Schools. These *Common Priority School Challenges* include the following:

1. **Instructional quality is weak and inconsistent**. Instruction is not student-centered, rigor is low, there is lack of differentiation to effectively meet individual students' needs, and there is a lack of proactive strategies to increase student engagement.
2. **Students' time in school isn't being used to effectively intervene, remediate, and provide necessary academic support.** Students enter the school performing below grade level, which makes it difficult to catch up and the existing intervention model at the school does not help students adequately fill in gaps right away before students advance through the grades.
3. **Data is not being used purposefully and systematically.** Data is not used effectively to plan for instruction or interventions, nor is it being used to motivate staff and students. Teachers and students do not feel ownership over their data.
4. **School culture is not centered on high achievement and college and career readiness.** Students are not making connections between school, college, careers, and life goals and are not receiving appropriate academic interventions to strengthen their foundational skills, build grade-level content mastery, and prepare them for post-secondary success.

III. District Actions for Priority School Transformation

The strategies outlined in this section describe how additional funding through the federal School Improvement Grant (SIG) would initiate a transformation process at each Priority school and allow the school to meet the ambitious annual goals set forth for student performance. Strategies and context specific to each Priority school are included in Sections IV and V.

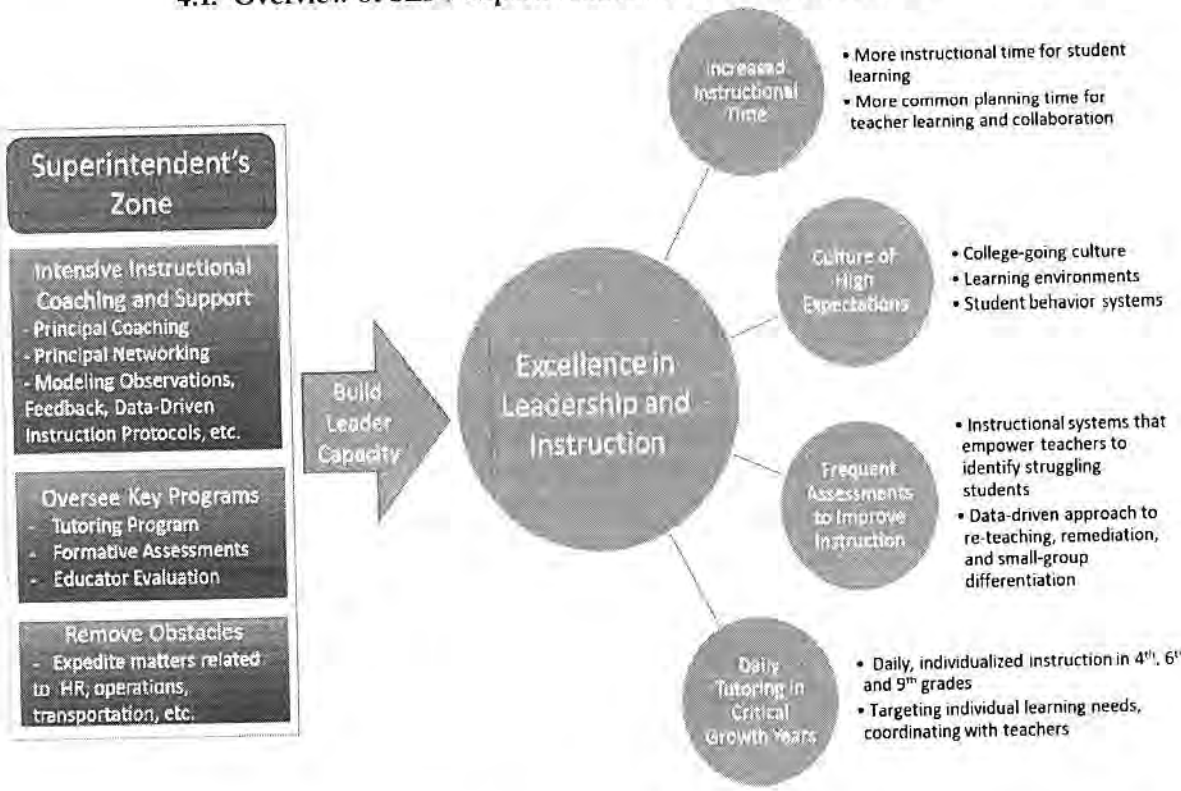
The St. Louis Public Schools (SLPS) has selected a research-based intervention model for each Priority school that will rapidly improve student performance while building district capacity to apply many of the same strategies to Focus schools in the district. The new Superintendent's Zone (more fully described in the LEA/District Actions section of this SIG application) intentionally applies the same core strategies across the eight Priority schools. These Five Turnaround strategies include:

1. **Excellence in Leadership and Human Capital:** SLPS will work with building principals to provide teachers with frequent, constructive feedback based on classroom observations from school administration that teachers can use to improve their instructional practices.
2. **High Dosage Aligned Tutoring/Double-Dosing Core Skills:** Classroom instruction will be supplemented with individualized tutoring during the regular school day. Students in 4th, 6th, and 9th grades will receive daily small group tutoring (student-to-tutor ratios of nor more than 4-to-1) in math or reading. In other grades, they will receive a "double dose" of the subject in which they are furthest behind.

3. **Increased Instructional Time:** Priority Schools will increase the time students spend on task and engaged in meaningful learning activities by re-working existing schedules to maximize learning time and extending the school year.
4. **A Culture of High Expectations and No Excuses:** SLPS Priority Schools will be staffed with personnel who believe in the ability of each child to learn and are committed to doing whatever it takes to make that learning occur. Every educator needs to be able, by training and temperament, to accelerate children's intellectual development and student achievement. Every educator must expect that 100% of students be performing at or above grade level and be in attendance 95% of days.
5. **Use of Data from Frequent Assessments to Improve Instruction:** SLPS Priority Schools will implement a coherent calendar of benchmark and interim assessments that track an aligned curriculum's standard scope and sequence throughout the school year to provide students, teachers, tutors, and instructional leaders with accurate and timely information on each student's mastery of specific skills, allowing deficits to be quickly addressed.

Figure 4.1 outlines how the Superintendent's Zone structure and *Five Turnaround Strategies* come together as a coherent district framework:

4.1: Overview of SLPS Superintendent's Zone Turnaround Framework



The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process

can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on the core strategies of data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in effectively implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful.

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*. While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

Crosswalk of Proposed Strategies with Transformation Model Requirements

Transformation Requirements	Objectives/Strategies
Replace principal	In 5 of the 8 Priority schools, the principal has been in place for two years or less; the principals will be replaced in the remaining three schools. Objective 2.1
Extend school year	2.3.3
Extensive professional development	1.1.3, 1.1.4, Objective 1.2, 2.1.2, 2.1.3, 2.1.4; Objective 2.3
Teacher performance evaluation based on student performance	2.4.1
Research-based instruction	1.1.3, 1.1.4, Objective 1.2, Objective 2.3, Objective 3.1, Objective 3.2
Continuous use of student data	Objective 1.2
Financial incentives for teachers tied to student performance	2.4.2
Enhanced family engagement	Objective 4.1
Local governance – principal training	Objective 2.1, Objective 5.1, Objective 5.2

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*. While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

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

Objective 1.1: Establish a culture of high expectations and no excuses *as evidenced by*

- Schoolwide goals will be set and communicated for student achievement, attendance, behavior, and college-readiness; and
- Surveys of staff, students, and families will indicate a growing sense of engagement and school pride.

- Strategy 1 (1.1.1): Establish a culture of high expectations and no excuses: All classrooms, libraries, hallways, lunchrooms, and any and all central and common locations frequented by students will reinforce high standards and school-wide academic goals. The school-wide and teacher-specific student achievement benchmarks and MAP goals that are set will be readily apparent in every room in each school. Teachers will be able to state the performance goals of each individual student. Students will be able to articulate their own performance goals for teach of their core classes. Progress toward these goals, at the student and class level, will be on display in every classroom. A two-day "Culture Camp" will be conducted on the first two days of school. Students will be introduced to the new data tracking system as each school's academic and behavioral expectations, and set individual academic and behavioral goals.
- Strategy 2 (1.1.2): Establish a discipline, behavior, and consequence/reward system across the Priority schools: An overarching culture of respect will be developed. The discipline, behavior, and consequence/reward systems for the Priority schools will be consistent across grades, and clearly posted throughout the school. Teachers will be expected to adhere to consistent behavioral and academic expectations for all students. Misbehavior will be handled in a way that does not extensively disrupt a student's learning time, for example, asking disruptive students to work individually until they are ready to re-integrate into small group work.
- Strategy 3 (1.1.3): Provide professional development for staff focused on effective class management: All staff members will receive professional development in positive, proactive classroom management. Effective classroom management will be a criterion included in every teacher's evaluation cycle.
- Strategy 4 (1.1.4): Establish a system of tiered interventions for students at risk: A data system will be set up to track students' attendance and behavior, including disciplinary office referrals and

suspensions. A Student Support Team will track this data and identify students in need of additional social-emotional and behavioral support.

- Tier 1 interventions are provided by the classroom teacher using strategies presented during professional development and may include posted classroom rules, rewards for acts of respect, and family conference and behavioral contract signed by the principal, parent, teacher and student.
- Tier 2 interventions are provided for small groups outside of the classroom setting and may include tutoring or group counseling sessions provided through partnerships with community social service agencies.
- Tier 3 interventions will include individual counseling and tutoring services inside and outside the school

- Strategy 5 (1.1.5): Administer a student perception survey to encourage student voice: A growing body of research is confirming that student voice is useful to assess student culture as well as teacher quality. SLPS will identify a research-based survey instrument and administer it at least annually.

Objective 1.2: Use of data from frequent assessments to improve instruction *as evidenced by*

- 100% of core instructional teachers will utilize formative, interim, and daily assessments to track student mastery and plan for instruction; and
- 80% of classroom observations will reveal teachers implementing instructional strategies consistent with data-team action plans.

- Strategy 1 (1.2.1): Administer formative assessments in math and communication arts: Formative assessments aligned to each school's curriculum and scope and sequence will be administered to students every four to six weeks to assess academic progress. Based on progress, students will be periodically reassigned into and out of interventions. For students who are assessed as proficient, extra time will allow for the addition of an engaging elective. Data reports will be generated for content teachers organized by, and aligned to, curriculum standards. Reports from the data will provide up-to-date, actionable data showing how students are performing on particular standards.
- Strategy 2 (1.2.2): Provide targeted professional development on planning instruction effectively around data: Training and support will be provided to support school teams in: 1) the use of data in goal-setting; 2) how to interpret data; and 3) how to use data to drive instruction. Each grade level will hold data team meetings so that they can use common time to analyze data as a team to determine how to best serve students. Data from formative assessments and classroom observations will be used to provide targeted feedback to teachers.
- Strategy 3 (1.2.3): Create schedule based on student needs: Achievement data will be used to make decisions on student grouping, grouping teachers for common planning and integrating interventions into schedules of students most in need. District support will be provided to assist in this process.

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

Objective 2.1: Recruit, attract, develop and retain highly effective school leaders *as evidenced by*

- 100% of Principal vacancies being filled with highly-qualified, experienced school leaders; and
- Each Priority school meeting its annual goals.

- Strategy 1 (2.1.1): Recruit, attract, and select highly-qualified, experienced school leaders: All Priority school principals will be assessed to ensure they have the capacity to effectively lead transformation in their schools. Across the Priority schools, the District will screen and select a transformational leader that will have a demonstrated track record in the following research-based best practices:
  - Commitment to and emphasis on spending significant time in classrooms;
  - Consistent and constant focus on results;
  - Use of data to monitor student progress and target specific areas for improvement;
  - Elimination of distractions to maximize time spent on instruction;
  - Alignment of professional development to school-wide goals and problems of practice;
  - Establishment of a cohesive culture among teachers and staff;
  - Experience reorganizing resources to attain achievement targets; and
  - Engagement of families in the education of their children

  For the three Priority schools where the principals are being replaced, the District will conduct a national search for experienced principals.
- Strategy 2 (2.1.2): Provide maximum budget and staffing flexibility to Priority school principals: Each Priority school principal will be provided with budget and staffing flexibility to create a financial plan and build a unified staff in which every member is committed to a common vision of success for every student. The principal may use this flexibility to create new staffing patterns, academic and behavioral supports, staff and student schedules, and a professional development plan, based on the flexibilities outlined in the AFT/SLPS MOU agreement.
- Strategy 3 (2.1.3): Provide intensive principal coaching on instructional leadership and effective implementation of the *Five Turnaround Strategies*: SLPS will facilitate bi-weekly coaching sessions with the principals to develop concrete plans for improving school culture, data use, scheduling, and instruction. These coaching sessions focus on improving school leadership and building collaboration among Priority schools. SLPS will support principals to improve the quality of their instructional team by providing guidelines and tools for regular classroom observations, feedback, and targeted professional development.
- Strategy 4 (2.1.4): Facilitate Superintendent's Zone Principal's Network Meetings: The District will bring Priority school principals together monthly for technical assistance and networking activities, with the goal of organizing a professional learning community to share effective practices, problem solve challenges, and troubleshoot obstacles.

Objective 2.2: Recruit, screen, and select highly-qualified experienced teaching staff *as evidenced by*

- 80% of newly-hired Priority school educators rated as "Proficient or Distinguished" according to the new educator evaluation system[1] by the end of each school year.

- Strategy 2.2.1: Recruit, attract, and select highly-qualified classroom teachers: In order to fill vacancies in the Priority schools, the District is working to identify a steady stream of committed and high-performing teachers who voluntarily sign on to the challenge of turning around schools in the Superintendent's Zone.

Objective 2.3: Provide focused professional development and coaching support to build school capacity for leveraging professional learning communities (PLCs) to effectively implement data-driven instruction *as evidenced by*

- 100% of grade-level teams will meet using structured protocols to discuss data and student work as professional learning communities (PLCs);
- 90% of teachers are modifying instructional practices as a result of goals set forth in common planning time and grade-level PLC meetings;
- 90% of classroom teachers have modified teaching strategies and techniques based on interactions with instructional coaches; and
- 90% of teachers self-report that coaches "provide useful guidance that improves my teaching".

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time: A robust professional development agenda will be annually provided to all Priority school staff.
  - Professional development will be focused on the *Five Turnaround Strategies* and key topics identified by principals and District staff.
  - Professional development will guide teachers on how to create lessons that are objectives-driven with measurable outcomes, how to input daily/weekly and monthly benchmark data into their data trackers, and how to use resulting reports to group students, assign interventions, adjust pacing, and communicate with students/families.
  - Each teacher will have an individual professional development plan that targets specific areas of growth.
  - Teachers will be grouped into professional learning communities (PLCs) and provided with regular common planning time (the amount to be determined by the principal and based on the MOU). The common planning time will focus on high-impact topics, including data-driven instructional improvement, looking at student work and teacher assignments, and standards-based lesson plan development. Teacher teams will maintain logs of meeting topics, decisions made, and progress of implementation.

[1] The ratings of "Proficient or Distinguished" will be consistent with the standards released by the Department of Elementary and Secondary Education (DESE) in their *Missouri Educator Evaluation System*: http://www.dese.mo.gov/eq/documents/eq-ees-executive-summary.pdf.

- Strategy 2 (2.3.2): All teachers in Priority schools will use a standards-based common scope and sequence curriculum: Teachers in Priority schools will plan lessons based on what students are expected to know in order to do well on the MAP and other assessments. Benchmark goals will be set for every student, and students will know his/her benchmark goals. Teachers will be trained to use data trackers to track daily and weekly student-level progress toward each student's mastery of specific learning objectives.
- Strategy 3 (2.3.3): Provide increased instructional time and high-dosage differentiated, and tiered instruction: Each Priority school will extend the length of the school day and the school year. In order to ensure that extra time is used effectively, extending the school day will be phased in as follows: 10 additional minutes per day during the 2013-14 school year; 20 additional minutes per day during the 2014-15 school year; and 30 additional minutes per day during the 2014-15 school year. Each Priority school schedule will be audited to identify an additional 20-30 minutes a day of instructional time. During this extended time period, students who score Basic or Below Basic on the previous year's MAP in math or reading will be assigned to Tier 2 and 3 academic interventions. The primary intervention will be daily small group tutoring (no more than 4 students per tutor), delivered by trained tutors, that will address learning gaps. According to the Dobbie and Fryer study, high-dosage (full-time) tutoring yields the largest student learning gains in grades 4, 6, and 9; therefore these grades will be targeted for tutoring. Students in all other grades will receive double-doses of mathematics and communication arts instruction.
- Strategy 4 (2.3.4): Provide additional support for students with special needs: Our goal is to increase opportunities for all Students with Special Needs to be in inclusion settings. The District will assist Priority schools to design and develop IEP's detailing in which parts of the curriculum students can participate.
    - The process for identifying and assessing students for special education services will be a focus of August whole staff professional development.
    - Administrators, during formal and informal observations, will monitor staff members' implementation of IEP's and provide feedback and support.
    - Teams of SPED teachers will have common planning time each week during which time they will work to plan lessons, review and analyze student data and IEP's, create action plans, and discuss best practices. They will collaborate with general education teachers on the preparation of lessons to be taught in all classes and on assessments to be used.
    - Teachers and paraprofessionals will participate in professional development and support that is calibrated to meet the particular needs of teachers of Students with Special Needs.

Objective 2.4: Establish a comprehensive system for staff observation, feedback, and regular evaluation as *evidenced by*

- 90% of teachers self-report that they "are receiving sufficient feedback" from their supervisor; and
- 90% of teachers rated Proficient or Distinguished can articulate pathways for development and growth beyond the classroom.

- Strategy 1 (2.4.1): Implement an educator evaluation system that incorporates student growth beginning 2013-14: The District is currently finalizing the details of a new educator evaluation system that is consistent with the parameters of Missouri's model system, incorporates growth in student learning as one of multiple measures that gets factored in, and uses Charlotte Danielson's performance-based teacher evaluation rubric to evaluate professional practice. Consistent with Missouri law, implementation of the new system will begin in the 2013-14 school year for all schools with educator ratings being assigned in spring 2014.
- Strategy 2 (2.4.2): Retain and reward highest performing/high potential staff: SLPS will establish a system of evaluation and monitoring that will be used to identify high-performing/high potential staff members so that a plan can be implemented early to retain these staff members at the school. The District is currently examining the performance-based compensation structure being implemented in Baltimore City Schools as a model for rewarding teachers with mastery. Priority school educators will also be compensated extra for working longer hours and opportunities will be available for teachers to develop their leadership skills. This system is being negotiated locally and will begin implementation during the 2013-14 school year.

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

Objective 3.1: Curriculum in core subjects have aligned scope and sequence across the Priority Schools *as evidenced by*

- Examinations of curriculum maps and lesson planning documents.

- Strategy 3.1.1: Develop a Superintendent's Zone scope and sequence in core academic subjects: In order for more frequent benchmark assessments to be used across the Priority schools, curricular materials will need to be aligned in scope and sequence. Once a standardized and more frequent benchmark assessment system is developed, each Priority school will revise their instructional scope and sequence to ensure alignment.

Objective 3.2: Adequate and effective instructional and intervention materials are in place for every Priority school *as evidenced by*

- 90% of staff surveys confirm that instructional materials are sufficient to meet students' needs

- Strategy 3.2.1: Ensure that teachers have sufficient instructional materials and leveled libraries to meet students' needs: Part of the needs assessment with schools included an inventory with school leadership teams to ensure that curriculum materials and libraries are sufficient to meet student needs. Resources are being allocated to ensure that these needs are being met in each Priority school.

- Strategy 3.2.2: Provide schools with up-to-date instructional technology: In order to ensure students are Common Core ready, the Priority schools will need to provide access to computers and tablets to develop key areas of skill. Each Priority school will update their technology as needed to facilitate this transition.

Goal 4: Promote, facilitate and enhance parent, student, and community involvement in LEA/District educational

Objective 4.1: Establish ongoing mechanisms for parent and family engagement *as evidenced by*

- 80% of parent surveys show that they understand what their child is supposed to do and needs to be working on in school

- Strategy 4.1.1: Improve communication with parents and families: District staff will work with school leadership teams to plan events and activities designed to foster parent and family involvement and to identify and support the cultural differences among school families. At the beginning of the school year, we will communicate with parents about the changes to the school and opportunities it will create for them to play an active part in their children's educational improvement.
- Strategy 4.1.2: Engage families as partners in the school transformation process: With the goal of improving student attendance and time on learning and reducing the truancy and suspension rates, families will be encouraged to participate as partners in the school. Some of these events will involve tutorials about how to understand student performance data. Student progress data will be shared with families on a regular basis through student data reports sent home and in-school family events where they are educated about how to understand their students' interim benchmark results and strategies to support future success.

Objective 4.2: Create structures for community organizations to add value and not distract from the school's mission *as evidenced by*

- Feedback from administrators, counselors, and social workers.

- Strategy 4.2.1: Create an inventory of community partners with relationships with each Priority school: In order to ensure that the existing community partnerships are adding value and not distracting from each Priority school's transformation, the District will catalogue each partnership and identify the purpose. Once this inventory is created, each partnership will be reassessed to ensure it is consistent with the school's priorities. If the assessment finds a lack of alignment with the school's priorities, the partnership will be phased down or discontinued entirely to ensure that staff time is spent most effectively.
- Strategy 4.2.2: Seek new community partnerships to address gaps in student services: Community resources vary from school to school, so the District will identify gaps in student services and identify partnerships to help address those student needs. Such partnerships may

include out-of-school enrichment and athletic activities, services to address students' non-academic barriers to learning, or after school partnerships.

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

Objective 5.1: Implement process to ensure 100% of Transformation requirements are met in reorganizing each Priority school by August 2013 *as evidenced by*

- Alignment with Transformation checklists.

- Strategy 5.1.1: Create monitoring and reporting structure to ensure compliance with Transformation requirements: District staff will include periodic check-ins with Priority school staff to confirm implementation of Transformation model components.

Objective 5.2: Reorganize District central office structures to ensure an effective, systemic, coherent leadership process is established *as evidenced by*

- Feedback from school leaders about the usefulness of the new Superintendent's Zone structure; and
- 100% of Priority Schools meeting annual goals after three years.

- Strategy 5.2.1: Create new Superintendent's Zone structure to ensure implementation of the Five Turnaround Strategies across the Priority Schools: The new Superintendent's Zone structure will be developed consistent with the description in this application and new District staff will provide the deep instructional support, high-dosage tutoring, central office "rapid response", and progress monitoring across the Priority schools.

Overview of School-Specific Implementation

The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful. In the individual school-level sections, we have listed the above

strategies and provided additional detail to explain how the model will be customized based on the findings of the needs assessment.

IV. Roosevelt High School Needs Analysis

Background

Roosevelt High, located in the southern region of Saint Louis City, currently enrolls 608 students of whom 77.26% of students are African American, 5.18% are Hispanic, 5.52% Asian, and 13.38% White. At present, 18.06% of students are English Language Learners (ELL) and require modified instruction due to language barriers.

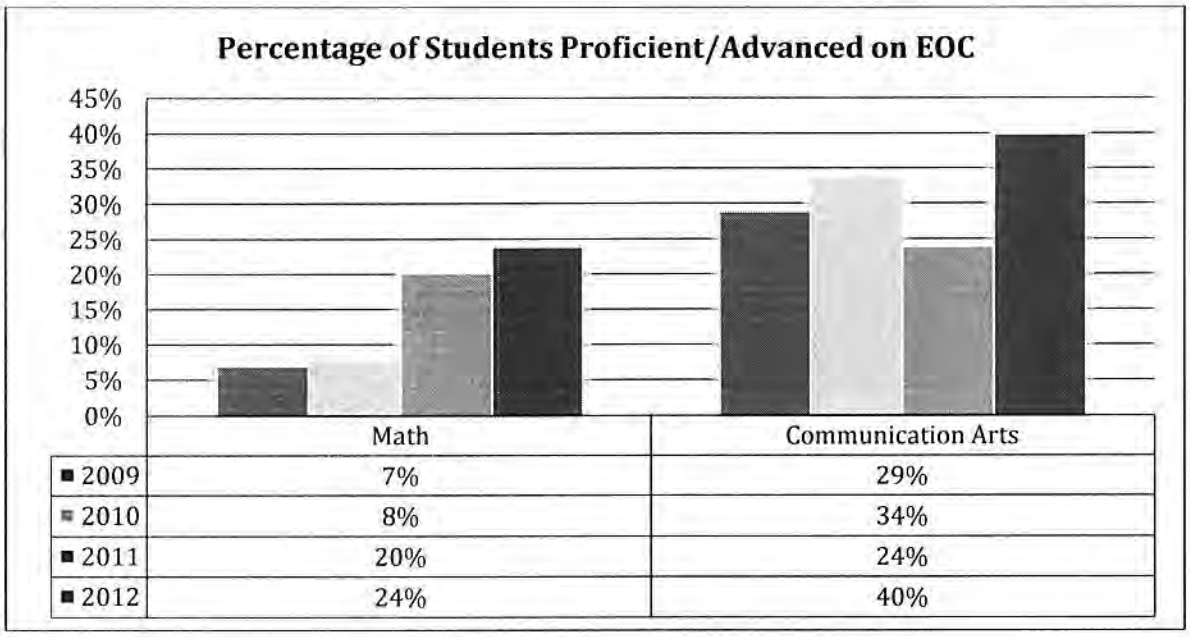
The Roosevelt Special Education department serves 26.81% of the students. 10.54% are learning disabled and 2.68% are identified as behaviorally disabled. 97.83% of all students are eligible for free or reduced price lunch. Roosevelt's average daily attendance rate is 89.24%. 13.49% of the students are classified as homeless. The dropout rate for Roosevelt is 40.30 %. The graduation rate is 51.6%., which has decreased since 2011. 58.2% of Roosevelt's students matriculate to postsecondary placements such as 4-year colleges, 2-year colleges, vocational/technical programs, or the military.

Key Concern #1: Low and inconsistent student performance.

End of Course (EOC) data shows 4 years of improvements in Math and 3 years of improvements in Communication Arts. However, student performance remains both low and inconsistent. Test scores indicate the need for systematic and explicit instruction, in order for students to master content and skills. Rigor and student engagement must be increased. **Roosevelt High needs support in improving core instruction across the school.**

Trends in EOC Performance

The following graph shows the percentage of students scoring at the proficient and advanced levels on the EOC test from 2009 to 2012.



A total of 170 students participated in the communication arts EOC assessment in 2012 (59 seniors, 111 sophomores). Additionally, a total of 135 students participated in the mathematics EOC in 2012 (33 seniors and 102 freshmen).

Students showed substantial improvements in communication arts, moving from 24% to 40% proficient/advanced. The progress being seen in the communication arts scores can be attributed to the implementation of the following strategies:

- Year-long double-dosing in communication arts
- Pull-out tutoring
- Strategic curriculum changes to scaffold and spiral skills more effectively
- SMART Goals used to monitor student progress

After further analysis of the levels of student performance, 60% of students who tested in communication arts scored in the "Basic" or "Below Basic" level. The following charts show the distribution and how it corresponds with MPI:

2012 Communication Arts EOC Distribution

Achievement Level	Index Point Value		# of Students	Index Points
Below Basic	**1**	*	**43**	**43**
Basic	**3**	*	**58**	**174**

Proficient	4	*	68	272
Advanced	5	*	1	5
Total Points				494
Total Index points			**MPI**	
494/170 = 2.91 * 100			**291**	

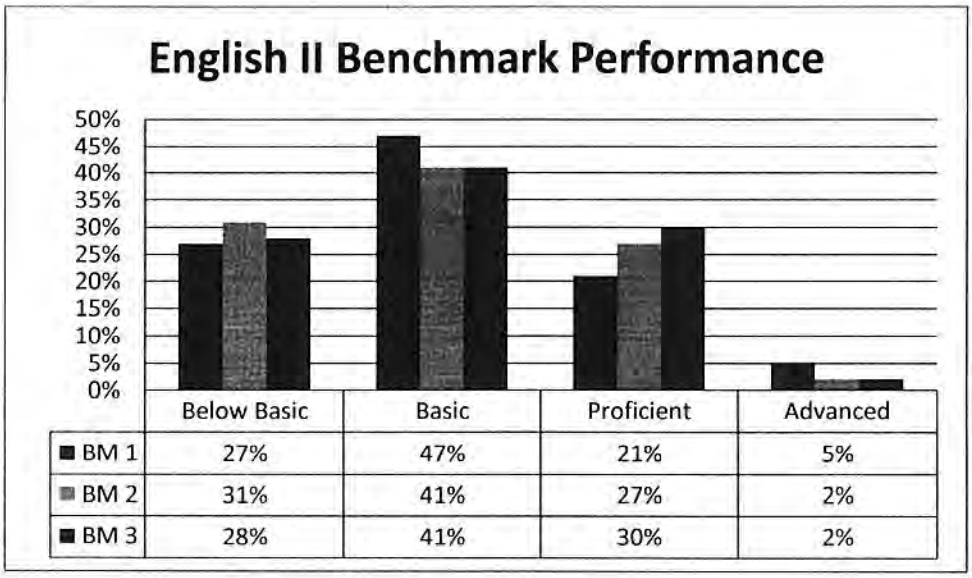
In math, 76% of students scored in the "Basic" or "Below Basic" level.

2012 Math EOC Distribution

Achievement Level	Index Point Value		# of Students	Index Points
Below Basic	1	*	39	39
Basic	3	*	63	189
Proficient	4	*	25	100
Advanced	5	*	8	40
Total Points				368
Total Index points			**MPI**	
368/135 = 2.73* 100			**273**	

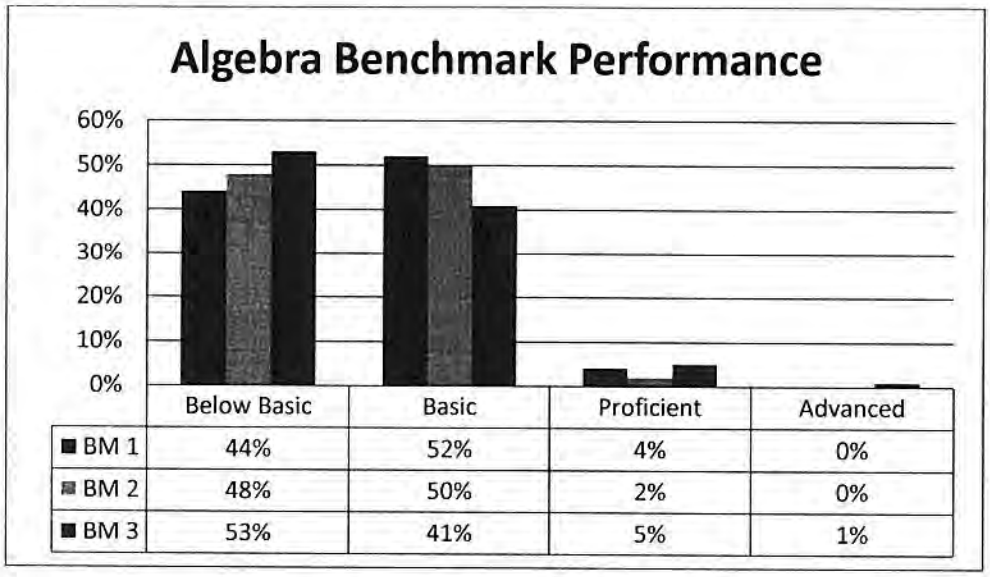
Trends in Formative Assessment/Benchmark Assessment Data

Roosevelt's performance in Communication Arts shows the overall percentage of students moving from basic to proficient increased from Benchmark 1 to Benchmark 3, resulting in 30% of students testing in the proficient category on Benchmark 3.



	Below Basic	Basic	Proficient	Advanced
BM 1	27%	47%	21%	5%
BM 2	31%	41%	27%	2%
BM 3	28%	41%	30%	2%

However, Math remains a challenge, with more than 90% of students failing to show growth beyond the "Basic" level on all three Algebra assesments.

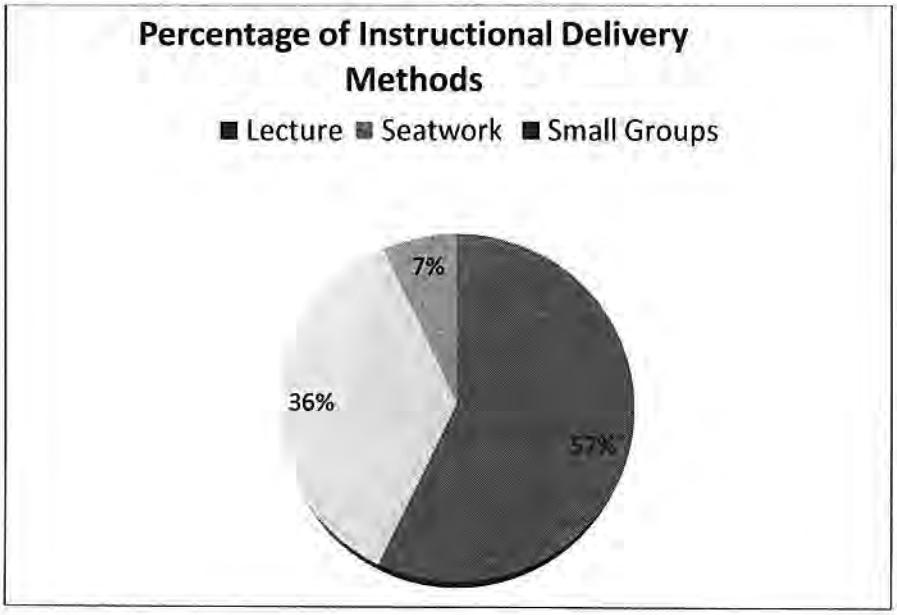


	Below Basic	Basic	Proficient	Advanced
BM 1	44%	52%	4%	0%
BM 2	48%	50%	2%	0%
BM 3	53%	41%	5%	1%

Key Concern #2: Educators at Roosevelt have limited capacity in effectively using varied instructional methods.

Teachers are in need of additional support to differentiate instruction, as well as utilize critical questioning techniques to increase student achievement. An analysis of classroom observations data

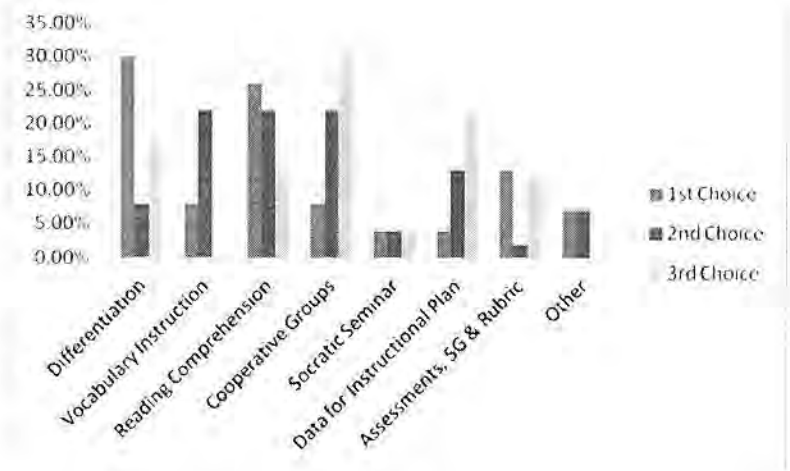
shows the more dominant instructional delivery method being lecture, followed by seatwork. **A greater focus on building educator capacity for using strategies that yield higher-order thinking skills is necessary.** A strategic professional development plan, as well as instructional modeling and coaching will assist teachers to increase performance on Benchmark and EOC assessments.



Teachers meet during common planning as a PLC to set SMART goals and targets, monitoring student performance. In 2008, Roosevelt teachers and leadership participated in intense training on Professional Learning Communities. Due to the high transition in staff, additional training is needed to continue the implementation of PLCs. The lack of progress on performance scores may be attributed to the failure to use assessment data to drive instructional practice. During the 2012-2013 school year, the leadership team started the process on SMART Goals to track student progress. However, additional resources on the integration of data teams in the PLC process, as well as knowledge of assessment literacy are still needed.

In March 2013, the Roosevelt administrative team surveyed teachers regarding their professional development needs. The following chart demonstrates the teachers' top three choices:

Professional Development Needs Assessment Data



With the use of more effective instructional practices at Roosevelt, the school community will not only experience improved success on end of course exams, but also with college and career readiness measurements.

Key Concern #3: Students need increased support for college and career readiness.

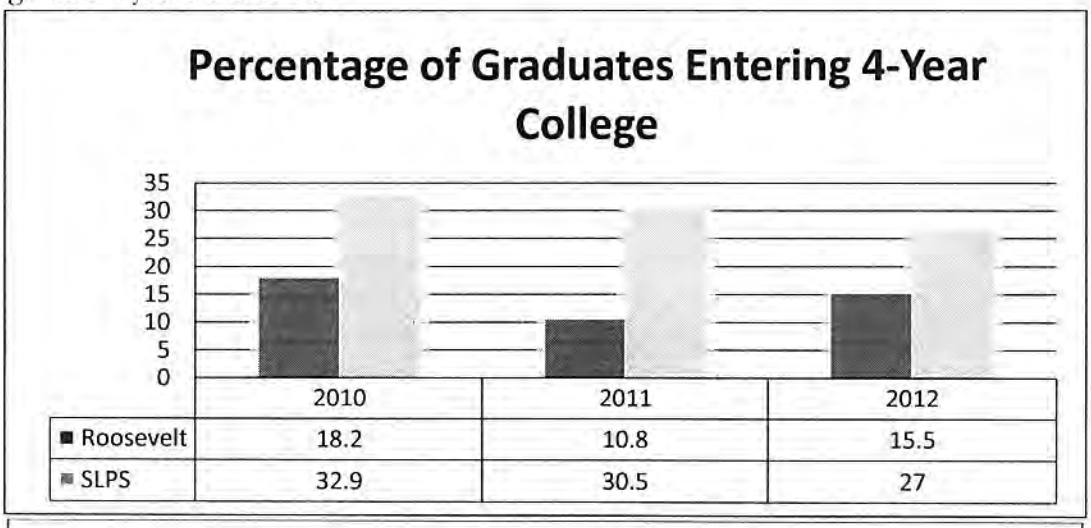
Roosevelt's mission and vision reflect a belief that the most critical indicators of student success are college and career readiness. While there has been a concerted effort to prepare students for post-secondary success, additional resources are needed to assist students.

Presently, Roosevelt offers the following instructional programs to support College and Career Readiness:

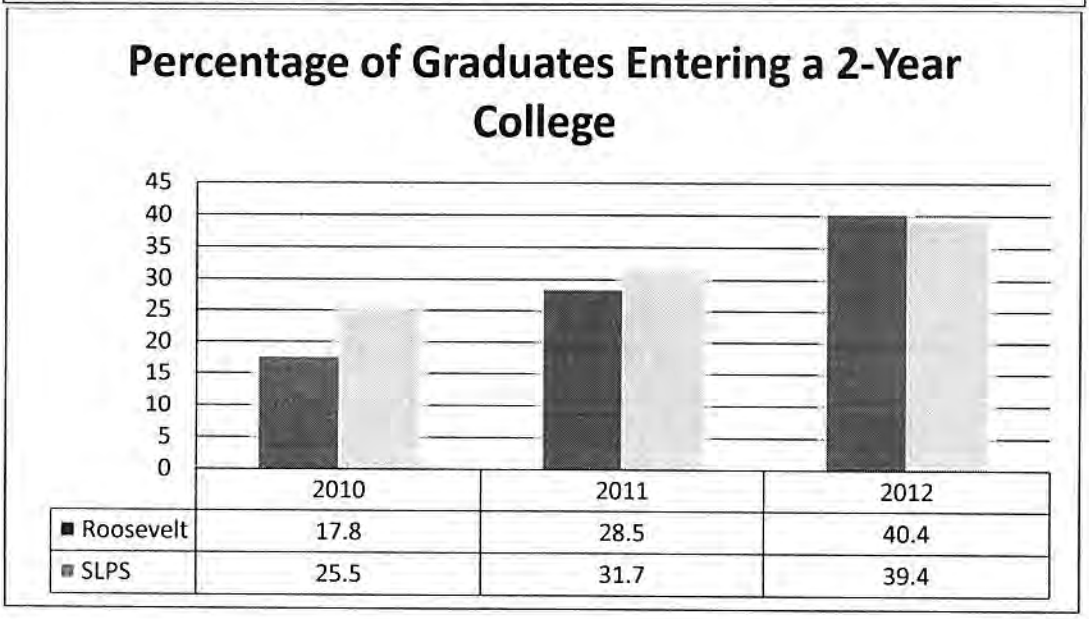
College and Career Readiness Programs

Course	# of students enrolled
AP English Literature	17
AP Biology	7
AP Chemistry	9
AP Calculus	15
AP American History	8

The graphs below illustrate the percentages of students entering 2 and 4 year institutions. The rate of growth for Roosevelt students entering 2-year colleges exceeds the rate of growth of SLPS students entering 2 and 4 year institutions.



	2010	2011	2012
Roosevelt	18.2	10.8	15.5
SLPS	32.9	30.5	27

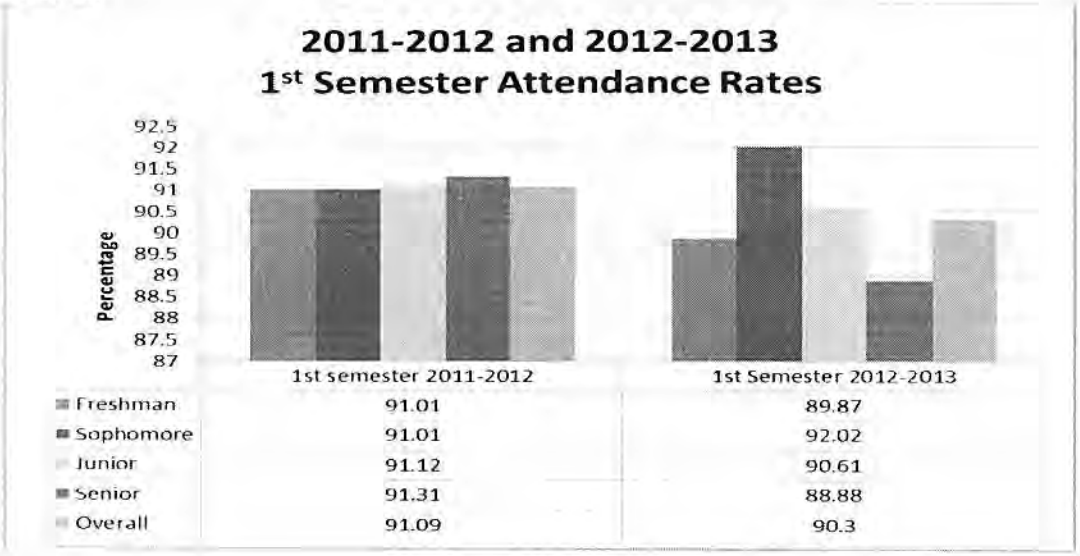


	2010	2011	2012
Roosevelt	17.8	28.5	40.4
SLPS	25.5	31.7	39.4

Although rapid growth is underway, resources are needed to sustain the current progress. Key personnel need to be identified to assist students with preparation on college entrance assessments and locate and align college preparatory resources to the needs of individual groups of students, including those who choose military and other career options.

Trends in Attendance and Graduation Rate Data

With the exception of the sophomore class, attendance rates fell this year at Roosevelt. The following is an analysis of 1st semester attendance by grade level in 2012 compared to the same period in 2011.



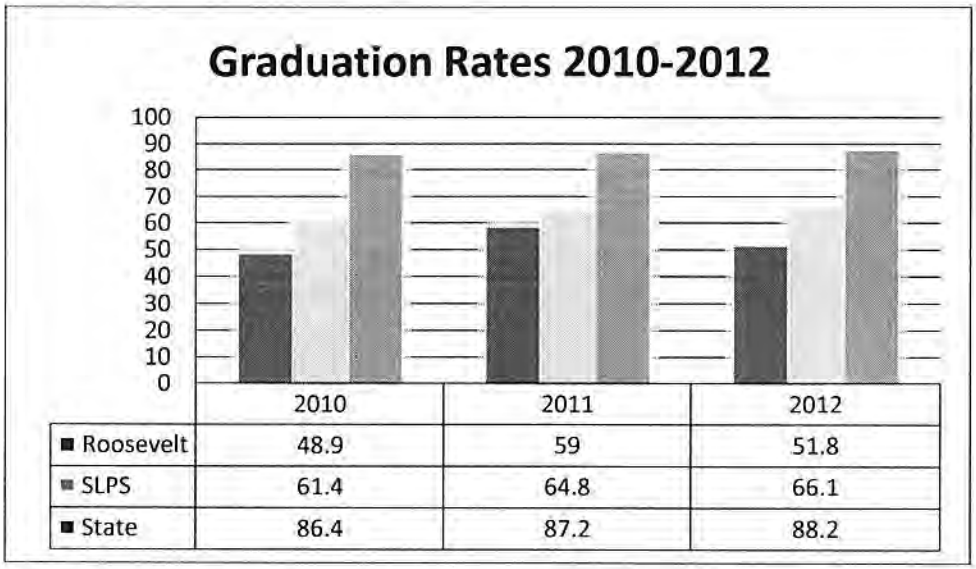
	1st semester 2011-2012	1st Semester 2012-2013
Freshman	91.01	89.87
Sophomore	91.01	92.02
Junior	91.12	90.61
Senior	91.31	88.88
Overall	91.09	90.3

Roosevelt recognizes the necessity to increase student attendance, as well as the relationship between attendance and academics.

In an effort to improve attendance, a strategic plan was implemented and included the following actions steps:

- Weekly and monthly attendance incentives
- Individual counseling sessions with attendance monitor and social worker
- Intensive Care List to target those students with the lowest attendance rates with specific communication and intervention
- Check and Connect attendance monitor and social worker to conduct phone calls and home visits

The graduation rate at Roosevelt High decreased in 2012.



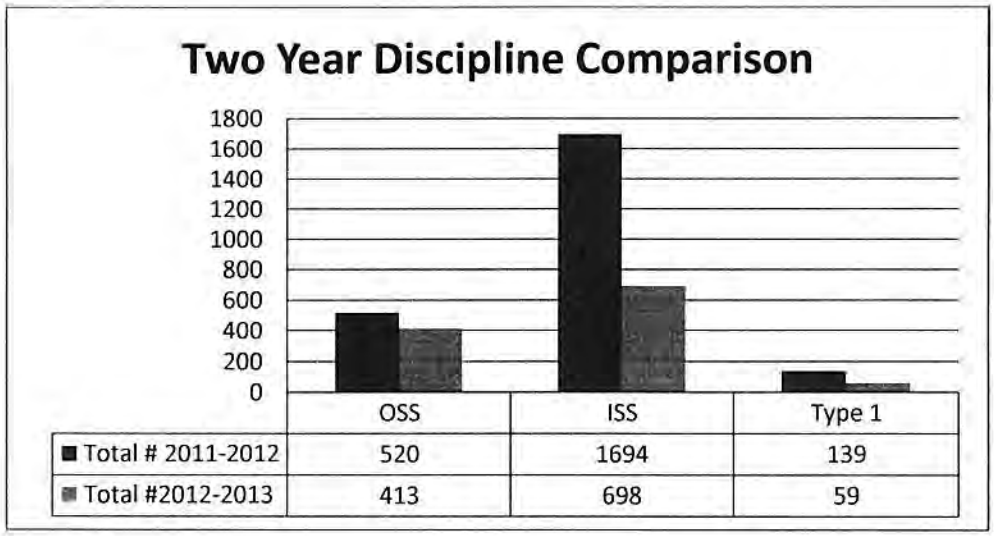
Key Concern #4: School staff has insufficient capacity to meet students' social and emotional needs.

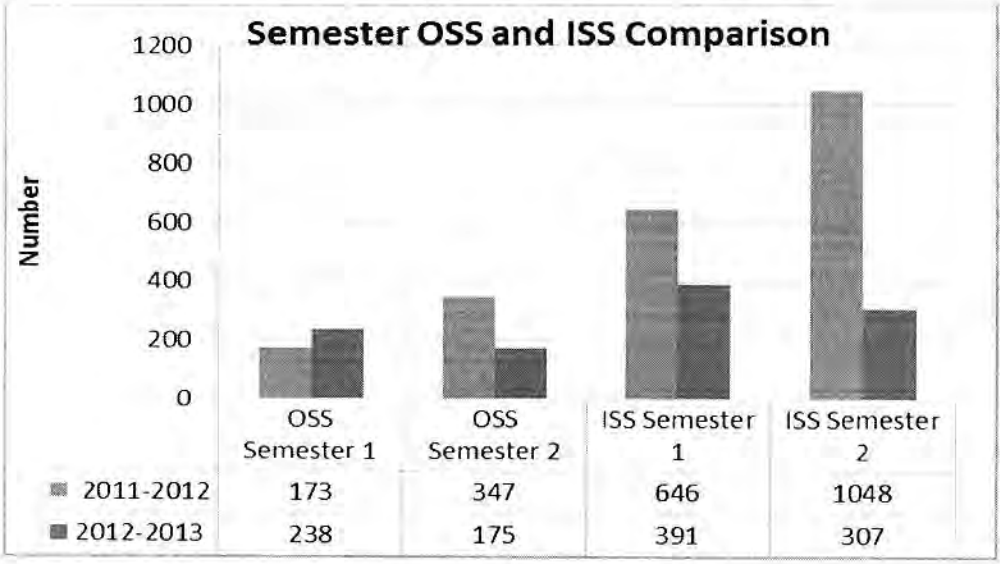
During the 2012-2013, overall student disciplinary incidents, including Type I infractions, declined across all areas. This can be attributed to the implementation on PBS strategies and mentoring provided for targeted students. However, even with these interventions in place, behavior problems persisted in classrooms, causing disruptions to the academic environment.

Although Roosevelt saw a decline in overall suspensions, additional resources are still needed. Consequently, students lost a combined total of 1757 days of instruction because of out of school suspensions. Students are in need of emotional and mental support; the lack of adequate resources to modify student behaviors causes further strain on the school's academic environment. Additional assistance is needed for behavior intervention and mental illness support for students to equip behaviorally challenged students with the tools to self-correct, problem solve and design individual academic plans..

Trends in Out of School/In-school Suspension Rates

Roosevelt has undertaken a range of initiatives to improve behavior across the school. The following is a summary of in-school suspensions, out-of-school suspensions, and Type 1 and Type 2 incidents for the first semester of 2012-13 compared with the same period during the previous year.





A decrease in disciplinary infractions is a result of a school-wide effort being implemented throughout the year to establish a culture of high expectations.

Strategies and interventions include:

- In-School Suspension "Think Tank"
  - Daily session with school counselor
  - Weekly PBS session—Character Education focused
- Intensive Care List (administration and discipline team mentoring program)
  - Weekly sessions with students to set goals and problem solve

- Positive Behavior Support
    - Bi-weekly incentives for struggling students

V. Priority Implementation Strategies for Roosevelt High School

Over the past year, Roosevelt High School has made progress in setting high expectations for teachers and using professional learning communities (PLCs) to translate those expectations into more effective teaching. However, Roosevelt needs more instructional leadership capacity and coaching support to assist teachers with translating instructional strategies into changes in how instruction is differentiated and delivered.

- Strategy 1.2.2: Provide targeted professional development on planning instruction effectively around data.

Professional learning communities (PLCs) at Roosevelt High School are not effectively utilized to improve the quality of teaching and learning. PLCs meet weekly to discuss instructional strategies and set SMART Goals, but they have not started collecting student data. Therefore, the process isn't in place to use formative assessment data to drive instruction regularly. Additionally, data isn't being used to provide all students with instruction and interventions in direct response to their academic needs. The school lacks a deliberate approach for using data to inform student-specific instruction.

Furthermore, PLCs at Roosevelt are not regularly reviewing and analyzing data for the explicit purpose of adapting or providing differentiated, student-specific tiered instruction to students. The structures are in place but the process, content, and implementation support to fully utilize those structures is not. While the PLCs are organized with agendas and clear objectives, a disconnect remains between strategies discussed in meetings and actual implementation. Consequently, the lack of deliberate or effective follow-through and implementation hinders instructional improvement.

The District's implementation support to Roosevelt will need to provide intensive assistance to allow the PLCs to fully and effectively implement data-driven instruction. The district Instructional Leadership Officer (ILO) assigned to Roosevelt will need to model effective use of professional learning communities and build the school leadership team's capacity to ensure that every PLC meeting includes the following steps:

- Item-level analysis to determine where students are struggling and why;
- Clear action steps that define the new teaching plans that respond to this analysis; and
- Systems and procedures across the school through observations and feedback to ensure continual data-driven improvement.

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time.

Structures for professional development at Roosevelt do not go far enough in intensively developing teachers to improve practice. During the 2012-13 school year, staff professional development focused on literacy strategies. Unfortunately, the intensive follow-up support to ensure effective implementation of the strategies and action plans discussed in those PLCs was not always available. In order to accelerate the quality of instruction, Roosevelt must follow through on instructional coaching that models effective practice and customizes support to teachers.

The District's implementation support to Roosevelt will provide intensive assistance to build the instructional leadership team's capacity for developing teacher practice in math instruction. The district's Instructional Leadership Officer (ILO) will work with the staff at Roosevelt to design a coordinated professional development plan that aligns with Common Core standards generally and teacher needs specifically in implementing instructional strategies effectively in the classroom. The plan will address the individual and collective needs of staff at Roosevelt and ensure that professional development is embedded as an integral part of daily routines. The ILO will prioritize building Roosevelt's capacity for the following practices:

- Ensuring school teams take active roles in promoting creating, and leading professional development by leveraging internal expertise;
- Strategically leveraging external partners and trainers as needed;
- Modeling effective job-embedded coaching and other supports that provide follow-up on the implementation of what is learned through PD; and
- Developing the systems so that staff members hold one another accountable for implementing what is learned through PD and, ultimately, for the improved student performance that should result from its implementation.

- 2.3.3 Provide increased instructional time and high-dosage differentiated, and tiered instruction.

At Roosevelt, school-wide systems are not in place to provide students with instruction and intervention in direct response to their academic areas of need. While some early structures have been put in place, limited coaching is provided to assist teachers in delivering differentiated instruction and interventions in direct response to identified student needs. Roosevelt lacks a systematic approach for ensuring that the data-driven action plans are translating into student-specific instructional delivery. Furthermore, there is insufficient capacity for school leadership to regularly monitor students' progress in relation to interventions that have been applied.

The District's implementation support to Roosevelt will provide focused assistance to build the instructional leadership team's capacity in individualized instruction through tiered systems of support. The ILO will work with the leadership team at Roosevelt to model how additional time and tutoring support can be effectively leveraged to meet the needs of students not yet on track to proficiency in communication arts and mathematics. A major area of focus for the ILO's weekly visits to Roosevelt will be to model and build school capacity through structured team-based processes to implement the following features of an effective system of tiered instruction:

- Flexible tiers of research-based interventions that supplement, enhance, and provide access to the core curriculum for students on IEPs;
- Modified school schedules that provide adequate time for both core instruction and additional academic and/or behavioral supports as needed;
- Effective communication systems between staff, families, and community partners that ensures coordination of services in support of learning; and
- Ensuring that increasing levels of student support match instructional approaches/intensity to the specifics and severity of need: 5-10% of students receive Tier II interventions, while 1-5% will receive intensive Tier III interventions.

Finally, the ILO will model and support Roosevelt's implementation of a progress-monitoring system where data is used to drive instructional decisions throughout the tiered process.

VI. School-Level Funding Priorities for Roosevelt High School

All new positions funded through SIG will have clear performance benchmarks defined to ensure that they are making an impact on student learning. Progress toward achieving these performance benchmarks will be assessed annually, and those positions may be eliminated based on the outcome of the assessments.

Strategy 1.1.5 RH: Hire a Positive Behavioral Intervention Specialist: Due to the discipline and behavior management challenges at Roosevelt, administrators need extra support to focus on improving the climate so that they can be more focused on instructional leadership. A newly-hired behavior interventionist will implement the following practices:

1) structured team-based leadership processes;
2) data-driven decision making to meet students' non-academic needs;
3) continuous monitoring of student behavior school-wide and with a specific focus on students most in need of services;
4) regular universal screening of students' non-academic barriers to learning; and
5) on-going professional development and training.

A dedicated staff member focusing on behavior will build teacher capacity for effective classroom management and preventive discipline policies, while freeing up teacher and administrator time to focus on instructional improvement by helping with the workload. SIG funding at Roosevelt will be used to hire a behavior intervention specialist ($126,000 over three years).
(Key Concern #4)

Strategy 1.1.6 RH: Hire a Roosevelt GRAD Coach to support students in completing graduation requirements and providing college counseling and support: Administrators and classroom teachers are involved in such an intensive instructional improvement and culture changing process that it can be difficult to find time to ensure students are receiving the necessary supports to stay on top of graduation requirements and college application processes. Key functions of the Roosevelt GRAD Coach will include the following:

- Provide assistance to identified students, individually and in groups, including analyzing data and identifying students or subgroups with potential high school graduation problems, including course completion;
- Utilize early warning indicators to identify high school students most at risk of not graduating;
- Coordinate transitions for identified ninth graders to help them adapt to the rigor of high school and motivate students to focus on a graduation plan;
- Develop and implement individual intervention strategies with students to develop a graduation and career plan to include the best programs, colleges, and options to meet post-secondary goals;
- Provide training to teachers on support measures that work with identified youth;
- Collaborate with faculty, administrators, counselors and curriculum department to adapt curriculum and instruction to meet the needs of identified at-risk students;
- Organize college campus visits and college application coaching;
- Assist students with identifying opportunities and applying for financial aid opportunities;
- Provide direct student support and case management; and
- Offer academic advisory services as needed

Most Roosevelt students have parents who did not attend college and need assistance in the application process. This position will be essential to meeting Roosevelt's ambitious goals in college and career readiness measures, graduation rates, college acceptance, and college completion rates. This position will also help free up time for administrators to build teacher capacity for high-quality instruction. Professional development and support for this position will be fully aligned to the District activities outlined in Objectives 1.1 and 4.1 of the LEA/District Plan. SIG funding at Roosevelt will be used to hire a new GRAD Coach for Roosevelt High school. After two years of

funding this position, an analysis of the academic return-on-investment will inform whether the third year will be spent phasing out the position by empowering other school staff to take on the position or identifying a sustainability strategy through external funding or staff reallocations ($183,000 over three years)
(Key Concern #3)

Strategy 2.3.5 RH: Hire an academic instructional coach (AIC) with expertise in mathematics content and instruction: Roosevelt High School has made significant progress in the past two years with instruction in communication arts. The professional learning community, tiered instruction, flexible grouping, and data-driven instruction structures at Roosevelt are working – but more leadership and facilitation is needed. A new AIC will work with Principal Gale to leverage the professional learning foundation at Roosevelt and accelerate student learning across the school. SIG funding at Roosevelt will be used to hire a new academic instructional coach (AIC). ($252,000 over three years)
(Key Concern #1)

Priority School Plan – Dunbar Elementary School

I. School Overview

Dunbar Elementary School is one of three Priority schools in St. Louis Public Schools that will begin Transformation in fall 2013. A new school leadership team has been selected to accelerate instructional improvement for the 243 pre-K–6 grade students served. Currently, the quality of instruction at Dunbar is not meeting the needs of most students and has not accelerated student achievement significantly for years.

The District's plan for turning around student performance at Dunbar with a laser-like focus on data-driven instruction, intensive tutoring , and rigorous academic coaching can leverage the positive culture in place and rapidly improve student learning for the students and families.

II. District Needs Analysis Process and Findings

This School Improvement Grant (SIG) application process comes at the heels of a year-long comprehensive continuous improvement process St. Louis Public Schools (SLPS) has been implementing for each of its Priority schools. Since the announcement of the Priority schools designation by the Department of Elementary and Secondary Education in summer 2012, the SLPS Office of Academic Services has been providing extra support, guidance, and monitoring to the ten Priority Schools. A critical feature of this approach has been a frequent process of rigorous data and program analysis. Once the SIG eligibility was announced, district staff were in a good position to build on the culture of data-based decision making and conduct a more thorough needs assessment with each principal after one year of Priority school implementation.

Sources of Data Analyzed

In conducting a needs assessment of the Priority schools, SLPS had no shortage of data to analyze. The following is a list of the sources of data used to analyze the causes for chronic underperformance at each Priority school:

- **Student Performance**
  - 4-Year trends in MAP performance on all tested subjects: MPI values, % Prof/Adv/Below Basic/Basic, End of Course Exams, APR Reports
  - Formative and Benchmark Assessments: Acuity, Benchmark, STAR Math/Reading, Pearson Success Net, Accelerated Reader
  - College Readiness Assessments: Advanced Placement participation and performance, ACT, COMPASS, ASVAB
  - Student Grades/Report Cards
  - Disaggregation by grade, gender, race, income, and special education status
- **Curriculum Development/Learning Management**
  - Curricular materials and lesson plans
  - Frequent classroom observation and instructional walkthrough data performed by school leadership and district staff
  - Processes for interim assessment analysis and action planning based on the results
  - Tiered intervention system
  - Quality of tutoring programs
- **Professional Development**

  - Professional development activities, # of hours, job-embedded, % participation, frequency of grade-level meetings etc.
  - Use of common planning time and opportunities for collaboration (e.g., data teams, professional learning communities, etc.)
  - Processes for developing and implementing improved instructional strategies (e.g., re-teaching, remediation, and small group differentiation)
  - Instructional coaching implementation and effectiveness
  - Teacher feedback surveys about usefulness of professional development activities
- **Safe, Secure, and Engaging Environment**
  - Attendance rates: average daily attendance, overall attendance rate, average number of days absent, % of chronic absentees, and % of high attendees
  - Discipline data: in-school suspension, out-of-school suspension, referrals, positive behavior incentive distribution, types of discipline infractions, etc.
  - Student perception data
  - Student mobility and retention data
  - Special education services across types of disability
  - Extracurricular and enrichment activities
  - Disaggregation by grade, gender, race, income, and special education status
- **Parent and Community Involvement**
  - Parent feedback surveys
  - Parent participation in school activities
  - Frequency and quality of home visits
  - Enrollment patterns
  - Partnerships with local businesses and organizations
  - Student participation in academic after-school activities
- **Information Technology and Data Management**
  - Use of instructional technology including computer-based assessments, adaptive learning software, etc.
  - School systems for collecting, organizing, and triangulating student performance data
  - Administrator systems for collecting, organizing, and triangulating teacher performance data
- **Human Resources**
  - Qualifications of all building staff: years of experience, licensing, % highly-qualified
  - Teacher attendance data
  - Teacher-specific classroom observation and instructional walkthrough data
  - Teacher evaluation data
- **Leadership and Governance**
  - Administrator evaluations and effectiveness
  - Building-level feedback about central office technical assistance
- **Fiscal and Budget**
  - School-level budgets: use of funds, allocations to programs, etc.
  - Donations from local organizations or other grants
  - Analysis of class size, teacher-to-student ratios, special education expenses

Throughout the 2012-13 school year, each Priority school provided reports to District staff about mid-year progress, strategies being implemented, and performance challenges. These presentations were helpful in guiding District assistance and were used as part of the Needs Analysis section for this grant.

While each school has its own configuration of strengths and challenges, an analysis across the Priority Schools revealed common challenges that have informed the district's plan for turning around performance across the Priority Schools. These *Common Priority School Challenges* include the following:

1. **Instructional quality is weak and inconsistent**. Instruction is not student-centered, rigor is low, there is lack of differentiation to effectively meet individual students' needs, and there is a lack of proactive strategies to increase student engagement.
2. **Students' time in school isn't being used to effectively intervene, remediate, and provide necessary academic support.** Students enter the school performing below grade level, which makes it difficult to catch up and the existing intervention model at the school does not help students adequately fill in gaps right away before students advance through the grades.
3. **Data is not being used purposefully and systematically.** Data is not used effectively to plan for instruction or interventions, nor is it being used to motivate staff and students. Teachers and students do not feel ownership over their data.
4. **School culture is not centered on high achievement and college and career readiness.** Students are not making connections between school, college, careers, and life goals and are not receiving appropriate academic interventions to strengthen their foundational skills, build grade-level content mastery, and prepare them for post-secondary success.

III. District Actions for Priority School Transformation

The strategies outlined in this section describe how additional funding through the federal School Improvement Grant (SIG) would initiate a transformation process at each Priority school and allow the school to meet the ambitious annual goals set forth for student performance. Strategies and context specific to each Priority school are included in Sections IV and V.

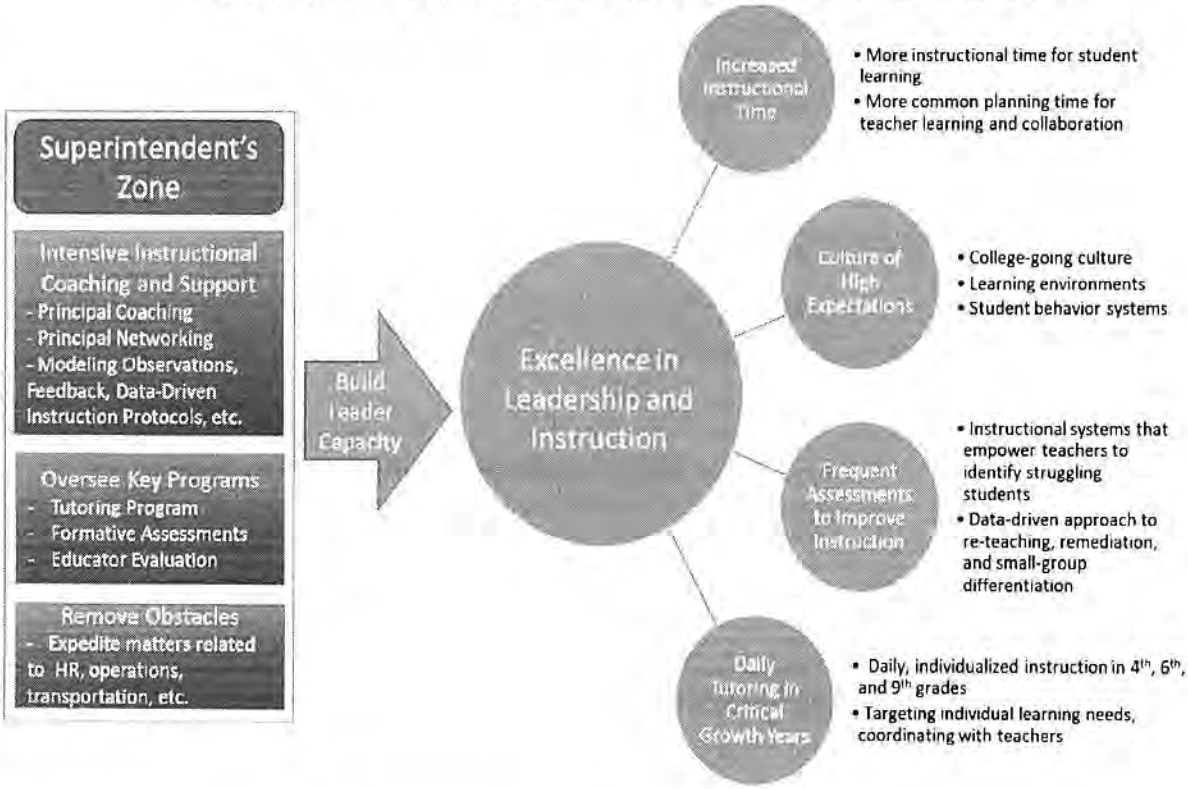
The St. Louis Public Schools (SLPS) has selected a research-based intervention model for each Priority school that will rapidly improve student performance while building district capacity to apply many of the same strategies to Focus schools in the district. The new Superintendent's Zone (more fully described in the LEA/District Actions section of this SIG application) intentionally applies the same core strategies across the eight Priority schools. These Five Turnaround strategies include:

1. **Excellence in Leadership and Human Capital:** SLPS will work with building principals to provide teachers with frequent, constructive feedback based on classroom observations from school administration that teachers can use to improve their instructional practices.
2. **High Dosage Aligned Tutoring/Double-Dosing Core Skills:** Classroom instruction will be supplemented with individualized tutoring during the regular school day. Students in 4th, 6th, and 9th grades will receive daily small group tutoring (student-to-tutor ratios of nor more than 4-to-1) in math or reading. In other grades, they will receive a "double dose" of the subject in which they are furthest behind.
3. **Increased Instructional Time:** Priority Schools will increase the time students spend on task and engaged in meaningful learning activities by re-working existing schedules to maximize learning time and extending the school year.
4. **A Culture of High Expectations and No Excuses:** SLPS Priority Schools will be staffed with personnel who believe in the ability of each child to learn and are committed to doing whatever it takes to make that learning occur. Every educator needs to be able, by training and temperament, to accelerate children's intellectual development and student achievement. Every educator must expect that 100% of students be performing at or above grade level and be in attendance 95% of days.
5. **Use of Data from Frequent Assessments to Improve Instruction:** SLPS Priority Schools will implement a coherent calendar of benchmark and interim assessments that track an aligned curriculum's standard scope and sequence throughout the school year to provide students, teachers,

tutors, and instructional leaders with accurate and timely information on each student's mastery of specific skills, allowing deficits to be quickly addressed.

Figure 4.1 outlines how the Superintendent's Zone structure and *Five Turnaround Strategies* come together as a coherent district framework:

4.1: Overview of SLPS Superintendent's Zone Turnaround Framework



The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on the core strategies of data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in effectively implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful.

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*.

While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

Crosswalk of Proposed Strategies with Transformation Model Requirements

Transformation Requirements	Objectives/Strategies
Replace principal	In 5 of the 8 Priority schools, the principal has been in place for two years or less; the principals will be replaced in the remaining three schools. Objective 2.1
Extend school year	2.3.3
Extensive professional development	1.1.3, 1.1.4, Objective 1.2, 2.1.2, 2.1.3, 2.1.4; Objective 2.3
Teacher performance evaluation based on student performance	2.4.1
Research-based instruction	1.1.3, 1.1.4, Objective 1.2, Objective 2.3, Objective 3.1, Objective 3.2
Continuous use of student data	Objective 1.2
Financial incentives for teachers tied to student performance	2.4.2
Enhanced family engagement	Objective 4.1
Local governance – principal training	Objective 2.1, Objective 5.1, Objective 5.2

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*. While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

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

Objective 1.1: Establish a culture of high expectations and no excuses *as evidenced by*

- School-wide goals will be set and communicated for student achievement, attendance, behavior, and college-readiness; and
- Surveys of staff, students, and families will indicate a growing sense of engagement and school pride.

- Strategy 1 (1.1.1): Establish a culture of high expectations and no excuses: All classrooms, libraries, hallways, lunchrooms, and any and all central and common locations frequented by students will reinforce high standards and school-wide academic goals. The school-wide and teacher-specific student achievement benchmarks and MAP goals that are set will be readily apparent in every room in each school. Teachers will be able to state the performance goals of each individual student. Students will be able to articulate their own performance goals for teach of their core classes. Progress toward these goals, at the student and class level, will be on display in every classroom. A two-day "Culture Camp" will be conducted on the first two days of school. Students will be

introduced to the new data tracking system as each school's academic and behavioral expectations, and set individual academic and behavioral goals.

- Strategy 2 (1.1.2): Establish a discipline, behavior, and consequence/reward system across the Priority schools: An overarching culture of respect will be developed. The discipline, behavior, and consequence/reward systems for the Priority schools will be consistent across grades, and clearly posted throughout the school. Teachers will be expected to adhere to consistent behavioral and academic expectations for all students. Misbehavior will be handled in a way that does not extensively disrupt a student's learning time. For example, disruptive students may be asked to work individually until they are ready to re-integrate into small group work.
- Strategy 3 (1.1.3): Provide professional development for staff focused on effective class management: All staff members will receive professional development in positive, proactive classroom management. Effective classroom management will be a criterion included in every teacher's evaluation cycle.
- Strategy 4 (1.1.4): Establish a system of tiered interventions for students at risk: A data system will be set up to track students' attendance and behavior, including disciplinary office referrals and suspensions. A Student Support Team will track this data and identify students in need of additional social-emotional and behavioral support.
    - Tier 1 interventions are provided by the classroom teacher using strategies presented during professional development and may include posted classroom rules, rewards for acts of respect, and family conference and behavioral contract signed by the principal, parent, teacher and student.
    - Tier 2 interventions are provided for small groups outside of the classroom setting and may include tutoring or group counseling sessions provided through partnerships with community social service agencies.
    - Tier 3 interventions will include individual counseling and tutoring services inside and outside the school
- Strategy 5 (1.1.5): Administer a student perception survey to encourage student voice: A growing body of research is confirming that student voice is useful to assess student culture as well as teacher quality. SLPS will identify a research-based survey instrument and administer it at least annually.

Objective 1.2: Use of data from frequent assessments to improve instruction *as evidenced by*

- 100% of core instructional teachers will utilize formative, interim, and daily assessments to track student mastery and plan for instruction; and
- 80% of classroom observations will reveal teachers implementing instructional strategies consistent with data-team action plans.

- Strategy 1 (1.2.1): Administer formative assessments in math and communication arts: Formative assessments aligned to each school's curriculum and scope and sequence will be administered to students every four to six weeks to assess academic progress. Based on progress, students will be periodically reassigned into and out of interventions. Data reports will be generated for content teachers organized by, and aligned to, curriculum standards. Reports from the data will provide up-to-date, actionable data showing how students are performing on particular standards.
- Strategy 2 (1.2.2): Provide targeted professional development on planning instruction effectively around data: Training and support will be provided to support school teams in: 1) the use of data in

goal-setting; 2) how to interpret data; and 3) how to use data to drive instruction. Each grade level will hold data team meetings so that they can use common time to analyze data as a team to determine how to best serve students. Data from formative assessments and classroom observations will be used to provide targeted feedback to teachers.

- Strategy 3 (1.2.3): Create schedule based on student needs: Achievement data will be used to make decisions on student grouping, grouping teachers for common planning and integrating interventions into schedules of students most in need. District support will be provided to assist in this process.

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

Objective 2.1: Recruit, attract, develop and retain highly effective school leaders *as evidenced by*

- 100% of Principal vacancies being filled with highly-qualified, experienced school leaders; and
- Each Priority school meeting its annual goals.

- Strategy 1 (2.1.1): Recruit, attract, and select highly-qualified, experienced school leaders: All Priority school principals will be assessed to ensure they have the capacity to effectively lead transformation in their schools. Across the Priority schools, the District will screen and select a transformational leader that will have a demonstrated track record in the following research-based best practices:
  - Commitment to and emphasis on spending significant time in classrooms;
  - Consistent and constant focus on results;
  - Use of data to monitor student progress and target specific areas for improvement;
  - Elimination of distractions to maximize time spent on instruction;
  - Alignment of professional development to school-wide goals and problems of practice;
  - Establishment of a cohesive culture among teachers and staff;
  - Experience reorganizing resources to attain achievement targets; and
  - Engagement of families in the education of their children

  For the three Priority schools where the principals are being replaced, the District will conduct a national search for experienced principals.
- Strategy 2 (2.1.2): Provide maximum budget and staffing flexibility to Priority school principals: Each Priority school principal will be provided with budget and staffing flexibility to create a financial plan and build a unified staff in which every member is committed to a common vision of success for every student. The principal may use this flexibility to create new staffing patterns, academic and behavioral supports, staff and student schedules, and a professional development plan, based on the flexibilities outlined in the AFT/SLPS MOU agreement.
- Strategy 3 (2.1.3): Provide intensive principal coaching on instructional leadership and effective implementation of the *Five Turnaround Strategies*: SLPS will facilitate bi-weekly coaching sessions with the principals to develop concrete plans for improving school culture, data use, scheduling, and instruction. These coaching sessions focus on improving school leadership and building collaboration among Priority schools. SLPS will support principals to improve the quality of their instructional team by providing guidelines and tools for regular classroom observations, feedback, and targeted professional development.
- Strategy 4 (2.1.4): Facilitate Superintendent's Zone Principal's Network Meetings: The District will bring Priority school principals together monthly for technical assistance and networking activities,

with the goal of organizing a professional learning community to share effective practices, problem solve challenges, and troubleshoot obstacles.

Objective 2.2: Recruit, screen, and select highly-qualified experienced teaching staff *as evidenced by*

- 80% of newly-hired Priority school educators rated as "Proficient or Distinguished" according to the new educator evaluation system[1] by the end of each school year.

- Strategy 2.2.1: Recruit, attract, and select highly-qualified classroom teachers: In order to fill vacancies in the Priority schools, the District is working to identify a steady stream of committed and high-performing teachers who voluntarily sign on to the challenge of turning around schools in the Superintendent's Zone. Furthermore, in order to incentivize teachers to come and work at Priority schools, educators will receive extra compensation for working longer hours and opportunities will be available for teachers to develop their leadership skills through job-embedded coaching and individualized professional development opportunities. This system is being negotiated locally and will begin implementation during the 2013-14 school year.

Objective 2.3: Provide focused professional development and coaching support to build school capacity for leveraging professional learning communities (PLCs) to effectively implement data-driven instruction *as evidenced by*

- 100% of grade-level teams will meet using structured protocols to discuss data and student work as professional learning communities (PLCs);
- 90% of teachers are modifying instructional practices as a result of goals set forth in common planning time and grade-level PLC meetings;
- 90% of classroom teachers have modified teaching strategies and techniques based on interactions with instructional coaches; and
- 90% of teachers self-report that coaches "provide useful guidance that improves my teaching."

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time: A robust professional development agenda will be annually provided to all Priority school staff.
  - Professional development will be focused on the *Five Turnaround Strategies* and key topics identified by principals and District staff.
  - Professional development will guide teachers on how to create lessons that are objectives-driven with measurable outcomes, how to input daily/weekly and monthly benchmark data into their data trackers, and how to use resulting reports to group students, assign interventions, adjust pacing, and communicate with students/families.
  - Each teacher will have an individual professional development plan that targets specific areas of growth.
  - Teachers will be grouped into professional learning communities (PLCs) and provided with regular common planning time (the amount to be determined by the principal and based on

[1] The ratings of "Proficient or Distinguished" will be consistent with the standards released by the Department of Elementary and Secondary Education (DESE) in their *Missouri Educator Evaluation System*: http://www.dese.mo.gov/eq/documents/eq-ees-executive-summary.pdf.

the MOU). The common planning time will focus on high-impact topics, including data-driven instructional improvement, looking at student work and teacher assignments, and standards-based lesson plan development. Teacher teams will maintain logs of meeting topics, decisions made, and progress of implementation.

- Strategy 2 (2.3.2): All teachers in Priority schools will use a standards-based common scope and sequence curriculum: Teachers in Priority schools will plan lessons based on what students are expected to know in order to do well on the MAP and other assessments. Benchmark goals will be set for every student, and students will know his/her benchmark goals. Teachers will be trained to use data trackers to track daily and weekly student-level progress toward each student's mastery of specific learning objectives.
- Strategy 3 (2.3.3): Provide increased instructional time and high-dosage differentiated, and tiered instruction: Each Priority school will extend the length of the school day and/or school year. In order to ensure that extra time is used effectively, extending the school day will be phased in as follows: 10 additional minutes per day during the 2013-14 school year; 20 additional minutes per day during the 2014-15 school year; and 30 additional minutes per day during the 2014-15 school year (e.g. if the school day is currently scheduled to last seven hours, the following would be the new length of school day: baseline = 7 hours; SIG Year 1 = 7h 10m; SIG Year 2 = 7h 20m; SIG Year 3 = 7h 30m). Each Priority school schedule will be audited to identify an additional 20-30 minutes a day of instructional time. During this extended time period, students who score Basic or Below Basic on the previous year's MAP in math or reading will be assigned to Tier 2 and 3 academic interventions. The primary intervention will be daily small group tutoring (no more than 4 students per tutor), delivered by trained tutors, that will address learning gaps. According to the Dobbie and Fryer study, high-dosage (full-time) tutoring yields the largest student learning gains in grades 4, 6, and 9; therefore these grades will be targeted for tutoring. Students in all other grades will receive double-doses of mathematics and communication arts instruction.
- Strategy 4 (2.3.4): Provide additional support for students with special needs: Our goal is to increase opportunities for all Students with Special Needs to be in inclusion settings. The District will assist Priority schools to design and develop IEP's detailing in which parts of the curriculum students can participate.
    - The process for identifying and assessing students for special education services will be a focus of August whole staff professional development.
    - Administrators, during formal and informal observations, will monitor staff members' implementation of IEP's and provide feedback and support.
    - Teams of SPED teachers will have common planning time each week during which time they will work to plan lessons, review and analyze student data and IEP's, create action plans, and discuss best practices. They will collaborate with general education teachers on the preparation of lessons to be taught in all classes and on assessments to be used.
    - Teachers and paraprofessionals will participate in professional development and support that is calibrated to meet the particular needs of teachers of Students with Special Needs.

Objective 2.4: Establish a comprehensive system for staff observation, feedback, and regular evaluation as *evidenced by*

- 90% of teachers self-report that they "are receiving sufficient feedback" from their supervisor; and
- 90% of teachers rated Proficient or Distinguished can articulate pathways for development and growth beyond the classroom.

- Strategy 1 (2.4.1): Implement an educator evaluation system that incorporates student growth beginning 2013-14: The District is currently finalizing the details of a new educator evaluation system that is consistent with the parameters of Missouri's model system, incorporates growth in student learning as one of multiple measures that gets factored in, and uses Charlotte Danielson's performance-based teacher evaluation rubric to evaluate professional practice. Consistent with Missouri law, implementation of the new system will begin in the 2013-14 school year for all schools with educator ratings being assigned in spring 2014.
- Strategy 2 (2.4.2): Retain and reward highest performing/high potential staff: SLPS will establish a system of evaluation and monitoring that will be used to identify high-performing/high potential staff members so that a plan can be implemented early to retain these staff members at the school. The District is currently examining the performance-based compensation structure being implemented in Baltimore City Schools as a model for rewarding teachers with mastery. Effective educators will be rewarded in the Priority schools: the plan for doing so may include quarterly recognition through public newsletters, special events, or opportunities to showcase effective practices.

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

Objective 3.1: Curriculum in core subjects have aligned scope and sequence across the Priority Schools *as evidenced by*

- Examinations of curriculum maps and lesson planning documents.

- Strategy 3.1.1: Develop a Superintendent's Zone scope and sequence in core academic subjects: In order for more frequent benchmark assessments to be used across the Priority schools, curricular materials will need to be aligned in scope and sequence. Once a standardized and more frequent benchmark assessment system is developed, each Priority school will revise their instructional scope and sequence to ensure alignment.

Objective 3.2: Adequate and effective instructional and intervention materials are in place for every Priority school *as evidenced by*

- 90% of staff surveys confirm that instructional materials are sufficient to meet students' needs

- Strategy 3.2.1: Ensure that teachers have sufficient instructional materials and leveled libraries to meet students' needs: Part of the needs assessment with schools included an inventory with school leadership teams to ensure that curriculum materials and libraries are sufficient to meet student needs. Resources are being allocated to ensure that these needs are being met in each Priority school.

- Strategy 3.2.2: Provide schools with up-to-date instructional technology: In order to ensure students are Common Core ready, the Priority schools will need to provide access to computers and tablets to develop key areas of skill. Each Priority school will update their technology as needed to facilitate this transition.

Goal 4: Promote, facilitate and enhance parent, student, and community involvement in LEA/District educational

Objective 4.1: Establish ongoing mechanisms for parent and family engagement *as evidenced by*

- 80% of parent surveys show that they understand what their child is supposed to do and needs to be working on in school

- Strategy 4.1.1: Improve communication with parents and families: District staff will work with school leadership teams to plan events and activities designed to foster parent and family involvement and to identify and support the cultural differences among school families. At the beginning of the school year, we will communicate with parents about the changes to the school and opportunities it will create for them to play an active part in their children's educational improvement.
- Strategy 4.1.2: Engage families as partners in the school transformation process: With the goal of improving student attendance and time on learning and reducing the truancy and suspension rates, families will be encouraged to participate as partners in the school. Some of these events will involve tutorials about how to understand student performance data. Student progress data will be shared with families on a regular basis through student data reports sent home and in-school family events where they are educated about how to understand their students' interim benchmark results and strategies to support future success.

Objective 4.2: Create structures for community organizations to add value and not distract from the school's mission *as evidenced by*

- Feedback from administrators, counselors, and social workers.

- Strategy 4.2.1: Create an inventory of community partners with relationships with each Priority school: In order to ensure that the existing community partnerships are adding value and not distracting from each Priority school's transformation, the District will catalogue each partnership and identify the purpose. Once this inventory is created, each partnership will be reassessed to ensure it is consistent with the school's priorities and evidence of effectiveness. The District will develop a set of criteria that each partnership will need to meet in order to continue based on measures of effectiveness and alignment. If the assessment finds a lack of alignment with the school's priorities, the partnership will be phased down or discontinued entirely to ensure that staff time is spent most effectively.
- Strategy 4.2.2: Seek new community partnerships to address gaps in student services: Community resources vary from school to school, so the District will identify gaps in student services and identify partnerships to help address those student needs. Such partnerships may include out-of-school enrichment and athletic activities, services to address students' non-academic barriers to learning, or after school partnerships.

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

Objective 5.1: Implement process to ensure 100% of Transformation requirements are met in reorganizing each Priority school by August 2013 *as evidenced by*

- Alignment with Transformation checklists.

- Strategy 5.1.1: Create monitoring and reporting structure to ensure compliance with Transformation requirements: District staff will include periodic check-ins with Priority school staff to confirm implementation of Transformation model components.

Objective 5.2: Reorganize District central office structures to ensure an effective, systemic, coherent leadership process is established *as evidenced by*

- Feedback from school leaders about the usefulness of the new Superintendent's Zone structure; and
- 100% of Priority Schools meeting annual goals after three years.

- Strategy 5.2.1: Create new Superintendent's Zone structure to ensure implementation of the Five Turnaround Strategies across the Priority Schools: The new Superintendent's Zone structure will be developed consistent with the description in this application and new District staff will provide the deep instructional support, high-dosage tutoring, central office "rapid response," and progress monitoring across the Priority schools.

Overview of School-Specific Implementation

The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful. In the individual school-level sections, we have listed the above strategies and provided additional detail to explain how the model will be customized based on the findings of the needs assessment.

IV. Dunbar Elementary School Needs Analysis

Background

The Paul Laurence Dunbar Elementary School is a PS-6 elementary school. The school currently enrolls 243 students – 100% of the students are African American. Of these students, 14.81% are receiving special education services, 98.35% of all students are eligible for free or reduced price lunch, and 10.29% are classified as homeless. The school's average daily attendance rate is 93.7%.

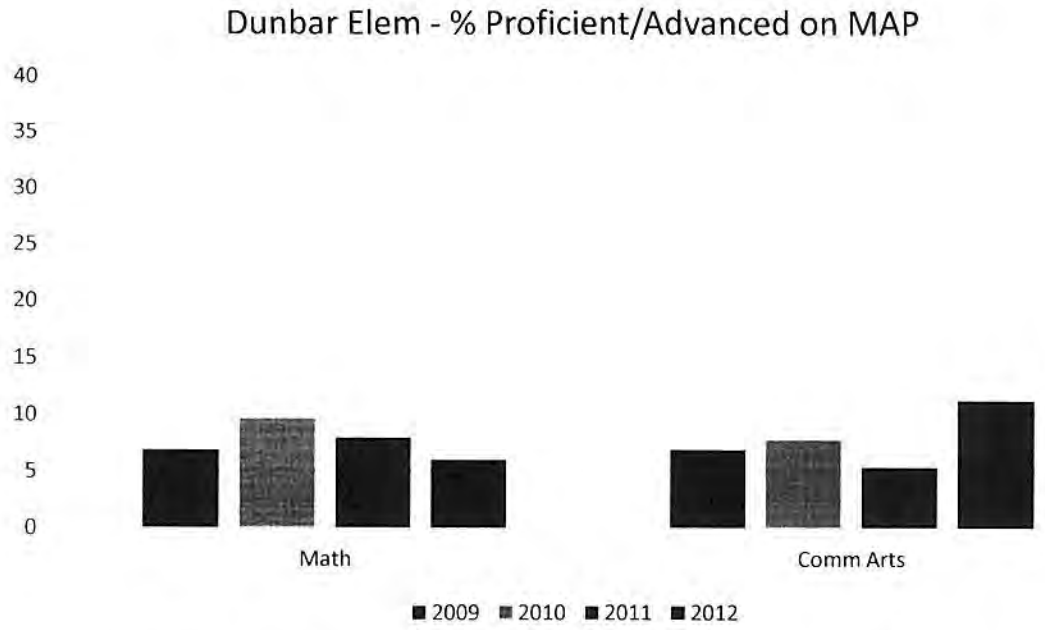
Dunbar's current principal has been at the school for seven years and, per the requirements of the Transformation model, will be replaced before the start of the 2013-14 school year. The school has not been allocated any assistant principals. Dunbar has a veteran staff with an average age of 12 years of experience. 35% of the staff possess advanced degrees.

Dunbar was ranked among the lowest achieving 5% of Missouri schools and was designated as a Priority school. In the draft MSIP 5 data released in March 2013, Dunbar received 28.5 points out of a possible 70 (40.7 %).

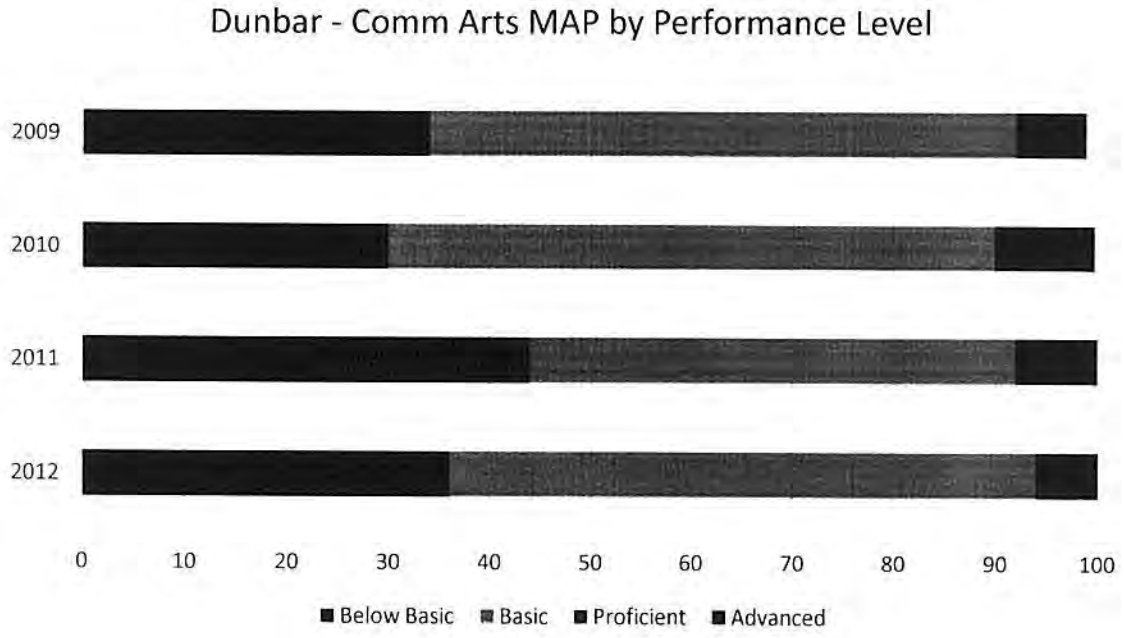
Key Concern #1: Student performance in math and communication arts is low with a consistent decline in mathematics – there is no academic improvement trend

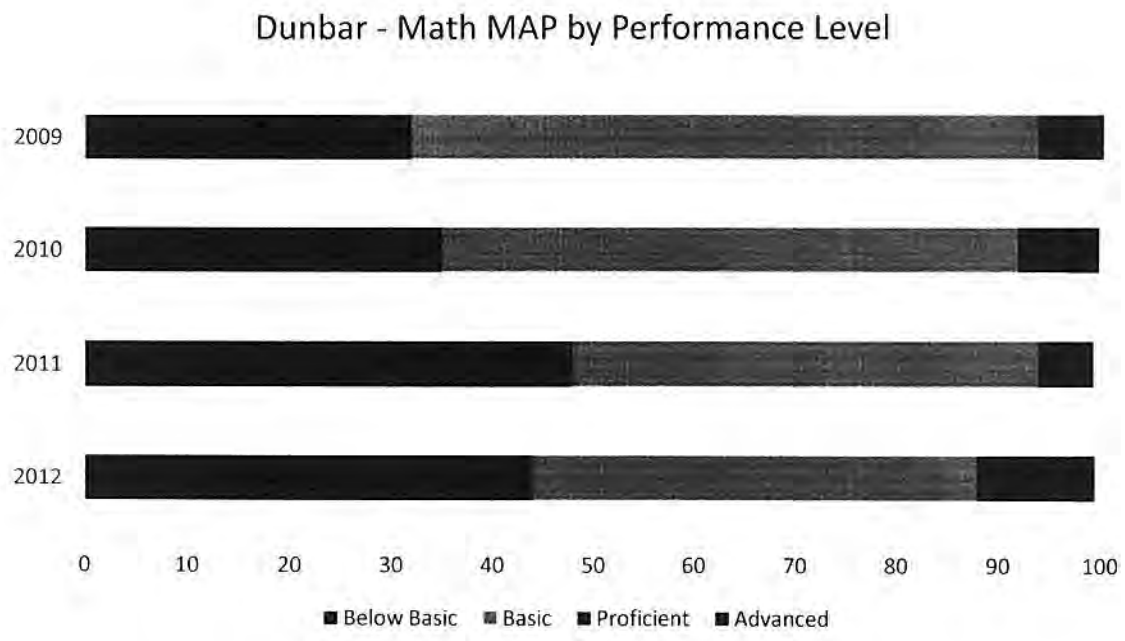
Student performance in MAP at Dunbar Elementary has shown no signs of improvement over the last four years. There has been an increasing number of students moving from "Basic" to "Below Basic". **A much more significant and dramatic instructional improvement effort is needed.**

<u>Trends in MAP Performance</u>



In mathematics, performance has steadily declined over the past two years. A closer look at the slight increase in the percentage of students scoring proficient/advanced on the communication arts MAP assessment in 2012 shows that the percentage of students scoring "Below Basic" has increased in two of the last three years:





Over the past four years, the number of students scoring "Below Basic" has risen overall in both subjects. The school has been working in professional learning communities for three years with a frequency of once every three days. Significant questions remain about how effectively that time is being used to improve classroom instruction.

Trends in Interim Assessments

Interim assessment data at Dunbar Elementary shows improvement in some areas (such as 3rd and 5th grade communication arts), but below the targets at most grade levels.

Subject	Grade	Map 2012 MPI Values	10% Increase Target	2012 Acuity C MSIP 5 MPI Value	Acuity A counts	Acuity A 2012	Acuity B counts	Acuity B 2012 MPI Values	10% increase
CA	3	183.33	201.67	189.27	28	251.07	29	271.90	YES
CA	4	234.48	257.93	263.29	22	197.41	21	219.43	NO
CA	5	228.13	250.94	255.42	30	261.77	34	251.53	YES
CA	6	243.33	267.67	271.84	21	267.71	19	265.89	NO
MA	3	220.83	242.92	216.12	26	282.58	29	276.14	YES
MA	4	237.93	261.72	258.11	21	276.62	20	229.28	NO
MA	5	221.88	244.06	264.35	32	274.88	34	229.68	NO
MA	6	256.67	282.33	254	21	232.00	18	251.28	NO

Key Concern #2: The quality of instruction needs to be more rigorous

An analysis of MAP performance by skill area and data from classroom observations shows gaps in demonstrated capacity to teach higher order thinking skills at Dunbar. **A greater focus on building educator capacity for teaching higher-order thinking skills is necessary.**

The Item Benchmark Description (IBD) reports that students consistently missed questions that were 2 and 3 point value items. The content standards show that the majority of students are below 50% in speaking/writing standard English, reading fiction/poetry/drama and reading non-fiction.

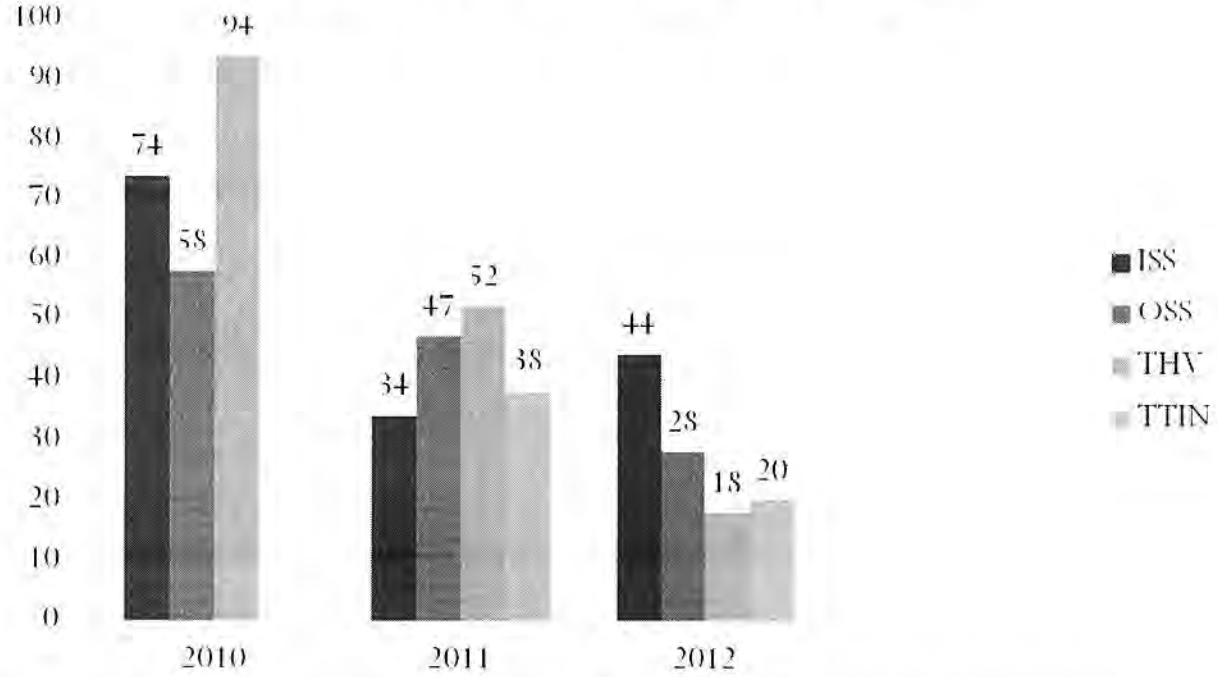
Key Concern #3: Progress in student culture must be sustained with the leadership transition

While significant progress has been made in reducing the number of behavior problems over the last two years, there still is a high amount of discipline incidents at Dunbar and a concern that the leadership transition could undo this progress. Attendance and discipline data show improvement in the school climate, and these trends must be sustained. **Positive behavior systems are gaining traction at Dunbar and must be sustained and embedded throughout the school.**

Trends in Attendance and Discipline Data

Over the last two years, attendance rates have improved significantly at Dunbar from 92.6 in 2010 to 93.7 in 2012. Disciplinary incidents have also dropped steadily:

Dunbar Elementary Discipline Data for 2010-2012



During the 2012-13 school year, discipline progress got even better with only 20 individuals receiving in-school suspensions (ISS) and 30 incidents of out-of-school suspensions (OSS).

Key Concern #4: Managing the leadership transition

With the District plan focused primarily on building school leadership capacity, the leadership transition at Dunbar will pose a challenge. June is late to begin a principal search, and the District need to be sure that school staff are receiving high-quality instructional leadership with no gaps in service. **The district will need to provide extra support to the staff at Dunbar to ensure instructional support during the leadership transition.**

V. Priority Implementation Strategies for Dunbar Elementary School

- Strategy 1.2.2: Provide targeted professional development on planning instruction effectively around data.

Professional learning communities (PLCs) at Dunbar Elementary school are not effectively utilized to improve the quality of teaching and learning. Student data is being collected and PLCs are meeting, but the data is not being used to provide all students with instruction and interventions in direct response to their academic needs. The school lacks a deliberate approach for using data to inform student-specific instruction.

Furthermore, PLCs at Dunbar are not regularly reviewing and analyzing data for the explicit purpose of adapting or providing differentiated, student-specific tiered instruction to students. The structures are in place but the process, content, and implementation support to fully utilize those structures is not. The PLCs lack agendas or clear objectives, and there is a lack of deliberate or effective follow-through and implementation of efforts to improve instruction.

The District's implementation support to Dunbar will need to provide intensive assistance to allow the PLCs to fully and effectively implement data-driven instruction. The district Instructional Leadership Officer (ILO) assigned to Dunbar will need to model effective use of professional learning communities and build the school leadership team's capacity to ensure that every PLC meeting includes the following steps:

- Item-level analysis to determine where students are struggling and why;
- Clear action steps that define the new teaching plans that respond to this analysis; and
- Systems and procedures across the school through observations and feedback to ensure continual data-driven improvement.

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time.

Structures for professional development at Dunbar are not consistent, differentiated, or significant enough to rapidly improve teacher practice. There is a lack of targeted instructional coaching. Professional conversations and follow-up do not actively use data and are not sufficiently focused on improving instruction or figuring out why certain units or lessons were not effective. There are few opportunities for teachers to visit one another's classrooms to learn from one another within and across grade levels.

The district's implementation support to Dunbar will need to provide intensive assistance to build the instructional leadership team's capacity for developing teacher practice. The ILO will work with the staff at Dunbar to design a coordinated professional development plan that aligns with Common Core standards generally and teacher needs specifically. The plan will address the individual and collective needs of staff at Dunbar and ensure that professional development is embedded as an integral part of daily routines. The ILO will prioritize building Dunbar's capacity for the following practices:

- Ensuring school teams take active roles in promoting creating, and leading professional development by leveraging internal expertise;
- Strategically leveraging external partners and trainers as needed;
- Modeling effective job-embedded coaching and other supports that provide follow-up on the implementation of what is learned through PD; and

- Developing the systems so that staff members hold one another accountable for implementing what is learned through PD and, ultimately, for the improved student performance that should result from its implementation.

VI. School-Level Funding Priorities for Dunbar Elementary

Strategy 1.1.5 DE: Fully fund Positive Behavioral Intervention and Supports (PBIS) to be school-wide: Due to the challenging climate at Dunbar, a commitment to consistently implementing PBIS school-wide will be essential to ensure that students are ready to learn. PBIS is a framework for organizing school staff to plan and implement evidence-based behavioral interventions to improve academic and social behavior outcomes. Staff will participate in training in the following areas:

- 1) structured team-based leadership processes;
- 2) data-driven decision making to meet students' non-academic needs;
- 3) continuous monitoring of student behavior school-wide and with a specific focus on students most in need of services;
- 4) regular universal screening of students' non-academic barriers to learning; and
- 5) on-going professional development and training.

Expanding PBIS will build teacher capacity for effective classroom management and preventive discipline policies. This program will be fully aligned to the District activities outlined in Objective 1.1 of the LEA/District Plan. SIG funding at Dunbar will expand PBIS training at Sumner to include all staff in the process ($7,000 over three years).
(Key Concern #3)

Strategy 2.1.4 DE: Recruit, attract, and select a highly-qualified, experienced school leader for Dunbar Elementary: Due to the fact that the principal will be replaced at Dunbar, the District will screen and select a transformational leader that will have a demonstrated track record in the following research-based best practices:

- Commitment to and emphasis on spending significant time in classrooms;
- Consistent and constant focus on results;
- Use of data to monitor student progress and target specific areas for improvement;
- Elimination of distractions to maximize time spent on instruction;
- Alignment of professional development to school-wide goals and problems of practice;
- Establishment of a cohesive culture among teachers and staff;
- Experience reorganizing resources to attain achievement targets; and
- Engagement of families in the education of their children

The District will conduct a national search for experienced principals to fill this vacancy.
(Key Concern #4)

Strategy 2.3.5 DE: Contract with external partner to facilitate school-wide instructional focus as a way to ramp up the quality of instruction: The district will identify an organization with a demonstrated track record in building school leader capacity and providing instructional coaching simultaneously to ensure that no gaps in instructional leadership happen during the leadership transition. The Instructional Leadership Officer assigned to Dunbar will participate in the training sessions to build their capacity for this approach. Unlike other Priority schools, where the principal is already in place and has established a culture, it will be essential for this external provider to implement a "tried and true" series of job-embedded professional development. The external partner will undergo a rigorous screening, selection, and accountability process consistent with the process identified in the "External Partner" section of the District Plan. The partner will ensure that summer professional development includes the following:

- Facilitate professional collaborative teams to improve teaching and learning for all students;
- Identify, learn and use effective evidence-based teaching practices to meet the needs of students;
- Create a targeted professional development plan building expertise in selected evidence-based practices;
- Re-align resources (people, time, talent, energy, and money) to support the instructional focus; and
- Create a shared internal accountability system within the school.

SIG funding at Dunbar Elementary will be used to contract with an external partner to ensure strong instructional support to staff during the leadership transition ($150,000 over three years).

(Key Concerns #1, #2, #4)

Supplemental Implementation Timeline for Dunbar Elementary

Strategy #	Strategy	Action Steps	By Date	Person Responsible	Implem Years
1.1.5 DE	Fully Fund PBIS to be school-wide	A. Coordinate trainings for Dunbar staff	7/13	ILO	Year 1
		B. Provide support in implementation	8/13	ILO	Year 1-3
		C. Monitor progress of implementation	1/14	PMS	Year 1-3
2.1.4 DE	Recruit, attract, and select a school leader	A. Identify core capacities and screening process for Priority school principals B. Conduct national search	6/13	CAO	Year 1
2.3.5 DE	Contract with external partner to facilitate school-wide instructional focus	A. Identify and contract with external partner	7/13	CAO	Year 1
		B. ILO provides implementation support	8/13	ILO	Year 1-3

Priority School Plan – Sumner High School

I. School Overview

In 2011, Sumner High School began a transformation. The new principal began implementing a rigorous and dramatic approach to transform the school's culture and systems for improving instruction. Under the new leadership, the school focused intensively on using data to drive instruction, positive behavioral interventions, and family and community outreach.

The District's plan for accelerating the transformation already underway at Sumner High will provide the school leadership team with extra capacity to rapidly improve student achievement.

II. District Needs Analysis Process and Findings

This School Improvement Grant (SIG) application process comes at the heels of a year-long comprehensive continuous improvement process St. Louis Public Schools (SLPS) has been implementing for each of its Priority Schools. Since the announcement of the Priority Schools designation by the Department of Elementary and Secondary Education in summer 2012, the SLPS Office of Academic Services has been providing extra support, guidance, and monitoring to the 10 Priority Schools. A critical feature of this approach has been a frequent process of rigorous data and program analysis. Once the SIG eligibility was announced, district staff were in a good position to build on the culture of data-based decision making and conduct a more thorough needs assessment with each principal after one year of Priority School implementation.

Sources of Data Analyzed

In conducting a needs assessment of the Priority Schools, SLPS had no shortage of data to analyze. The following is a list of the sources of data used to analyze the causes for chronic underperformance at each Priority School:

- **Student Performance**
  - 4-Year trends in MAP performance on all tested subjects: MPI values, % Prof/Adv/Below Basic/Basic, End of Course Exams, APR Reports
  - Formative and Benchmark Assessments: Acuity, Benchmark, STAR Math/Reading, Pearson Success Net, Accelerated Reader
  - College Readiness Assessments: Advanced Placement participation and performance, ACT, COMPASS, ASVAB
  - Student Grades/Report Cards
  - Disaggregation by grade, gender, race, income, and special education status
- **Curriculum Development/Learning Management**
  - Curricular materials and lesson plans
  - Frequent classroom observation and instructional walkthrough data performed by school leadership and district staff
  - Processes for interim assessment analysis and action planning based on the results
  - Tiered intervention system
  - Quality of tutoring programs
- **Professional Development**
  - Professional development activities, # of hours, job-embedded, % participation, frequency of grade-level meetings etc.

  - Use of common planning time and opportunities for collaboration (e.g., data teams, professional learning communities, etc.)
  - Processes for developing and implementing improved instructional strategies (e.g., re-teaching, remediation, and small group differentiation)
  - Instructional coaching implementation and effectiveness
  - Teacher feedback surveys about usefulness of professional development activities
- **Safe, Secure, and Engaging Environment**
  - Attendance rates: average daily attendance, overall attendance rate, average number of days absent, % of chronic absentees, and % of high attendees
  - Discipline data: in-school suspension, out-of-school suspension, referrals, positive behavior incentive distribution, types of discipline infractions, etc.
  - Student perception data
  - Student mobility and retention data
  - Special education services across types of disability
  - Extracurricular and enrichment activities
  - Disaggregation by grade, gender, race, income, and special education status
- **Parent and Community Involvement**
  - Parent feedback surveys
  - Parent participation in school activities
  - Frequency and quality of home visits
  - Enrollment patterns
  - Partnerships with local businesses and organizations
  - Student participation in academic after-school activities
- **Information Technology and Data Management**
  - Use of instructional technology including computer-based assessments, adaptive learning software, etc.
  - School systems for collecting, organizing, and triangulating student performance data
  - Administrator systems for collecting, organizing, and triangulating teacher performance data
- **Human Resources**
  - Qualifications of all building staff: years of experience, licensing, % highly-qualified,
  - Teacher attendance data
  - Teacher-specific classroom observation and instructional walkthrough data
  - Teacher evaluation data
- **Leadership and Governance**
  - Administrator evaluations and effectiveness
  - Building-level feedback about central office technical assistance
- **Fiscal and Budget**
  - School-level budgets: use of funds, allocations to programs, etc.
  - Donations from local organizations or other grants
  - Analysis of class size, teacher-to-student ratios, special education expenses

Throughout the 2012-13 school year, each Priority school provided reports to District staff about mid-year progress, strategies being implemented, and performance challenges. These presentations were helpful in guiding District assistance and were used as part of the Needs Analysis section for this grant.

While each school has its own configuration of strengths and challenges, an analysis across the Priority Schools revealed common challenges that have informed the district's plan for turning around performance across the Priority Schools. These *Common Priority School Challenges* include the following:

1. **Instructional quality is weak and inconsistent**. Instruction is not student-centered, rigor is low, there is lack of differentiation to effectively meet individual students' needs, and there is a lack of proactive strategies to increase student engagement.
2. **Students' time in school isn't being used to effectively intervene, remediate, and provide necessary academic support.** Students enter the school performing below grade level, which makes it difficult to catch up and the existing intervention model at the school does not help students adequately fill in gaps right away before students advance through the grades.
3. **Data is not being used purposefully and systematically.** Data is not used effectively to plan for instruction or interventions, nor is it being used to motivate staff and students. Teachers and students do not feel ownership over their data.
4. **School culture is not centered on high achievement and college and career readiness**. Students are not making connections between school, college, careers, and life goals and are not receiving appropriate academic interventions to strengthen their foundational skills, build grade-level content mastery, and prepare them for post-secondary success.

I. District Actions for Priority School Transformation

The strategies outlined in this section describe how additional funding through the federal School Improvement Grant (SIG) would initiate a transformation process at each Priority school and allow the school to meet the ambitious annual goals set forth for student performance. Strategies and context specific to each Priority school are included in Sections IV and V.

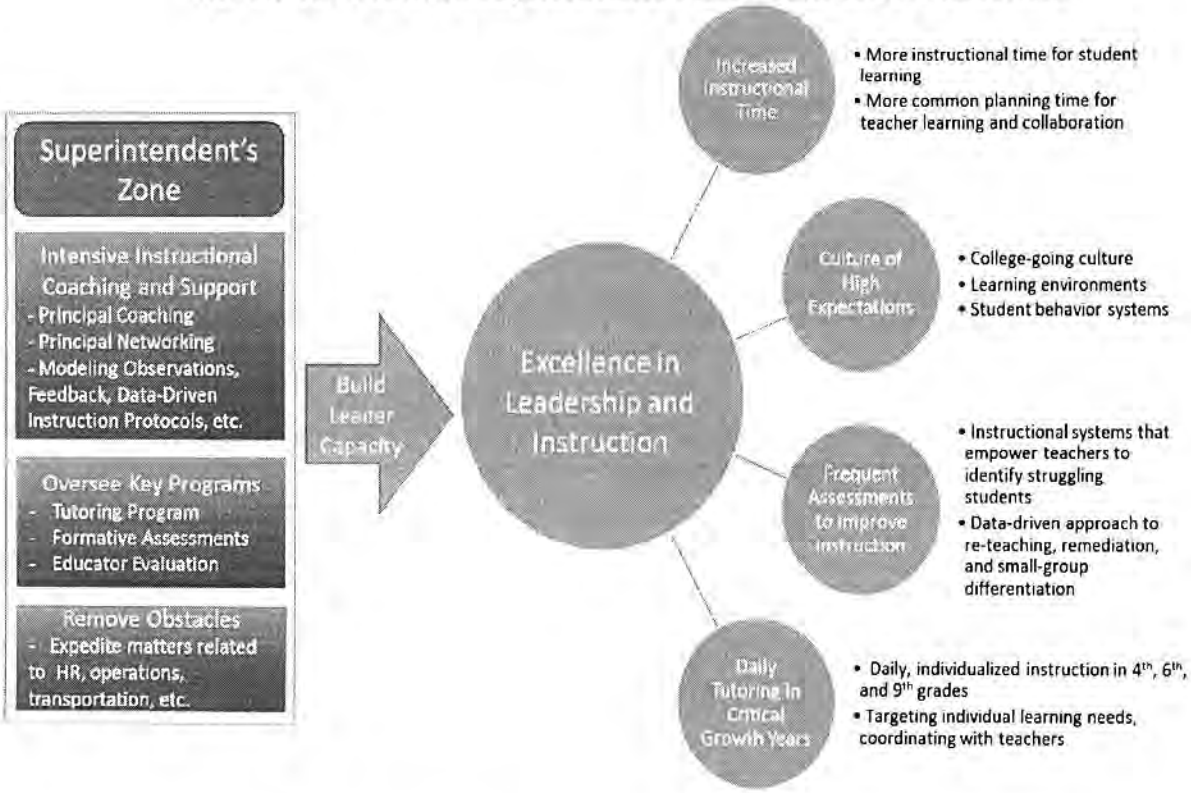
The St. Louis Public Schools (SLPS) has selected a research-based intervention model for each Priority school that will rapidly improve student performance while building district capacity to apply many of the same strategies to Focus schools in the district. The new Superintendent's Zone (more fully described in the LEA/District Actions section of this SIG application) intentionally applies the same core strategies across the eight Priority schools. These Five Turnaround strategies include:

1. **Excellence in Leadership and Human Capital:** SLPS will work with building principals to provide teachers with frequent, constructive feedback based on classroom observations from school administration that teachers can use to improve their instructional practices.
2. **High Dosage Aligned Tutoring/Double-Dosing Core Skills:** Classroom instruction will be supplemented with individualized tutoring during the regular school day. Students in 4th, 6th, and 9th grades will receive daily small group tutoring (student-to-tutor ratios of nor more than 4-to-1) in math or reading. In other grades, they will receive a "double dose" of the subject in which they are furthest behind.
3. **Increased Instructional Time:** Priority Schools will increase the time students spend on task and engaged in meaningful learning activities by re-working existing schedules to maximize learning time and extending the school year.
4. **A Culture of High Expectations and No Excuses:** SLPS Priority Schools will be staffed with personnel who believe in the ability of each child to learn and are committed to doing whatever it takes to make that learning occur. Every educator needs to be able, by training and temperament, to accelerate children's intellectual development and student achievement. Every educator must expect that 100% of students be performing at or above grade level and be in attendance 95% of days.
5. **Use of Data from Frequent Assessments to Improve Instruction:** SLPS Priority Schools will implement a coherent calendar of benchmark and interim assessments that track an aligned curriculum's standard scope and sequence throughout the school year to provide students, teachers,

tutors, and instructional leaders with accurate and timely information on each student's mastery of specific skills, allowing deficits to be quickly addressed.

Figure 4.1 outlines how the Superintendent's Zone structure and *Five Turnaround Strategies* come together as a coherent district framework:

4.1: Overview of SLPS Superintendent's Zone Turnaround Framework



The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on the core strategies of data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in effectively implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful.

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*.

While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

Crosswalk of Proposed Strategies with Transformation Model Requirements

Transformation Requirements	Objectives/Strategies
Replace principal	In 5 of the 8 Priority schools, the principal has been in place for two years or less; the principals will be replaced in the remaining three schools. Objective 2.1
Extend school year	2.3.3
Extensive professional development	1.1.3, 1.1.4, Objective 1.2, 2.1.2, 2.1.3, 2.1.4; Objective 2.3
Teacher performance evaluation based on student performance	2.4.1
Research-based instruction	1.1.3, 1.1.4, Objective 1.2, Objective 2.3, Objective 3.1, Objective 3.2
Continuous use of student data	Objective 1.2
Financial incentives for teachers tied to student performance	2.4.2
Enhanced family engagement	Objective 4.1
Local governance – principal training	Objective 2.1, Objective 5.1, Objective 5.2

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*. While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

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

Objective 1.1: Establish a culture of high expectations and no excuses *as evidenced by*

- Schoolwide goals will be set and communicated for student achievement, attendance, behavior, and college-readiness; and
- Surveys of staff, students, and families will indicate a growing sense of engagement and school pride.

- Strategy 1 (1.1.1): Establish a culture of high expectations and no excuses: All classrooms, libraries, hallways, lunchrooms, and any and all central and common locations frequented by students will reinforce high standards and school-wide academic goals. The school-wide and teacher-specific student achievement benchmarks and MAP goals that are set will be readily apparent in every room in each school. Teachers will be able to state the performance goals of each individual student. Students will be able to articulate their own performance goals for teach of their core classes. Progress toward these goals, at the student and class level, will be on display in every classroom. A two-day "Culture Camp" will be conducted on the first two days of school. Students will be

introduced to the new data tracking system as each school's academic and behavioral expectations, and set individual academic and behavioral goals.

- Strategy 2 (1.1.2): Establish a discipline, behavior, and consequence/reward system across the Priority schools: An overarching culture of respect will be developed. The discipline, behavior, and consequence/reward systems for the Priority schools will be consistent across grades, and clearly posted throughout the school. Teachers will be expected to adhere to consistent behavioral and academic expectations for all students. Misbehavior will be handled in a way that does not extensively disrupt a student's learning time, for example, asking disruptive students to work individually until they are ready to re-integrate into small group work.
- Strategy 3 (1.1.3): Provide professional development for staff focused on effective class management: All staff members will receive professional development in positive, proactive classroom management. Effective classroom management will be a criterion included in every teacher's evaluation cycle.
- Strategy 4 (1.1.4): Establish a system of tiered interventions for students at risk: A data system will be set up to track students' attendance and behavior, including disciplinary office referrals and suspensions. A Student Support Team will track this data and identify students in need of additional social-emotional and behavioral support.
    - Tier 1 interventions are provided by the classroom teacher using strategies presented during professional development and may include posted classroom rules, rewards for acts of respect, and family conference and behavioral contract signed by the principal, parent, teacher and student.
    - Tier 2 interventions are provided for small groups outside of the classroom setting and may include tutoring or group counseling sessions provided through partnerships with community social service agencies.
    - Tier 3 interventions will include individual counseling and tutoring services inside and outside the school
- Strategy 5 (1.1.5): Administer a student perception survey to encourage student voice: A growing body of research is confirming that student voice is useful to assess student culture as well as teacher quality. SLPS will identify a research-based survey instrument and administer it at least annually.

Objective 1.2: Use of data from frequent assessments to improve instruction *as evidenced by*

- 100% of core instructional teachers will utilize formative, interim, and daily assessments to track student mastery and plan for instruction; and
- 80% of classroom observations will reveal teachers implementing instructional strategies consistent with data-team action plans.

- Strategy 1 (1.2.1): Administer formative assessments in math and communication arts: Formative assessments aligned to each school's curriculum and scope and sequence will be administered to students every four to six weeks to assess academic progress. Based on progress, students will be periodically reassigned into and out of interventions. Data reports will be generated for content teachers organized by, and aligned to, curriculum standards. Reports from the assessments will provide up-to-date, actionable data showing how students are performing on particular standards.
- Strategy 2 (1.2.2): Provide targeted professional development on planning instruction effectively around data: Training and support will be provided to support school teams in: 1) the use of data in

goal-setting; 2) how to interpret data; and 3) how to use data to drive instruction. Each grade level will hold data team meetings so that they can use common time to analyze data as a team to determine how to best serve students. Data from formative assessments and classroom observations will be used to provide targeted feedback to teachers.

- Strategy 3 (1.2.3): Create schedule based on student needs: Achievement data will be used to make decisions on student grouping, grouping teachers for common planning and integrating interventions into schedules of students most in need. District support will be provided to assist in this process.

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

Objective 2.1: Recruit, attract, develop and retain highly effective school leaders *as evidenced by*

- 100% of Principal vacancies being filled with highly-qualified, experienced school leaders; and
- Each Priority school meeting its annual goals.

- Strategy 1 (2.1.1): Recruit, attract, and select highly-qualified, experienced school leaders: All Priority school principals will be assessed to ensure they have the capacity to effectively lead transformation in their schools. Across the Priority schools, the District will screen and select a transformational leader that will have a demonstrated track record in the following research-based best practices:
  - Commitment to and emphasis on spending significant time in classrooms;
  - Consistent and constant focus on results;
  - Use of data to monitor student progress and target specific areas for improvement;
  - Elimination of distractions to maximize time spent on instruction;
  - Alignment of professional development to school-wide goals and problems of practice;
  - Establishment of a cohesive culture among teachers and staff;
  - Experience reorganizing resources to attain achievement targets; and
  - Engagement of families in the education of their children

  For the three Priority schools where the principals are being replaced, the District will conduct a national search for experienced principals.
- Strategy 2 (2.1.2): Provide maximum budget and staffing flexibility to Priority school principals: Each Priority school principal will be provided with budget and staffing flexibility to create a financial plan and build a unified staff in which every member is committed to a common vision of success for every student. The principal may use this flexibility to create new staffing patterns, academic and behavioral supports, staff and student schedules, and a professional development plan, based on the flexibilities outlined in the AFT/SLPS MOU agreement.
- Strategy 3 (2.1.3): Provide intensive principal coaching on instructional leadership and effective implementation of the *Five Turnaround Strategies*: SLPS will facilitate bi-weekly coaching sessions with the principals to develop concrete plans for improving school culture, data use, scheduling, and instruction. These coaching sessions focus on improving school leadership and building collaboration among Priority schools. SLPS will support principals to improve the quality of their instructional team by providing guidelines and tools for regular classroom observations, feedback, and targeted professional development.
- Strategy 4 (2.1.4): Facilitate Superintendent's Zone Principal's Network Meetings: The District will bring Priority school principals together monthly for technical assistance and networking activities,

with the goal of organizing a professional learning community to share effective practices, problem solve challenges, and troubleshoot obstacles.

Objective 2.2: Recruit, screen, and select highly-qualified experienced teaching staff *as evidenced by*

- 80% of newly-hired Priority school educators rated as "Proficient or Distinguished" according to the new educator evaluation system[1] by the end of each school year.

- Strategy 2.2.1: Recruit, attract, and select highly-qualified classroom teachers: In order to fill vacancies in the Priority schools, the District is working to identify a steady stream of committed and high-performing teachers who voluntarily sign on to the challenge of turning around schools in the Superintendent's Zone. Furthermore, in order to incentivize teachers to come and work at Priority schools, educators will receive extra compensation for working longer hours and opportunities will be available for teachers to develop their leadership skills through job-embedded coaching and individualized professional development opportunities. This system is being negotiated locally and will begin implementation during the 2013-14 school year.

Objective 2.3: Provide focused professional development and coaching support to build school capacity for leveraging professional learning communities (PLCs) to effectively implement data-driven instruction *as evidenced by*

- 100% of grade-level teams will meet using structured protocols to discuss data and student work as professional learning communities (PLCs);
- 90% of teachers are modifying instructional practices as a result of goals set forth in common planning time and grade-level PLC meetings;
- 90% of classroom teachers have modified teaching strategies and techniques based on interactions with instructional coaches; and
- 90% of teachers self-report that coaches "provide useful guidance that improves my teaching".

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time: A robust professional development agenda will be annually provided to all Priority school staff.
  - Professional development will be focused on the *Five Turnaround Strategies* and key topics identified by principals and District staff.
  - Professional development will guide teachers on how to create lessons that are objectives-driven with measurable outcomes, how to input daily/weekly and monthly benchmark data into their data trackers, and how to use resulting reports to group students, assign interventions, adjust pacing, and communicate with students/families.
  - Each teacher will have an individual professional development plan that targets specific areas of growth.
  - Teachers will be grouped into professional learning communities (PLCs) and provided with regular common planning time (the amount to be determined by the principal and based on the MOU). The common planning time will focus on high-impact topics, including data-

[1] The ratings of "Proficient or Distinguished" will be consistent with the standards released by the Department of Elementary and Secondary Education (DESE) in their *Missouri Educator Evaluation System*: http://www.dese.mo.gov/eq/documents/eq-ees-executive-summary.pdf.

driven instructional improvement, looking at student work and teacher assignments, and standards-based lesson plan development. Teacher teams will maintain logs of meeting topics, decisions made, and progress of implementation.

- Strategy 2 (2.3.2): All teachers in Priority schools will use a standards-based common scope and sequence curriculum: Teachers in Priority schools will plan lessons based on what students are expected to know in order to do well on the MAP and other assessments. Benchmark goals will be set for every student, and students will know his/her benchmark goals. Teachers will be trained to use data trackers to track daily and weekly student-level progress toward each student's mastery of specific learning objectives.
- Strategy 3 (2.3.3): Provide increased instructional time and high-dosage differentiated, and tiered instruction: Each Priority school will extend the length of the school day and/or school year. In order to ensure that extra time is used effectively, extending the school day will be phased in as follows: 10 additional minutes per day during the 2013-14 school year; 20 additional minutes per day during the 2014-15 school year; and 30 additional minutes per day during the 2014-15 school year (e.g. if the school day is currently scheduled to last seven hours, the following would be the new length of school day: baseline = 7 hours; SIG Year 1 = 7h 10m; SIG Year 2 = 7h 20m; SIG Year 3 = 7h 30m). Each Priority school schedule will be audited to identify an additional 20-30 minutes a day of instructional time. During this extended time period, students who score Basic or Below Basic on the previous year's MAP in math or reading will be assigned to Tier 2 and 3 academic interventions. The primary intervention will be daily small group tutoring (no more than 4 students per tutor), delivered by trained tutors, that will address learning gaps. According to the Dobbie and Fryer study, high-dosage (full-time) tutoring yields the largest student learning gains in grades 4, 6, and 9; therefore these grades will be targeted for tutoring. Students in all other grades will receive double-doses of mathematics and communication arts instruction or other differentiated instructional strategies. Additionally, schools may provide additional learning time for students who want to participate through targeted Saturday school, after school, and vacation academies during winter and spring break.
- Strategy 4 (2.3.4): Provide additional support for students with special needs: Our goal is to increase opportunities for all Students with Special Needs to be in inclusion settings. The District will assist Priority schools to design and develop IEP's detailing in which parts of the curriculum students can participate.
    - The process for identifying and assessing students for special education services will be a focus of August whole staff professional development.
    - Administrators, during formal and informal observations, will monitor staff members' implementation of IEP's and provide feedback and support.
    - Teams of SPED teachers will have common planning time each week during which time they will work to plan lessons, review and analyze student data and IEP's, create action plans, and discuss best practices. They will collaborate with general education teachers on the preparation of lessons to be taught in all classes and on assessments to be used.
    - Teachers and paraprofessionals will participate in professional development and support that is calibrated to meet the particular needs of teachers of Students with Special Needs.

Objective 2.4: Establish a comprehensive system for staff observation, feedback, and regular evaluation as *evidenced by*

- 90% of teachers self-report that they "are receiving sufficient feedback" from their supervisor; and
- 90% of teachers rated Proficient or Distinguished can articulate pathways for development and growth beyond the classroom.

- Strategy 1 (2.4.1): Implement an educator evaluation system that incorporates student growth beginning 2013-14: The District is currently finalizing the details of a new educator evaluation system that is consistent with the parameters of Missouri's model system, incorporates growth in student learning as one of multiple measures that gets factored in, and uses Charlotte Danielson's performance-based teacher evaluation rubric to evaluate professional practice. Consistent with Missouri law, implementation of the new system will begin in the 2013-14 school year for all schools with educator ratings being assigned in spring 2014.
- Strategy 2 (2.4.2): Retain and reward highest performing/high potential staff: SLPS will establish a system of evaluation and monitoring that will be used to identify high-performing/high potential staff members so that a plan can be implemented early to retain these staff members at the school. The District is currently examining the performance-based compensation structure being implemented in Baltimore City Schools as a model for rewarding teachers with mastery. Effective educators will be rewarded in the Priority schools: the plan for doing so may include quarterly recognition through public newsletters, special events, or opportunities to showcase effective practices.

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

Objective 3.1: Curriculum in core subjects have aligned scope and sequence across the Priority Schools *as evidenced by*

- Examinations of curriculum maps and lesson planning documents.

- Strategy 3.1.1: Develop a Superintendent's Zone scope and sequence in core academic subjects: In order for more frequent benchmark assessments to be used across the Priority schools, curricular materials will need to be aligned in scope and sequence. Once a standardized and more frequent benchmark assessment system is developed, each Priority school will revise their instructional scope and sequence to ensure alignment.

Objective 3.2: Adequate and effective instructional and intervention materials are in place for every Priority school *as evidenced by*

- 90% of staff surveys confirm that instructional materials are sufficient to meet students' needs

- Strategy 3.2.1: Ensure that teachers have sufficient instructional materials and leveled libraries to meet students' needs: Part of the needs assessment with schools included an inventory with school leadership teams to ensure that curriculum materials and libraries are sufficient to meet student needs. Resources are being allocated to ensure that these needs are being met in each Priority school.

- Strategy 3.2.2: Provide schools with up-to-date instructional technology: In order to ensure students are Common Core ready, the Priority schools will need to provide access to computers and tablets to develop key areas of skill. Each Priority school will update their technology as needed to facilitate this transition.

Goal 4: Promote, facilitate and enhance parent, student, and community involvement in LEA/District educational

Objective 4.1: Establish ongoing mechanisms for parent and family engagement *as evidenced by*

- 80% of parent surveys show that they understand what their child is supposed to do and needs to be working on in school

- Strategy 4.1.1: Improve communication with parents and families: District staff will work with school leadership teams to plan events and activities designed to foster parent and family involvement and to identify and support the cultural differences among school families. At the beginning of the school year, we will communicate with parents about the changes to the school and opportunities it will create for them to play an active part in their children's educational improvement.
- Strategy 4.1.2: Engage families as partners in the school transformation process: With the goal of improving student attendance and time on learning and reducing the truancy and suspension rates, families will be encouraged to participate as partners in the school. Some of these events will involve tutorials about how to understand student performance data. Student progress data will be shared with families on a regular basis through student data reports sent home and in-school family events where they are educated about how to understand their students' interim benchmark results and strategies to support future success.

Objective 4.2: Create structures for community organizations to add value and not distract from the school's mission *as evidenced by*

- Feedback from administrators, counselors, and social workers.

- Strategy 4.2.1: Create an inventory of community partners with relationships with each Priority school: In order to ensure that the existing community partnerships are adding value and not distracting from each Priority school's transformation, the District will catalogue each partnership and identify the purpose and evidence of effectiveness. The District will develop a set of criteria that each partnership will need to meet in order to continue based on measures of effectiveness and alignment. . Once this inventory is created, each partnership will be reassessed to ensure it is consistent with the school's priorities. If the assessment finds a lack of alignment with the school's priorities, the partnership will be phased down or discontinued entirely to ensure that staff time is spent most effectively.
- Strategy 4.2.2: Seek new community partnerships to address gaps in student services: Community resources vary from school to school, so the District will identify gaps in student services and identify partnerships to help address those student needs. Such partnerships may include out-of-school enrichment and athletic activities, services to address students' non-academic barriers to learning, or after school partnerships.

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

Objective 5.1: Implement process to ensure 100% of Transformation requirements are met in reorganizing each Priority school by August 2013 *as evidenced by*

- Alignment with Transformation checklists.

- Strategy 5.1.1: Create monitoring and reporting structure to ensure compliance with Transformation requirements: District staff will include periodic check-ins with Priority school staff to confirm implementation of Transformation model components.

Objective 5.2: Reorganize District central office structures to ensure an effective, systemic, coherent leadership process is established *as evidenced by*

- Feedback from school leaders about the usefulness of the new Superintendent's Zone structure; and
- 100% of Priority Schools meeting annual goals after three years.

- Strategy 5.2.1: Create new Superintendent's Zone structure to ensure implementation of the Five Turnaround Strategies across the Priority Schools: The new Superintendent's Zone structure will be developed consistent with the description in this application and new District staff will provide the deep instructional support, high-dosage tutoring, central office "rapid response", and progress monitoring across the Priority schools.

Overview of School-Specific Implementation

The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful. In the individual school-level sections, we have listed the above strategies and provided additional detail to explain how the model will be customized based on the findings of the needs assessment.

IV. Sumner High School Needs Analysis

Background

Sumner is a 9th-12th grade high school. The school currently enrolls 394 students – 100% of students are African American. Of these students, 27.66% are classified as special education, 92.89% are eligible for free or reduced price lunch, 22.59% are classified as homeless. Sumner's average daily attendance rate is 87.5%.

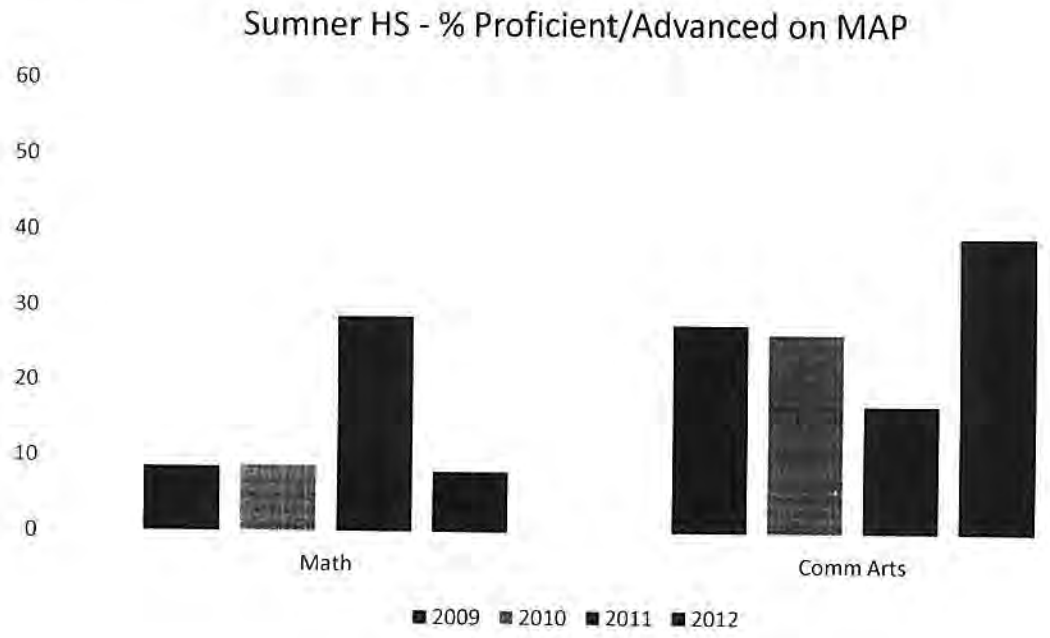
Sumner's current principal is in their 2nd year at the school site. The principal transitioned from Adams Elementary School, where she served as the Principal for 1 year. The school has been allocated 1 assistant principal. The current principal represents the 3nd change in administration since 2009. Sumner has a veteran staff with an average of 12 years of experience. 54% of the staff possess advanced degrees.

Sumner was ranked among the lowest achieving 5% of Missouri schools and was designated as a Priority school. In the draft MSIP 5 data released in March 2013, Sumner received 25.5 points out of a possible 140 (18.9%) making it the lowest performing high school in St. Louis Public Schools.

Key Concern #1: Student Performance in Math is Flat

Despite rapid improvement in communication arts performance since 2011, student performance in mathematics remains flat. The instructional coach at Sumner has expertise in reading, but is not as expert in providing instructional support in mathematics. **Sumner High School needs support in improving mathematics instruction across the school.**

Trends in MAP Performance



There were a total of 88 students participating in the MAP EOC assessments in 2012 (23 seniors and 65 sophomores).

A closer look at the distribution of performance levels across the school shows that the majority of students not proficient in Communication Arts are at the "Basic" level. The following chart shows the distribution and how it corresponds with MPI:

2012 Comm Arts MAP Distribution

Achievement Level	Index Point Value		# of Students		Index Points
Below Basic	1	*	8	=	8
Basic	3	*	33	=	99
Proficient	4	*	30	=	120
Advanced	5	*	17	=	85
Total Points					**312**
Total Index Points			**MPI**		
312 / 88 = 3.54 *100			354.54		

Performance in mathematics is a much bigger struggle with significant numbers of students scoring "Below Basic":

2012 Math MAP Distribution

Achievement Level	Index Point Value		# of Students		Index Points
Below Basic	1	*	35	=	35
Basic	3	*	30	=	90
Proficient	4	*	0	=	0
Advance	5	*	0	=	0
Total Points					125
Total Index Points			**MPI**		
125/66=1.89*100			189		

Trends in Formative/Benchmark Assessment Data

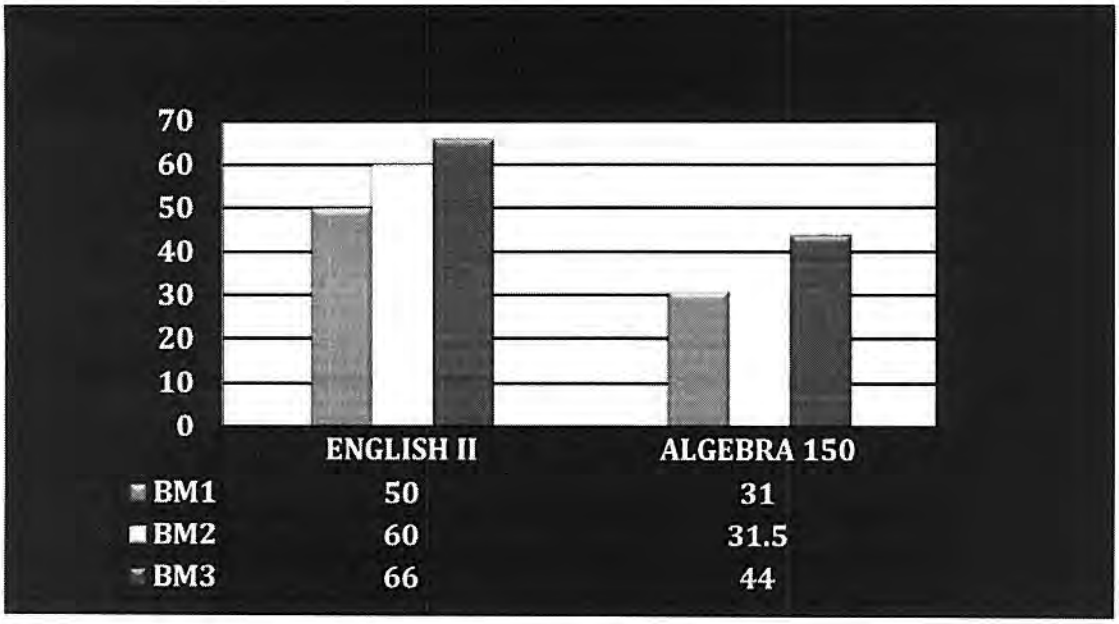
While Sumner's performance in mathematics continues to be a significant challenge, some of the strategies implemented in Communication Arts during the course of the 2012-13 school year seem to be making a difference, with the Benchmark 2 in English 2 'On target for 5% increase." However, the MSIP 5 Gap analysis shows that there are significant hurdles in math and Biology:

SUBJECT	EOC SPRG-2012 MSIP 5 MPI 5,4,3,1 VALUES	10% Improvement Target	Benchmark #1 2012 MSIP 5 MPI values	Benchmark #2 2012 MSIP 5 MPI values	Distance from 300 Approaching (Negative is good)	ON Target for 5% increase based on Benchmark #2	ON Target for 10% increase based on Benchmark #2
Algebra	247	272	175.0	175.5	[illegible]	[illegible]	[illegible]
[illegible]	309.5	340	290.2	318.3	-18.27	YES	NO
Biology 1	256.2	282	169.6	170.5	[illegible]	NO	[illegible]
Government	234.4	258	NA			NA	NA

The progress being seen in English II is due to strategies being implemented consistent with the *Five Turnaround Strategies:*

- Content Area professional learning communities focusing on aligned instruction and differentiation;
- Grade-level professional learning communities focused on data-driven instruction and best-practice sharing;
- Bi-weekly teacher made assessments, daily exit slips, and common assessments;
- School day pull-out sessions;
- Spiraling and flexible grouping; and
- Consistent hands-on professional development.

During the 2012-13 school year, many of these strategies were used effectively in communication arts, but according to benchmark data implementation in math has been less consistent:

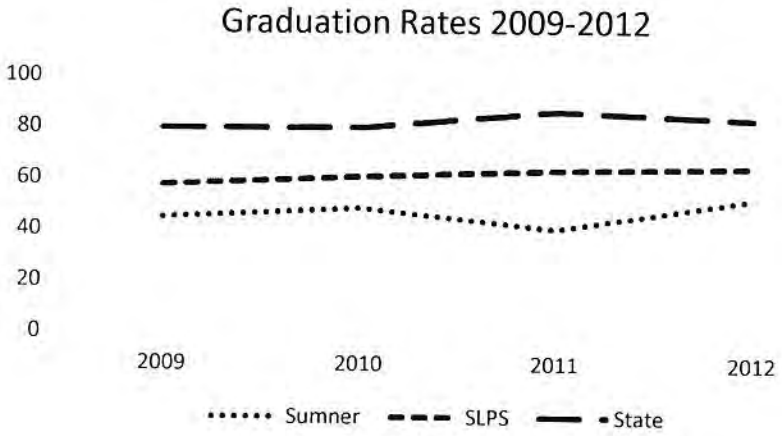


Key Concern #2: Graduation and College Enrollment Rates are Low

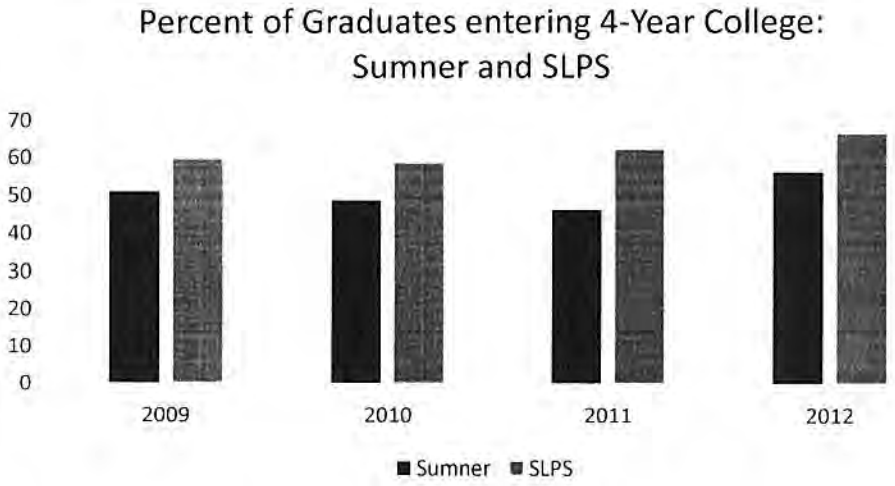
While significant progress has been made in improving the graduation rate at Sumner High School (from 40% in 2011 to 52% in 2012), it is still problematic and among the lowest in the state. Furthermore, only 56% of those students who do graduate from Sumner end up at a 4-year college. **Students at Sumner High need support to ensure students are on-track to graduate and gain acceptance to a 4-year college.**

Graduation and Dropout Rates

Overall graduation and dropout rates are improving at Sumner, but are still well below the district and state averages. The following are the four-year trends at Sumner compared to district and state rates:



Similarly, more Sumner students are entering 4-year colleges but, overall, the rates for Sumner students who enter into and stay into 4-year colleges are among the lowest in the district:

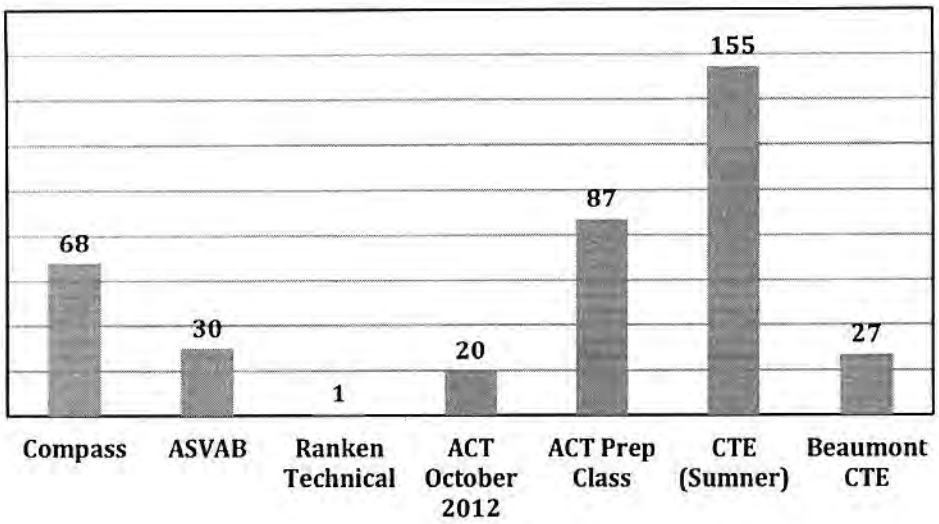


While proficiency rates in Communication Arts are on the rise, so is participation in Advanced Placement courses and other College Readiness programs:

2012-13 AP Course Enrollment at Sumner

Course	# of Students Enrolled
AP English Language	**19**
AP English Literature	**17**
AP US History	**13**
AP Calculus	**12**
AP Biology	**2**
AP Environmental Science	**8**
AP Art	**4**

2012-13 College and Career Readiness Participation

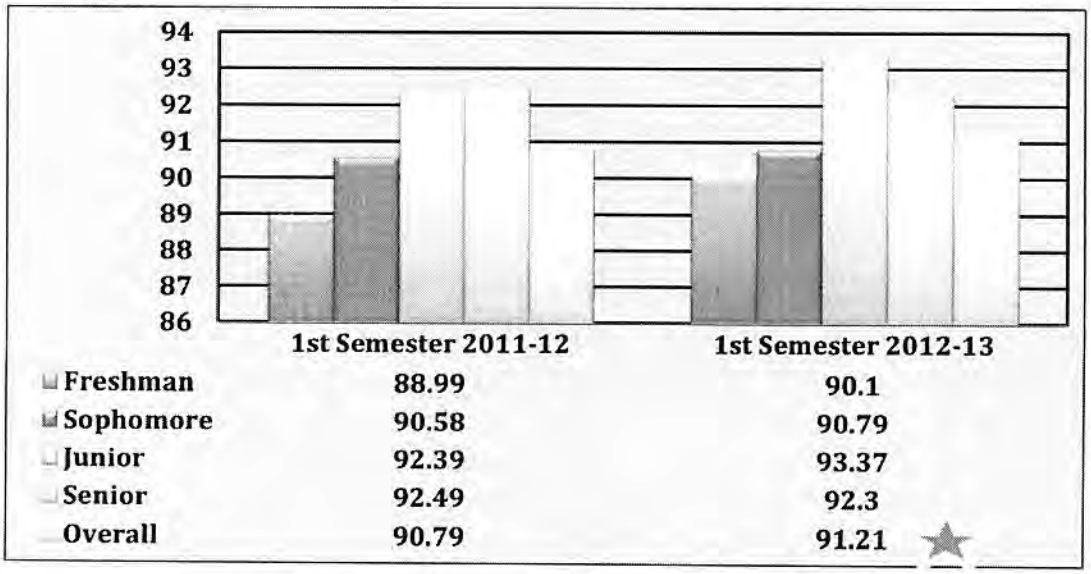


Key Concern #3: Student Behavior and School Climate Need Additional Support

Sumner High School has made significant progress in increasing attendance rates, reducing suspensions, and improving behavior throughout the school. However, this has come as a result of significant instructional planning and school leaders' time being spent on behavior and discipline issues. Students continue to miss instructional time due to disciplinary referrals and out-of-school suspensions. **If Sumner is going to meet its ambitious academic achievement targets, more resources are needed to stabilize the culture and continue to improve the climate and school environment.**

Trends in Attendance Rate Data

Overall, attendance rates are improving at Sumner. The following is an analysis of 1st semester attendance by grade level in 2012 compared to the same period in 2011:

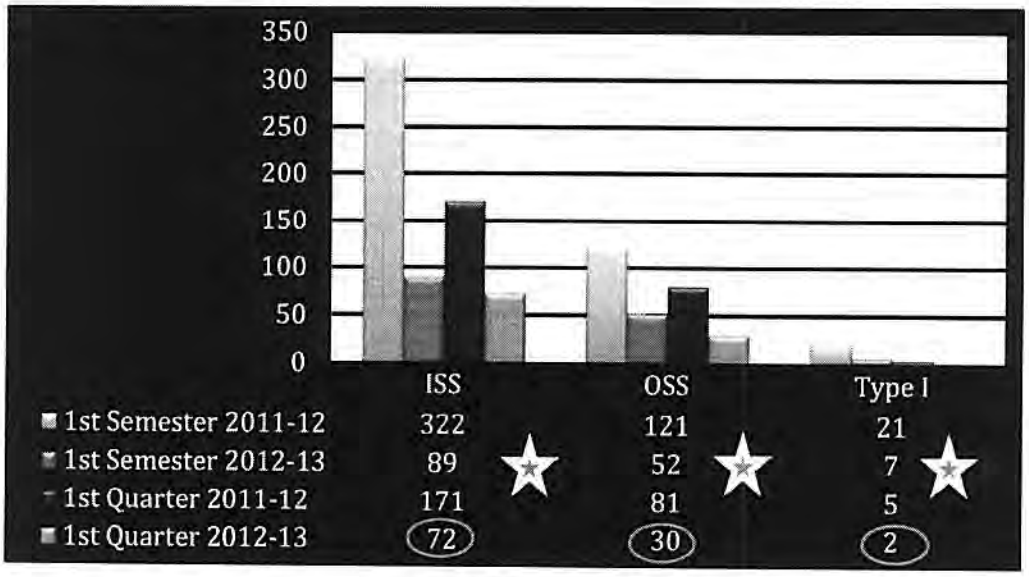


The following strategies have been used to boost attendance school-wide this year:

- Bi-weekly acknowledgements and awards;
- Public posting of awardees' accomplishments;
- Bi-weekly home visits;
- Weekly attendance collaborative meetings with 15 staff members;
- Attendance tracking;
- Mentorship program for 10 students; and
- Morning wake-up calls for students with less than 90% attendance.

Trends in Out of School/In-school Suspension Rates

Sumner has undertaken a range of initiatives to improve behavior across the school with promising early results. The following is a summary of in-school suspensions (ISS), out-of-school suspensions (OSS), and Type 1 incidents for the first semester of 2012-13 compared with the same period during the previous year:



This encouraging trend is a result of a significant school-wide effort being implemented throughout the school year to establish a culture of high expectations. Strategies include systematic daily class assignments, group discussions of problematic behaviors and problem-solving, an advisory system, theme-based coaching, weekly collaborations with discipline team, and a mentoring system.

V. Priority Implementation Strategies for Sumner High School

Over the past two years, Sumner High School has made progress in setting high expectations for teachers and using professional learning communities (PLCs) to translate those expectations into more effective teaching. However, Sumner needs more instructional leadership capacity and coaching support to assist teachers with translating instructional strategies into changes in how instruction is differentiated and delivered in classrooms.

- Strategy 1.2.2: Provide targeted professional development on planning instruction effectively around data.

Professional learning communities (PLCs) at Sumner High School are not inclusive of all grade levels and are insufficiently utilized to improve the quality of teaching and learning. Currently, only teachers at the 9th and 10th grade levels are participating in PLCs. 9th and 10th grade teachers are meeting in grade-level teams and content-area teams twice a week for 90-minutes at a time. Student data is being collected and PLCs are meeting, but administrators do not always participate and data is not systematically being used to provide all students with instruction and interventions in direct response to their academic needs. Sumner lacks a deliberate approach for using data to inform student-specific instruction and needs to create PLCs for grades 11 and 12 next year.

For 9th and 10th grade teams, structures are in place but the process, content, and implementation support to fully utilize those structures is not. The PLCs lack consistent agendas and clear objectives, and there is a lack of deliberate or effective follow-through and implementation of efforts to improve instruction.

The District's implementation support to Sumner will need to provide intensive assistance to allow the existing PLCs to fully and effectively implement data-driven instruction, while launching new PLCs for 11th and 12th grade teachers. The district Instructional Leadership Officer (ILO) assigned to Sumner will need to model effective use of professional learning communities and build the school leadership team's capacity to ensure that every PLC meeting includes the following steps:

- Item-level analysis to determine where students are struggling and why;
- Clear action steps that define the new teaching plans that respond to this analysis; and
- Systems and procedures across the school through observations and feedback to ensure continual data-driven improvement.

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time.

Structures for professional development at Sumner are developing but are not sufficient for transforming teaching practice at an individual teacher-level. While capacity has been built to provide job-embedded professional development to groups of teachers, there is a lack of capacity to

provide targeted instructional coaching that can facilitate substantive and intensive teacher development on an individual basis.

The District's implementation support to Sumner will provide intensive assistance to build the instructional leadership team's capacity for developing teacher practice in instruction. The district's Instructional Leadership Officer (ILO) will work with the staff at Sumner to design a coordinated professional development plan that aligns with Common Core standards generally and teacher needs specifically in math content and instructional strategies. The plan will address the individual and collective needs of staff at Sumner and ensure that professional development is embedded as an integral part of daily routines. The ILO will model effective coaching strategies and work with Sumner's instructional leadership team to help them leverage the new SIG positions and create sustainable structures for differentiated teacher coaching. The ILO will prioritize building Sumner's capacity for the following practices:

- Ensuring school teams take active roles in promoting creating, and leading professional development by leveraging internal expertise;
- Strategically leveraging external partners and trainers as needed;
- Modeling effective job-embedded coaching and other supports that provide follow-up on the implementation of what is learned through PD; and
- Developing the systems so that staff members hold one another accountable for implementing what is learned through PD and, ultimately, for the improved student performance that should result from its implementation.

VI. School-Level Funding Priorities for Sumner High School

All new positions funded through SIG will have clear performance benchmarks defined to ensure that they are making an impact on student learning. Progress toward achieving these performance benchmarks will be assessed annually, and those positions may be eliminated based on the outcome of the assessments.

Strategy 1.1.5 SH: Fully fund Positive Behavioral Intervention and Supports (PBIS) to be schoolwide: Due to the discipline and behavior management challenges at Sumner, administrators need extra support to focus on improving the climate so they can be more focused on instructional leadership. In 2012, Sumner High School piloted a Positive Behavioral Intervention and Support system for a subset of teachers to help improve climate. PBIS is a framework for organizing school staff to plan and implement evidence-based behavioral interventions to improve academic and social behavior outcomes. Staff will participate in training in the following areas:

1) structured team-based leadership processes;
2) data-driven decision making to meet students' non-academic needs;
3) continuous monitoring of student behavior school-wide and with a specific focus on students most in need of services;

4) regular universal screening of students' non-academic barriers to learning; and
5) on-going professional development and training.

Expanding PBIS will build teacher capacity for effective classroom management and preventive discipline policies, while freeing up teacher and administrator time to focus on instructional improvement by helping with the workload. SIG funding at Sumner will expand PBIS training at Sumner to include all staff in the process. ($2,000 over three years)
(Key Concern #3)

Strategy 1.1.6 SH: Hire a Sumner GRAD Coach to support students in completing graduation requirements and providing college counseling and support: Administrators and classroom teachers are involved in such an intensive instructional improvement and culture changing process that it can be difficult to find time to ensure students are receiving the necessary supports to stay on top of graduation requirements and college application processes. Key functions of the Sumner GRAD Coach will include the following:

- Provide assistance to identified students, individually and in groups, including analyzing data and identifying students or subgroups with potential high school graduation problems, including course completion;
- Utilize early warning indicators to identify high school students most at risk of not graduating;
- Coordinate transitions for identified ninth graders to help them adapt to the rigor of high school and motivate students to focus on a graduation plan;
- Develop and implement individual intervention strategies with students to develop a graduation and career plan to include the best programs, colleges, and options to meet post-secondary goals;
- Provide training to teachers on support measures that work with identified youth;
- Collaborate with faculty, administrators, counselors, and curriculum department to adapt curriculum and instruction to meet the needs of identified at-risk students;
- Organize college campus visits and college application coaching;
- Assist students with identifying opportunities and applying for financial aid opportunities;
- Provide direct student support and case management; and
- Offer academic advisory services as needed

Most Sumner students have parents who did not attend college and need assistance in the application process. This position will be essential to meeting Sumner's ambitious goals in college and career readiness measures, graduation rates, college acceptance, and college completion rates. This position will also help free up time for administrators to build teacher capacity for high-quality instruction. Professional development and support for this position will be fully aligned to the District activities outlined in Objectives 1.1 and 4.1 of the LEA/District Plan. After two years of funding this position, an analysis of the academic return-on-investment will inform whether the third year will be spent phasing out the position by empowering other school staff to take on the

position or identifying a sustainability strategy through external funding or staff reallocations SIG funding at Sumner will be used to hire a new GRAD Coach for Sumner High school. ($183,000 over three years)
(Key Concern #2)

Strategy 2.3.5 SH: Hire an academic instructional coach (AIC) with expertise in mathematics content and instruction: Sumner High School has made significant progress in the past two years with instruction in communication arts. The professional learning community, tiered instruction, flexible grouping, and data-driven instruction structures at Sumner are working in communication arts – we need the same results in mathematics. A new AIC with math expertise will work with Principal Harper to leverage the professional learning foundation at Sumner and accelerate student learning in mathematics across the school. SIG funding at Sumner will be used to hire a new academic instructional coach (AIC) with expertise in mathematics. ($260,250 over three years)
(Key Concern #1)

Strategy 3.2.3 SH: Provide updated technology to enhance classroom instruction and ensure Common Core-aligned activities: Currently, teachers at Sumner High are using instructional technology effectively where it is available. The two existing Promethean Boards are in high demand by teachers to focus students' attention and provide a platform to boost the interactivity of lessons. Additionally, the desktop computers in classrooms are insufficient in number to accommodate the new academic interventions this grant will be funding. By building teachers' capacity to effectively leverage technology for student learning, Sumner will have instructional capacity beyond the three years of the grant that can be sustained into the future. ($30,000 over three years)
(Key Concern #4)

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Priority School Plan – Yeatman-Liddell Middle School

I. School Overview

Yeatman-Liddell Elementary School is one of three Priority schools in St. Louis Public Schools that will begin Transformation in fall 2013. The quality of culture and instruction at Yeatman is not meeting the needs of most students and has not accelerated student achievement significantly for years._ This is why a change in leadership was made and a new principal was selected to lead the transformation.

The District's plan for turning around student performance at Yeatman is a laser-like focus on data-driven instruction, intensive tutoring, and rigorous academic coaching. This plan can help create a positive culture and rapidly improve student learning for the students and families. A new principal has been selected to lead the school.

II. District Needs Analysis Process and Findings

This School Improvement Grant (SIG) application process comes at the heels of a year-long comprehensive continuous improvement process St. Louis Public Schools (SLPS) has been implementing for each of its Priority Schools. Since the announcement of the Priority Schools designation by the Department of Elementary and Secondary Education in summer 2012, the SLPS Office of Academic Services has been providing extra support, guidance, and monitoring to the 10 Priority Schools. A critical feature of this approach has been a frequent process of rigorous data and program analysis. Once the SIG eligibility was announced, district staff were in a good position to build on the culturIIe of data-based decision making and conduct a more thorough needs assessment with each principal after one year of Priority School implementation.

Sources of Data Analyzed

In conducting a needs assessment of the Priority Schools, SLPS had no shortage of data to analyze. The following is a list of the sources of data used to analyze the causes for chronic underperformance at each Priority School:

- **Student Performance**
  - 4-Year trends in MAP performance on all tested subjects: MPI values, % Prof/Adv/Below Basic/Basic, End of Course Exams, APR Reports
  - Formative and Benchmark Assessments: Acuity, Benchmark, STAR Math/Reading, Pearson Success Net, Accelerated Reader
  - College Readiness Assessments: Advanced Placement participation and performance, ACT, COMPASS, ASVAB
  - Student Grades/Report Cards
  - Disaggregation by grade, gender, race, income, and special education status
- **Curriculum Development/Learning Management**
  - Curricular materials and lesson plans
  - Frequent classroom observation and instructional walkthrough data performed by school leadership and district staff
  - Processes for interim assessment analysis and action planning based on the results
  - Tiered intervention system

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- Quality of tutoring programs

- **Professional Development**
  - Professional development activities, # of hours, job-embedded, % participation, frequency of grade-level meetings etc.
  - Use of common planning time and opportunities for collaboration (e.g., data teams, professional learning communities, etc.)
  - Processes for developing and implementing improved instructional strategies (e.g., re-teaching, remediation, and small group differentiation)
  - Instructional coaching implementation and effectiveness
  - Teacher feedback surveys about usefulness of professional development activities
- **Safe, Secure, and Engaging Environment**
  - Attendance rates: average daily attendance, overall attendance rate, average number of days absent, % of chronic absentees, and % of high attendees
  - Discipline data: in-school suspension, out-of-school suspension, referrals, positive behavior incentive distribution, types of discipline infractions, etc.
  - Student perception data
  - Student mobility and retention data
  - Special education services across types of disability
  - Extracurricular and enrichment activities
  - Disaggregation by grade, gender, race, income, and special education status
- **Parent and Community Involvement**
  - Parent feedback surveys
  - Parent participation in school activities
  - Frequency and quality of home visits
  - Enrollment patterns
  - Partnerships with local businesses and organizations
  - Student participation in academic after-school activities
- **Information Technology and Data Management**
  - Use of instructional technology including computer-based assessments, adaptive learning software, etc.
  - School systems for collecting, organizing, and triangulating student performance data
  - Administrator systems for collecting, organizing, and triangulating teacher performance data
- **Human Resources**
  - Qualifications of all building staff: years of experience, licensing, % highly-qualified,
  - Teacher attendance data
  - Teacher-specific classroom observation and instructional walkthrough data
  - Teacher evaluation data
- **Leadership and Governance**
  - Administrator evaluations and effectiveness
  - Building-level feedback about central office technical assistance
- **Fiscal and Budget**
  - School-level budgets: use of funds, allocations to programs, etc.
  - Donations from local organizations or other grants
  - Analysis of class size, teacher-to-student ratios, special education expenses

Throughout the 2012-13 school year, each Priority school provided reports to District staff about mid-year progress, strategies being implemented, and performance challenges. These presentations were helpful in guiding District assistance and were used as part of the Needs Analysis section for this grant.

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While each school has its own configuration of strengths and challenges, an analysis across the Priority Schools revealed common challenges that have informed the district's plan for turning around performance across the Priority Schools. These *Common Priority School Challenges* include the following:

1. **Instructional quality is weak and inconsistent**. Instruction is not student-centered, rigor is low, there is lack of differentiation to effectively meet individual students' needs, and there is a lack of proactive strategies to increase student engagement.
2. **Students' time in school isn't being used to effectively intervene, remediate, and provide necessary academic support.** Students enter the school performing below grade level, which makes it difficult to catch up and the existing intervention model at the school does not help students adequately fill in gaps right away before students advance through the grades.
3. **Data is not being used purposefully and systematically.** Data is not used effectively to plan for instruction or interventions, nor is it being used to motivate staff and students. Teachers and students do not feel ownership over their data.
4. **School culture is not centered on high achievement and college and career readiness**. Students are not making connections between school, college, careers, and life goals and are not receiving appropriate academic interventions to strengthen their foundational skills, build grade-level content mastery, and prepare them for post-secondary success.

III. District Actions for Priority School Transformation

The strategies outlined in this section describe how additional funding through the federal School Improvement Grant (SIG) would initiate a transformation process at each Priority school and allow the school to meet the ambitious annual goals set forth for student performance. Strategies and context specific to each Priority school are included in Sections IV and V.

The St. Louis Public Schools (SLPS) has selected a research-based intervention model for each Priority school that will rapidly improve student performance while building district capacity to apply many of the same strategies to Focus schools in the district. The new Superintendent's Zone (more fully described in the LEA/District Actions section of this SIG application) intentionally applies the same core strategies across the eight Priority schools. These Five Turnaround strategies include:

1. **Excellence in Leadership and Human Capital:** SLPS will work with building principals to provide teachers with frequent, constructive feedback based on classroom observations from school administration that teachers can use to improve their instructional practices.
2. **High Dosage Aligned Tutoring/Double-Dosing Core Skills:** Classroom instruction will be supplemented with individualized tutoring during the regular school day. Students in 4th, 6th, and 9th grades will receive daily small group tutoring (student-to-tutor ratios of nor more than 4-to-1) in math or reading. In other grades, they will receive a "double dose" of the subject in which they are furthest behind.
3. **Increased Instructional Time:** Priority Schools will increase the time students spend on task and engaged in meaningful learning activities by re-working existing schedules to maximize learning time and extending the school year.
4. **A Culture of High Expectations and No Excuses:** SLPS Priority Schools will be staffed with personnel who believe in the ability of each child to learn and are committed to doing whatever it takes to make that learning occur. Every educator needs to be able, by training and temperament, to accelerate children's intellectual development and student achievement. Every educator must expect that 100% of students be performing at or above grade level and be in attendance 95% of days.

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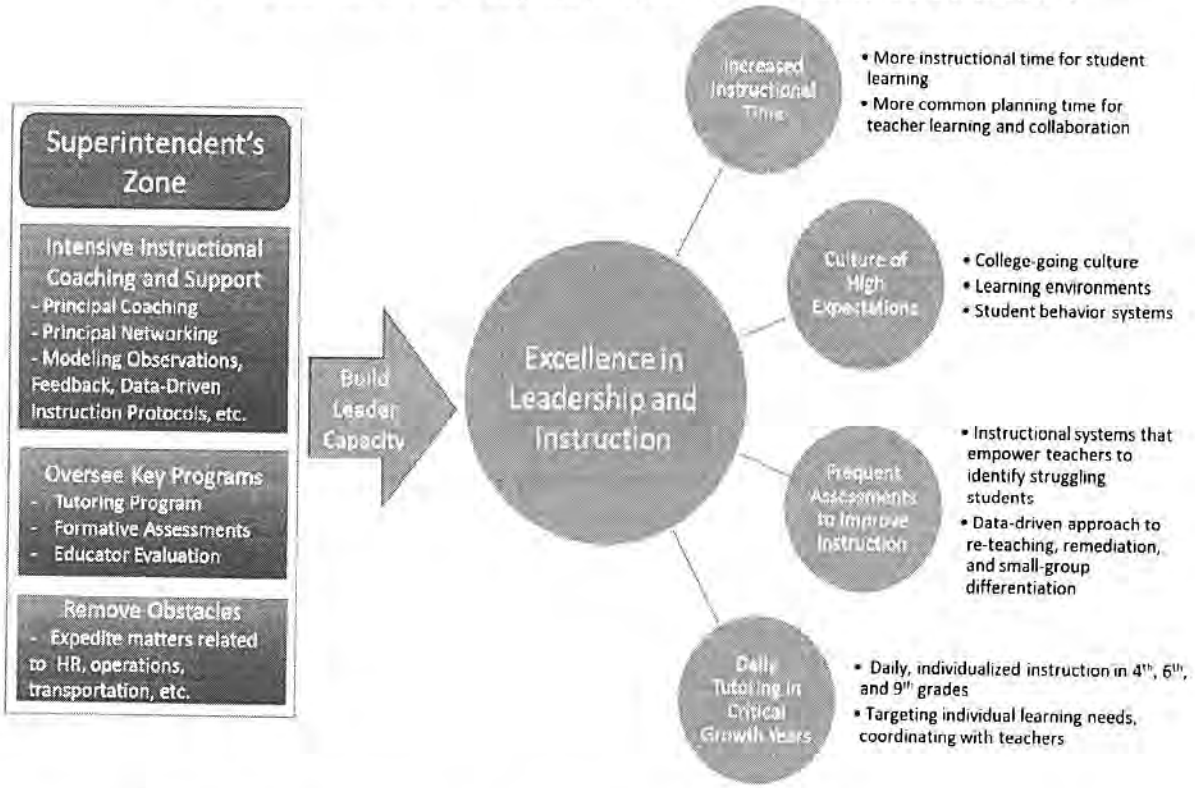
5. **Use of Data from Frequent Assessments to Improve Instruction:** SLPS Priority Schools will implement a coherent calendar of benchmark and interim assessments that track an aligned curriculum's standard scope and sequence throughout the school year to provide students, teachers, tutors, and instructional leaders with accurate and timely information on each student's mastery of specific skills, allowing deficits to be quickly addressed.

Figure 4.1 outlines how the Superintendent's Zone structure and *Five Turnaround Strategies* come together as a coherent district framework:

4.1: Overview of SLPS Superintendent's Zone Turnaround Framework



The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on the core strategies of data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in effectively implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful.

Superintendent's Zone Interventions for Priority Schools

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Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*. While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

Crosswalk of Proposed Strategies with Transformation Model Requirements

Transformation Requirements	Objectives/Strategies
Replace principal	In 5 of the 8 Priority schools, the principal has been in place for two years or less; the principals will be replaced in the remaining three schools. Objective 2.1
Extend school year	2.3.3
Extensive professional development	1.1.3, 1.1.4, Objective 1.2, 2.1.2, 2.1.3, 2.1.4; Objective 2.3
Teacher performance evaluation based on student performance	2.4.1
Research-based instruction	1.1.3, 1.1.4, Objective 1.2, Objective 2.3, Objective 3.1, Objective 3.2
Continuous use of student data	Objective 1.2
Financial incentives for teachers tied to student performance	2.4.2
Enhanced family engagement	Objective 4.1
Local governance – principal training	Objective 2.1, Objective 5.1, Objective 5.2

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*. While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

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

Objective 1.1: Establish a culture of high expectations and no excuses *as evidenced by*

- Schoolwide goals will be set and communicated for student achievement, attendance, behavior, and college-readiness; and
- Surveys of staff, students, and families will indicate a growing sense of engagement and school pride.

- Strategy 1 (1.1.1): Establish a culture of high expectations and no excuses: All classrooms, libraries, hallways, lunchrooms, and any and all central and common locations frequented by students will reinforce high standards and school-wide academic goals. The school-wide and teacher-specific student achievement benchmarks and MAP goals that are set will be readily apparent in every room in each school. Teachers will be able to state the performance goals of each individual student. Students will be able to articulate their own performance goals for teach of their core classes.

Progress toward these goals, at the student and class level, will be on display in every classroom. A two-day "Culture Camp" will be conducted on the first two days of school. Students will be introduced to the new data tracking system as each school's academic and behavioral expectations, and set individual academic and behavioral goals.

- Strategy 2 (1.1.2): Establish a discipline, behavior, and consequence/reward system across the Priority schools: An overarching culture of respect will be developed. The discipline, behavior, and consequence/reward systems for the Priority schools will be consistent across grades, and clearly posted throughout the school. Teachers will be expected to adhere to consistent behavioral and academic expectations for all students. Misbehavior will be handled in a way that does not extensively disrupt a student's learning time, for example, asking disruptive students to work individually until they are ready to re-integrate into small group work.
- Strategy 3 (1.1.3): Provide professional development for staff focused on effective class management: All staff members will receive professional development in positive, proactive classroom management. Effective classroom management will be a criterion included in every teacher's evaluation cycle.
- Strategy 4 (1.1.4): Establish a system of tiered interventions for students at risk: A data system will be set up to track students' attendance and behavior, including disciplinary office referrals and suspensions. A Student Support Team will track this data and identify students in need of additional social-emotional and behavioral support.
    - Tier 1 interventions are provided by the classroom teacher using strategies presented during professional development and may include posted classroom rules, rewards for acts of respect, and family conference and behavioral contract signed by the principal, parent, teacher and student.
    - Tier 2 interventions are provided for small groups outside of the classroom setting and may include tutoring or group counseling sessions provided through partnerships with community social service agencies.
    - Tier 3 interventions will include individual counseling and tutoring services inside and outside the school
- Strategy 5 (1.1.5): Administer a student perception survey to encourage student voice: A growing body of research is confirming that student voice is useful to assess student culture as well as teacher quality. SLPS will identify a research-based survey instrument and administer it at least annually.

Objective 1.2: Use of data from frequent assessments to improve instruction *as evidenced by*

- 100% of core instructional teachers will utilize formative, interim, and daily assessments to track student mastery and plan for instruction; and
- 80% of classroom observations will reveal teachers implementing instructional strategies consistent with data-team action plans.

- Strategy 1 (1.2.1): Administer formative assessments in math and communication arts: Formative assessments aligned to each school's curriculum and scope and sequence will be administered to students every four to six weeks to assess academic progress. Based on progress, students will be periodically reassigned into and out of interventions. For students who are assessed as proficient, extra time will allow for the addition of an engaging elective. Data reports will be generated for

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content teachers organized by, and aligned to, curriculum standards. Reports from the data will provide up-to-date, actionable data showing how students are performing on particular standards.

- Strategy 2 (1.2.2): Provide targeted professional development on planning instruction effectively around data: Training and support will be provided to support school teams in: 1) the use of data in goal-setting; 2) how to interpret data; and 3) how to use data to drive instruction. Each grade level will hold data team meetings so that they can use common time to analyze data as a team to determine how to best serve students. Data from formative assessments and classroom observations will be used to provide targeted feedback to teachers.
- Strategy 3 (1.2.3): Create schedule based on student needs: Achievement data will be used to make decisions on student grouping, grouping teachers for common planning and integrating interventions into schedules of students most in need. District support will be provided to assist in this process.

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

Objective 2.1: Recruit, attract, develop and retain highly effective school leaders *as evidenced by*

- 100% of Principal vacancies being filled with highly-qualified, experienced school leaders; and
- Each Priority school meeting its annual goals.

- Strategy 1 (2.1.1): Recruit, attract, and select highly-qualified, experienced school leaders: All Priority school principals will be assessed to ensure they have the capacity to effectively lead transformation in their schools. Across the Priority schools, the District will screen and select a transformational leader that will have a demonstrated track record in the following research-based best practices:
  - Commitment to and emphasis on spending significant time in classrooms;
  - Consistent and constant focus on results;
  - Use of data to monitor student progress and target specific areas for improvement;
  - Elimination of distractions to maximize time spent on instruction;
  - Alignment of professional development to school-wide goals and problems of practice;
  - Establishment of a cohesive culture among teachers and staff;
  - Experience reorganizing resources to attain achievement targets; and
  - Engagement of families in the education of their children

  For the three Priority schools where the principals are being replaced, the District will conduct a national search for experienced principals.
- Strategy 2 (2.1.2): Provide maximum budget and staffing flexibility to Priority school principals: Each Priority school principal will be provided with budget and staffing flexibility to create a financial plan and build a unified staff in which every member is committed to a common vision of success for every student. The principal may use this flexibility to create new staffing patterns, academic and behavioral supports, staff and student schedules, and a professional development plan, based on the flexibilities outlined in the AFT/SLPS MOU agreement.
- Strategy 3 (2.1.3): Provide intensive principal coaching on instructional leadership and effective implementation of the *Five Turnaround Strategies*: SLPS will facilitate bi-weekly coaching sessions with the principals to develop concrete plans for improving school culture, data use, scheduling, and instruction. These coaching sessions focus on improving school leadership and building collaboration among Priority schools. SLPS will support principals to improve the quality of their

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instructional team by providing guidelines and tools for regular classroom observations, feedback, and targeted professional development.

- Strategy 4 (2.1.4): Facilitate Superintendent's Zone Principal's Network Meetings: The District will bring Priority school principals together monthly for technical assistance and networking activities, with the goal of organizing a professional learning community to share effective practices, problem solve challenges, and troubleshoot obstacles.

Objective 2.2: Recruit, screen, and select highly-qualified experienced teaching staff *as evidenced by*

- 80% of newly-hired Priority school educators rated as "Proficient or Distinguished" according to the new educator evaluation system[1] by the end of each school year.

- Strategy 2.2.1: Recruit, attract, and select highly-qualified classroom teachers: In order to fill vacancies in the Priority schools, the District is working to identify a steady stream of committed and high-performing teachers who voluntarily sign on to the challenge of turning around schools in the Superintendent's Zone.

Objective 2.3: Provide focused professional development and coaching support to build school capacity for leveraging professional learning communities (PLCs) to effectively implement data-driven instruction *as evidenced by*

- 100% of grade-level teams will meet using structured protocols to discuss data and student work as professional learning communities (PLCs);
- 90% of teachers are modifying instructional practices as a result of goals set forth in common planning time and grade-level PLC meetings;
- 90% of classroom teachers have modified teaching strategies and techniques based on interactions with instructional coaches; and
- 90% of teachers self-report that coaches "provide useful guidance that improves my teaching".

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time: A robust professional development agenda will be annually provided to all Priority school staff.
  - Professional development will be focused on the *Five Turnaround Strategies* and key topics identified by principals and District staff.
  - Professional development will guide teachers on how to create lessons that are objectives-driven with measurable outcomes, how to input daily/weekly and monthly benchmark data into their data trackers, and how to use resulting reports to group students, assign interventions, adjust pacing, and communicate with students/families.
  - Each teacher will have an individual professional development plan that targets specific areas of growth.
  - Teachers will be grouped into professional learning communities (PLCs) and provided with regular common planning time (the amount to be determined by the principal and based on the MOU). The common planning time will focus on high-impact topics, including data-

[1] The ratings of "Proficient or Distinguished" will be consistent with the standards released by the Department of Elementary and Secondary Education (DESE) in their *Missouri Educator Evaluation System*: http://www.dese.mo.gov/eq/documents/eq-ees-executive-summary.pdf.

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driven instructional improvement, looking at student work and teacher assignments, and standards-based lesson plan development. Teacher teams will maintain logs of meeting topics, decisions made, and progress of implementation.

- Strategy 2 (2.3.2): All teachers in Priority schools will use a standards-based common scope and sequence curriculum: Teachers in Priority schools will plan lessons based on what students are expected to know in order to do well on the MAP and other assessments. Benchmark goals will be set for every student, and students will know his/her benchmark goals. Teachers will be trained to use data trackers to track daily and weekly student-level progress toward each student's mastery of specific learning objectives.
- Strategy 3 (2.3.3): Provide increased instructional time and high-dosage differentiated, and tiered instruction: Each Priority school will extend the length of the school day and the school year. In order to ensure that extra time is used effectively, extending the school day will be phased in as follows: 10 additional minutes per day during the 2013-14 school year; 20 additional minutes per day during the 2014-15 school year; and 30 additional minutes per day during the 2014-15 school year. Each Priority school schedule will be audited to identify an additional 20-30 minutes a day of instructional time. During this extended time period, students who score Basic or Below Basic on the previous year's MAP in math or reading will be assigned to Tier 2 and 3 academic interventions. The primary intervention will be daily small group tutoring (no more than 4 students per tutor), delivered by trained tutors, that will address learning gaps. According to the Dobbie and Fryer study, high-dosage (full-time) tutoring yields the largest student learning gains in grades 4, 6, and 9; therefore these grades will be targeted for tutoring. Students in all other grades will receive double-doses of mathematics and communication arts instruction.
- Strategy 4 (2.3.4): Provide additional support for students with special needs: Our goal is to increase opportunities for all Students with Special Needs to be in inclusion settings. The District will assist Priority schools to design and develop IEP's detailing in which parts of the curriculum students can participate.
    - The process for identifying and assessing students for special education services will be a focus of August whole staff professional development.
    - Administrators, during formal and informal observations, will monitor staff members' implementation of IEP's and provide feedback and support.
    - Teams of SPED teachers will have common planning time each week during which time they will work to plan lessons, review and analyze student data and IEP's, create action plans, and discuss best practices. They will collaborate with general education teachers on the preparation of lessons to be taught in all classes and on assessments to be used.
    - Teachers and paraprofessionals will participate in professional development and support that is calibrated to meet the particular needs of teachers of Students with Special Needs.

Objective 2.4: Establish a comprehensive system for staff observation, feedback, and regular evaluation as *evidenced by*

- 90% of teachers self-report that they "are receiving sufficient feedback" from their supervisor; and
- 90% of teachers rated Proficient or Distinguished can articulate pathways for development and growth beyond the classroom.

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- Strategy 1 (2.4.1): Implement an educator evaluation system that incorporates student growth beginning 2013-14: The District is currently finalizing the details of a new educator evaluation system that is consistent with the parameters of Missouri's model system, incorporates growth in student learning as one of multiple measures that gets factored in, and uses Charlotte Danielson's performance-based teacher evaluation rubric to evaluate professional practice. Consistent with Missouri law, implementation of the new system will begin in the 2013-14 school year for all schools with educator ratings being assigned in spring 2014.
- Strategy 2 (2.4.2): Retain and reward highest performing/high potential staff: SLPS will establish a system of evaluation and monitoring that will be used to identify high-performing/high potential staff members so that a plan can be implemented early to retain these staff members at the school. The District is currently examining the performance-based compensation structure being implemented in Baltimore City Schools as a model for rewarding teachers with mastery. Priority school educators will also be compensated extra for working longer hours and opportunities will be available for teachers to develop their leadership skills. This system is being negotiated locally and will begin implementation during the 2013-14 school year.

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

Objective 3.1: Curriculum in core subjects have aligned scope and sequence across the Priority Schools *as evidenced by*

- Examinations of curriculum maps and lesson planning documents.

- Strategy 3.1.1: Develop a Superintendent's Zone scope and sequence in core academic subjects: In order for more frequent benchmark assessments to be used across the Priority schools, curricular materials will need to be aligned in scope and sequence. Once a standardized and more frequent benchmark assessment system is developed, each Priority school will revise their instructional scope and sequence to ensure alignment.

Objective 3.2: Adequate and effective instructional and intervention materials are in place for every Priority school *as evidenced by*

- 90% of staff surveys confirm that instructional materials are sufficient to meet students' needs

- Strategy 3.2.1: Ensure that teachers have sufficient instructional materials and leveled libraries to meet students' needs: Part of the needs assessment with schools included an inventory with school leadership teams to ensure that curriculum materials and libraries are sufficient to meet student needs. Resources are being allocated to ensure that these needs are being met in each Priority school.
- Strategy 3.2.2: Provide schools with up-to-date instructional technology: In order to ensure students are Common Core ready, the Priority schools will need to provide access to computers and tablets to develop key areas of skill. Each Priority school will update their technology as needed to facilitate this transition.

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Goal 4: Promote, facilitate and enhance parent, student, and community involvement in LEA/District educational

Objective 4.1: Establish ongoing mechanisms for parent and family engagement *as evidenced by*

- 80% of parent surveys show that they understand what their child is supposed to do and needs to be working on in school

- Strategy 4.1.1: Improve communication with parents and families: District staff will work with school leadership teams to plan events and activities designed to foster parent and family involvement and to identify and support the cultural differences among school families. At the beginning of the school year, we will communicate with parents about the changes to the school and opportunities it will create for them to play an active part in their children's educational improvement.
- Strategy 4.1.2: Engage families as partners in the school transformation process: With the goal of improving student attendance and time on learning and reducing the truancy and suspension rates, families will be encouraged to participate as partners in the school. Some of these events will involve tutorials about how to understand student performance data. Student progress data will be shared with families on a regular basis through student data reports sent home and in-school family events where they are educated about how to understand their students' interim benchmark results and strategies to support future success.

Objective 4.2: Create structures for community organizations to add value and not distract from the school's mission *as evidenced by*

- Feedback from administrators, counselors, and social workers.

- Strategy 4.2.1: Create an inventory of community partners with relationships with each Priority school: In order to ensure that the existing community partnerships are adding value and not distracting from each Priority school's transformation, the District will catalogue each partnership and identify the purpose. Once this inventory is created, each partnership will be reassessed to ensure it is consistent with the school's priorities. If the assessment finds a lack of alignment with the school's priorities, the partnership will be phased down or discontinued entirely to ensure that staff time is spent most effectively.
- Strategy 4.2.2: Seek new community partnerships to address gaps in student services: Community resources vary from school to school, so the District will identify gaps in student services and identify partnerships to help address those student needs. Such partnerships may include out-of-school enrichment and athletic activities, services to address students' non-academic barriers to learning, or after school partnerships.

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

Objective 5.1: Implement process to ensure 100% of Transformation requirements are met in reorganizing each Priority school by August 2013 *as evidenced by*

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- Alignment with Transformation checklists.

- Strategy 5.1.1: Create monitoring and reporting structure to ensure compliance with Transformation requirements: District staff will include periodic check-ins with Priority school staff to confirm implementation of Transformation model components.

Objective 5.2: Reorganize District central office structures to ensure an effective, systemic, coherent leadership process is established *as evidenced by*

- Feedback from school leaders about the usefulness of the new Superintendent's Zone structure; and
- 100% of Priority Schools meeting annual goals after three years.

- Strategy 5.2.1: Create new Superintendent's Zone structure to ensure implementation of the Five Turnaround Strategies across the Priority Schools: The new Superintendent's Zone structure will be developed consistent with the description in this application and new District staff will provide the deep instructional support, high-dosage tutoring, central office "rapid response", and progress monitoring across the Priority schools.

Overview of School-Specific Implementation

The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful. In the individual school-level sections, we have listed the above strategies and provided additional detail to explain how the model will be customized based on the findings of the needs assessment.

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IV. Yeatman Middle School Needs Analysis

Background

Yeatman is a 6th-8th grade middle school. The school currently enrolls 378 students – 100% of students are African American. Of these students, 22.43% are classified as special education, 96.83% are eligible for free or reduced price lunch, and 20.63% are classified as homeless. Yeatman average daily attendance rate is 90.5%.

Yeatman has replaced the principal for the start of the 2013-14 school year. The current principal represents the 4th change in administration since 2010. Yeatman has a veteran staff with an average of 12 years of experience. 36% of the staff possess advanced degrees.

Yeatman was ranked among the lowest achieving 5% of Missouri schools and was designated as a Priority school. In the draft MSIP 5 data released in March 2013, Yeatman received 11.5 points out of a possible 70 (16.4%).

Key Concern #1: Student performance in math, communication arts, and science is very low and in decline

Student performance in MAP at Yeatman Middle has shown no signs of improvement over the last three years. There has been an increasing number of students moving from "Basic" to "Below Basic." **A much more significant and dramatic instructional improvement effort is needed in all subjects**

Trends in MAP Performance

In the last two years, performance in all subjects has steadily declined. A very high number of students score in the "Below Basic" category, with more than half of all students in mathematics and more than 75% of all students in science.

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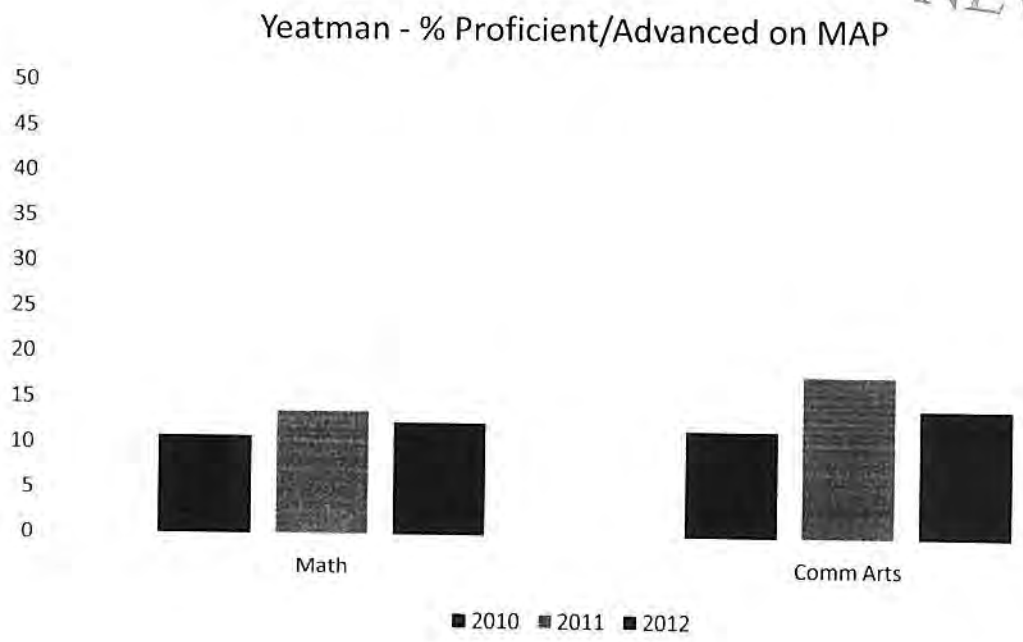

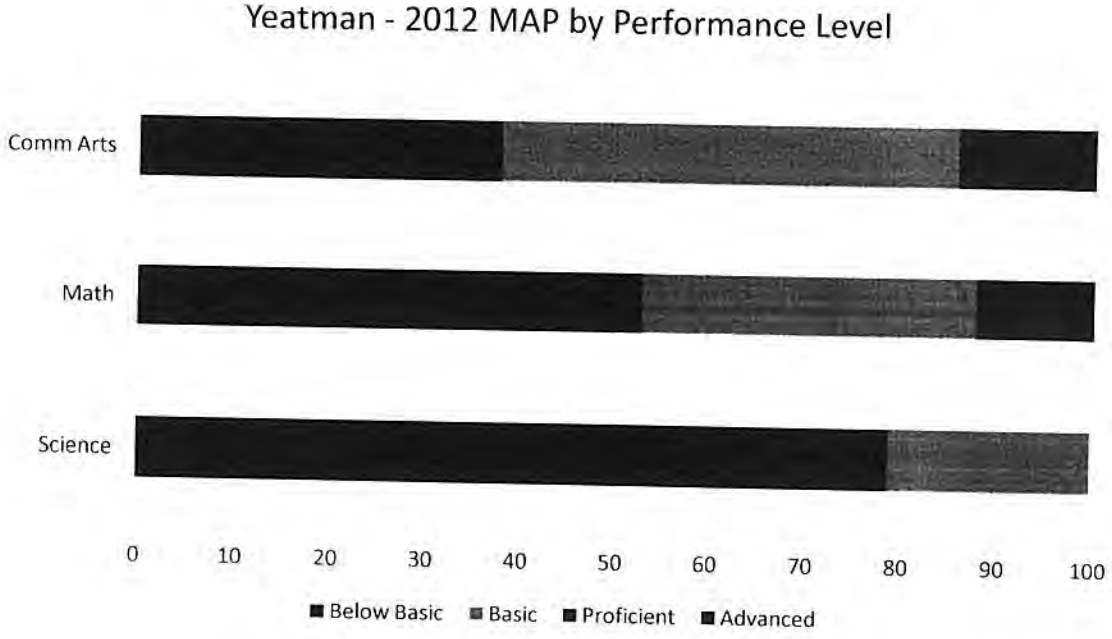

Key Concern #2: The school climate is in significant trouble with high suspension rates, low attendance rates, and too much learning lost for students

Yeatman Middle School has the highest rates of suspension and days lost from discipline of any school in the District. Attendance is far too low. Students are missing too much instructional time.

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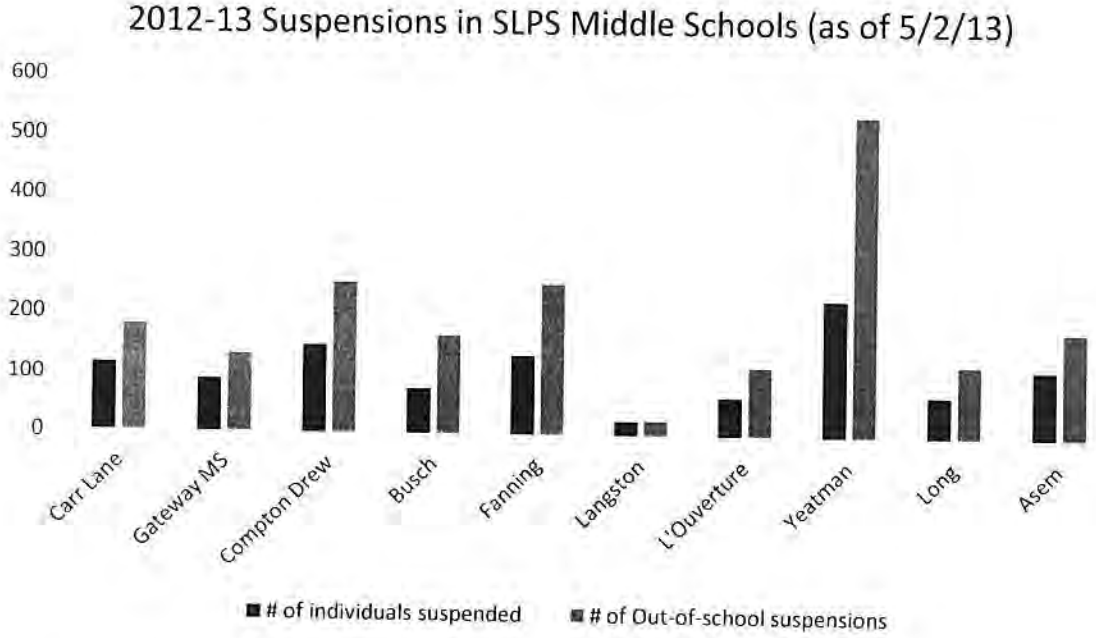
The school climate and culture must be stabilized at Yeatman Middle School if performance is to turn around.

Suspension Rates

Yeatman Middle School has a higher number of students suspended, out of school suspensions and days lost (2034) than any other school in the District. Below is a breakdown:



Yeatman has twice as many out-of-school suspensions than any other District school, with more than half of all students in the school having been suspended at least once during the 2012-13 school year. Student morale is extremely low.

Attendance Rates

Student attendance for the school averages about 65% for the 2012-13 school year, among the lowest in the District.

Key Concern #3: Limited access to enrichment and athletic opportunities

Students at Yeatman Middle have limited access to in-school and out-of-school high-quality enrichment and athletic activities. This contributes to a negative culture. **Yeatman Middle School should forge strong community partnerships to provide in-school and after-school enrichment opportunities for students.**

Key Concern #4: Managing the leadership transition

With the District plan focused primarily on building school leadership capacity, the leadership transition at Yeatman will pose a challenge. June is late to begin a principal search, and the District need to be sure that school staff are receiving high-quality instructional leadership with no gaps in

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service. **The district will need to provide extra support to the staff at Yeatman to ensure instructional support during the leadership transition.**

V. Priority Implementation Strategies for Yeatman Middle School

Yeatman Middle School is the only Priority school where climate and culture have yet to be stabilized. Therefore, the plan for Yeatman must include the parallel priorities of creating a safe and supportive learning environment for students while providing intensive instructional leadership to improve teaching and learning across classrooms.

- Strategy 1.1.1: Establish a culture of high expectations and no excuses

Yeatman Middle School does not provide a safe and supportive learning environment for students. With an unusually high percentage of homeless students, the same people that should be driving instructional improvement are spending large portions of their time establishing safety and behavioral expectations while addressing Yeatman students' non-academic barriers to learning. Yeatman Middle must create a climate and culture that promotes positive social, emotional, physical and intellectual health and growth for students, resulting in a new standard of practice understood and practiced by every member of the school community. Without this critical step in place, instructional leadership will be unable to improve the quality of teaching and learning.

The District's implementation support to Yeatman will provide expertise and assistance in developing systems that support all staff in establishing a culture of high expectations for students. The Instructional Leadership Officer (ILO) assigned to Yeatman will work with an identified external partner to ensure that the following conditions are in place at the school by beginning in August:

- The school community has a shared vision and plan for promoting, enhancing, and sustaining a positive school climate;
- Yeatman's approach to school culture is rooted in academic rigor, reliance on community, staff and student accountability, and joyous events;
- Teachers and parents ensure that students are receiving services that offer opportunities to be challenged academically, develop socially, learn responsibility, and
- The school community consistently ensures that students receive appropriate consequences when expectations are not met, and be rewarded for desired behaviors.

If Yeatman Middle is to accelerate student achievement, instructional leaders and teachers in the building must be freed up to focus on teaching and learning.

- Strategy 1.2.2: Provide targeted professional development on planning instruction effectively around data.

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Professional learning communities (PLCs) at Yeatman Middle School are not effectively utilized to improve the quality of teaching and learning. Student data is being collected and PLCs are meeting, but the data is not being used to provide all students with instruction and interventions in direct response to their academic needs. The school lacks a deliberate approach for using data to inform student-specific instruction.

Furthermore, PLCs at Yeatman are not regularly reviewing and analyzing data for the explicit purpose of adapting or providing differentiated, student-specific tiered instruction to students. The structures are in place but the process, content, and implementation support to fully utilize those structures is not. The PLCs lack agendas or clear objectives, and there is a lack of deliberate or effective follow-through and implementation of efforts to improve instruction.

The District's implementation support to Yeatman will need to provide intensive assistance to allow the PLCs to fully and effectively implement data-driven instruction. The district Instructional Leadership Officer (ILO) assigned to Yeatman will need to model effective use of professional learning communities and build the school leadership team's capacity to ensure that every PLC meeting includes the following steps:

- Item-level analysis to determine where students are struggling and why;
- Clear action steps that define the new teaching plans that respond to this analysis; and
- Systems and procedures across the school through observations and feedback to ensure continual data-driven improvement.

VI. School-Level Funding Priorities for Yeatman Middle School

Strategy 1.1.5 YM: Contract with external partner to facilitate school-wide cultural transformation that helps students develop the intellectual, social, and self-management skills to make a successful transition to high school: The district will identify an organization with a demonstrated track record in building school leader capacity for stabilizing and transforming a school's culture. External support will be needed to ensure that the following is in place for all students at Yeatman:

- A safer, more welcoming, and respectful school climate;
- A fair and seamless system of discipline and student support;
- More positive and caring relationships among students and staff; and a learning culture that expects and supports every student to be academically successful;
- Programs that help students develop and strengthen social skills, emotional competencies and qualities of character that increase interpersonal effectiveness; and
- Programs to reduce intolerance, harassment and bullying, and risky and aggressive student behaviors.

The organization will work with the teachers, counselors, principals and parents at Yeatman to ensure that the new culture is sustainably built. The external partner will undergo a rigorous

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screening, selection, and accountability process consistent with the process identified in the "External Partner" section of the District Plan. Professional development and support for this position will be fully aligned to the District activities outlined in Objective 1.1 of the LEA/District Plan. SIG funding would be used to contract with an external partner to ensure strong support to staff in transforming the culture at Yeatman ($130,000 over three years).
(Key Strategy #2)

Strategy 2.1.4 YM: Recruit, attract, and select a highly-qualified, experienced school leader for Yeatman Middle: Due to the fact that the principal will be replaced at Yeatman, the District will screen and select a transformational leader that will have a demonstrated track record in the following research-based best practices:

- Commitment to and emphasis on spending significant time in classrooms;
- Consistent and constant focus on results;
- Use of data to monitor student progress and target specific areas for improvement;
- Elimination of distractions to maximize time spent on instruction;
- Alignment of professional development to school-wide goals and problems of practice;
- Establishment of a cohesive culture among teachers and staff;
- Experience reorganizing resources to attain achievement targets; and
- Engagement of families in the education of their children

The District will conduct a national search for experienced principals to fill this vacancy.
(Key Strategy #4)

Strategy 2.3.5 YM: Contract with external partner to facilitate school-wide instructional focus is a way to ramp up the quality of instruction: The district will identify an organization with a demonstrated track record in building school leader capacity and providing instructional coaching simultaneously to ensure that no gaps in instructional leadership happen during the leadership transition. The Instructional Leadership Officer assigned to Yeatman will participate in the training sessions to build their capacity for this approach. Unlike other Priority schools, where the principal is already in place and has established a culture, it will be essential for this external provider to implement a "tried and true" series of job-embedded professional development. The external partner will undergo a rigorous screening, selection, and accountability process consistent with the process identified in the "External Partner" section of the District Plan. The partner will ensure that summer professional development includes the following:

- Facilitate professional collaborative teams to improve teaching and learning for all students;
- Identify, learn and use effective evidence-based teaching practices to meet the needs of students;
- Create a targeted professional development plan building expertise in selected evidence-based practices;
- Re-align resources (people, time, talent, energy, and money) to support the instructional focus; and

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- Create a shared internal accountability system within the school.

SIG funding at Yeatman Middle will be used to contract with an external partner to ensure strong instructional support to staff during the leadership transition ($150,000 over three years).

(Key Strategies #1)

Strategy 4.2.3: Develop a community partnership to connect students at Yeatman with in-school and out-of-school academic and enrichment activities: External partnerships will be forged with community-based organizations and provide Yeatman students with:

- In-school and after-school tutoring;
- Project-based learning opportunities;
- Mentoring from a young adult or college student who will meet regularly with students after-school and on weekends to advise and counsel;
- Transportation and access to recreational activities including a paid membership to the O'Fallon Park Recreation Center, which includes pools, basketball courts, pool rooms, video game areas, and fitness classes; and
- Weekend activities including music, sports, and art events.

Exposure to these activities will be essential to the new climate and culture of high expectations by teaching teamwork and other character building. This expenditure will be assessed annually in light of student perception surveys. Professional development and support for this position will be fully aligned to the District activities outlined in Objective 4.2 of the LEA/District Plan. SIG funding at Yeatman Middle will be used to contract with one or more community-based organizations to provide these services ($150,000 over three years).

(Key Strategy #3)

Priority School Plan – Earl Nance, Sr. Elementary School

I. School Overview

Earl Nance, Sr. Elementary School is one of three Priority schools in St. Louis Public Schools that will begin Transformation in fall 2013. A new school leadership team has been selected to accelerate instructional improvement for the 243 pre-K–6 grade students served. Currently, the quality of instruction at Dunbar is not meeting the needs of most students and has not accelerated student achievement significantly for years.

The District's plan for turning around student performance at Nance with a laser-like focus on data-driven instruction, intensive tutoring, and rigorous academic coaching can leverage the positive culture in place and rapidly improve student learning for the students and families.

II. District Needs Analysis Process and Findings

This School Improvement Grant (SIG) application process comes at the heels of a year-long comprehensive continuous improvement process St. Louis Public Schools (SLPS) has been implementing for each of its Priority Schools. Since the announcement of the Priority Schools designation by the Department of Elementary and Secondary Education in summer 2012, the SLPS Office of Academic Services has been providing extra support, guidance, and monitoring to the ten Priority Schools. A critical feature of this approach has been a frequent process of rigorous data and program analysis. Once the SIG eligibility was announced, district staff were in a good position to build on the culture of data-based decision making and conduct a more thorough needs assessment with each principal after one year of Priority School implementation.

Sources of Data Analyzed

In conducting a needs assessment of the Priority Schools, SLPS had no shortage of data to analyze. The following is a list of the sources of data used to analyze the causes for chronic underperformance at each Priority School:

- **Student Performance**
  - 4-Year trends in MAP performance on all tested subjects: MPI values, % Prof/Adv/Below Basic/Basic, End of Course Exams, APR Reports
  - Formative and Benchmark Assessments: Acuity, Benchmark, STAR Math/Reading, Pearson Success Net, Accelerated Reader
  - College Readiness Assessments: Advanced Placement participation and performance, ACT, COMPASS, ASVAB
  - Student Grades/Report Cards
  - Disaggregation by grade, gender, race, income, and special education status
- **Curriculum Development/Learning Management**
  - Curricular materials and lesson plans
  - Frequent classroom observation and instructional walkthrough data performed by school leadership and district staff
  - Processes for interim assessment analysis and action planning based on the results
  - Tiered intervention system
  - Quality of tutoring programs

- **Professional Development**
  - Professional development activities, # of hours, job-embedded, % participation, frequency of grade-level meetings etc.
  - Use of common planning time and opportunities for collaboration (e.g., data teams, professional learning communities, etc.)
  - Processes for developing and implementing improved instructional strategies (e.g., re-teaching, remediation, and small group differentiation)
  - Instructional coaching implementation and effectiveness
  - Teacher feedback surveys about usefulness of professional development activities
- **Safe, Secure, and Engaging Environment**
  - Attendance rates: average daily attendance, overall attendance rate, average number of days absent, % of chronic absentees, and % of high attendees
  - Discipline data: in-school suspension, out-of-school suspension, referrals, positive behavior incentive distribution, types of discipline infractions, etc.
  - Student perception data
  - Student mobility and retention data
  - Special education services across types of disability
  - Extracurricular and enrichment activities
  - Disaggregation by grade, gender, race, income, and special education status
- **Parent and Community Involvement**
  - Parent feedback surveys
  - Parent participation in school activities
  - Frequency and quality of home visits
  - Enrollment patterns
  - Partnerships with local businesses and organizations
  - Student participation in academic after-school activities
- **Information Technology and Data Management**
  - Use of instructional technology including computer-based assessments, adaptive learning software, etc.
  - School systems for collecting, organizing, and triangulating student performance data
  - Administrator systems for collecting, organizing, and triangulating teacher performance data
- **Human Resources**
  - Qualifications of all building staff: years of experience, licensing, % highly-qualified
  - Teacher attendance data
  - Teacher-specific classroom observation and instructional walkthrough data
  - Teacher evaluation data
- **Leadership and Governance**
  - Administrator evaluations and effectiveness
  - Building-level feedback about central office technical assistance
- **Fiscal and Budget**
  - School-level budgets: use of funds, allocations to programs, etc.
  - Donations from local organizations or other grants
  - Analysis of class size, teacher-to-student ratios, special education expenses

Throughout the 2012-13 school year, each Priority school provided reports to District staff about mid-year progress, strategies being implemented, and performance challenges. These presentations were helpful in guiding District assistance and were used as part of the Needs Analysis section for this grant.

While each school has its own configuration of strengths and challenges, an analysis across the Priority Schools revealed common challenges that have informed the district's plan for turning around performance across the Priority Schools. These *Common Priority School Challenges* include the following:

1. **Instructional quality is weak and inconsistent.** Instruction is not student-centered, rigor is low, there is lack of differentiation to effectively meet individual students' needs, and there is a lack of proactive strategies to increase student engagement.
2. **Students' time in school isn't being used to effectively intervene, remediate, and provide necessary academic support.** Students enter the school performing below grade level, which makes it difficult to catch up and the existing intervention model at the school does not help students adequately fill in gaps right away before students advance through the grades.
3. **Data is not being used purposefully and systematically.** Data is not used effectively to plan for instruction or interventions, nor is it being used to motivate staff and students. Teachers and students do not feel ownership over their data.
4. **School culture is not centered on high achievement and college and career readiness.** Students are not making connections between school, college, careers, and life goals and are not receiving appropriate academic interventions to strengthen their foundational skills, build grade-level content mastery, and prepare them for post-secondary success.

III. District Actions for Priority School Transformation

The strategies outlined in this section describe how additional funding through the federal School Improvement Grant (SIG) would initiate a transformation process at each Priority school and allow the school to meet the ambitious annual goals set forth for student performance. Strategies and context specific to each Priority school are included in Sections IV and V.

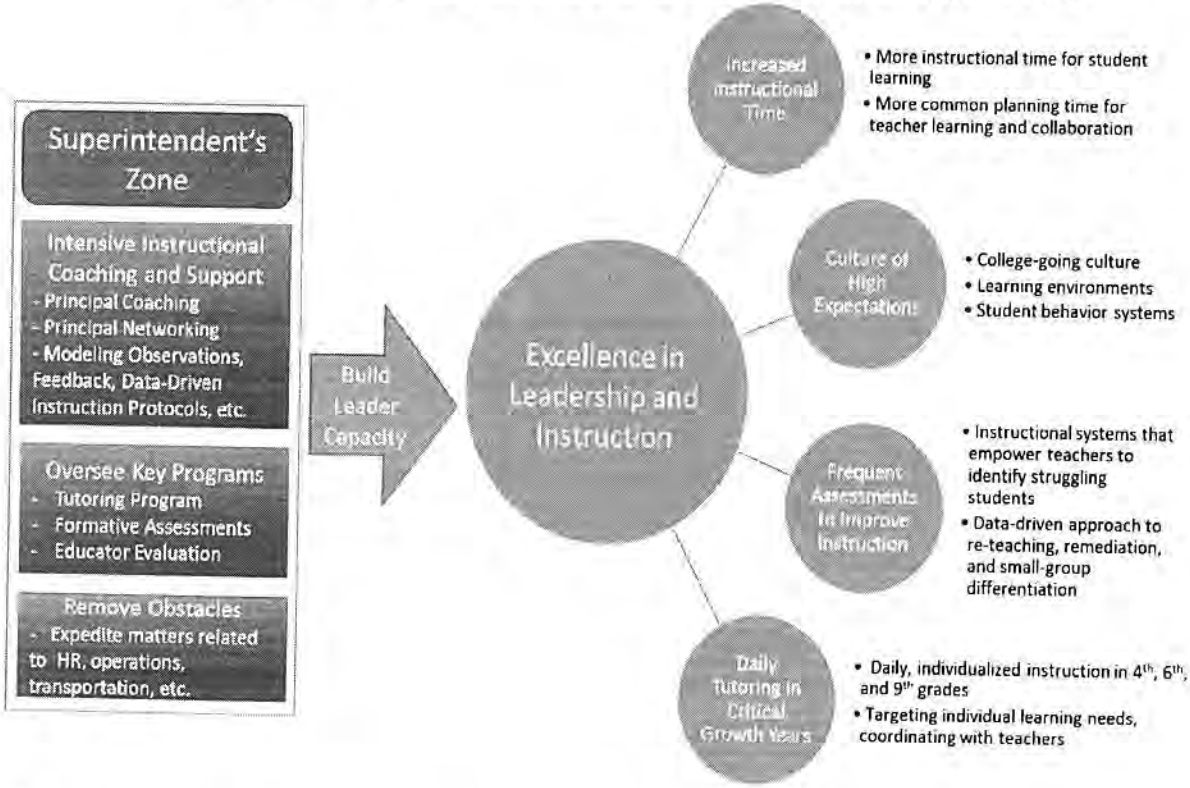
The St. Louis Public Schools (SLPS) has selected a research-based intervention model for each Priority school that will rapidly improve student performance while building district capacity to apply many of the same strategies to Focus schools in the district. The new Superintendent's Zone (more fully described in the LEA/District Actions section of this SIG application) intentionally applies the same core strategies across the eight Priority schools. These Five Turnaround strategies include:

1. **Excellence in Leadership and Human Capital:** SLPS will work with building principals to provide teachers with frequent, constructive feedback based on classroom observations from school administration that teachers can use to improve their instructional practices.
2. **High Dosage Aligned Tutoring/Double-Dosing Core Skills:** Classroom instruction will be supplemented with individualized tutoring during the regular school day. Students in 4th, 6th, and 9th grades will receive daily small group tutoring (student-to-tutor ratios of nor more than 4-to-1) in math or reading. In other grades, they will receive a "double dose" of the subject in which they are furthest behind.
3. **Increased Instructional Time:** Priority Schools will increase the time students spend on task and engaged in meaningful learning activities by re-working existing schedules to maximize learning time and extending the school year.
4. **A Culture of High Expectations and No Excuses:** SLPS Priority Schools will be staffed with personnel who believe in the ability of each child to learn and are committed to doing whatever it takes to make that learning occur. Every educator needs to be able, by training and temperament, to accelerate children's intellectual development and student achievement. Every educator must expect that 100% of students be performing at or above grade level and be in attendance 95% of days.

5. **Use of Data from Frequent Assessments to Improve Instruction:** SLPS Priority Schools will implement a coherent calendar of benchmark and interim assessments that track an aligned curriculum's standard scope and sequence throughout the school year to provide students, teachers, tutors, and instructional leaders with accurate and timely information on each student's mastery of specific skills, allowing deficits to be quickly addressed.

Figure 4.1 outlines how the Superintendent's Zone structure and *Five Turnaround Strategies* come together as a coherent district framework:

4.1: Overview of SLPS Superintendent's Zone Turnaround Framework



The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on the core strategies of data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in effectively implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful.

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*. While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

Crosswalk of Proposed Strategies with Transformation Model Requirements

Transformation Requirements	Objectives/Strategies
Replace principal	In 5 of the 8 Priority schools, the principal has been in place for two years or less; the principals will be replaced in the remaining three schools. Objective 2.1
Extend school year	2.3.3
Extensive professional development	1.1.3, 1.1.4, Objective 1.2, 2.1.2, 2.1.3, 2.1.4; Objective 2.3
Teacher performance evaluation based on student performance	2.4.1
Research-based instruction	1.1.3, 1.1.4, Objective 1.2, Objective 2.3, Objective 3.1, Objective 3.2
Continuous use of student data	Objective 1.2
Financial incentives for teachers tied to student performance	2.4.2
Enhanced family engagement	Objective 4.1
Local governance – principal training	Objective 2.1, Objective 5.1, Objective 5.2

Superintendent's Zone Interventions for Priority Schools

Across the eight Priority schools, St. Louis Public Schools will leverage the new Superintendent's Zone structure and build each leadership team's capacity to effectively implement the *Five Turnaround Strategies*. While each school context may vary in the state of its implementation of the various five strategies and the curricular materials used, the District will partner with each Priority school on the following interventions:

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

Objective 1.1: Establish a culture of high expectations and no excuses *as evidenced by*

- Schoolwide goals will be set and communicated for student achievement, attendance, behavior, and college-readiness; and
- Surveys of staff, students, and families will indicate a growing sense of engagement and school pride.

- Strategy 1 (1.1.1): Establish a culture of high expectations and no excuses: All classrooms, libraries, hallways, lunchrooms, and any and all central and common locations frequented by students will reinforce high standards and school-wide academic goals. The school-wide and teacher-specific student achievement benchmarks and MAP goals that are set will be readily apparent in every room in each school. Teachers will be able to state the performance goals of each individual student.

Students will be able to articulate their own performance goals for teach of their core classes. Progress toward these goals, at the student and class level, will be on display in every classroom. A two-day "Culture Camp" will be conducted on the first two days of school. Students will be introduced to the new data tracking system as each school's academic and behavioral expectations, and set individual academic and behavioral goals.

- Strategy 2 (1.1.2): Establish a discipline, behavior, and consequence/reward system across the Priority schools: An overarching culture of respect will be developed. The discipline, behavior, and consequence/reward systems for the Priority schools will be consistent across grades, and clearly posted throughout the school. Teachers will be expected to adhere to consistent behavioral and academic expectations for all students. Misbehavior will be handled in a way that does not extensively disrupt a student's learning time, for example, asking disruptive students to work individually until they are ready to re-integrate into small group work.
- Strategy 3 (1.1.3): Provide professional development for staff focused on effective class management: All staff members will receive professional development in positive, proactive classroom management. Effective classroom management will be a criterion included in every teacher's evaluation cycle.
- Strategy 4 (1.1.4): Establish a system of tiered interventions for students at risk: A data system will be set up to track students' attendance and behavior, including disciplinary office referrals and suspensions. A Student Support Team will track this data and identify students in need of additional social-emotional and behavioral support.
    - Tier 1 interventions are provided by the classroom teacher using strategies presented during professional development and may include posted classroom rules, rewards for acts of respect, and family conference and behavioral contract signed by the principal, parent, teacher and student.
    - Tier 2 interventions are provided for small groups outside of the classroom setting and may include tutoring or group counseling sessions provided through partnerships with community social service agencies.
    - Tier 3 interventions will include individual counseling and tutoring services inside and outside the school
- Strategy 5 (1.1.5): Administer a student perception survey to encourage student voice: A growing body of research is confirming that student voice is useful to assess student culture as well as teacher quality. SLPS will identify a research-based survey instrument and administer it at least annually.

Objective 1.2: Use of data from frequent assessments to improve instruction *as evidenced by*

- 100% of core instructional teachers will utilize formative, interim, and daily assessments to track student mastery and plan for instruction; and
- 80% of classroom observations will reveal teachers implementing instructional strategies consistent with data-team action plans.

- Strategy 1 (1.2.1): Administer formative assessments in math and communication arts: Formative assessments aligned to each school's curriculum and scope and sequence will be administered to students every four to six weeks to assess academic progress. Based on progress, students will be periodically reassigned into and out of interventions. For students who are assessed as proficient, extra time will allow for the addition of an engaging elective. Data reports will be generated for

content teachers organized by, and aligned to, curriculum standards. Reports from the data will provide up-to-date, actionable data showing how students are performing on particular standards.

- Strategy 2 (1.2.2): Provide targeted professional development on planning instruction effectively around data: Training and support will be provided to support school teams in: 1) the use of data in goal-setting; 2) how to interpret data; and 3) how to use data to drive instruction. Each grade level will hold data team meetings so that they can use common time to analyze data as a team to determine how to best serve students. Data from formative assessments and classroom observations will be used to provide targeted feedback to teachers.
- Strategy 3 (1.2.3): Create schedule based on student needs: Achievement data will be used to make decisions on student grouping, grouping teachers for common planning and integrating interventions into schedules of students most in need. District support will be provided to assist in this process.

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

Objective 2.1: Recruit, attract, develop and retain highly effective school leaders *as evidenced by*

- 100% of Principal vacancies being filled with highly-qualified, experienced school leaders; and
- Each Priority school meeting its annual goals.

- Strategy 1 (2.1.1): Recruit, attract, and select highly-qualified, experienced school leaders: All Priority school principals will be assessed to ensure they have the capacity to effectively lead transformation in their schools. Across the Priority schools, the District will screen and select a transformational leader that will have a demonstrated track record in the following research-based best practices:
  - Commitment to and emphasis on spending significant time in classrooms;
  - Consistent and constant focus on results;
  - Use of data to monitor student progress and target specific areas for improvement;
  - Elimination of distractions to maximize time spent on instruction;
  - Alignment of professional development to school-wide goals and problems of practice;
  - Establishment of a cohesive culture among teachers and staff;
  - Experience reorganizing resources to attain achievement targets; and
  - Engagement of families in the education of their children

  For the three Priority schools where the principals are being replaced, the District will conduct a national search for experienced principals.
- Strategy 2 (2.1.2): Provide maximum budget and staffing flexibility to Priority school principals: Each Priority school principal will be provided with budget and staffing flexibility to create a financial plan and build a unified staff in which every member is committed to a common vision of success for every student. The principal may use this flexibility to create new staffing patterns, academic and behavioral supports, staff and student schedules, and a professional development plan, based on the flexibilities outlined in the AFT/SLPS MOU agreement.
- Strategy 3 (2.1.3): Provide intensive principal coaching on instructional leadership and effective implementation of the *Five Turnaround Strategies*: SLPS will facilitate bi-weekly coaching sessions with the principals to develop concrete plans for improving school culture, data use, scheduling, and instruction. These coaching sessions focus on improving school leadership and building collaboration among Priority schools. SLPS will support principals to improve the quality of their

instructional team by providing guidelines and tools for regular classroom observations, feedback, and targeted professional development.

- Strategy 4 (2.1.4): Facilitate Superintendent's Zone Principal's Network Meetings: The District will bring Priority school principals together monthly for technical assistance and networking activities, with the goal of organizing a professional learning community to share effective practices, problem solve challenges, and troubleshoot obstacles.

Objective 2.2: Recruit, screen, and select highly-qualified experienced teaching staff *as evidenced by*

- 80% of newly-hired Priority school educators rated as "Proficient or Distinguished" according to the new educator evaluation system[1] by the end of each school year.

- Strategy 2.2.1: Recruit, attract, and select highly-qualified classroom teachers: In order to fill vacancies in the Priority schools, the District is working to identify a steady stream of committed and high-performing teachers who voluntarily sign on to the challenge of turning around schools in the Superintendent's Zone.

Objective 2.3: Provide focused professional development and coaching support to build school capacity for leveraging professional learning communities (PLCs) to effectively implement data-driven instruction *as evidenced by*

- 100% of grade-level teams will meet using structured protocols to discuss data and student work as professional learning communities (PLCs);
- 90% of teachers are modifying instructional practices as a result of goals set forth in common planning time and grade-level PLC meetings;
- 90% of classroom teachers have modified teaching strategies and techniques based on interactions with instructional coaches; and
- 90% of teachers self-report that coaches "provide useful guidance that improves my teaching".

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time: A robust professional development agenda will be annually provided to all Priority school staff.
  - Professional development will be focused on the *Five Turnaround Strategies* and key topics identified by principals and District staff.
  - Professional development will guide teachers on how to create lessons that are objectives-driven with measurable outcomes, how to input daily/weekly and monthly benchmark data into their data trackers, and how to use resulting reports to group students, assign interventions, adjust pacing, and communicate with students/families.
  - Each teacher will have an individual professional development plan that targets specific areas of growth.
  - Teachers will be grouped into professional learning communities (PLCs) and provided with regular common planning time (the amount to be determined by the principal and based on the MOU). The common planning time will focus on high-impact topics, including data-

[1] The ratings of "Proficient or Distinguished" will be consistent with the standards released by the Department of Elementary and Secondary Education (DESE) in their *Missouri Educator Evaluation System*: http://www.dese.mo.gov/eq/documents/eq-ees-executive-summary.pdf.

driven instructional improvement, looking at student work and teacher assignments, and standards-based lesson plan development. Teacher teams will maintain logs of meeting topics, decisions made, and progress of implementation.

- Strategy 2 (2.3.2): All teachers in Priority schools will use a standards-based common scope and sequence curriculum: Teachers in Priority schools will plan lessons based on what students are expected to know in order to do well on the MAP and other assessments. Benchmark goals will be set for every student, and students will know his/her benchmark goals. Teachers will be trained to use data trackers to track daily and weekly student-level progress toward each student's mastery of specific learning objectives.
- Strategy 3 (2.3.3): Provide increased instructional time and high-dosage differentiated, and tiered instruction: Each Priority school will extend the length of the school day and the school year. In order to ensure that extra time is used effectively, extending the school day will be phased in as follows: 10 additional minutes per day during the 2013-14 school year; 20 additional minutes per day during the 2014-15 school year; and 30 additional minutes per day during the 2014-15 school year. Each Priority school schedule will be audited to identify an additional 20-30 minutes a day of instructional time. During this extended time period, students who score Basic or Below Basic on the previous year's MAP in math or reading will be assigned to Tier 2 and 3 academic interventions. The primary intervention will be daily small group tutoring (no more than 4 students per tutor), delivered by trained tutors, that will address learning gaps. According to the Dobbie and Fryer study, high-dosage (full-time) tutoring yields the largest student learning gains in grades 4, 6, and 9; therefore these grades will be targeted for tutoring. Students in all other grades will receive double-doses of mathematics and communication arts instruction.
- Strategy 4 (2.3.4): Provide additional support for students with special needs: Our goal is to increase opportunities for all Students with Special Needs to be in inclusion settings. The District will assist Priority schools to design and develop IEP's detailing in which parts of the curriculum students can participate.
    - The process for identifying and assessing students for special education services will be a focus of August whole staff professional development.
    - Administrators, during formal and informal observations, will monitor staff members' implementation of IEP's and provide feedback and support.
    - Teams of SPED teachers will have common planning time each week during which time they will work to plan lessons, review and analyze student data and IEP's, create action plans, and discuss best practices. They will collaborate with general education teachers on the preparation of lessons to be taught in all classes and on assessments to be used.
    - Teachers and paraprofessionals will participate in professional development and support that is calibrated to meet the particular needs of teachers of Students with Special Needs.

Objective 2.4: Establish a comprehensive system for staff observation, feedback, and regular evaluation as *evidenced by*

- 90% of teachers self-report that they "are receiving sufficient feedback" from their supervisor; and
- 90% of teachers rated Proficient or Distinguished can articulate pathways for development and growth beyond the classroom.

- Strategy 1 (2.4.1): Implement an educator evaluation system that incorporates student growth beginning 2013-14: The District is currently finalizing the details of a new educator evaluation system that is consistent with the parameters of Missouri's model system, incorporates growth in student learning as one of multiple measures that gets factored in, and uses Charlotte Danielson's performance-based teacher evaluation rubric to evaluate professional practice. Consistent with Missouri law, implementation of the new system will begin in the 2013-14 school year for all schools with educator ratings being assigned in spring 2014.
- Strategy 2 (2.4.2): Retain and reward highest performing/high potential staff: SLPS will establish a system of evaluation and monitoring that will be used to identify high-performing/high potential staff members so that a plan can be implemented early to retain these staff members at the school. The District is currently examining the performance-based compensation structure being implemented in Baltimore City Schools as a model for rewarding teachers with mastery. Priority school educators will also be compensated extra for working longer hours and opportunities will be available for teachers to develop their leadership skills. This system is being negotiated locally and will begin implementation during the 2013-14 school year.

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

Objective 3.1: Curriculum in core subjects have aligned scope and sequence across the Priority Schools *as evidenced by*

- Examinations of curriculum maps and lesson planning documents.

- Strategy 3.1.1: Develop a Superintendent's Zone scope and sequence in core academic subjects: In order for more frequent benchmark assessments to be used across the Priority schools, curricular materials will need to be aligned in scope and sequence. Once a standardized and more frequent benchmark assessment system is developed, each Priority school will revise their instructional scope and sequence to ensure alignment.

Objective 3.2: Adequate and effective instructional and intervention materials are in place for every Priority school *as evidenced by*

- 90% of staff surveys confirm that instructional materials are sufficient to meet students' needs

- Strategy 3.2.1: Ensure that teachers have sufficient instructional materials and leveled libraries to meet students' needs: Part of the needs assessment with schools included an inventory with school leadership teams to ensure that curriculum materials and libraries are sufficient to meet student needs. Resources are being allocated to ensure that these needs are being met in each Priority school.
- Strategy 3.2.2: Provide schools with up-to-date instructional technology: In order to ensure students are Common Core ready, the Priority schools will need to provide access to computers and tablets to develop key areas of skill. Each Priority school will update their technology as needed to facilitate this transition.

Goal 4: Promote, facilitate and enhance parent, student, and community involvement in LEA/District educational

Objective 4.1: Establish ongoing mechanisms for parent and family engagement *as evidenced by*

- 80% of parent surveys show that they understand what their child is supposed to do and needs to be working on in school

- Strategy 4.1.1: Improve communication with parents and families: District staff will work with school leadership teams to plan events and activities designed to foster parent and family involvement and to identify and support the cultural differences among school families. At the beginning of the school year, we will communicate with parents about the changes to the school and opportunities it will create for them to play an active part in their children's educational improvement.
- Strategy 4.1.2: Engage families as partners in the school transformation process: With the goal of improving student attendance and time on learning and reducing the truancy and suspension rates, families will be encouraged to participate as partners in the school. Some of these events will involve tutorials about how to understand student performance data. Student progress data will be shared with families on a regular basis through student data reports sent home and in-school family events where they are educated about how to understand their students' interim benchmark results and strategies to support future success.

Objective 4.2: Create structures for community organizations to add value and not distract from the school's mission *as evidenced by*

- Feedback from administrators, counselors, and social workers.

- Strategy 4.2.1: Create an inventory of community partners with relationships with each Priority school: In order to ensure that the existing community partnerships are adding value and not distracting from each Priority school's transformation, the District will catalogue each partnership and identify the purpose. Once this inventory is created, each partnership will be reassessed to ensure it is consistent with the school's priorities. If the assessment finds a lack of alignment with the school's priorities, the partnership will be phased down or discontinued entirely to ensure that staff time is spent most effectively.
- Strategy 4.2.2: Seek new community partnerships to address gaps in student services: Community resources vary from school to school, so the District will identify gaps in student services and identify partnerships to help address those student needs. Such partnerships may include out-of-school enrichment and athletic activities, services to address students' non-academic barriers to learning, or after school partnerships.

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

Objective 5.1: Implement process to ensure 100% of Transformation requirements are met in reorganizing each Priority school by August 2013 *as evidenced by*

- Alignment with Transformation checklists.

- Strategy 5.1.1: Create monitoring and reporting structure to ensure compliance with Transformation requirements: District staff will include periodic check-ins with Priority school staff to confirm implementation of Transformation model components.

Objective 5.2: Reorganize District central office structures to ensure an effective, systemic, coherent leadership process is established *as evidenced by*

- Feedback from school leaders about the usefulness of the new Superintendent's Zone structure; and
- 100% of Priority Schools meeting annual goals after three years.

- Strategy 5.2.1: Create new Superintendent's Zone structure to ensure implementation of the Five Turnaround Strategies across the Priority Schools: The new Superintendent's Zone structure will be developed consistent with the description in this application and new District staff will provide the deep instructional support, high-dosage tutoring, central office "rapid response", and progress monitoring across the Priority schools.

Overview of School-Specific Implementation

The above strategies will be implemented in all SLPS Priority schools. Lessons from Houston and Denver have shown that implementing the *Five Turnaround Strategies* with a tightly focused district monitoring process can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on data-driven instruction, high-dosage tutoring, and more instructional time but those strategies will be implemented in very different ways. Similarly, schools who are far along in implementing data-driven instruction or in-school tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *Five Turnaround Strategies* be driven by the District if it is to be successful. In the individual school-level sections, we have listed the above strategies and provided additional detail to explain how the model will be customized based on the findings of the needs assessment.

IV. Nance Elementary School Needs Analysis

In addition to the district-led Needs Assessment process, in spring 2013, school staff evaluated the academic performance of students by examining Acuity Benchmark assessments and MAP results. The data sources used were the building Annual Performance Report, building APR supporting data, Building Content Standard Summary, building Achievement Level Report, individual MAP results for students, and Acuity benchmark data.

Background

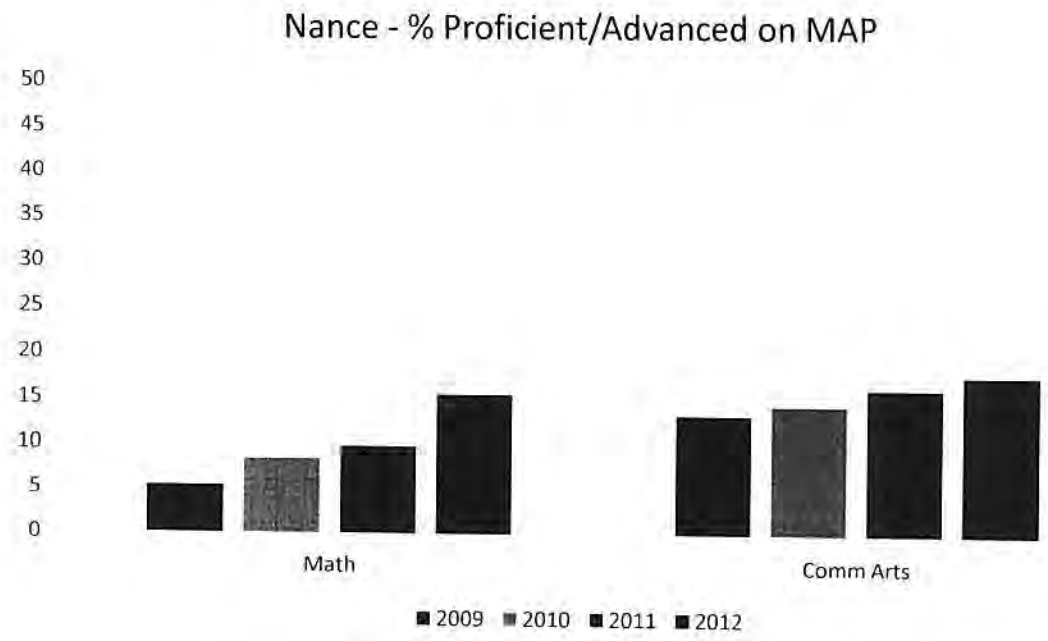
Earl Nance, Sr. Elementary is a Pre-School – 6th grade elementary school. The school currently enrolls 394 students – 100% of students are African American. Of these students, 13.45% are classified as special education, 98.22% are eligible for free or reduced price lunch, and 10% are classified as homeless. The school's average daily attendance rate is 93.4%.

Nance's current principal has been at the school for five years and, per the requirements of the Transformation model, will be replaced before the start of the 2013-14 school year. Nance has a veteran staff with an average of 19 years of experience. 65% of the staff possess advanced degrees.

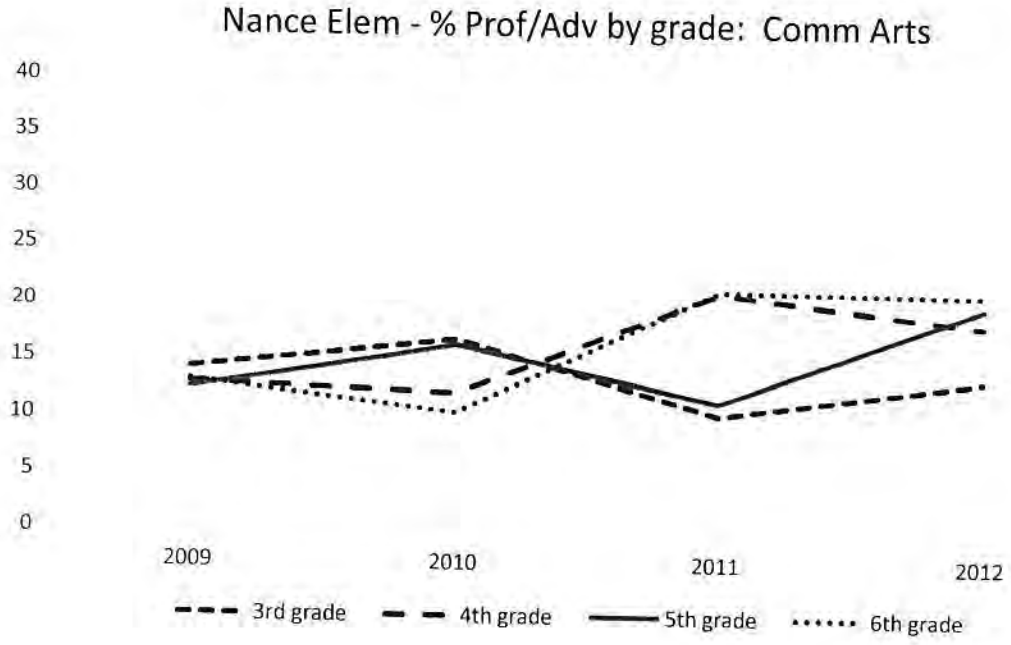
Nance was ranked among the lowest achieving 5% of Missouri schools and was designated as a Priority school. In the draft MSIP 5 data released in March 2013, Nance received 30 points out of a possible 70 (42.9%).

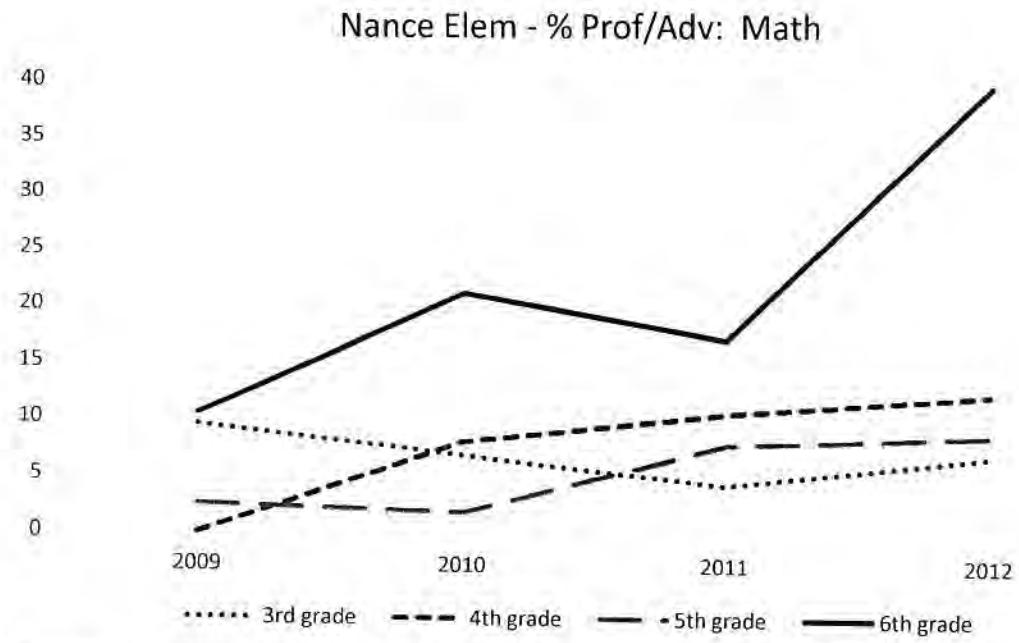
Key Concern #1: The pace of improvement in student achievement is too slow

Student performance at Nance Elementary has been steadily improving over the past four years but at an incremental pace. With the percentage of students scoring Proficient and Advanced on the MAP assessment inconsistent across grade levels, a more dramatic transformation is needed to accelerate the pace of achievement throughout the school. **A more dramatic instructional improvement effort is needed to meet rigorous performance goals.**



This steady annual trend in MAP performance masks uneven trends across grade levels and subjects.





3rd grade performance in communication arts and mathematics has been stagnant for the last four years, while 6th grade performance in both subjects has seen remarkable gains. The 6th grade performance at the school is so strong, particularly in math, that it is masking a school-wide story of flat performance. The question the school community at Nance Elementary asked was: how can the school replicate the rate of improvement in 6th grade to the other subjects?

After careful analysis of these results and other qualitative data such as the Building Content Standard Summary, building Achievement Level report, classroom observation data, and a review of interventions, the school team has developed the following hypotheses:

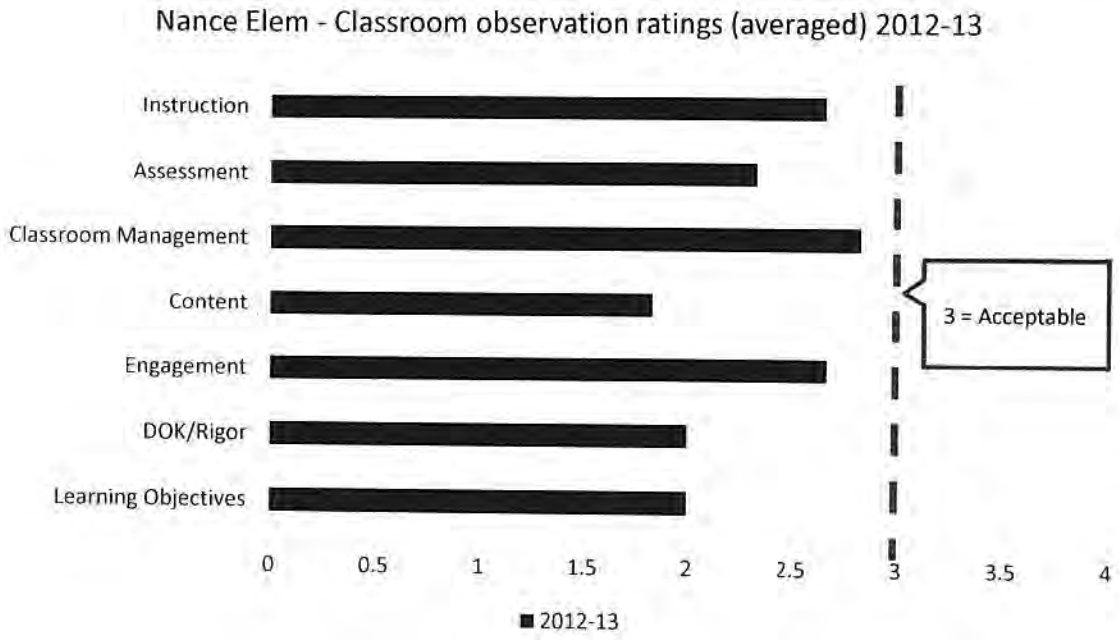
- Allow time for teachers to work as collaborative teams to analyze student work and assessment data in order to plan for instruction;
- Implement research-based instructional strategies that are differentiated based on student need; and
- Implement research-based reading strategies through a tiered support system.

Key Concern #2: The quality of instruction needs to be more rigorous

In an analysis of classroom observation data at Nance Elementary, the areas of biggest weakness were in the area of Content and Depth of Knowledge (DOK)/Rigor. **A greater focus on building educator capacity for teaching higher-order thinking skills and complex objectives is necessary.**

Throughout the 2012-13 school year, regular classroom observations were taking place using Charlotte Danielson's performance-based teacher evaluation rubric. The following is the average

score in each domain at the school using the following ratings: (1=Needs Intensive Coaching, 2=Needs Additional Coaching, 3=Acceptable/Up to Standard, 4=Outstanding/Above Standard):



Across all domains of the rubric, classroom observations reveal that teachers "Need Additional Coaching." The staff average was particularly low in the "Content" domain which includes the following standards:

- The lessons targeted one or more state GLEs;
- The teacher made appropriate connections to the culture of the students;
- The teacher adjusted the content to accommodate student needs;
- The teacher appeared confident and knowledgeable about the content;
- The teacher made the lesson relevant to the students' life experiences; and
- The content and delivery of the lesson addressed State GLEs and important learner outcomes.

Key Concern #3: Managing the leadership transition

With the District plan focused primarily on building school leadership capacity, the leadership transition at Nance will pose a challenge. June is late to begin a principal search, and the District need to be sure that school staff are receiving high-quality instructional leadership with no gaps in service. **The district will need to provide extra support to the staff at Nance to ensure instructional support during the leadership transition.**

V. Priority Implementation Strategies for Nance Elementary School

- Strategy 1.2.2: Provide targeted professional development on planning instruction effectively around data.

Professional learning communities (PLCs) at Nance Elementary School are not effectively utilized to improve the quality of teaching and learning. Student data is being collected and PLCs are meeting, but the data is not being used to provide all students with instruction and interventions in direct response to their academic needs. The school lacks a deliberate approach for using data to inform student-specific instruction.

Furthermore, PLCs at Nance are not regularly reviewing and analyzing data for the explicit purpose of adapting or providing differentiated, student-specific tiered instruction to students. The structures are in place but the process, content, and implementation support to fully utilize those structures is not. The PLCs lack agendas or clear objectives, and there is a lack of deliberate or effective follow-through and implementation of efforts to improve instruction.

The District's implementation support to Nance will need to provide intensive assistance to allow the PLCs to fully and effectively implement data-driven instruction. The district Instructional Leadership Officer (ILO) assigned to Nance will need to model effective use of professional learning communities and build the school leadership team's capacity to ensure that every PLC meeting includes the following steps:

- Item-level analysis to determine where students are struggling and why;
- Clear action steps that define the new teaching plans that respond to this analysis; and
- Systems and procedures across the school through observations and feedback to ensure continual data-driven improvement.

- Strategy 2.3.1: Provide teachers with focused professional development and common planning time.

Structures for professional development at Nance are not consistent, differentiated, or significant enough to rapidly improve teacher practice. The lack of consistency across grade levels reflects a siloed approach to instructional improvement among the teachers at Nance. Furthermore, there is a lack of targeted instructional coaching. Professional conversations and follow-up do not actively use data and are not sufficiently focused on improving instruction or figuring out why certain units or lessons were not effective. There are few opportunities for teachers to visit one another's classrooms to learn from one another within and across grade levels. Missed opportunities abound at Nance as effective teachers are not leveraged to provide instructional expertise throughout the building.

The district's implementation support to Nance will need to provide intensive assistance to build the instructional leadership team's capacity for developing teacher practice. The ILO will work with the staff at Nance to design a coordinated professional development plan that aligns with Common Core standards generally and teacher needs specifically. The plan will address the individual and collective needs of staff at Nance and ensure that professional development is embedded as an integral part of daily routines. The ILO will prioritize building Nance's capacity for the following practices:

- Ensuring school teams take active roles in promoting creating, and leading professional development by leveraging internal expertise;
- Strategically leveraging external partners and trainers as needed;
- Modeling effective job-embedded coaching and other supports that provide follow-up on the implementation of what is learned through PD; and
- Developing the systems so that staff members hold one another accountable for implementing what is learned through PD and, ultimately, for the improved student performance that should result from its implementation.

VI. School-Level Funding Priorities for Nance Elementary

All new positions funded through SIG will have clear performance benchmarks defined to ensure that they are making an impact on student learning. Progress toward achieving these performance benchmarks will be assessed annually, and those positions may be eliminated based on the outcome of the assessments.

Strategy 2.1.4 NE: Recruit, attract, and select a highly-qualified, experienced school leader for Nance Elementary: Due to the fact that the principal will be replaced at Nance, the District will screen and select a transformational leader that will have a demonstrated track record in the following research-based best practices:

- Commitment to and emphasis on spending significant time in classrooms;
- Consistent and constant focus on results;
- Use of data to monitor student progress and target specific areas for improvement;
- Elimination of distractions to maximize time spent on instruction;
- Alignment of professional development to school-wide goals and problems of practice;
- Establishment of a cohesive culture among teachers and staff;
- Experience reorganizing resources to attain achievement targets; and
- Engagement of families in the education of their children

The District will conduct a national search for experienced principals to fill this vacancy. *(Key Strategy #3)*

Strategy 2.3.5 NE: Contract with external partner to facilitate school-wide instructional focus is a way to ramp up the quality of instruction: The district will identify an organization with a

demonstrated track record in building school leader capacity and providing instructional coaching simultaneously to ensure that no gaps in instructional leadership happen during the leadership transition. The Instructional Leadership Officer assigned to Nance will participate in the training sessions to build their capacity for this approach. Unlike other Priority schools, where the principal is already in place and has established a culture, it will be essential for this external provider to implement a "tried and true" series of job-embedded professional development. The partner will ensure that summer professional development includes the following:

- Facilitate professional collaborative teams to improve teaching and learning for all students;
- Identify, learn and use effective evidence-based teaching practices to meet the needs of students;
- Create a targeted professional development plan building expertise in selected evidence-based practices;
- Re-align resources (people, time, talent, energy, and money) to support the instructional focus; and
- Create a shared internal accountability system within the school.

SIG funding at Nance Elementary will be used to contract with an external partner to ensure strong instructional support to staff and assist with building capacity of the new principal ($150,000 over three years).

(Key Strategies #1, #2, #3)