ORIGINAL NEW PAGE

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
**FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA**
**Project Dates: July 1, 2014 to June 30, 2015**

## DIRECTIONS

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

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

## DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

| Department AUTHORIZED REPRESENTATIVE | SIGNATURE | DATE | TOTAL APPROVED |
|---|---|---|---|
| Craig Rector | Craig Rector | 07-01-2014 | $1,751,660 |

## SECTION I. - LEA AND PROGRAM CONTACT INFORMATION

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

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

| LEA NAME | | | COUNTY-DISTRICT CODE |
|---|---|---|---|
| Riverview Gardens School District | | | 096-111 |
| NAME OF BOARD-AUTHORIZED REPRESENTATIVE<br>Dr. Scott Spurgeon | ADDRESS<br>1370 Northumberland Drive | CITY, STATE, ZIP<br>St. Louis, MO 63137 | |
| E-MAIL ADDRESS<br>sspurgeon@rgsd.k12.mo.us | | TELEPHONE NUMBER<br>314-869-2505 x2416 | FAX NUMBER<br>314-388-6003 |
| NAME OF GRANT CONTACT<br>Joycelyn Pugh-Walker | ADDRESS<br>1160 St. Cyr Road | CITY, STATE, ZIP<br>St. Louis, MO 63137 | |
| E-MAIL ADDRESS<br>jpugh@rgsd.k12.mo.us | | TELEPHONE NUMBER<br>314-869-2505 X 1422 | FAX NUMBER<br>314-388-6079 |
| NAME OF LEA TURNAROUND OFFICER (if known)<br>Pat Johnson | ADDRESS<br>1370 Northumberland Drive | CITY, STATE, ZIP<br>St. Louis, MO 63137 | |
| E-MAIL ADDRESS<br>pjohnson@rgsd.k12.mo.us | | TELEPHONE NUMBER<br>314-869-2505 x2417 | FAX NUMBER<br>314-388-6354 |

## SECTION II. – ASSURANCES

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

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

The LEA/District must assure that it will—

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

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

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

√Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

√Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and

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

## SECTION III. - WAIVERS

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

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

√Extending the period of availability of school improvement funds.

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

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

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

**LEA approval for the Department to provide direct services:**

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

| SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE | DATE |
|---|---|
| Scott D. Spurgeon | June 13, 2014 |
| SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative) | DATE |
| Scott D. Spurgeon | June 13, 2014 |

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

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

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

| GRANT YEAR 2014-15 SIG & WAIVER FUNDS | 6100 Certificated Salaries | 6150 Noncertificated Salaries | 6200 Employee Benefits | 6300 Purchased Services | 6400 Materials & Supplies | 6500 Capital Outlay | 6600 Other | TOTAL |
|---|---|---|---|---|---|---|---|---|
| **1100** Instruction *1003(g) SIG & Waiver* | | | | | | | | |
| **1200** Supplemental Instruction (Title I) *1003(g) SIG & Waiver* | 88,000.00 | 80,000.00 | 60,800.00 | 12,000.00 | 456,700.00 | 19,059.00 | | 716,559.00 |
| **2100** Non-Instructional Support Services *1003(g) SIG & Waiver* | 226,400.00 | 168,000.00 | 157,400.00 | 28,000.00 | | | | 579,800.00 |
| **2200** Professional Development *1003(g) SIG & Waiver* | 70,400.00 | | 18,800.00 | 76,000.00 | 8,000.00 | | | 173,200.00 |
| **2600** Planning and Evaluation *1003(g) SIG & Waiver* | 20,000.00 | | | | | | | 20,000.00 |
| **3000** Community Services *1003(g) SIG & Waiver* | 5,600.00 | 80,000.00 | 49,200.00 | | 50,000.00 | | | 184,800.00 |
| **Program Costs Subtotal** *1003(g) SIG & Waiver* | 410,400.00 | 328,000.00 | 286,200.00 | 116,000.00 | 514,700.00 | 19,059.00 | | 1,674,359.00 |
| **Indirect Costs** | | | | | | | | 77,301.00 |
| **Administrative Costs** *1003(g) SIG & Waiver* | | | | | | | | |
| **ADMINISTRATIVE COSTS SUBTOTAL** *1003(g) SIG & Waiver* | | | | | | | | |
| **GRAND TOTAL** *1003(g) SIG & Waiver* | | | | | | | | 1,751,660 |

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

| SUPPORTING DATA | FTEs | | | | | |
|---|---|---|---|---|---|---|
| | Teachers (60) | Paras (80) | Ancillary Personnel (90) | Guidance Personnel (50) | Other Pupil Services (70) | General Supervisor (30) |
| Supplemental Instruction | | 4 | | | | |
| Preschool | | | | | | |
| Class Size Reduction | | | | | | |
| Neglected/Delinquent Institution Supplemental Instruction | | | | | | |
| Instructional Coach | | | | | | |
| Reading Recovery Teacher Leader | | | | | | |
| School/Home Coordinator | | | 4 | | | |
| Language Translator | | | | | | |
| Guidance Counselor | | | | | | |
| Transition Case Manager | | | | | 8 | |
| Turnaround Officer | | | | | | |
| TOTAL | | 4 | 4 | | 8 | |

## SECTION V. - SCHOOLS TO BE SERVED

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

| SCHOOL NAME | NCES ID # | PRIORITY | INTERVENTION | | | |
|---|---|---|---|---|---|---|
| | | | TU | RE | CL | TR |
| Lemasters Elementary | 292667001582 | XYES ☐NO | | | | X |
| Lewis & Clark Elementary | 292667001583 | XYES ☐NO | | | | X |
| Meadows Elementary | 292667001584 | XYES ☐NO | | | | X |
| Moline Elementary | 292667002701 | XYES ☐NO | | | | X |
| | | ☐YES ☐NO | | | | |
| | | ☐YES ☐NO | | | | |
| | | ☐YES ☐NO | | | | |
| | | ☐YES ☐NO | | | | |

Notes:

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

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

*(COPY AS NEEDED)*

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

| LEA/DISTRICT/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| **RIVERVIEW GARDENS SCHOOL DISTRICT** | **096-111** |

| Budget Codes | Related Strategies and Activities |
|---|---|
| **1100** Instruction | |
| **1100** Instruction<br>*1003(g) SIG & Waiver* | |
| **1200** Supplemental Instruction (Title I) | **(4) Supplemental ELA Teachers**<br>**Supplemental Literacy Materials** |
| **1200** Supplemental Instruction (Title I)<br>*1003(g) SIG & Waiver* | **Saturday Academy Stipends**<br>**(4) Instructional Aide(s)**<br>**Tablets, Doc Cameras & carts**<br>**Extended Library hours**<br>**Accelerated Reader**<br>**Supplementary Literacy Materials** |
| **2100** Non-Instructional Support Services | |
| **2100** Non-Instructional Support Services<br>*1003(g) SIG & Waiver* | **(4) Behavior Specialists**<br>**Saturday Academy Intern**<br>**(4) Social Workers**<br>**Saturday Academy transportation** |
| **2200** Professional Development | **(4) Teaching Methods Coaches** |
| **2200** Professional Development<br>*1003(g) SIG & Waiver* | **Supt. Data Academy**<br>**Non-Cert PD**<br>**Missouri Reading Initiative**<br>**(2) Saturday Academy Coaches**<br>**Literacy and Technology PD & Materials** |
| **2600** Planning and Evaluation | |
| **2600** Planning and Evaluation<br>*1003(g) SIG & Waiver* | **Common Assessments** |
| **3000** Parent Involvement | |
| **3000** Parent Involvement<br>*1003(g) SIG & Waiver* | **Mid-term Conferences**<br>**Parent Center Resources**<br>**Take-home books**<br>**(4) Parent Liaisons**<br>**Parent Workshops/refreshments** |
| **Administrative Costs** | |
| **Administrative Costs**<br>*1003(g) SIG & Waiver* | |

## SECTION VI.B. - LEA/BUILDING GRANT YEAR IMPLEMENTATION BUDGET TEMPLATE

*(COPY AS NEEDED)*

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

**LEA/BUILDING NAME** RIVERVIEW GARDENS SCHOOL DISTRICT | **COUNTY-DISTRICT - BUILDING CODE** 096-111

| Grant Year 2014-15 | 6100 Certificated Salaries | 6150 Noncertificated Salaries | 6200 Employee Benefits | 6300 Purchased Services | 6400 Materials/ Supplies | 6500 Capital Outlay | 6600 Other | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 1100 Instruction | | | | | | | | |
| 1100 Instruction *1003(g) SIG/Waiver* | | | | | | | | |
| 1200 Supplemental Instruction (Title I) | 340,000.00 | | 115,000.00 | | 27,693.00 | | | 482,693.00 |
| 1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver* | 88,000.00 | 80,000.00 | 60,800.00 | 12,000.00 | 456,700.00 | 19,059.00 | | 716,559.00 |
| 2100 Non-Instructional Support Services | | | | | | | | |
| 2100 Non-Instructional Support Services *1003(g) SIG/Waiver* | 226,400.00 | 168,000.00 | 157,400.00 | 28,000.00 | | | | 579,800.00 |
| 2200 Professional Development | 175,000.00 | | 36,569.00 | | | | | 211,569.00 |
| 2200 Professional Development *1003(g) SIG/Waiver* | 70,400.00 | | 18,800.00 | 76,000.00 | 8,000.00 | | | 173,200.00 |
| 2600 Planning and Evaluation | | | | | | | | |
| 2600 Planning and Evaluation *1003(g) SIG/Waiver* | 20,000.00 | | | | | | | 20,000.00 |
| 3000 Community Services | | | | | | | | |
| 3000 Community Services *1003(g) SIG/Waiver* | 5,600.00 | 80,000.00 | 49,200.00 | | 50,000.00 | | | 184,800.00 |
| Administrative Costs | | | | | | | | |
| Administrative Costs *1003(g) SIG/Waiver* | | | | | | | | |
| Program Costs Subtotal (Not including *1003(g) SIG/Waiver*) | 515,000.00 | | 151,569.00 | | 27,693.00 | | | 694,262.00 |
| *1003(g) SIG/Waiver* Subtotal | 410,400.00 | 328,000.00 | 286,200.00 | 116,000.00 | 514,700.00 | 19,059.00 | | 1,674,359.00 |
| Grand Total | **925,400.00** | **328,000.00** | **437,769.00** | **116,000.00** | **542,393.00** | **19,059.00** | | **2,368,621.00** |

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

*(COPY AS NEEDED)*

| LEA/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| **RIVERVIEW GARDENS SCHOOL DISTRICT** | 096-111 |

| BUDGET ITEMIZATION | | | GRANT FUNDS REQUESTED |
|---|---|---|---|
| **6100:** Certificated Salaries | | | |
| Missouri Reading Initiative substitutes | $95* 72 staff* 6 sessions | 1251-6100 | 20,000.00 |
| Saturday Academy Stipends | 40 (1st – 5th grade staff)*25hr*4hrs* 16 sessions | 1251-6131 | 64,000.00 |
| Extended Library hours | 36wks*$25hr | 1251-6100 | 4,000.00 |
| (4) FTE Behavior Specialist | | 2100-6100 | 220,000.00 |
| Saturday Academy Intern stipend | 4 staff*25hr*4hrs*16 sessions | 2119-6111 | 6,400.00 |
| Saturday Academy Coach stipend | 4 staff*25hr*4hrs*16 sessions | 2200-6111 | 6,400.00 |
| Superintendent's Data Academy PD | 48 (3-5th grade staff) * $25hr*2hrs*9 sessions | 2211-6131 | 64,000.00 |
| Common Assessment Stipends | 40 staff*$25*2hrs*10days | 2600-6100 | 20,000.00 |
| Midterm (Dec) Parent Conferences stipend | 72 staff*3hrs*$25hr | 3912-6131 | 5,600.00 |
| | | **6100 Subtotal** | **$410,400.00** |
| **6150:** Non-certificated Salaries | | | |
| 4 FTE Instructional Aide | | 1251-6150 | 80,000.00 |
| 4 FTE Social Worker | | 2119-6151 | 168,000.00 |
| 4 FTE Parent Liaison | | 3912-6151 | 80,000.00 |
| | | **6150 Subtotal** | **$328,000.00** |
| **6200:** Employee Benefits *(optional categories)* | | | |
| Saturday Academy benefits | | 1251-6200 | 12,800.00 |
| Instructional Aide benefits | | 1251-6200 | 48,000.00 |
| Social Worker benefits | | 2100-6200 | 68,000.00 |
| Behavior Specialist | | 2100-6200 | 88,000.00 |
| Saturday Academy Intern benefits | | 2100-620 | 1,400.00 |
| MRI sub benefits | | 2211-6200 | 6,000.00 |
| Superintendent's Data Academy PD benefits | | 2211-6200 | 12,800.00 |
| Parent Liaison benefits | | 3912-6200 | 48,000.00 |
| Midterm conference benefits | | 3912-6200 | 1,200.00 |
| | | **6200 Subtotal** | **$286,200.00** |
| **6300:** Purchased Services | | | |
| Accelerated Reader | | 1251-6300 | 12,000.00 |
| Media Specialist, Social Worker & PL PD | | 2200-6300 | 8,000.00 |
| Missouri Reading Initiative PD | | 2211-6319 | 48,000.00 |
| Literacy and Technology PD | | 2211-6319 | 20,000.00 |
| Saturday Academy Transportation | | 2119-6341 | 28,000.00 |
| | | **6300 Subtotal** | **$116,000.00** |
| **6400:** Materials/Supplies | | | |
| Supplemental Classroom and library materials | | 1251-6411 | 316,700.00 |
| 200 Tablets and 72 document cameras for CA & Math | | 1251-6411 | 120,000.00 |
| Saturday Academy supplies | | 1251-6411 | 20,000.00 |
| PD Resources | | 2200-6411 | 8,000.00 |
| Parent Center Resources & Take home books | | 3912-6411 | 44,000.00 |
| Parent Workshop/meeting refreshments | | 3912-6411 | 6,000.00 |
| | | **6400 Subtotal** | **$514,700.00** |
| | | **6100-6400 Subtotal** | **$1,655,300.00** |
| **Indirect Cost Optional** (Restricted Rate: ____% X Subtotal) .0517 | | | **$77,301.00** |
| **6500:** Capital Outlay | | | |
| Technology Cart for tablets/cameras | | 1251-6500 | 19,059.00 |
| | | **6500 Subtotal** | **$19,059.00** |
| | | **TOTAL** | **$1,751,660.00** |

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

| LEA/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| | |

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

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

*(COPY AS NEEDED)*

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

| LEA/DISTRICT/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| LEMASTERS ELEMENTARY | 096-111 5000 |

| Budget Codes | Related Strategies and Activities |
|---|---|
| **1100** Instruction | |
| **1100** Instruction<br>*1003(g) SIG & Waiver* | |
| **1200** Supplemental Instruction (Title I) | **(1) Supplemental ELA Teachers**<br>**Supplemental Literacy Materials** |
| **1200** Supplemental Instruction (Title I)<br>*1003(g) SIG & Waiver* | **Saturday Academy Stipends** **Extended Library hours**<br>**Instructional Aide(s)** **Accelerated Reader**<br>**Tablets, Doc Cameras & carts** **Supplementary Literacy Materials** |
| **2100** Non-Instructional Support Services | |
| **2100** Non-Instructional Support Services<br>*1003(g) SIG & Waiver* | **Behavior Specialist** **Social Worker**<br>**Saturday Academy Intern** **Saturday Academy transportation** |
| **2200** Professional Development | **(1) Teacher Methods Coach** |
| **2200** Professional Development<br>*1003(g) SIG & Waiver* | **Supt. Data Academy** **Saturday Academy Coach**<br>**Non-Cert PD** **Literacy and Technology PD & Materials**<br>**Missouri Reading Initiative** |
| **2600** Planning and Evaluation | |
| **2600** Planning and Evaluation<br>*1003(g) SIG & Waiver* | **Common Assessments** |
| **3000** Parent Involvement | |
| **3000** Parent Involvement<br>*1003(g) SIG & Waiver* | **Mid-term Conferences** **Parent Liaison**<br>**Parent Center Resources** **Parent Workshops/refreshments**<br>**Take-home books** |
| **Administrative Costs** | |
| **Administrative Costs**<br>*1003(g) SIG & Waiver* | |

## SECTION VI.B. - LEA/BUILDING GRANT YEAR IMPLEMENTATION BUDGET TEMPLATE

*(COPY AS NEEDED)*

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

| LEA/BUILDING NAME | | | | | COUNTY-DISTRICT - BUILDING CODE | | | |
|---|---|---|---|---|---|---|---|---|
| LEMASTERS ELEMENTARY | | | | | 096-111 5000 | | | |
| **Grant Year 2014-15** | **6100 Certificated Salaries** | **6150 Noncertificated Salaries** | **6200 Employee Benefits** | **6300 Purchased Services** | **6400 Materials/ Supplies** | **6500 Capital Outlay** | **6600 Other** | **TOTAL** |
| **1100** Instruction | | | | | | | | |
| **1100** Instruction *1003(g) SIG/Waiver* | | | | | | | | |
| **1200** Supplemental Instruction Title I | 90,000.00 | | 40,000.00 | | 3,850.00 | | | 133,850.00 |
| **1200** Supplemental Instruction Title I *1003(g) SIG/Waiver* | 22,000.00 | 20,000.00 | 15,200.00 | 3,000.00 | 120,000.00 | 4,493.00 | | 184,693.00 |
| **2100** Non-Instructional Support Services | | | | | | | | |
| **2100** Non-Instructional Support Services *1003(g) SIG/Waiver* | 56,600.00 | 42,000.00 | 39,350.00 | 7,000.00 | | | | 144,950.00 |
| **2200** Professional Development | 30,000.00 | | 8,000.00 | | | | | 38,000.00 |
| **2200** Professional Development *1003(g) SIG/Waiver* | 17,600.00 | | 4,700.00 | 19,000.00 | 2,000.00 | | | 43,300.00 |
| **2600** Planning and Evaluation | | | | | | | | |
| **2600** Planning and Evaluation *1003(g) SIG/Waiver* | 5,000.00 | | | | | | | 5,000.00 |
| **3000** Community Services | | | | | | | | |
| **3000** Community Services *1003(g) SIG/Waiver* | 1,400.00 | 20,000.00 | 12,300.00 | | 12,500.00 | | | 46,200.00 |
| **Administrative Costs** | | | | | | | | |
| **Administrative Costs** *1003(g) SIG/Waiver* | | | | | | | | |
| **Program Costs Subtotal** (Not including *1003(g) SIG/Waiver*) | 120,000.00 | | 48,000.00 | | 3,850.00 | | | 171,850.00 |
| ***1003(g) SIG/Waiver* Subtotal** | 102,600.00 | 82,000.00 | 71,550.00 | 29,000.00 | 134,500.00 | 4,493.00 | | 424,143.00 |
| **Grand Total** | 222,600.00 | 82,000.00 | 119,550.00 | 29,000.00 | 138350.00 | 4,493.00 | | 595,993.00 |

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

*(COPY AS NEEDED)*

| LEA/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| LEMASTERS ELEMENTARY | 096-111 5000 |

| BUDGET ITEMIZATION | | | GRANT FUNDS REQUESTED |
|---|---|---|---|
| **6100:** Certificated Salaries | | | |
| Missouri Reading Initiative substitutes | $95*18staff*6 sessions | 1251-6100 | 5,000.00 |
| Saturday Academy Stipends | 10 (1st – 5th grade staff)*25hr*4hrs* 16 sessions | 1251-6131 | 16,000.00 |
| Extended Library hours | 36wks*$25hr | 1251-6100 | 1,000.00 |
| 1 FTE Behavior Specialist | | 2100-6100 | 55,000.00 |
| Saturday Academy Intern stipend | 1 staff*25hr*4hrs*16 sessions | 2119-6111 | 1,600.00 |
| Saturday Academy Coach stipend | 1 staff*25hr*4hrs*16 sessions | 2200-6111 | 1,600.00 |
| Superintendent's Data Academy PD | 12 (3-5th grade staff) * $25hr*2hrs*9 sessions | 2211-6131 | 16,000.00 |
| Common Assessment Stipends | 10staff*$25*2hrs*10days | 2600-6100 | 5,000.00 |
| Midterm (Dec) Parent Conferences stipend | 18staff*3hrs*$25hr | 3912-6131 | 1,400.00 |
| | | **6100 Subtotal** | **$102,600.00** |
| **6150:** Non-certificated Salaries | | | |
| 1 FTE Instructional Aide | | 1251-6150 | 20,000.00 |
| 1 FTE Social Worker | | 2119-6151 | 42,000.00 |
| 1 FTE Parent Liaison | | 3912-6151 | 20,000.00 |
| | | **6150 Subtotal** | **$82,000.00** |
| **6200:** Employee Benefits *(optional categories)* | | | |
| Saturday Academy benefits | | 1251-6200 | 3,200.00 |
| Instructional Aide benefits | | 1251-6200 | 12,000.00 |
| Social Worker benefits | | 2100-6200 | 17,000.00 |
| Behavior Specialist | | 2100-6200 | 22,000.00 |
| Saturday Academy Intern benefits | | 2100-6200 | 350.00 |
| MRI sub benefits | | 2211-6200 | 1,500.00 |
| Superintendent's Data Academy PD benefits | | 2211-6200 | 3,200.00 |
| Parent Liaison benefits | | 3912-6200 | 12,000.00 |
| Midterm conference benefits | | 3912-6200 | 300.00 |
| | | **6200 Subtotal** | **$71,550.00** |
| **6300:** Purchased Services | | | |
| Accelerated Reader | | 1251-6300 | 3,000.00 |
| Media Specialist, Social Worker & PL PD | | 2200-6300 | 2,000.00 |
| Missouri Reading Initiative PD | | 2211-6319 | 12,000.00 |
| Literacy and Technology PD | | 2211-6319 | 5,000.00 |
| Saturday Academy Transportation | | 2119-6341 | 7,000.00 |
| | | **6300 Subtotal** | **$29,000.00** |
| **6400:** Materials/Supplies | | | |
| Supplemental Classroom and library materials | | 1251-6411 | 85,000.00 |
| 50 Tablets and 18 document cameras for CA & MATH | | 1251-6411 | 30,000.00 |
| Saturday Academy supplies | | 1251-6411 | 5,000.00 |
| PD Resources | | 2200-6411 | 2,000.00 |
| Parent Center Resources & Take home books | | 3912-6411 | 11,000.00 |
| Parent Workshop/meeting refreshments | | 3912-6411 | 1,500.00 |
| | | **6400 Subtotal** | **$134,500.00** |
| | | **6100-6400 Subtotal** | **$419,650.00** |
| **Indirect Cost Optional** (Restricted Rate: ____% X Subtotal) | | | **$19,597.00** |
| **6500:** Capital Outlay | | | |
| Technology Cart for tablets/cameras | | 1251-6500 | 4,493.00 |
| | | **6500 Subtotal** | **$4,493.00** |

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|---|---|
| **TOTAL** | **$443,740.00** |

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

| LEA/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| LEMASTERS ELEMENTARY | 096-111 5000 |

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

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

*(COPY AS NEEDED)*

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

| LEA/DISTRICT/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| **LEWIS & CLARK ELEMENTARY** | **096-111 5020** |

| Budget Codes | Related Strategies and Activities |
|---|---|
| **1100** Instruction | |
| **1100** Instruction<br>*1003(g) SIG & Waiver* | |
| **1200** Supplemental Instruction (Title I) | **(1) Supplemental ELA Teachers**<br>**Supplemental Literacy Materials** |
| **1200** Supplemental Instruction (Title I)<br>*1003(g) SIG & Waiver* | **Saturday Academy Stipends** **Extended Library hours**<br>**Instructional Aide(s)** **Accelerated Reader**<br>**Tablets, Doc Cameras & carts** **Supplementary Literacy Materials** |
| **2100** Non-Instructional Support Services | |
| **2100** Non-Instructional Support Services<br>*1003(g) SIG & Waiver* | **Behavior Specialist** **Social Worker**<br>**Saturday Academy Intern** **Saturday Academy transportation** |
| **2200** Professional Development | **(1) Teaching Methods Coach** |
| **2200** Professional Development<br>*1003(g) SIG & Waiver* | **Supt. Data Academy** **Saturday Academy Coach**<br>**Non-Cert PD** **Literacy and Technology PD & Materials**<br>**Missouri Reading Initiative** |
| **2600** Planning and Evaluation | |
| **2600** Planning and Evaluation<br>*1003(g) SIG & Waiver* | **Common Assessments** |
| **3000** Parent Involvement | |
| **3000** Parent Involvement<br>*1003(g) SIG & Waiver* | **Mid-term Conferences** **Parent Liaison**<br>**Parent Center Resources** **Parent Workshops/refreshments**<br>**Take-home books** |
| **Administrative Costs** | |
| **Administrative Costs**<br>*1003(g) SIG & Waiver* | |

## SECTION VI.B. - LEA/BUILDING GRANT YEAR IMPLEMENTATION BUDGET TEMPLATE

*(COPY AS NEEDED)*

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

| LEA/BUILDING NAME | | | | | COUNTY-DISTRICT - BUILDING CODE | | | |
|---|---|---|---|---|---|---|---|---|
| LEWIS & CLARK ELEMENTARY | | | | | 096-111 5020 | | | |
| **Grant Year 2014-15** | **6100 Certificated Salaries** | **6150 Noncertificated Salaries** | **6200 Employee Benefits** | **6300 Purchased Services** | **6400 Materials/ Supplies** | **6500 Capital Outlay** | **6600 Other** | **TOTAL** |
| **1100** Instruction | | | | | | | | |
| **1100** Instruction *1003(g) SIG/Waiver* | | | | | | | | |
| **1200** Supplemental Instruction (Title I) | 40,000.00 | | 7,000.00 | | 2,600.00 | | | 49,600.00 |
| **1200** Supplemental Instruction (Title I) *1003(g) SIG/Waiver* | 22,000.00 | 20,000.00 | 15,200.00 | 3,000.00 | 103,700.00 | 5,254.00 | | 169,154.00 |
| **2100** Non-Instructional Support Services | | | | | | | | |
| **2100** Non-Instructional Support Services *1003(g) SIG/Waiver* | 56,600.00 | 42,000.00 | 39,350.00 | 7,000.00 | | | | 144,950.00 |
| **2200** Professional Development | 55,000.00 | | 2,995.00 | | | | | 57,995.00 |
| **2200** Professional Development *1003(g) SIG/Waiver* | 17,600.00 | | 4,700.00 | 19,000.00 | 2,000.00 | | | 43,300.00 |
| **2600** Planning and Evaluation | | | | | | | | |
| **2600** Planning and Evaluation *1003(g) SIG/Waiver* | 5,000.00 | | | | | | | 5,000.00 |
| **3000** Community Services | | | | | | | | |
| **3000** Community Services *1003(g) SIG/Waiver* | 1,400.00 | 20,000.00 | 12,300.00 | | 12,500.00 | | | 46,200.00 |
| **Administrative Costs** | | | | | | | | |
| **Administrative Costs** *1003(g) SIG/Waiver* | | | | | | | | |
| **Program Costs Subtotal** (Not including *1003(g) SIG/Waiver*) | 95,000.00 | | 9,995.00 | | 2,600.00 | | | 107,595.00 |
| ***1003(g) SIG/Waiver* Subtotal** | 102,600.00 | 82,000.00 | 71,550.00 | 29,000.00 | 118,200.00 | | | 408,604.00 |
| **Grand Total** | 197,600.00 | 82,000.00 | 81,545.00 | 29,000.00 | 120,800.00 | | | 516,199.00 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Subtotal** | | | | | | | | |
| **Grand Total** | **197,600.00** | **82,000.00** | **81,545.00** | **29,000.00** | **120,800.00** | | | **516,199.00** |

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

*(COPY AS NEEDED)*

| LEA/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| **LEWIS & CLARK ELEMENTARY** | **096-111 5020** |

| BUDGET ITEMIZATION | | | GRANT FUNDS REQUESTED |
|---|---|---|---|
| **6100:** Certificated Salaries | | | |
| Missouri Reading Initiative substitutes | $95*18staff*6 sessions | 1251-6100 | 5,000.00 |
| Saturday Academy Stipends | 10 (1st – 5th grade staff)*25hr*4hrs* 16 sessions | 1251-6131 | 16,000.00 |
| Extended Library hours | 36wks*$25hr | 1251-6100 | 1,000.00 |
| 1 FTE Behavior Specialist | | 2100-6100 | 55,000.00 |
| Saturday Academy Intern stipend | 1 staff*25hr*4hrs*16 sessions | 2119-6111 | 1,600.00 |
| Saturday Academy Coach stipend | 1 staff*25hr*4hrs*16 sessions | 2200-6111 | 1,600.00 |
| Superintendent's Data Academy PD | 12 (3-5th grade staff) * $25hr*2hrs*9 sessions | 2211-6131 | 16,000.00 |
| Common Assessment Stipends | 10staff*$25*2hrs*10days | 2600-6100 | 5,000.00 |
| Midterm (Dec) Parent Conferences stipend | 18staff*3hrs*$25hr | 3912-6131 | 1,400.00 |
| | | **6100 Subtotal** | **$102,600.00** |
| **6150:** Non-certificated Salaries | | | |
| 1 FTE Instructional Aide | | 1251-6150 | 20,000.00 |
| 1 FTE Social Worker | | 2119-6151 | 42,000.00 |
| 1 FTE Parent Liaison | | 3912-6151 | 20,000.00 |
| | | **6150 Subtotal** | **$82,000.00** |
| **6200:** Employee Benefits *(optional categories)* | | | |
| Saturday Academy benefits | | 1251-6200 | 3,200.00 |
| Instructional Aide benefits | | 1251-6200 | 12,000.00 |
| Social Worker benefits | | 2100-6200 | 17,000.00 |
| Behavior Specialist | | 2100-6200 | 22,000.00 |
| Saturday Academy Intern benefits | | 2100-6200 | 350.00 |
| MRI sub benefits | | 2211-6200 | 1,500.00 |
| Superintendent's Data Academy PD benefits | | 2211-6200 | 3,200.00 |
| Parent Liaison benefits | | 3912-6200 | 12,000.00 |
| Midterm conference benefits | | 3912-6200 | 300.00 |
| | | **6200 Subtotal** | **$71,550.00** |
| **6300:** Purchased Services | | | |
| Accelerated Reader | | 1251-6300 | 3,000.00 |
| Media Specialist, Social Worker & PL PD | | 2200-6300 | 2,000.00 |
| Missouri Reading Initiative PD | | 2211-6319 | 12,000.00 |
| Literacy and Technology PD | | 2211-6319 | 5,000.00 |
| Saturday Academy Transportation | | 2119-6341 | 7,000.00 |
| | | **6300 Subtotal** | **$29,000.00** |
| **6400:** Materials/Supplies | | | |
| Supplemental Classroom and library materials | | 1251-6411 | 68,700.00 |
| 50 Tablets and 18 document cameras for Math/CA | | 1251-6411 | 30,000.00 |
| Saturday Academy supplies | | 1251-6411 | 5,000.00 |
| PD Resources | | 2200-6411 | 2,000.00 |
| Parent Center Resources & Take home books | | 3912-6411 | 11,000.00 |
| Parent Workshop/meeting refreshments | | 3912-6411 | 1,500.00 |
| | | **6400 Subtotal** | **$118,200.00** |
| | | **6100-6400 Subtotal** | **$403,350.00** |
| **Indirect Cost Optional** (Restricted Rate: ____% X Subtotal) | | | **$18,836.00** |
| **6500:** Capital Outlay | | | |

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| | | |
|---|---|---|
| Technology Cart for tablets/cameras | 1251-6500 | 5254.00 |
| | **6500 Subtotal** | **$5254.00** |
| | **TOTAL** | **$427,440.00** |

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

| **LEA/BUILDING NAME** | **COUNTY-DISTRICT - BUILDING CODE** |
|---|---|
| **LEWIS & CLARK ELEMENTARY** | **096-111 5020** |

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

| | |
|---|---|
| | |
| **6500 Subtotal** | **$** |
| **TOTAL** | **$** |

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

*(COPY AS NEEDED)*

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

| LEA/DISTRICT/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| **MEADOWS ELEMENTARY** | **096-111 5040** |

| Budget Codes | Related Strategies and Activities |
|---|---|
| **1100** Instruction | |
| **1100** Instruction<br>*1003(g) SIG & Waiver* | |
| **1200** Supplemental Instruction (Title I) | **(1) Supplemental ELA Teachers**<br>**Supplemental Literacy Materials** |
| **1200** Supplemental Instruction (Title I)<br>*1003(g) SIG & Waiver* | **Saturday Academy Stipends** **Extended Library hours**<br>**Instructional Aide(s)** **Accelerated Reader**<br>**Tablets, Doc Cameras & carts** **Supplementary Literacy Materials** |
| **2100** Non-Instructional Support Services | |
| **2100** Non-Instructional Support Services<br>*1003(g) SIG & Waiver* | **Behavior Specialist** **Social Worker**<br>**Saturday Academy Intern** **Saturday Academy transportation** |
| **2200** Professional Development | **(1) Teaching Methods Coach** |
| **2200** Professional Development<br>*1003(g) SIG & Waiver* | **Supt. Data Academy** **Saturday Academy Coach**<br>**Non-Cert PD** **Literacy and Technology PD & Materials**<br>**Missouri Reading Initiative** |
| **2600** Planning and Evaluation | |
| **2600** Planning and Evaluation<br>*1003(g) SIG & Waiver* | **Common Assessments** |
| **3000** Parent Involvement | |
| **3000** Parent Involvement<br>*1003(g) SIG & Waiver* | **Mid-term Conferences** **Parent Liaison**<br>**Parent Center Resources** **Parent Workshops/refreshments**<br>**Take-home books** |
| **Administrative Costs** | |

## SECTION VI.B. - LEA/BUILDING GRANT YEAR IMPLEMENTATION BUDGET TEMPLATE

*(COPY AS NEEDED)*

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

| LEA/BUILDING NAME | | | | | COUNTY-DISTRICT - BUILDING CODE | | | |
|---|---|---|---|---|---|---|---|---|
| MEADOWS ELEMENTARY | | | | | 096-111 5040 | | | |
| **Grant Year 2014-15** | **6100 Certificated Salaries** | **6150 Noncertificated Salaries** | **6200 Employee Benefits** | **6300 Purchased Services** | **6400 Materials/ Supplies** | **6500 Capital Outlay** | **6600 Other** | **TOTAL** |
| **1100** Instruction | | | | | | | | |
| **1100** Instruction *1003(g) SIG/Waiver* | | | | | | | | |
| **1200** Supplemental Instruction (Title I) | 80,000.00 | | 20,000.00 | | 3,300.00 | | | 103,300.00 |
| **1200** Supplemental Instruction (Title I) *1003(g) SIG/Waiver* | 22,000.00 | 20,000.00 | 15,200.00 | 3,000.00 | 116,500.00 | 4,656.00 | | 181,356.00 |
| **2100** Non-Instructional Support Services | | | | | | | | |
| **2100** Non-Instructional Support Services *1003(g) SIG/Waiver* | 56,600.00 | 42,000.00 | 39,350.00 | 7,000.00 | | | | 144,950.00 |
| **2200** Professional Development | 40,000.00 | | 5,574.00 | | | | | 45,574.00 |
| **2200** Professional Development *1003(g) SIG/Waiver* | 17,600.00 | | 4,700.00 | 19,000.00 | 2,000.00 | | | 43,300.00 |
| **2600** Planning and Evaluation | | | | | | | | |
| **2600** Planning and Evaluation *1003(g) SIG/Waiver* | 5,000.00 | | | | | | | 5,000.00 |
| **3000** Community Services | | | | | | | | |
| **3000** Community Services *1003(g) SIG/Waiver* | 1,400.00 | 20,000.00 | 12,300.00 | | 12,500.00 | | | 46,200.00 |
| **Administrative Costs** | | | | | | | | |
| **Administrative Costs** *1003(g) SIG/Waiver* | | | | | | | | |
| **Program Costs Subtotal** (Not including *1003(g) SIG/Waiver*) | 120,000.00 | | 25,574.00 | | 3,300.00 | | | 148,874.00 |
| ***1003(g) SIG/Waiver* Subtotal** | 102,600.00 | 82,000.00 | 71,550.00 | 29,000.00 | 131,000.00 | 4,656.00 | | 420,806.00 |
| **Grand Total** | 222,600.00 | 82,000.00 | 97,124.00 | 29,000.00 | 134,300.00 | 4,656.00 | | 569,680.00 |

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

*(COPY AS NEEDED)*

| LEA/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| MEADOWS ELEMENTARY | 096-111 5040 |

| BUDGET ITEMIZATION | | | GRANT FUNDS REQUESTED |
|---|---|---|---|
| **6100:** Certificated Salaries | | | |
| Missouri Reading Initiative substitutes | $95*18staff*6 sessions | 1251-6100 | 5,000.00 |
| Saturday Academy Stipends | 10 (1st – 5th grade staff)*25hr*4hrs* 16 sessions | 1251-6131 | 16,000.00 |
| Extended Library hours | Tues/Thurs 36wks*$25hr*1hr | 1251-6100 | 1,000.00 |
| 1 FTE Behavior Specialist | | 2100-6100 | 55,000.00 |
| Saturday Academy Intern stipend | 1 staff*25hr*4hrs*16 sessions | 2119-6111 | 1,600.00 |
| Saturday Academy Coach stipend | 1 staff*25hr*4hrs*16 sessions | 2200-6111 | 1,600.00 |
| Superintendent's Data Academy PD | 12 (3-5th grade staff) * $25hr*2hrs*9 sessions | 2211-6131 | 16,000.00 |
| Common Assessment Stipends | 10staff*$25*2hrs*10days | 2600-6100 | 5,000.00 |
| Midterm (Dec) Parent Conferences stipend | 18staff*3hrs*$25hr | 3912-6131 | 1,400.00 |
| | | **6100 Subtotal** | **$102,600.00** |
| **6150:** Non-certificated Salaries | | | |
| 1 FTE Instructional Aide | | 1251-6150 | 20,000.00 |
| 1 FTE Social Worker | | 2119-6151 | 42,000.00 |
| 1 FTE Parent Liaison | | 3912-6151 | 20,000.00 |
| | | **6150 Subtotal** | **$82,000.00** |
| **6200:** Employee Benefits *(optional categories)* | | | |
| Saturday Academy benefits | | 1251-6200 | 3,200.00 |
| Instructional Aide benefits | | 1251-6200 | 12,000.00 |
| Social Worker benefits | | 2100-6200 | 17,000.00 |
| Behavior Specialist | | 2100-6200 | 22,000.00 |
| Saturday Academy Intern benefits | | 2100-6200 | 350.00 |
| MRI sub benefits | | 2211-6200 | 1,500.00 |
| Superintendent's Data Academy PD benefits | | 2211-6200 | 3,200.00 |
| Parent Liaison benefits | | 3912-6200 | 12,000.00 |
| Midterm conference benefits | | 3912-6200 | 300.00 |
| | | **6200 Subtotal** | **$71,550.00** |
| **6300:** Purchased Services | | | |
| Accelerated Reader | | 1251-6300 | 3,000.00 |
| Media Specialist, Social Worker & PL PD | | 2200-6300 | 2,000.00 |
| Missouri Reading Initiative PD | | 2211-6319 | 12,000.00 |
| Literacy and Technology PD | | 2211-6319 | 5,000.00 |
| Saturday Academy Transportation | | 2119-6341 | 7,000.00 |
| | | **6300 Subtotal** | **$29,000.00** |
| **6400:** Materials/Supplies | | | |
| Supplemental Classroom and library materials | | 1251-6411 | 81,500.00 |
| 50 Tablets and 18 document cameras for CA & Math | | 1251-6411 | 30,000.00 |
| Saturday Academy supplies | | 1251-6411 | 5,000.00 |
| PD Resources | | 2200-6411 | 2,000.00 |
| Parent Center Resources and Take home books | | 3912-6411 | 11,000.00 |
| Parent Workshop/meeting refreshments | | 3912-6411 | 1,500.00 |
| | | **6400 Subtotal** | **$131,000.00** |
| | | **6100-6400 Subtotal** | **$416,150.00** |
| **Indirect Cost Optional** (Restricted Rate: ____% X Subtotal) | | | **$19,434.00** |
| **6500:** Capital Outlay | | | |
| Technology Cart for tablets/cameras | | 1251-6500 | 4,656.00 |
| | | **6500 Subtotal** | **$4,656** |
| | | **TOTAL** | **$440,240.00** |

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

| LEA/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| MEADOWS ELEMENTARY | 096-111 5040 |

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

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

*(COPY AS NEEDED)*

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

| LEA/DISTRICT/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| MOLINE ELEMENTARY | 096-111 6040 |

| Budget Codes | Related Strategies and Activities |
|---|---|
| **1100** Instruction | |
| **1100** Instruction<br>*1003(g) SIG & Waiver* | |
| **1200** Supplemental Instruction (Title I) | **(1) Supplemental ELA Teachers**<br>**Supplemental Literacy Materials** |
| **1200** Supplemental Instruction (Title I)<br>*1003(g) SIG & Waiver* | **Saturday Academy Stipends** **Extended Library hours**<br>**Instructional Aide(s)** **Accelerated Reader**<br>**Tablets, Doc Cameras & carts** **Supplementary Literacy Materials** |
| **2100** Non-Instructional Support Services | |
| **2100** Non-Instructional Support Services<br>*1003(g) SIG & Waiver* | **Behavior Specialist** **Social Worker**<br>**Saturday Academy Intern** **Saturday Academy transportation** |
| **2200** Professional Development | **(1) Teaching Methods Coach** |
| **2200** Professional Development<br>*1003(g) SIG & Waiver* | **Supt. Data Academy** **Saturday Academy Coach**<br>**Non-Cert PD** **Literacy and Technology PD & Materials**<br>**Missouri Reading Initiative** |
| **2600** Planning and Evaluation | |
| **2600** Planning and Evaluation<br>*1003(g) SIG & Waiver* | **Common Assessments** |
| **3000** Parent Involvement | |
| **3000** Parent Involvement<br>*1003(g) SIG & Waiver* | **Mid-term Conferences** **Parent Liaison**<br>**Parent Center Resources** **Parent Workshops/refreshments**<br>**Take-home books** |
| **Administrative Costs** | |
| **Administrative Costs**<br>*1003(g) SIG & Waiver* | |

## SECTION VI.B. - LEA/BUILDING GRANT YEAR IMPLEMENTATION BUDGET TEMPLATE

*(COPY AS NEEDED)*

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

| LEA/BUILDING NAME | | | | | COUNTY-DISTRICT - BUILDING CODE | | | |
|---|---|---|---|---|---|---|---|---|
| MOLINE ELEMENTARY | | | | | 096-111 6040 | | | |
| **Grant Year 2014-15** | **6100 Certificated Salaries** | **6150 Noncertificated Salaries** | **6200 Employee Benefits** | **6300 Purchased Services** | **6400 Materials/ Supplies** | **6500 Capital Outlay** | **6600 Other** | **TOTAL** |
| **1100** Instruction | | | | | | | | |
| **1100** Instruction *1003(g) SIG/Waiver* | | | | | | | | |
| **1200** Supplemental Instruction (Title I) | 130,000.00 | | 48,000.00 | | 17,943.00 | | | 195,943.00 |
| **1200** Supplemental Instruction (Title I) *1003(g) SIG/Waiver* | 22,000.00 | 20,000.00 | 15,200.00 | 3,000.00 | 116,500.00 | 4,656.00 | | 181,356.00 |
| **2100** Non-Instructional Support Services | | | | | | | | |
| **2100** Non-Instructional Support Services *1003(g) SIG/Waiver* | 56,600.00 | 42,000.00 | 39,350.00 | 7,000.00 | | | | 144,950.00 |
| **2200** Professional Development | 50,000.00 | | 20,000.00 | | | | | 70,000.00 |
| **2200** Professional Development *1003(g) SIG/Waiver* | 17,600.00 | | 4,700.00 | 19,000.00 | 2,000.00 | | | 43,300.00 |
| **2600** Planning and Evaluation | | | | | | | | |
| **2600** Planning and Evaluation *1003(g) SIG/Waiver* | 5,000.00 | | | | | | | 5,000.00 |
| **3000** Community Services | | | | | | | | |
| **3000** Community Services *1003(g) SIG/Waiver* | 1,400.00 | 20,000.00 | 12,300.00 | | 12,500.00 | | | 46,200.00 |
| **Administrative Costs** | | | | | | | | |
| **Administrative Costs** *1003(g) SIG/Waiver* | | | | | | | | |
| **Program Costs Subtotal** (Not including *1003(g) SIG/Waiver*) | 180,000.00 | | 68,000.00 | | 17,943.00 | | | 265,943.00 |
| ***1003(g) SIG/Waiver* Subtotal** | 102,600.00 | 82,000.00 | 71,550.00 | 29,000.00 | 131,000.00 | 4,656.00 | | 420,806.00 |
| **Grand Total** | 282,600.00 | 82,000.00 | 139,550.00 | 29,000.00 | 148,943.00 | 4,656.00 | | 686,749.00 |

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

*(COPY AS NEEDED)*

| LEA/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| MOLINE ELEMENTARY | 096-111 6040 |

| BUDGET ITEMIZATION | | | GRANT FUNDS REQUESTED |
|---|---|---|---|
| **6100:** Certificated Salaries | | | |
| Missouri Reading Initiative substitutes | $95*18staff*6 sessions | 1251-6100 | 5,000.00 |
| Saturday Academy Stipends | 10 (1st – 5th grade staff)*25hr*4hrs* 16 sessions | 1251-6131 | 16,000.00 |
| Extended Library hours | 36wks*$25hr | 1251-6100 | 1,000.00 |
| 1 FTE Behavior Specialist | | 2100-6100 | 55,000.00 |
| Saturday Academy Intern stipend | 1 staff*25hr*4hrs*16 sessions | 2119-6111 | 1,600.00 |
| Saturday Academy Coach stipend | 1 staff*25hr*4hrs*16 sessions | 2200-6111 | 1,600.00 |
| Superintendent's Data Academy PD | 12 (3-5th grade staff) * $25hr*2hrs*9 sessions | 2211-6131 | 16,000.00 |
| Common Assessment Stipends | 10staff*$25*2hrs*10days | 2600-6100 | 5,000.00 |
| Midterm (Dec) Parent Conferences stipend | 18staff*3hrs*$25hr | 3912-6131 | 1,400.00 |
| | | **6100 Subtotal** | **$102,600.00** |
| **6150:** Non-certificated Salaries | | | |
| 1 FTE Instructional Aide | | 1251-6150 | 20,000.00 |
| 1 FTE Social Worker | | 2119-6151 | 42,000.00 |
| 1 FTE Parent Liaison | | 3912-6151 | 20,000.00 |
| | | **6150 Subtotal** | **$82,000.00** |
| **6200:** Employee Benefits *(optional categories)* | | | |
| Saturday Academy benefits | | 1251-6200 | 3,200.00 |
| Instructional Aide benefits | | 1251-6200 | 12,000.00 |
| Social Worker benefits | | 2100-6200 | 17,000.00 |
| Behavior Specialist | | 2100-6200 | 22,000.00 |
| Saturday Academy Intern benefits | | 2100-6200 | 350.00 |
| MRI sub benefits | | 2211-6200 | 1,500.00 |
| Superintendent's Data Academy PD benefits | | 2211-6200 | 3,200.00 |
| Parent Liaison benefits | | 3912-6200 | 12,000.00 |
| Midterm conference benefits | | 3912-6200 | 300.00 |
| | | **6200 Subtotal** | **$71,550.00** |
| **6300:** Purchased Services | | | |
| Accelerated Reader | | 1251-6300 | 3,000.00 |
| Media Specialist, Social Worker & PL PD | | 2200-6300 | 2,000.00 |
| Missouri Reading Initiative PD | | 2211-6319 | 12,000.00 |
| Literacy and Technology PD | | 2211-6319 | 5,000.00 |
| Saturday Academy Transportation | | 2119-6341 | 7,000.00 |
| | | **6300 Subtotal** | **$29,000.00** |
| **6400:** Materials/Supplies | | | |
| Supplemental Classroom and library materials | | 1251-6411 | 81,500.00 |
| 50 Tablets and 18 document cameras | for CA & Math | 1251-6411 | 30,000.00 |
| Saturday Academy supplies | | 1251-6411 | 5,000.00 |
| PD Resources | | 2200-6411 | 2,000.00 |
| Parent Center Resources & Take home books | | 3912-6411 | 11,000.00 |
| Parent Workshop/meeting refreshments | | 3912-6411 | 1,500.00 |
| | | **6400 Subtotal** | **$131,000.00** |
| | | **6100-6400 Subtotal** | **$416,150.00** |
| **Indirect Cost Optional** (Restricted Rate: ____% X Subtotal) | | | **$19,434.00** |
| **6500:** Capital Outlay | | | |
| Technology Cart for tablets/cameras | | 1251-6500 | 4,656.00 |
| | | **6500 Subtotal** | **$4,656** |
| | | **TOTAL** | **$440,240.00** |

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

| LEA/BUILDING NAME | COUNTY-DISTRICT - BUILDING CODE |
|---|---|
| MOLINE ELEMENTARY | 096-111 6040 |

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

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## SECTION VII. – NARRATIVE

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

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

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

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

1) **Goal 2: Improved Student Performance**

**Year 1 Objective:** By the end of May 2014, students' reading skills will improve by three "Leveled Text" (letters) as measured by the Fountas and Pinnell Reading Assessment.

**Year 1 Status Improving Reading Skills:**

While the Priority Schools did not meet the above objective that all students in grades K-5 will improve at least 3 Leveled Text, Table 1 below shows the percentage of students at each grade level who achieved the goal.

**TABLE 1: Percentage of Priority Students Who Improved Three "Leveled Text"**

| Percentage of Students Who Improved Three "Leveled Text" | | | | | | |
|---|---|---|---|---|---|---|
| Grade level | Number of Students | # of students did not improve one F&P level | # of students improved one F&P level | # of students improved two F&P levels | # of students improved three F&P levels | Percentage of students improving three F&P levels |
| K | 223 | 34 | 65 | 57 | 63 | 28% |
| 1 | 206 | 7 | 17 | 23 | 145 | 70% |
| 2 | 150 | 10 | 35 | 34 | 68 | 45% |
| 3 | 177 | 13 | 28 | 32 | 110 | 62% |
| 4 | 173 | 22 | 34 | 28 | 88 | 51% |
| 5 | 130 | 8 | 44 | 49 | 28 | 22% |
| Total | 1059 | 94 | 223 | 223 | 502 | 47% |

The strategies used to meet the above objective were to provide guided reading instruction; utilize technology in Independent Learning Centers and provide a variety of literacy-rich diverse text to improve reading and writing. Teachers also received additional training to more effectively administer the Fountas and Pinnell Reading Assessment (F & P) with precision and accuracy.

Table 2 shows the percentage of students reading at or above grade level for grade spans K-3 and 4-5 for both SY 2012-13 and SY 2013-14. Year one of Missouri Reading Initiative which began in SY 2013-14 included K-3 teachers only. The data below indicates there was a greater gain in the percentage of students reading at or above grade level for grades K-3 compared to grades 4-5.

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**TABLE 2: Percentage of Students Reading At or Above Grade Level 2013-14SY**

| | 2012-2013 F&P Grade Span K-3 | 2013-2014 F&P Grade Span K-3 | 2012-2013 F&P Grade Span 4-5 | 2013-2014 F&P Grade Span 4-5 |
|---|---|---|---|---|
| Lemasters | 69% | 44% | 40% | 30% |
| L&C | 35% | 42% | 23% | 23% |
| Meadows | 35% | 65% | 34% | 62% |
| Moline | 47% | 52% | 40% | 36% |

**TABLE 3: Text Level Increases per Fountas and Pinnell Reading Assessment**

**Lemasters Student Movement**

| Grade level | Number of Students | # of students did not improve one F&P level | % of students did not improve one F&P level | # of students did not improve ONE F&P level | % of students did not improve ONE F&P level | # of students improved TWO F&P levels | % of students improved TWO F&P levels | # of students improved THREE F&P levels | % of students improved THREE F&P levels |
|---|---|---|---|---|---|---|---|---|---|
| K | 43 | 14 | 32.56 | 17 | 39.53 | 7 | 16.28 | 1 | 2.33 |
| 1 | 55 | 3 | 5.45 | 5 | 9.09 | 9 | 16.36 | 34 | 61.82 |
| 2 | 33 | 4 | 12.12 | 9 | 27.27 | 11 | 33.33 | 6 | 18.18 |
| 3 | 48 | 0 | 0.00 | 3 | 6.25 | 4 | 8.33 | 38 | 79.17 |
| 4 | 56 | 6 | 10.71 | 16 | 28.57 | 13 | 23.21 | 20 | 35.71 |
| 5 | 33 | 3 | 9.09 | 13 | 39.39 | 9 | 27.27 | 7 | 21.21 |
| Total | 268 | 30 | 11.19 | 63 | 23.51 | 53 | 19.78 | 106 | 39.55 |

**L&C Student Movement**

| Grade level | Number of Students | # of students did not improve one F&P level | % of students did not improve one F&P level | # of students did not improve ONE F&P level | % of students did not improve ONE F&P level | # of students improved TWO F&P levels | % of students improved TWO F&P levels | # of students improved THREE F&P levels | % of students improved THREE F&P levels |
|---|---|---|---|---|---|---|---|---|---|
| K | 42 | 3 | 7.14 | 12 | 28.57 | 8 | 19.05 | 19 | 45.24 |
| 1 | 31 | 2 | 6.45 | 3 | 9.68 | 3 | 9.68 | 11 | 35.48 |
| 2 | 32 | 1 | 3.13 | 14 | 43.75 | 5 | 15.63 | 10 | 31.25 |
| 3 | 26 | 7 | 26.92 | 13 | 50.00 | 4 | 15.38 | 11 | 42.31 |
| 4 | 27 | 11 | 40.74 | 7 | 25.93 | 5 | 18.52 | 4 | 14.81 |
| 5 | 16 | 0 | 0.00 | 7 | 43.75 | 3 | 18.75 | 6 | 37.50 |
| Total | 174 | 24 | 13.79 | 56 | 32.18 | 28 | 16.09 | 61 | 35.06 |

**Meadows Student Movement**

| Grade level | Number of Students | # of students did not improve one F&P level | % of students did not improve one F&P level | # of students did not improve ONE F&P level | % of students did not improve ONE F&P level | # of students improved TWO F&P levels | % of students improved TWO F&P levels | # of students improved THREE F&P levels | % of students improved THREE F&P levels |
|---|---|---|---|---|---|---|---|---|---|
| K | 48 | 5 | 10.42 | 9 | 18.75 | 14 | 29.17 | 20 | 41.67 |
| 1 | 42 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 42 | 100.00 |
| 2 | 34 | 2 | 5.88 | 6 | 17.65 | 5 | 14.71 | 21 | 61.76 |
| 3 | 47 | 3 | 6.38 | 5 | 10.64 | 11 | 23.40 | 28 | 59.57 |
| 4 | 38 | 3 | 7.89 | 0 | 0.00 | 2 | 5.26 | 33 | 86.84 |
| 5 | 28 | 0 | 0.00 | 5 | 17.86 | 15 | 53.57 | 8 | 28.57 |
| Total | 237 | 13 | 5.49 | 25 | 10.55 | 47 | 19.83 | 108 | 45.57 |

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| Moline Student Movement | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade level | Number of Students | # of students did not improve one F&P level | % of students did not improve one F&P level | # of students did not improve ONE F&P level | % of students did not improve ONE F&P level | # of students improved TWO F&P levels | % of students improved TWO F&P levels | # of students improved THREE F&P levels | % of students improved THREE F&P levels |
| K | 90 | 12 | 13.33 | 27 | 30.00 | 28 | 31.11 | 23 | 25.56 |
| 1 | 80 | 2 | 2.50 | 9 | 11.25 | 11 | 13.75 | 58 | 72.50 |
| 2 | 53 | 3 | 5.66 | 6 | 11.32 | 13 | 24.53 | 31 | 58.49 |
| 3 | 56 | 3 | 5.36 | 7 | 12.50 | 13 | 23.21 | 33 | 58.93 |
| 4 | 52 | 2 | 3.85 | 11 | 21.15 | 8 | 15.38 | 31 | 59.62 |
| 5 | 53 | 5 | 9.43 | 19 | 35.85 | 22 | 41.51 | 7 | 13.21 |
| Total | 384 | 27 | 7.03 | 79 | 20.57 | 95 | 24.74 | 183 | 47.66 |

As a district, there is much improvement to be made as we continue to support students in achieving the goal of reading at or above grade level (Table 3). The district has identified reading comprehension as the targeted area of focus, therefore, changes have been made to ensure validity of assessment data through consistency in implementation by ensuring students read both fiction and non-fiction texts as part of the F & P Assessment.

**District Fountas & Pinnell Data Comparison of the Percentage of Students Reading At or Above Grade Level**

**Fountas & Pinnell Data Comparison**

| Grade Level | Jun-13 | Oct-13 | Jan-14 | May-14 | May - 15 Goal |
|---|---|---|---|---|---|
| Kindergarten | 50% | NT | 38% | 48% | 58% |
| 1st Grade | 32% | | 42% | | 45% |
| 2nd Grade | 43% | | 45% | | 51% |
| 3rd Grade | 37% | 40% | | 47% | 57% |
| 4th Grade | 36% | | 36% | 43% | 53% |
| 5th Grade | 28% | | 26% | | 33% |
| District Total | 38% | | 39% | 40% | 50% |

**Year 1 Status Studio Schools Academy:**

Summer Studio Schools program was available to students in grades 1 thru 5. The purpose was to offer a dual role of extended learning opportunities for both teachers and students. Students received fifteen additional days of targeted instruction in literacy while their teachers received daily professional development through study sessions and analysis of teacher practice. This embedded professional development included modeling and coaching in the Balanced Literacy Approach from Missouri Reading Initiatives trainers. There were 208 students, 26 teachers, 4 instructional coaches, and 4 principal interns all participated in the program. It was hosted at both Lewis and Clark and Meadows Elementary School and included students and teachers from all four Priority Schools. This 15-day program started Monday, June 9th and ended Friday, June 27th. The average daily attendance (ADA) for all four schools was 83% compared to the district ADA for SY 2013-14 of 86% (see below).

| Schools | Student Enrollment | Average Daily Attendance |
|---|---|---|
| Lemasters | 47 | 80% |
| Lewis and Clark | 50 | 83% |
| Moline | 69 | 81% |
| Meadows | 42 | 86% |
| Total | 208 | 83% |

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Student Highlights included customized and differentiated learning, increased Individualized instruction and assessment, increased access to leveled texts, and increased confidence in reading and writing.

Teacher Highlights included 45-minute morning meetings with mini lessons to include modeling, individualized requests for modeling specific guiding reading instructional strategies, one-on-one Teacher conferencing with MRI Facilitators, teacher friendly prescriptive curriculum guide and lesson plans and immediate feedback to classroom observations.

Students' F & P scores from May 2014 were used as baseline data to review growth of the 15 day program. Data below is representative of only those students who attended the program with at least 90% ADA. Table below shows the percentage of students who made increases of at least one reading level during the 15-day program in each building:

| **Lemasters** | **# of Students** | **% of Students** |
|---|---|---|
| No Progress | 12 | 45% |
| Improved 1 Reading Level | 10 | 37% |
| Improved 2 Reading levels | 2 | 7% |
| Improved 3 Reading levels | 3 | 11% |
| **Total** | 27 | 100% |
| **Lewis and Clark** | **# of Students** | % of **Students** |
| No Progress | 8 | 29% |
| Improved 1 Reading Level | 18 | 67% |
| Improved 2 Reading Levels | 1 | 4% |
| Improved 3 Reading Levels | 0 | 0% |
| **Total** | 27 | 100% |
| **Meadows** | **# of Students** | **% of Students** |
| No Progress | 13 | 35% |
| Improved 1 Reading Level | 19 | 51% |
| Improved 2 Reading Levels | 5 | 14% |
| Improved 3 Reading Levels | 0 | 0% |
| **Total** | 37 | 100% |
| **Moline** | **# of Students** | **% of Students** |
| No Progress | 15 | 29% |
| Improved 1 Reading Level | 31 | 61% |
| Improved 2 Reading Levels | 4 | 2% |
| Improved 3 Reading Levels | 1 | 2% |
| **Total** | 51 | 100% |

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**Goal 3: Culture and Attendance**

**Objective:** By the end of May 2014, student attendance status will improve to 90% of the students attending at least 90% of the time as measured by MSIP 5 calculations.

**Year 1 Status of the impact of Social Workers and Parent Liasons:**

Lemasters and Lewis & Clark met the 90/90 Attendance Goal (Table 4). While Meadows and Moline did not meet the goal, all schools made improvements in their 90/90 attendance as measured by MSIP 5 standards.

**Table 4: 90/90 Attendance Comparative Data SY 2012-13 and SY 2013-14**

**90/90 Overall Attendance**

| | 2012-2013 | 2013-2014 | Difference |
|---|---|---|---|
| **Lemasters** | 86.4 | 91.4 | 5% |
| **L&C** | 79.1 | 91.3 | 12.2% |
| **Meadows** | 79.3 | 81.2 | 1.9% |
| **Moline** | 80.2 | 82.9 | 2.7% |

Employing a social worker and parent liaison for each school was implemented to increase attendance rate, address and remove barriers to student learning and improve family and school relationships. The Social Workers focused on providing family resources aligned to wraparound services, responded to crisis behaviors, bullying intervention, social skills development, and conflict resolution. The also connected with with our external partners through the St. Louis County Children's Services Fund, which provides free family counseling, parent and student workshops, leadership skills, and preventative healthcare. Social workers also became part of our attendance task force. They met with families both at home and school to ensure student attendance, behavior and family needs were not barriers to student success. See below for number of referrals which were reports and addressed by social worker in Year I.

| | Attendance Referrals | Behavioral Referrals | Intervention/ Prevention Services | Family Referrals | TOTAL Interactions |
|---|---|---|---|---|---|
| **January** | 38 | 20 | 61 | 14 | 133 |
| **February** | 152 | 50 | 202 | 9 | 413 |
| **March** | 64 | 60 | 307 | 16 | 447 |
| **April** | 190 | 94 | 436 | 28 | 748 |
| **May** | 93 | 85 | 278 | 23 | 479 |
| **TOTAL** | **537** | **309** | **1284** | **90** | **2220** |

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Parent Liaisons enhanced our ability to meet the academic mission as they addressed and removed barriers to student learning and family well-being. They participated in the CARE Team process in order to determine and support the needs of families and worked with external partners to provide extended services. They built relationships with parents through phone calls and email and have hosted Family Forums and Open Houses. They have reached out to local businesses to support school incentives and are part of the attendance task force assisting in ensuring students are at school every day. The District also announces and recognizes each schools improvement in attendance and discipline each month at the Board meeting. Implementing the various strategies to improve attendance has resulted in a climate and culture change with the belief that education is important and attendance is a non-negotiable.

The overall attendance for each SIG school has increased each month compared to the previous school year, with the exception of Moline in the month of April, which had a decrease of 0.2% (Table 6). Although the district goal, of having 90% of the students in attendance at least 90% of the time has not been met by two of the four schools, the district is on track and showing significant progress in attendance for all schools. Table 5 shows the Priority Schools 90/90 Overal Attendance data by month.

**Table 5: Priority Schools 90/90 Monthly Attendance for SY 2013-14**

**90/90 YTD Overall Attendance 2013-2014**

| | Aug. OA | Sept. OA | Oct. OA | Nov. OA | Dec. OA | Jan. OA | Feb. OA | Mar. OA | April OA | May |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lemasters** | 95.51 | 95.60 | 89.93 | 89.67 | 89.42 | 89.01 | 84.89 | 84.78 | 90.25 | 91.40 |
| **L & C** | 90.00 | 95.29 | 94.01 | 93.02 | 92.53 | 87.50 | 86.89 | 83.70 | 87.36 | 91.30 |
| **Meadows** | 97.05 | 96.39 | 91.34 | 90.73 | 89.07 | 88.21 | 86.35 | 83.46 | 83.00 | 81.20 |
| **Moline** | 94.39 | 94.36 | 89.45 | 87.50 | 85.23 | 83.93 | 82.66 | 80.53 | 81.86 | 82.90 |
| **District** | 89.2 | 85.45 | 82.93 | 80.98 | 81.48 | 79.90 | 78.09 | 76.20 | 77.27 | 75.90 |

**Year 1 Status of Improving Student Behavior:**

Prior to school year 2013-2014, schools often respond to disruptive students with exclusionary and punitive approaches that yield little results. These responses presented a short term fix to what was often is a chronic and long-term problem. The district has focused on the strategy of improving student engagement in the learning process in order to decrease disciplinary infractions. The more rigorous and relevant the daily lessons, the more student engagement.

Discipline infractions and actions have decreased each month in Meadows, Moline and the district at large. However, in both Lemasters and Lewis and Clark both actions and infractions have increased each month with only a couple of minor exceptions. After many conversations with both staff and students in the two schools we have learned that implementing PBIS has been a lower priority than

classroom instruction and classroom management. It is understood that "You can't teach class, until you can keep class". PBIS will be an area of constant monitoring next year in all buildings and a PBIS Specialist will assist in this process.

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Table 6:

**Discipline Comparison 2012-13 to 2013-14**

| School | Description | Aug 12.13 | Aug 13.14 | Diff | Sept 12.13 | Sept 13.14 | Diff | Oct 12.13 | Oct 13.14 | Diff | Nov 12.13 | Nov 13.14 | Diff | Dec 12.13 | Dec 13.14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Lemasters ES | Event Totals | 3 | 1 | -2 | 10 | 12 | | 23 | 28 | | 3 | 18 | | 10 | 10 |
| | Action Totals | 2 | 1 | -1 | 7 | 11 | | 13 | 29 | | 2 | 17 | | 7 | 11 |
| Lewis & Clark ES | Event Totals | 5 | 1 | -4 | 21 | 25 | | 31 | 19 | -12 | 19 | 15 | -4 | 6 | 16 |
| | Action Totals | 5 | 1 | -4 | 20 | 14 | -6 | 32 | 28 | -4 | 19 | 17 | -2 | 6 | 16 |
| Meadows ES | Event Totals | 21 | 1 | -20 | 74 | 8 | -66 | 75 | 26 | -49 | 65 | 10 | -55 | 47 | 19 |
| | Action Totals | 16 | 1 | -15 | 69 | 8 | -61 | 77 | 26 | -51 | 69 | 10 | -59 | 38 | 19 |
| Moline ES | Event Totals | 9 | 4 | -5 | 29 | 9 | -20 | 45 | 22 | -23 | 44 | 18 | -26 | 64 | 22 |
| | Action Totals | 8 | 4 | -4 | 30 | 8 | -22 | 42 | 22 | -20 | 47 | 19 | -28 | 59 | 22 |
| District Totals | Event Totals | 561 | 239 | -322 | 1570 | 817 | -753 | 1876 | 1302 | -574 | 1429 | 894 | -535 | 1271 | 634 |
| | Action Totals | 525 | 215 | -310 | 1507 | 789 | -718 | 1779 | 1317 | -462 | 1511 | 897 | -614 | 1218 | 645 |

| School | Diff | Jan 12.13 | Jan 13.14 | Diff | Feb 12.13 | Feb 13.14 | Diff | Mar. OA 2012.13 | Mar. OA 2013.14 | Diff | April OA 2012.13 | April OA 2013.14 | Diff |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Lemasters ES | | 8 | 9 | | 12 | 19 | | 9 | 12 | | 5 | 30 | |
| | | 11 | 11 | | 27 | 17 | -10 | 9 | 12 | | 6 | 30 | |
| Lewis & Clark ES | | 8 | 12 | | 21 | 25 | | 7 | 35 | | 11 | 41 | |
| | | 7 | 11 | | 22 | 26 | | 7 | 42 | | 11 | 41 | |
| Meadows ES | -28 | 48 | 5 | -43 | 85 | 19 | -66 | 116 | 31 | -85 | 88 | 70 | -18 |
| | -19 | 51 | 5 | -46 | 81 | 17 | -64 | 107 | 33 | -74 | 106 | 70 | -36 |
| Moline ES | -42 | 21 | 0 | -21 | 47 | 13 | -34 | 30 | 16 | -14 | 45 | 33 | -12 |
| | -37 | 23 | 0 | -23 | 50 | 10 | -40 | 30 | 19 | -11 | 39 | 32 | -7 |
| District Totals | -637 | 2024 | 513 | -1511 | 2004 | 885 | -1119 | 1626 | 898 | -728 | 2203 | 1403 | -800 |
| | -573 | 1967 | 512 | -1455 | 2025 | 878 | -1147 | 1649 | 926 | -723 | 2237 | 1413 | -824 |

## Goal 1: Improved Instructional Practice

**Objective 1**: By May, 2014, District Walkthrough **engagement** data will reflect a 10% increase in observed classrooms as measured by the RGSD MOSIG Classroom Observation Tool.

**Year 1 Status of Technology Integration Professional Development:**

District Walkthrough Data represented engagement in the areas of Problem Solving, Integrated Technology and Critical Thinking. All schools exceeded the goal on increasing engagement by 10% in two of the three areas (Table 7).

**Table 7: Student Engagement District Walkthrough Data**

| School | Engagement in Problem Solving | | | | Integrated Tech | | | | Critical Thinking | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 13-Oct | 14-Mar | Difference | % of Change | 13-Oct | 14-Mar | Difference | % of Change | 13-Oct | 14-Mar | Dif | Difference |
| Lemaster | 2 | 2.88 | 0.88 | | 1.5 | 1.57 | 0.07 | | 2.38 | 2.68 | 0.3 | |
| Lewis & Clark | 1.88 | 2.73 | 0.85 | | 1.12 | 1.59 | 0.47 | | 1.75 | 2.34 | 0.59 | |
| Meadows | 2 | No Data | N/A | N/A | 1.33 | No Data | N/A | N/A | 2.17 | No Data | N/A | N/A |
| Moline | 2.11 | 3.1 | 0.99 | | 1.67 | 1.56 | -0.11 | | 2.11 | 2.73 | 0.62 | |

Professional development for technology integration was not scheduled due to the late arrival and setup of the new online systems and laptops. Staff began utilizing the laptops, EBooks and other online resources once material and services were received. Online help sessions and instructional coaches provided assistance.

March walkthroughs took place when over 50% of the Meadows staff received non-renewal notices. The principal was on medical leave and a decision was made to not collect data. Instructional Rounds Data indicates all schools exceeded the goal of a 10% increase in student engagement involving Problem-Solving and Critical Thinking. Lewis & Clark met the goal for integrating technology though the others did not.

**Objective 2**: By May, 2014, District Walkthrough data will reflect a 10% increase from the October, 2013 baseline data in the application of our focus **Research Based Instructional Strategies**.

**Year 1 Status of Marzano Coaching:**

District Instructional Rounds Data indicates all three schools did not met the goal of increasing the utilization of the Marazano Strategies in all three areas. Lewis & Clark and Moline met or exceeded the goal in two of the three areas measured (Table 8).

**Table 8: Marzano Strategies District Walkthrough Data**

| School | Summarizing and Note Taking | | | | Similarities and Differences | | | | Cooperative Learning | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 13-Oct | 14-Mar | Difference | % of change | 13-Oct | 14-Mar | Difference | % of change | 13-Oct | 14-Mar | Difference | % of change |
| Lemasters | 0 | 1.55 | 1.55 | N/A | 3 | 1.34 | -1.66 | | 2.75 | 1.67 | -1.08 | |
| Lewis & Clark | 1.17 | 1.35 | 0.18 | | 1.5 | 1.38 | -0.12 | | 1.12 | 1.3 | 0.18 | |
| Meadows | 2 | No Data | NA | N/A | 1.17 | No Data | NA | N/A | 1.17 | No Data | NA | N/A |
| Moline | 1.38 | 1.5 | 0.12 | | 1.22 | 1.44 | 0.22 | | 1.44 | 1.65 | 0.21 | |

In order to create consistency in teacher practices, teachers received two full day Marzano PD sessions using "The Art and Science of Teaching" materials. Sessions focused on the instructional strategies of Summarizing and Note-taking, Similarities and Differences, and Cooperative Learning. MOSIG teachers received two additional days of job-embedded coaching, modeling and targeted feedback from onsite Marzano trainers.

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**Objective 3**: By May, 2014, District Walkthrough data will reflect a 10% increase (from the October, 2013 baseline data) in the application of major components of the **Balanced Literacy Approach** to reading.

**Year 1 Status of Missouri Reading Initiative (MRI):**

District Instructional Rounds Data indicated that no school met the goal of increasing the usage of all four components of Balanced Literacy by 10%, however, Lewis & Clark and Moline made improvements in two of the four areas measured. Moline exceeded the 10% goal in Guided Practice/Small Group Instruction and Classroom Discussion. Both Lemasters and Lewis & Clark exceeded the 10% goal relating to Culture Conducive to the Development of Literacy Skills.

**Table 9: Balanced Literacy District Walkthrough Data**

| School | Learning Centers | | | | Guided Practice/Small Group Instruction | | | | Culture Conducive to the Development of Literacy Skills | | | | Classroom Discussioin | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 13-Oct | 14-Mar | Difference | % of change | 13-Oct | 14-Mar | Difference | % of change | 13-Oct | 14-Mar | Difference | % of change | 13-Oct | 14-Mar | Difference | % of change |
| Lemasters | 0 | 1.44 | 1.44 | N/A | 0 | 1.8 | 1.8 | N/A | 2.56 | 2.91 | 0.35 | | 2.67 | 2.49 | -0.18 | |
| Lewis & Clark | 1.14 | 1.22 | 0.08 | | 1.75 | 1.67 | -0.08 | | 2.62 | 3.03 | 0.41 | | 2 | 2.34 | 0.34 | |
| Meadows | 1.67 | No Data | NA | N/A | 1.6 | No Data | NA | N/A | 2.67 | No Data | NA | N/A | 2.2 | No Data | NA | N/A |
| Moline | 1.44 | 1.47 | 0.03 | | 1.44 | 2.56 | 1.12 | | 3 | 2.65 | -0.35 | | 1.78 | 2.5 | 0.72 | |

The Missouri Reading Initiative (MRI) was chosen to support RGSD teachers in the Balanced Literacy approach to teaching reading and writing. By providing embedded, high quality professional development through MRI, the expected result would be a high correlation between MRI training and increased student achievement in literacy. Along with MRI, additional resources were added to schools to support literacy: Word Study for grades 3-5, Leveled Literacy Intervention for grades K-2, Booksource E- Books for K-5, and Benchmark Literacy Interactive Whiteboard Resources.

All K-3 teachers participated in year-long training and coaching from MRI facilitators. Each teacher received 2 full day sessions of training at their specific grade-level, along with one coaching/modeling session, and a one-on-one with the MRI trainer. The initial plan

was to have all K-5 teachers participate in MRI training however, the MRI schedule was not available to extend to those grades once funding was approved.

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District Instructional Rounds Data indicates only Lemasters met the goal of showing an increase in the Balanced Literacy Approach with the use of Learning Centers. Both Lemasters and Moline met the goal for Guided Practice/Small Group Instruction. End of year reading scores of kindergarten students increased by 10%, 8% in Grade 1, 18% in Grade 2, and 7% in Grade 3 as measured by the Fall and Spring Fountas and Pinnell Reading Assessment. (See Goal 2, Table 3). These students and teachers have benefited from job embedded MRI training.

**Year 1 Status Superintendent's Data Academy:**

One key to improving student achievement is teachers' ability to analyze student work and assessment results to gain an understanding of what students know and are able to do. The purpose of this Academy was to train teachers to interpret student work and make informed decisions regarding instruction as well as student interventions. Grades three, four, and five vertical teams met with Superintendent Scott Spurgeon during the months of February through April to enhance their data analysis and lesson planning skills to maximize student achievement. In August, MAP results will be aligned to those teachers who participated in the Superintendent's Data Academy, to determine growth.

**Status of School District's Library Media Specialists Academy:**

In order to increase access to print, non-print, and electronic resources and provide high quality technology integration, library media specialists attended a year-long academy, through Education Plus. The purpose was to support teachers with guiding instruction and becoming teacher leaders for professional development in new areas of media literacy. District-wide initiatives in Library/Media include the Library Media Center (LMC) Circulation Initiative, One Million Minutes Initiative, Reading Rewards Program, Access to Reading, and Collaborative Lesson Planning. Circulation data between SY2012-13 and SY2013-14 show significant increases in all four schools. Although, student enrollment has dropped by 14% the circulation rate has increased by 40.9%. Both Lemasters and Lewis and Clark show triple digit increases in the average books/student when comparing circulation data for SY2012-13 to SY2013-14 (Table 10).

**Table 10: Circulation Data**

## CIRCULATION DATA
### Library Media Centers

| Elementary School | Librarian | Student Enrollment 2012-2013 | Circulation 2012-13 | Average Books/Student 2012-13 | Student Enrollment 2013-2014 | Circulation 2013-14 (To-Date) | Average Books/Student 2013-14 | |
|---|---|---|---|---|---|---|---|---|
| Lemasters Elementary | Gwendolyn Standifer | 300 | 2 099 | 7 | 269 | 5 998 | 22 3 | 218 57% |
| Lewis and Clark Elementary | Patti Love | 175 | 2 016 | 11 52 | 161 | 8 117 | 50 42 | 337 67% |
| Meadow Elementary | Tammy Ray | 352 | 7 778 | 22 1 | 250 | 6 741 | 26 96 | 21 99% |
| Moline Elementary | Michelle Williamson | 490 | 11 036 | 22 52 | 402 | 13 419 | 33 36 | 48 22% |
| | | **3,204** | **75,914** | **23.69** | **2,752** | **99,260** | **33.38** | **40.90%** |
| **District Total** | | **5,910** | **87,168** | **14.75** | **4,745** | **114,568** | **24.14** | **63.70%** |

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

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

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

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

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

| Requirement | Time | Owner | Intervention Strategy | Progress Measure | Fund |
|---|---|---|---|---|---|
| Rigorous evaluation system | May,2014 | HR and Accountability | The RGNEA members will review the new Missouri Educator Evaluation System (MEES) | Sign-In sheets<br>Handouts | Basic |
| Staffing Changes | June 30 | HR | Hire Lewis & Clark Principal, Hire teachers | HR Files | Basic |
| Rigorous evaluation | July 22 | Accountability<br>Tueth & Keeney | All principals were provided an overview of legal considerations. | Sign-in<br>PowerPoint | Basic |
| Rigorous evaluation | July 30 | HR Director and Accountability | All principals were provided the process for staffing and recruiting. | PowerPoint<br>Sign in sheets | Basic |
| Rigorous evaluation system | July 31 | Paul Katnik | All principals are receiving training on the modules of the MO Teacher Evaluation System. Indicators 1.1, 1.2, and 7.2 were identified as district focus areas. | Agenda<br>PowerPoint<br>Sign-in sheets | Basic |
| Rigorous evaluation | August 1 | Tueth & Keeney Law Firm | Tueth & Keeney lawyers will provide legal considerations related to growth, non-renewals and termination. | PowerPoint<br>Sign-in sheets | Basic |
| Rigorous evaluation system | September<br>October | Principal, Teachers | Educator Growth Plans created<br>Classroom Observations<br>First Informal Meeting | Evaluations | Basic |
| Staff Recognition tied to achievement | After Benchmark Assess-ment | Principal, Building Leadership Team, BOA | After each benchmark exam, each staff member will receive a letter indicating overall student data for their class. A copy of the letter will be included in their file. 2014/2015 teacher and principal recognition will take place at school staff and district Board meetings. | Letters, Certificates and Board Minutes | Basic , SIG |
| Recognition | Monthly | Supt.<br>Exec Dir of Data | Recognize attendance and discipline data at Board meeting with traveling trophy. | Board Minutes<br>Data sheets | Basic |
| Rigorous evaluation system | Ongoing | Principal<br>Teacher<br>Methods | Performance Improvement Plan (PIP) will be created for teachers who do not make growth under an Instructional Coaching Plan. Failure to make progress on a PIP will result in a recommendation for | Plans | Basic |

| | | | | | |
|---|---|---|---|---|---|
| | | Coach | nonrenewal. | | |
| Continuous use of student data | On-Going | Principal<br>Teachers<br>Exec Dir of Data | Building schedules provide for data team meetings 2x's a week* | Assessment Data<br>Agendas<br>Sign-in | BASIC<br>SIG |
| Continuous use of student data | Wednesday | Principal<br>Teachers<br>CO<br>Administrators<br>Superintendent | Monthly after-school Supt Data Academy will provide hands-on PD and data training to K – 5th grade teachers. Training will support their understanding and use of data to make instructional decisions. | Assessment Data<br>Pre/Post NGSB<br>Agendas<br>Sign-in | SIG |
| Continuous use of student data | Monthly Reports | Behavior Specialists | Will provide on-going assessments and adapt intervention activities. Reports submitted monthly | Decrease in discipline infractions | SIG |
| Continuous use of student data | December 13<br>April 11 | Administrators<br>Teachers | Saturday School evaluations | Pre/Post DEA<br>Pre/Post F&P<br>Survey Data | |
| Continuous use of student data | 8/27, 9/3, 9/17, 10/1, 10/15, 10/29, 11/12, 1/7, 1/21, 2/18 | Principal<br>Teachers | Common Formative Assessment teacher workshop to examine existing assessment tools and important considerations for creating measurements for learning. | Agenda<br>Sign-in<br>Handouts<br>CFA's | SIG |
| Professional Development | August 7 | Principal<br>Teachers<br>Benchmark | Word Study, eBooks, white board PD | Agenda<br>Sign-in<br>Handouts | SIG |
| Extensive use of PD | Every Wednesday | Building Leadership Team | Building level professional development | Agenda<br>Sign-in sheets | Title<br>SIG<br>Basic |
| Extensive use of PD | Ongoing | Teachers, IC, Principal | Instructional Coach will provide on-going training based on Staff Mapping data | Log | Title<br>Basic |
| Extensive use of PD | Ongoing | Teachers, IC, Principal | Peer Learning Walks will provide opportunity for feedback and best practices. | Feedback forms | SIG |
| Extensive use of PD | Evening PD | Librarian | Media Specialist Academy w/Ed Plus | Agendas/Sign-in observation | SIG |
| Research based instructional strategies | On-Going | Principal<br>Teacher<br>PD Coor | Missouri Reading Initiative balanced literacy approach to reading | Walk-through Data<br>F&P Reading data<br>DEA data<br>Destiny Circulation | SIG |
| Extended Learning | Oct 4- April 4<br>16 sessions | Principal<br>Teachers | Saturday School Academy<br>October 4 – December 6 (8 sessions)<br>January 24- April 4 (8 sessions) | Pre/Post DEA<br>Pre/Post F&P<br>Survey Data | SIG<br>Title<br>Basic |
| Extended Learning | Monthly | Media Specialist | Extended library hours | Accelerated Reader and Circulation data | SIG |
| Extended Learning | Studio Schools | Teachers<br>Administrators | Summer literacy academy of professional development and academic enrichment. | Pre/Post DEA<br>Pre/Post F&P<br>Survey Data | SIG |
| Family and Community Engagement | Monthly sessions | Parent Liaison<br>Teachers<br>Principal | Offer at least 6 parent workshops<br>*Treasure Hunt * Literacy night<br>*Attendance *Parent conference<br>* TBD *Parent Portal | Agendas /Sign-in<br>Handouts<br>Survey data | SIG<br>Basic<br>Title I |

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|---|---|---|---|---|---|
| Family and Community Engagement | September March | Fed Programs Parent Liaisons Principal | Survey parents twice to determine needs for upcoming sessions/planning | Survey data | Basic |
| Family and Community Engagement | Monthly | Parent Liaison Principal | Recruit and Increase number of parent volunteers and provide opportunities for engagement | Volunteer apps data | Basic |
| Family and Community Engagement | One per quarter | Parent Liaison Principal Social Worker | Social Worker will provide at least 4 parent workshops to assist with social supports to children and families. | Agendas Sign-in sheets Handouts | Basic SIG |
| Family and Community Engagement | Monthly | Social Worker Parents Students | Social workers will provide targeted supports to students and families. Documentation on outcomes will be submitted monthly. | Attendance, Behavioral, Intervention/Prevention and Family Referrals documented w/narratives. | SIG |
| Family and Community Engagement | Ongoing | Social Worker Counselor Care Team Coordinator | Utilize our external partners; Preferred Family Health, National Council on Alcoholism and Drug Abuse, CHAD and People's Health to provide free family counseling and health care. | Data on # of participants and for what services | Basic |
| Family and Community Engagement | Weekly | Parent Liaison Principal | Parent Liaison will support attendance and student achievement by contacting parents weekly and seeking community partnerships and donations for attendance | SIS-K Contact logs List of community partnerships Volunteer connects Attendance Data | SIG |
| District Technical Support | Aug. 2 Oct. 2 Jan. 29 April 9 | Assessment, curriculum, PD, federal coordinators, shepherd, and SIG administrators | Present data and support mechanisms for grant success. | Agendas Minutes Data Sign-in sheets | SIG |
| DESE Technical Support | Aug 20 Sept 10 Nov. 5 Jan. 7 March 4 May 6 | SIG Administrators Shepherd Superintendent DESE Reps | Monthly review of 30 day plans and effective practices presented to our DESE representatives. | PowerPoint Agenda Sign-in Feedback sheet | SIG |
| | | | | | |

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

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

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**Goal 1: Improved Instructional Practice**

**Objective 1**: By May 2015, SY14-15 walkthrough data will reflect a 10% increase in "High" student engagement over SY 13-14 baseline data as measured by the Missouri Educator Evaluation System observation tool. (Tables 7)

- All schools have requested additional professional development in the use of online services and materials which support our literacy and numeracy programs. EBook, Whiteboard resource and Word Study training will be provided to all elementary teachers August 7, 2014. We will also provide additional training in laptop and whiteboard integration. This will improve our use of technology and engagement in classrooms and positively affect our walkthrough data.

**Objective 2:** By May 2015, SY 14-15 walkthrough data will reflect a 10% increase from the SY 13-14 baseline data in the application of Research Based Instructional Strategies. (Table 8)

- Using the strategies and skills gained from the 13-14SY Marzano Instructional strategies training, **Title I funded** Teaching Methods Coaches will provide additional resources and professional development in Research Based Instructional Strategies. **They will provide on-going feedback, modeling and questioning techniques to enhance reflective teaching.**

**Objective 3:** By May 2015, SY 14-15 District walkthrough data will reflect a 10% increase from the SY 13-14 baseline data in the application of the Balanced Literacy Approach to reading. (Table 9)

Provide targeted, ongoing professional development in guided reading instruction.

- The Missouri Reading Initiative (MRI) representatives will continue providing targeted, ongoing, job-embedded professional development but will add the participation of grades 4 and 5 in Year II of the grant. Teachers will complete evaluations of training and indicate needs on a regular basis.
- Implement peer observation walkthroughs. The District will provide release time for teachers to observe colleagues and discuss findings during Late-Start Wednesday.
- **Title funded Teaching Methods Coaches will receive targeted MRI training such that they will be able to support fully the balanced literacy processes.**

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Implement a progress monitoring system that include data analysis, looking at student work and planning instruction and interventions.

- The Superintendent's Data Academy will continue to meet monthly to evaluate and find meaning in teacher classroom data. The strategies will be applied by all teachers during weekly data team meetings. The Superintendent's Academy provides an opportunity for vertical teams to analyze student assessments which provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, teachers, can make informed decisions that positively affect student outcomes. We will measure success of this initiative by using Next Generation Smarter Balanced pre/post assessment data and improvements in instructional practices.
- Effective teacher teams use assessment information to identify students who need additional time and support to master content, as well as to confirm which core instructional strategies most effectively meet their students' needs. We are adding Common Formative Assessment (CFA) workshop stipends to the Year II application such that teams may have extended time to examine existing student assessment tools and review important considerations for creating measurements for learning.
- MOSIG teachers will implement strategies from Notice and Note by Beers to improve reading comprehension. These texts will be incorporated during weekly professional development and data team meetings.

Increase student access to print, non-print and electronic resources and provide high quality technology integration pd.

- Provide technology integration professional development to support engagement.
- Librarians will continue to utilize the skills form the Specialist Academy to enhance the following district-wide initiatives: increased circulation, one million minutes, and extended access to the library hours.

**Goal 2: Improved Student Performance**

**Objective 1:** By the end of May 2015, students' reading skills will improve in: Kindergarten - four "Leveled Text" (letters); First Grade - six "Leveled Text"; and Second through Fifth Grade -three "Leveled Text" as measured by the Fountas and Pinnell Reading Assessment.

Improve the outcomes of the learning process by implementing the research-based Balanced Literacy Approach to reading.

- Continue implementing Missouri Reading Initiative (MRI) embedded professional development to all K-3 teachers as was initiated in Year I and add 4th and 5th grade teachers in Year II of the grant. MRI was chosen to support RGSD teachers based on their proven track record and independent evaluation commissioned by the Missouri State Commissioner of Education, Dr.

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Nicastro, which revealed positive findings about literacy professional development offered by MRI.

- **Title I funded Supplemental Teachers will provide engaging small group instruction using supplemental leveled texts. Groups will be determined based on F&P and Discovery Assessment data. They will support student growth by participating in the data team process and making adjustments to programming.**

Provide literacy-rich, 21st century experiences with technology, diverse texts, and complex text models to improve reading, writing, and communication skills that meet the diverse needs of students.

- A variety and volume of supplemental nonfiction classroom and library texts aligned to student independent reading levels will be attained to encourage reading. Circulation data between school year 13/14 and 14/15 will increase by 10% as measured by Destiny Library Circulation data.
- Document cameras will be used during Shared Reading time. Research indicates storybook reading is a critically important factor in young children's reading development (Wells, 1986). During this time, teachers read to a group of children rather than to a single child. The shared reading model allows a group of children to experience many of the benefits that are part of storybook reading done for one or two children at home. The use of the document camera will allow teachers to model finding text based answers which is an area of focus under the common core standards.
- Students will use tablets to increase understanding of difficult concepts during classroom instruction as well as reading books online. Fifty tablets will be available in each building allowing teachers to check-out classroom sets from the library media center. Students benefit from the opportunity to learn with tablets according to physicist Matthew Schneps, a founding member of the Science Education Department at the Harvard-Smithsonian Center for Astrophysics in Massachusetts. Schneps says, "Tapping the unique powers of these devices unleashed neurocognitive learning capabilities in the brain that aren't often used during traditional instruction." Tablets will allow students to experience realistic simulations that help them to understand complex concepts.

Provide extended learning for students.

- The Saturday School extended learning opportunity is new for Year II. It will engage students in positive literacy experiences, provide remediation and enrichment opportunities and engage parents. We will provide sixteen (4) hour Saturday sessions that support targeted intervention, vocabulary development, increased reading comprehension and writing beyond the classroom. We will remove the largest participation barrier by providing transportation to this extended learning opportunity. The format will emphasize an instructional block with whole group instruction for read aloud, literature, vocabulary

development, small group instruction with leveled text to address individual student needs, and time to check for understanding. Nonfiction texts will be the core instructional material used during small group instruction. Each school will organize a week long campaign of community building events to introduce and engage students and parents in the overall vision of Saturday Academy.

- Thirty-six hours of extended library time will be available to provide additional opportunities to select texts, administer Accelerated Reader comprehension tests, practice fluency and enjoy story time with parent engagement.
- The online progress monitoring tool, Accelerated Reader (AR), will be administered during library and center time. AR allows students to select a book at his/her individual reading level, read at their own pace, then take an online reading comprehension quiz. This tool provides motivation to read for understanding.
- Effective teacher teams use assessment information to identify students who need additional time and support to master content, as well as to confirm which core instructional strategies most effectively meet their students' needs. We are adding Common Formative Assessment (CFA) workshop stipends to the Year II application such that teams may have extended time to examine existing student assessment tools and review important considerations for creating measurements for learning.
- A midyear parent/teacher conference will be offered December 4, 2014 to support two-way communication between home and school. This is a new initiative for Year II.
- Saturday School Academy, Accelerated Reader, and Common Formative Assessment Workshops will be used to provide remediation/enrichment and monitor progress towards GOAL II: IMPROVED STUDENT PERFORMANCE—the District will earn a minimum of 279.44 MPI points in ELA which is a 3% average increase from 2013-2014.
- An instructional aide position will enhance our instructional cadre as the role would be to assist in the implementation of Response to Intervention (RTI). The instructional Aide will enhance academic performance by reading aloud and listening to individual students, provide support with independent reading and conducting formal/informal assessments.

**Goal 3: Culture and Attendance**

Employing a social worker and parent liaison for each school was implemented in Year I to increase attendance, address and remove barriers to student learning and improve family and school relationships. We will continue with these positions in Year II and add a Behavior Specialist to assist with creating positive behavior intervention support (PBIS) plans and coaching staff through the PBIS cycle. The major needs of students and families include:

- Uninterrupted and consistent access to schooling
- Assistance overcoming problems that prevent good attendance and academic achievement
- Assistance locating services to meet the basic human needs of food, clothing, good health and shelter
- Parent education and employment workshops

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**Objective 1:** By the end of May 2015, we will achieve 85% of the 90/90 attendance rate as measured by MSIP 5 calculations.

**Strategy:** Enhance our ability to address and remove barriers to student attendance, learning and family well-being.

- Employ a Social Worker
- Employ a Parent Liaison
- Employ a Behavior Specialist
- Provide training and tools that will enable parent to understand and meet their child's social and emotional needs.

**Social Worker**

The Social Worker will continue to closely monitor student emotional, behavioral, and physical needs as well as monitor attendance to achieve the goal of 85% of the 90/90 attendance rate. The daily work of the Social Worker will include monitoring students who are identified as receiving behavior interventions and supports, providing small group sessions, crisis intervention and other supplemental "wrap-around" services to students and families. They will coordinate with the parent liaison, PBIS specialist and counselor to increase student time for quality instruction.

**Parent Liaison**

In order to continue to build parental and community involvement, parent liaisons will focus on removing barriers to student attendance and academics, ensuring 100% of the student enrollment is represented by a parent or guardian at parent-teacher conferences (PTC) , establishing and maintaining at least 3 community partnerships that support school events designed for families and providing educational workshops.

- The Parent Liaison will maintain a monthly minimum parental contact, representative of 1/3 of the school's parents/guardians.
- The Parent Liaison will develop and coordinate family/community volunteer pools with at least one volunteer representing each classroom.
- The Parent Liaison will partner with building leadership to coordinate 6 parent workshops.
- The Parent Liaison will head a collaborative team that meets twice per month to organize and plan school-home

communications, parental involvement, and parent education.

- The Parent Liaison will have 3 community partnerships that support school events.

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The Parent Liaison will work with school staff to plan and organize a mid-year parent-teacher-student conference (PTSC) on December 4. This conference will be led by students and focus on student data, strengths/weaknesses, and individual student goals. The Parent Liaison will conduct a workshop with classroom teachers regarding the facilitation of this type of PTSC. Sign-in sheets, contact logs, meeting minutes and attendance data will be used to evaluate the impact of the Parent Liaison.

**Behavior Specialist**

The Behavior Specialist will provide on-going assessments of PBIS implementation and identifies, designs, implements, and adapts school intervention activities. This position will act as an advisor to staff and families and participate as a member of the positive behavioral interventions and supports team to design, implement, and support a multi-tiered system of support in the school setting. The Positive Behavioral Intervention and Support Specialist will develop behavior plans, facilitate, train, and coach staff, and maintain appropriate related documentation, records and reports.

The Behavior Specialist and social worker will decrease discipline events by 30% as measured by discipline reports from the 2013-2014 school year (Table 6).

These positions will create a full-time culture support system within each Cadre III building. Their roles will be integral in the care team process, determining the needs of our families and working with our external partners through the St. Louis County Children's First grant to provide free family counseling, parent and student workshops, leadership skills and preventative health care.

## SECTION VII.D. – STAFFING CHANGES

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

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|---|---|
| Lemasters Elementary | Two staff members were non-renewed and four requested in-district transfers. All remaining staff will receive a new grade level assignment for the 14/15 SY. Changes to staffs current assignment was based off overall growth in the area of ELA and Math on district level assessments. Other factors considered were the total number and types of office referrals received and required actions. Teachers who were assigned to grades 3-5 with minimal growth and/or a high number of discipline referrals were placed in a K-2 classroom and placed on an Instructional Coaching Plan. Staff members who were moved from a K-2 to a 3-5 grade were moved based upon growth on district assessments and /or historical assessment data. One staff member will begin the 14/15 SY on an Instructional Coaching Plan related to management Two Title IA Supplemental Reading teachers will be hired as well as a SIG funded Behavior Specialist and Instructional Aide. |
| Lewis & Clark | Interim principal will be replaced by June 30th. One core teacher was non-renewed and will be replaced. The Teaching Methods Coach decided to return to the classroom therefore that position will be posted. Two Title IA Supplemental Reading teachers will be hired as well as a SIG funded Behavior Specialist and Instructional Aide. |
| Meadows Elementary | Six teachers were non-renewed, three are retiring, two have requested in-district transfers and only three core teachers are returning with Professional Improvement Plans. The Teaching Methods Coach has requested an in-district transfer to a classroom. Two Title IA Supplemental Reading teachers will be hired as well as a SIG funded Behavior Specialist and Instructional Aide. |
| Moline Elementary | Two classroom teachers resigned. One music teacher retired and this position will be filled by a transfer request.<br>Changes to current assignments are as follows: one 4th grade teacher will become the supplemental reading teacher. One 5th grade teacher will be reassigned to 4th grade and one 3rd grade teacher will move to 5th grade.<br>We currently have three vacancies in 1st, 2nd, and 3rd grade. These positions are posted and I am currently interviewing. Two Title IA Supplemental Reading teachers will be hired as well as a SIG funded Behavior Specialist and Instructional Aide. |

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

*An LEA implementing a transformation model must:*

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

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

**Rewards**

- Staff member of the Month will be rewarded with a letter and staff nomination form submitted to file.
- After benchmark exams, each staff member will receive a letter indicating overall student growth for their class. A copy of the letter will be included in their file.
- Recognition pins will be provided during Board meetings
- Choice parking spots will be reserved for teachers who have highest percentage of increase on benchmark assessment.
- Central Office scrolling data board will identify highest performing classrooms. LEA will also provide a grade level traveling trophy
- Supports:
- Rubrics of expectations will be available for teachers. Coaching and improvement plans will be based on the rubrics
- Instructional Coaching Plan will be created and Coach will provide ongoing supports for those requiring additional supports.
- Skill and Will charts will be created and frequently updated to provide targeted supports
- At least two formal meetings with administrator to provide descriptive feedback and plan of intervention

**Consequence**

After each benchmark exam, each staff member will receive a letter indicating overall student growth for their class. A copy of the letter will be included in their file

Performance Improvement Plan (PIP) will be created for teachers who fail to make progress under an Instructional Coaching Plan. Failure to make progress on a PIP will result in a recommendation for nonrenewal.

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

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*An LEA implementing a transformation and/or turnaround model must:*
*(1) Establish schedules and strategies that provide increased learning time*

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

During the 2013-2014SY, students participated in 60 hours of summer extended learning through the SIG funded Summer Studio Schools Academy and Title I funded after school tutoring .

In Year II, Saturday School will be the SIG funded extended learning opportunity which will be utilized throughout the school year. Saturday School will incorporate 4 hours of instruction twice a month from October – April, 2015 with an emphasis on literacy. SIG administrators want to capture more student and teacher participation therefore it was determined that providing those services during the year, as opposed to the Summer, would provide that opportunity.

We will also use extended library access time above the district funded 30 minutes to promote positive literature connections for students and families.

The amount of extended learning time will also increase in 2014-2015 because the Board approved an extension of the District school calendar by one instructional day and is reviewing the use of District funds to support tutorial services.

| Instructional Minutes including extended learning. | | |
|---|---|---|
| | 2012-2013 Minutes | 2013-2014 Minutes |
| Lemasters | 66,942 | [redacted] |
| Lewis & Clark | 66,942 | [redacted] |
| Meadows | 66,942 | [redacted] |
| Moline | 66,657 | [redacted] |

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

*An LEA implementing a transformation model must:*

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

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

*(ii) Are designed and developed with teacher and principal involvement;*

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

The district will implement the new Missouri Educators Evaluation System (MEES) starting SY 2014-15. To prepare for the first year of district-wide implementation, all certified staff participated in an Introductory Overview of the new system prior to the end of SY 2013-14. The district has identified three standards/ indicators of focus:

- 1.1 **Content knowledge aligned with appropriate instruction:** Content knowledge and academic language
- 1.2 **Content knowledge aligned with appropriate instruction:** Student engagement in subject matter
- 7.2 **Student Assessment and Data Analysis**: Assessment data to improve learning

The indicators selected indicators focus on student needs. We firmly believe these indicators are impactful to student achievement.

The timeline for staff training starts in May, 2014 prior to year-one implementation of the MEES, with ongoing training throughout the school year. The second training is scheduled during Staff Orientation before the start of the new school year. Regular sessions will be scheduled in each building facilitated by administrators and teachers. The district will follow the State's recommended timeline and processes for implementation of the MEES.

The district's decision to implement the MEES as well as the identified Standards of focus was based on the urgency to improve student achievement. It is imperative the district implements an evaluation system with clear expectations, reliable measures evidencing teacher growth as well as a system to support and grow teachers. The district's Assessment System will be a source for academic data collection to include: Discovery Education Assessment, Scholastic Reading Inventory, Fountas and Pinnell Reading Assessment as well as common formative and summative assessments. DESE provided Teacher Growth Guide rubrics provide specific targets, resources and evidence sources.

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

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*An LEA implementing a transformation model must:*

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

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

- Quarterly Parent Advisory Council Meetings
- Family Forums and Open House events hosted bi-monthly
- Social Workers and Parent Liaisons complete home visits to discuss attendance, behavior and social needs
- Parent surveys are completed to seek input and information
- Positive parent calls are made weekly by the parent liaison
- Community partnerships for donations, attendance in events etc. have been sought and gained by parent liaisons
- PTO and committee meetings which provide parents and community members opportunities to participate in decision making are calendared monthly.
- An additional Parent-Teacher Conference is scheduled December 4, 2014 to review and discuss student outcomes and needs
- Workshops are provided related to use of the parent portal, attendance, literacy, etc.
- Monthly extended library functions to allow families to check out books, enjoy story time, take AR tests etc.
- Two-way communication between school and home is provided through use of our Student Information System (SIS-K12), conferences, phone blasts, newsletters, marquee announcements and our websites.