ORIGINAL

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		July 1, 2014	$3,660,544.52

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
Saint Louis Public Schools			**115-115**
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
Dr. Kelvin R. Adams, Superintendent	**801 N. 11th Street**	**St. Louis, MO 63101**	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
Kelvin.adams@slps.org		**314-345-2296**	**314-345-2482**
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
David Hardy	**801 N. 11th Street**	**St. Louis, MO 63101**	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
david.hardy@slps.org		**314-724-0132**	**314-345-2482**
NAME OF LEA TURNAROUND OFFICER (If known)	ADDRESS	CITY, STATE, ZIP	
Debra Moran-Reimonenq	**801 N. 11th Street**	**St. Louis, MO 63101**	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
Debra.Moran-Reimonenq@slps.org		314-724-0132	

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

☐ 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
Rick Sullivan CEO	6.4.14
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
	4/2/2014

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.

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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*	211,132.58	67,003.49	184,828.47	868,266.39	192,738.64	263,882.39		1,787,851.96
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*								
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	52,646.00	437,469.50	283,363.83					773,479.33
2200 Professional Development *1003(g) SIG & Waiver*	379,567.50		36,848.10	26,785.71				443,201.31
2600 Planning and Evaluation *1003(g) SIG & Waiver*								
3000 Community Services *1003(g) SIG & Waiver*								
Program Costs Subtotal *1003(g) SIG & Waiver*	643,346.08	504,472.99	505,040.40	895,052.10	192,738.64	263,882.39		3,004,532.60
Indirect Costs								
Administrative Costs *1003(g) SIG & Waiver*	308,325.60		137,762.40	177,123.28	32,800.64			656,011.92
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*	308,325.60		137,762.40	177,123.28	32,800.64			656,011.92
GRAND TOTAL *1003(g) SIG & Waiver*	951,671.68	504,472.99	642,802.80	1,072,175.38	225,539.28	263,882.39		3,660,544.52

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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	2	9				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	3					
Reading Recovery Teacher Leader						
School/Home Coordinator			3.5			
Language Translator						
Guidance Counselor				1		
Transition Case Manager					3.1	
Turnaround Officer						3
TOTAL	5	9	3.5	1	3.1	3

SECTION V. - SCHOOLS TO BE SERVED

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

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Dunbar Elementary School	292928001916	XYES ☐NO				X
Laclede Elementary School	292928001955	XYES ☐NO				X
Meramec Elementary School	292928001975	XYES ☐NO				X
Oak Hill Elementary School	292928001986	XYES ☐NO				X
Yeatman-Liddell Middle School	292928002878	XYES ☐NO				X
Roosevelt High School	292928001994	XYES ☐NO				X
Sumner High School	292928002009	XYES ☐NO				X
Earl Nance Elementary School	292928002853	XYES ☐NO				X

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.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 ST. LOUIS CITY — **COUNTY-DISTRICT - BUILDING CODE** 115-115

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	11,120,520.58	518,409.67	5,216,058.42					16,854,988.67
1100 Instruction *1003(g) SIG/Waiver*	211,132.58	67,003.49	184,828.47	868,266.39	192,738.64	263,882.39		1,787,851.96
1200 Supplemental Instruction (Title I)								-
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*								-
2100 Non-Instructional Support Services	~~804,047.18~~	~~55,453.20~~	~~403,701.11~~					~~1,363,201.49~~ per DR 11-24
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	52,646.00	437,469.50	283,363.83					773,479.33
2200 Professional Development								-
2200 Professional Development *1003(g) SIG/Waiver*	379,567.50		36,848.10	26,785.71				443,201.31
2600 Planning and Evaluation								-
2600 Planning and Evaluation *1003(g) SIG/Waiver*								-
3000 Community Services								-
3000 Community Services *1003(g) SIG/Waiver*								-
Administrative Costs	1,043,633.79	477,521.46	679,535.48	45,434.94	129,795.37	6,500.00		2,382,421.04
Administrative Costs *1003(g) SIG/Waiver*	308,325.60		137,762.40	177,123.28	32,800.64			656,011.92
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	12 164 154,37 ~~13,068,201.55~~	795 931.13 ~~1,051,384.38~~	5995 583.90 ~~6,299,295.01~~	45,434.94	129,795.37	6,500.00		19237409.71 ~~20,600,611.20~~
***1003(g) SIG/Waiver* Subtotal**	951,671.68	504,472.99	642,802.80	1,072,175.38	225,539.28	263,882.39		3,660,544.52
Grand Total	~~14,019,873.23~~ 13115826.05	~~1,555,857.32~~ 1500404.12	~~6,942,097.81~~ 6538396.70	1,117,610.32	355,334.65	270,382.39		~~24,261,155.72~~ 22897954.23

SECTION VI.D - LEA/BUILDING GRANT YEAR ADMINISTRATIVE COSTS BUDGET 1003(g) AND WAIVER FUNDS ONLY		
LEA/BUILDING NAME	**COUNTY-DISTRICT-BUILDING CODE**	
Saint Louis Public Schools - LEA Administration	115-115	
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED	
6100: Certificated Salaries		
Instructional Leadership Officer -ELA (1 FTE)	$	65,563.00
Instructional Leadership Officer Math (1 FTE)	$	65,563.00
Assistant to the Superintendent of Priority Schools (1 FTE)	$	123,000.00
Instructional Behavior Coach (1 FTE)	$	53,342.00
Secretary	$	26,000.00
6100 Subtotal	$	333,468.00
6150: Non-Certificated Salaries		
6150 Subtotal	$	-
6200: Employee Benefits (optional categories)		
FTE Blended Benefits	$	146,725.92
6200 Subtotal	$	146,725.92
6300: Purchased Services		
Focus on Results Professional Learning Consulting		15818
Instructional Leadership Capacity Building (Principal Coaching)	$	160,000.00
6300 Subtotal	$	175,818.00
6400: Materials/Supplies		
Instructional Literature (professional books, journals and memberships)	$	5,000.00
Laptop for professional presentations	$	630.61
Professional Conference Travel (5 people)	$	20,000.00
6400 Subtotal	$	-
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$	-
6500: Capital Outlay		
6500 Subtotal		
6100-6500 Subtotal	$	656,011.92
Administration Costs (see LEA Administrative Costs Implementation Page)		
TOTAL	$	656,011.92

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction		1				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			1			
Language Translator						
Guidance Counselor				.5		
Transition Case Manager					.5	
Turnaround Officer						
TOTAL		1	1	.5	.5	

SECTION V. - SCHOOLS TO BE SERVED

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

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Dunbar Elementary School	292928001916	YES				X

Notes:

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
DUNBAR ELEMENTARY SCHOOL NEW PAGE	115-115-448

Budget Codes	Related Strategies and Activities
1100 Instruction	**Extended Day Program-** this program is an after school professional learning experience for all teachers. Each teacher will participate in 4 hours per week of professional learning. The focus will center on the district's transformation focus areas of effective instruction and use of data.
1100 Instruction *1003(g) SIG & Waiver*	**Targeted tutoring interventions** Contracted tutoring through Blueprint to remediate skill gaps based on student data. Will purchase trade books, levelled libraries and independent reading books, reading tracking software such as A-Z products. Increase technology with the purchase of Promethean boards, iPads and laptops for both ELA and Math classes.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**PBIS Interventionist (1FTE, Para)** Will work with students individually to set and monitor behavior goals. **Social Worker (.5FTE, Transitions Case Manager)** Will support families and work with students in families and individually as part of character education and RTI. **Counselor (.5FTE, Transitions Case Manager)** Will support families and work with students in families and individually as part of character education and RTI. **Nurse (.5, School/Home Coordinator)** Provide health/wellness services to students.
2200 Professional Development	
2200 Professional Development *1003(g) SIG & Waiver*	**Focused Professional Development on:** literacy instruction, data analysis, student work analysis, and instructional strategies through outside consultants, conference attendance, and shared professional study.
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	**Reflective model** that will increase the strategic use of student data to drive instruction. per DM-R ce 11-24
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	**Family and Community Specialists (.5FTE, School/Home Coordinator)** Will work with families and the school community at large to increase attendance and engagement.
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/DISTRICT/BUILDING NAME					COUNTY-DISTRICT-BUILDING CODE			
	DUNBAR				115-115-448			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	700,336.82	42,581.26	331,700.44	0.00	0.00	0.00		**1,074,618.52**
1100 Instruction *1003(g) SIG/Waiver*	41,437.50	0.00	3,998.72	57,281.23	3,203.66	38,640.22		**144,561.33**
1200 Supplemental Instruction (Title I)	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2100 Non-Instructional Support Services	0 27,729.80	0 23,105.50	0 26,454.08	0.00	0.00	0.00		0 **77,289.38** Pe.DM 11-24
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	26,323.00	88,501.50	62,257.68	0.00	0.00	0.00		**177,082.18**
2200 Professional Development	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development *1003(a) & Waiver*	0.00	0.00	0.00	4,790.00	0.00	0.00		**4,790.00**
2600 Planning and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement *1003(a) & Waiver*	0.00	10,998.00	7,338.00	0.00	0.00	0.00		**18,336.00**
Administrative Costs	80,271.22	26,551.01	48,624.93	1,500.00	6,899.00	0.00		**163,846.16**
Administrative Costs *1003(a) & Waiver*	38,540.70	0.00	17,220.30	22,140.41	4,100.08	0.00		**82,001.49**
Program Costs Subtotal(Not including *1003(g) SIG/Waiver*	700336.82 728,066.63	42,581.26 65,686.76	331,700.44 358,154.52	0.00	0.00	0.00		1074618.52 **1,151,907.90**
1003(g) SIG/Waiver Subtotal	67,760.50	99,499.50	73,594.40	62,071.23	3,203.66	38,640.22		**344,769.51**
Grand Total	**914,639.04**	168,237.77 **191,737.27**	**497,594.15**	**85,711.64**	**14,202.74**	**38,640.22**		**1,742,525.06**
	882409.24		471140.07					1665235.68

SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)		
LEA/BUILDING NAME DUNBAR	**COUNTY-DISTRICT-BUILDING CODE** 115-115-448	
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED	
6100: Certificated Salaries		
Afterschool professional learning for certified teachers (13 teachers x 124 hours @ 25.50/hour)	$	41,437.50
Counselor (.5 FTE)	$	26,323.00
	$	67,760.50
6150: Non-Certificated Salaries		
PBIS Interventionist (1 FTE)	$	41,000.00
Family & Community Specialist (.5 FTE)	$	10,998.00
Nurse (.5 FTE)	$	22,537.50
Social Worker (.5 FTE)	$	24,964.00
6150 Subtotal	$	99,499.50
6200: Employee Benefits (optional categories)		
FTE Blended Benefits	$	73,594.40
6200 Subtotal	$	73,594.40
6300: Purchased Services		
Tutoring Blueprint , for identified students	$	57,281.23
IRA Conference Attendance (10 teachers x$479 registration)	$	4,790.00
6300 Subtotal	$	62,071.23
6400: Materials/Supplies		
Learning A-Z Software Subscriptions	$	2,103.66
Interactive Projectors (2 @ 400.00) and Screens (2 @ 150.00)	$	1,100.00
6400 Subtotal	$	3,203.66
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$	-
6500: Capital Outlay		
Promethean Board (4 @ 5,310.00) for ELA/Math classrooms, **ipads w/cases**(30@488.00 each) for ELA & Math, **Laptops** (2@630.61 each) for PD presentations and Data teams & cart (1 @14999.00) for ELA& Math Classes	$	38,640.22
6500 Subtotal	$	38,640.22
6100-6500 Subtotal	$	344,769.51
Administration Costs (see LEA Administrative Costs Implementation Page)	$	82,001.49
TOTAL	$	426,771.00

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SECTION VII—NARRATIVE

Dunbar Elementary School is located in midtown St. Louis City and serves grades PK-6. At the beginning of SY 2014-2015, 232 students were enrolled. Of these students, 100% are African American, 15% receive special education services, 15% are transition students (homeless) and 100% are eligible for free or reduced-priced lunch. This is the current principal's second year, as a principal as well as the principal at Dunbar. Upon her appointment, the principal began to significantly change the culture of the school, placing a high priority on attendance and positive behavior management so teachers could focus on increasing quality instruction and student achievement.

SECTION VII.A.—DISCUSSION OF THE PRIOR GRANT YEAR

Year One of SIG (2013-2014) showed inconsistent progress in the various metrics of school improvement.

90/90 attendance in year three increased by 7.1% from year two to year three.

School Year	Attendance Rate (90/90)	ADA
2011 - 12	**81.4 %**	**93.7%**
2012 - 13	80.7 %	93.0%
2013 – 14	**87.1 %**	**97.2%**

Referral incidents were significantly lower than previous years. Climate in the building was calm and conducive to learning. Most teachers in the building demonstrated strong classroom management skills, and support staff in the building were strategically allocated to minimize distraction and keep students in the classroom.

School Year	# of Referrals	# of ISS	# of OSS	Number of Days absent
2011-2012	**82**	**25**	**21**	**89**
2012-2013	81	7	44	170
2013-2014	**161**	**49**	**47**	**74**
2014-2015	0	0	0	0

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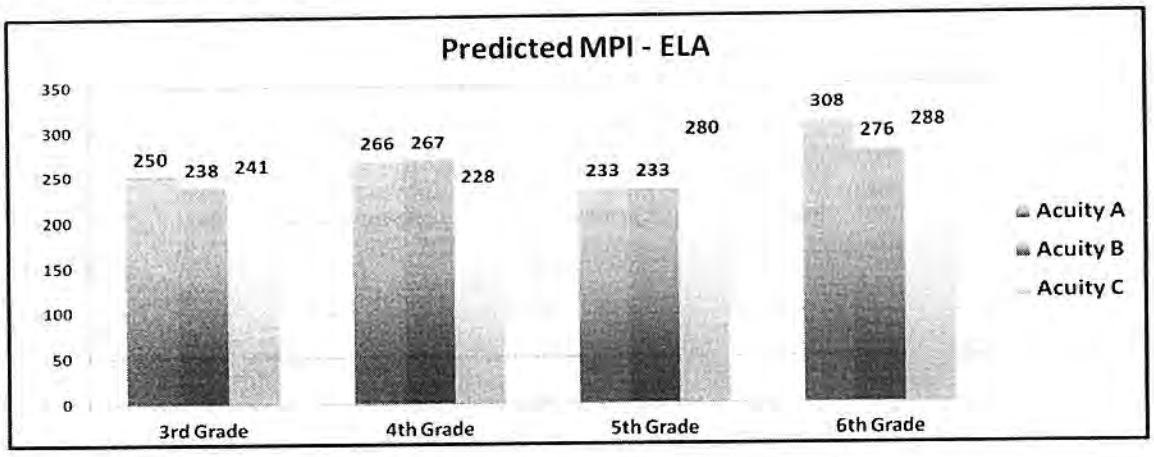
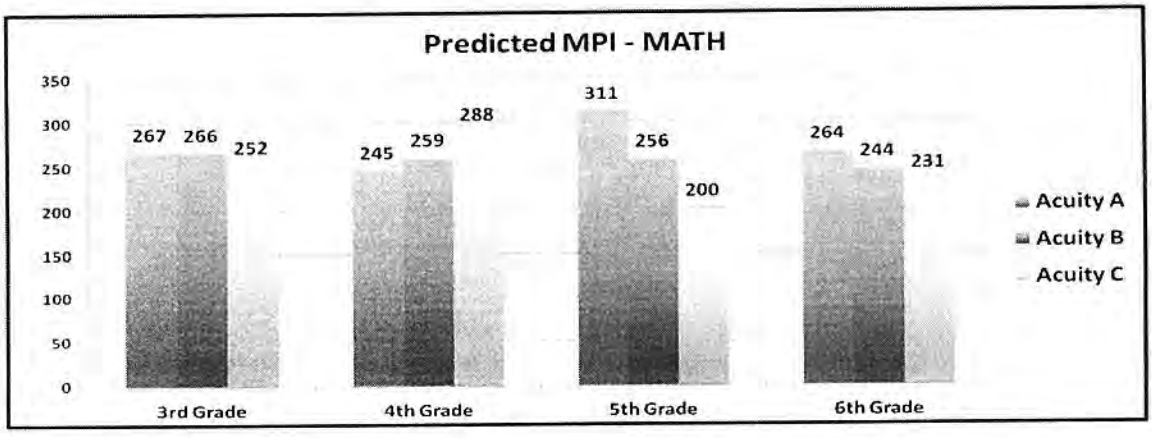
In terms of academic achievement, Dunbar showed improvement in both English Language Arts and Mathematics in most of it's tested area classes.

Grade Level	11-12 MAP MPI	12-13 MAP MPI	13-14 MAP MPI	13-14 MAP Targets
English Language Arts				
3rd	183.3	255.6	219	281.2
4th	234.5	200.0	235	220.0
5th	228.1	257.5	219	283.3
6th	243.3	266.6	258	293.3
Overall	228.3	245.1	232.7	269.6
Math				
3rd	220.8	222.3	254	254.3
4th	237.9	209.1	246	244.5
5th	221.9	202.9	219	223.2
6th	256.7	261.4	216	287.5
Overall	234.3	223.9	233.7	247.8

Acuity predictive data shows confirms MAP performance.





Targeted students in grades 2-6 began receiving daily pull-out English Language Arts and mathematics tutoring through Catapult fellows in October. On assessments administered by Catapult fellows students receiving English Language Arts

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intervention showed minimal or decreased proficiency levels. Conversely on assessments administered in mathematics, students showed on average a 40% increase from the pre-assessment to the post assessment.

SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Despite the challenges faced, there were some accomplishments in Priority Schools during 2013-2014. Superintendent's Zone staff was able to provide high-quality professional development targeted around specific school needs, including:

- Rigor and Depth of Knowledge (DOK) professional development
- Writing and implementing the SLPS Daily Lesson Plan model incorporating the 10 Non-Negotiables
- iPad training
- Assessments: formative & summative
- Using formative assessments and descriptive feedback to drive Instruction
- Instructional and assessment resources professional development: i.e. Acuity, Renaissance, & USA Test Prep

Dunbar also increased the quality of data team meetings, using resources from district benchmark assessments such as Acuity and Renaissance to analyze student performance on interim assessments. Data analysis was used to develop differentiated and targeted small group intervention session within each class.

The instructional leadership team began the process of facilitating student work review at each data team meeting, a process that will be systematized and expanded on during the current school year. Additionally, the instructional leadership team developed an instructional focus aligned with the new vision and mission statement that will be used to drive instruction for the 2014-2015 school year.

SECTION VII.A—CHALLENGES

Dunbar faced several challenges over the course of the year. The 1st semester Dunbar had an ineffective Academic Instructional Coach. This individual retired and the school then had a part-time Academic Instructional Coach, who later became fulltime, who has since resigned and currently there is no Academic Instructional Coach support. The 6th grade class began the year with inconsistent substitute teachers. A certified teacher was hired, however this person struggled immensely with discipline as well as providing rigorous instruction.

Literacy achievement continues to be a major challenge in all Priority Schools. Data indicates that Priority School students, grades 4-10 are, on average, at least two full grade levels behind in reading, and more than one full grade level behind in 3rd. With reading levels so far below grade level, the deficiencies spread to other subject areas. Research shows that students reading below grade level perform low in other subject areas because they cannot read grade level text in math, science, and social studies (Marzano, 2004).

At Dunbar, across grades, reading scores stagnated. While students were able to access targeted activities based on individual Acuity performance, teachers did not consistently facilitate a "culture of literacy" where students read "just right" books daily. Student individual reading time was inconsistent and lacked systemic tracking, and teachers seemed to teach *about* reading as opposed to teaching reading and providing ample time for purposeful independent reading. Many teachers lacked the knowledge and training to provide high-quality guided reading and instruction in phonics, decoding, and fluency. Dunbar will need to inundate their classrooms with high-interest, leveled texts and create school-wide incentives for increasing reading. Reading A-Z and RAZ Kids are two extremely affordable digital subscriptions that can help quickly address these two gaps that significantly impact student achievement. Reading A-Z provides teachers with leveled books, guided reading plans, and center activities aligned to Missouri Learning Standards and the reading

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system already owned by the district (Reading Street). Additional benefits to the program include assessement capabilities including digitalized running records, ELL resources and support, and aligned tutoring packets for classroom volunteers and mentors.

Additionally the tutors were more of a challenge at Dunbar than helping overall. The scheduling of students proved very difficult as the transitions in and out of class were disruptive. Tutors were providing pull-out services to students during time that was allotted for core instruction. Another challenge was that the tutors had an excessive amount of time when they were not engaged with students their time was not being used efficiently. This was later adjusted but marginally, at best. Dunbar opted to eliminate services provided by Catapult tutoring for 2014-2015.

SECTION VII.B—2014-2015 GRANT YEAR TIMELINE

Timeline of Interventions for the 2014-2015 school year			
Participants	Interventions/Activity	Implementation Start dates	Evaluation dates
Assistant Superintendent for Priority Schools & Instructional Learning Officers	Create monitoring and reporting structures to ensure compliance and implementation of the Transformation requirements	June 2014	2014-2015 school year
Superintendent's Zone Staff and Principals	Create inventory of community partners with relationships with each Priority school; seek new community partnerships to address gaps in student services	June 2014	September 2014 December 2014 February 2015 May 2015
Principals Early Start Professional Development Academy	Professional development: guidelines, tools, and year-long timelines for regular classroom observations, feedback, PLCs, climate, culture, classroom management, and targeted professional development	July 2014	July 2014
Superintendent's Zone Staff and Principals	Superintendent's Zone Principal coaching and networking meetings	July 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff and Principals	Establish discipline, behavior, and consequences/reward system across the Priority Schools	August 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff, Principals, and Instructional Staff; SIG Behavior Interventionist; Early Start Professional Development Academy	Professional development: 1st days of school, classroom management, setting the tone for high expectations, planning, instruction, assessment, feedback, intervention, and technology integration	August 2014	August 2014 September 2014
Building Instructional Leadership Teams	Professional development facilitated by Focus on Results; focus on leadership development and data teams	August 2014	Monthly during the 2014-2015 school year
Principals, ALL Staff, and students	Establish school wide goals for student achievement, attendance, behavior, and college readiness	August 2014	August 2014 September 2014
Principals, ALL Staff, and	Principal Handbook and Culture camp	August 2014, First	

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students at each school site		two days of school	
Students	Student Survey	August 2014 & May 2015	September 2014 & June 2015
Principals and Instructional staff	Comprehensive system for staff observations, feedback, and regular evaluation	August 2014	September 2014 through June 2015. Monthly
Instructional staff, Principals, and ILOs	Formative assessment data collection	August 2014	August 2014-May 2015, weekly
Instructional staff, Principals, and ILOs	Interim assessment data collection and review: i.e. Acuity, STAR, and Summative Assessments	August 2014	August 2014 October 2014 December 2014 February 2015 May 2015
ILOs	Visit school sites, identify and provide quantitative and qualitative feedback on strengths and areas for growth within and across Priority Schools. Progress monitoring of academic goals.	August 2014	2014-2015 School year; weekly
Principals and Priority School staff	Bi-Annual Data Review Sessions	October 2014 March 2015	November 2014 April 2015
Instructional staff, Principals, and ILOs	International Reading Association Annual Conference	July 2015	August 2015 & 2015-2016 school year

SECTION VII.C—DISCUSSION OF 2014-2015

Several changes have been implemented to support an even stronger focus on fast-tracking student achievement. Dunbar will continue to focus on attendance, ensuring that students are consistently at school. The family/community specialist, school social worker, and school counselor will work as a team using daily parent contact, home visits, and student attendance incentives to ensure all parents are committed to daily attendance. SIG funding will be used to supplement a full-time social worker to help provide services to families struggling with attendance issues. A PBIS Interventionist will continue to support students and teachers with school culture, behavior, and management development, and a nurse will help meet the health and wellness needs of the student body.

Dunbar will continue to leverage targeted support groups in each class. Teachers at Dunbar Elementary school will continue to seek, interpret and utilize data to drive instruction. In regards to tutoring initiatives, instructional leadership determined that Catapult tutoring was ineffective, but still wanted to provide students with small group supplemental instruction. Therefore, the team decided to contract with Blueprint Tutoring to provide math tutoring for Dunbar students. District-wide data for 2013-2014 Blueprint tutoring indicated that students who received tutoring from Blueprint achieved twice the gains compared to non-tutored students (see next page).

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Blueprint Overall Growth—Acuity A to Acuity C—2013-2014

		Acuity A	Acuity C	Score Growth	Percent Change
		Avg.	Avg.	Scaled	%
Blueprint Students	N=239	432.3	462.0	29.7	6.9%
Non-Blueprint Students	N=272	469.7	485.4	15.7	3.3%

To improve the effectiveness of tutoring initiatives throughout the district, SLPS hired a full-time tutoring coordinator who serves as a liaison between contracted tutoring companies and the district. This person works to ensure that contractors are meeting the expectations of the district and fulfilling the terms of their respective contracts. Both Blueprint and Catapult also hired full-time employees based out of SLPS Central Office to monitor performance of their respective organizations within the district. These staffing changes should lead to more oversight and better results from tutoring initiatives.

Dunbar is working on resourcing additional trade books to increase the number of titles available in individual classrooms, as well as making greater and more frequent use of the library media center and levelled library for student book access. A school-wide reading incentive program will be rolled out in the fall, and independent reading blocks linked to mini-lesson will be built into all ELA classes based on best practice models by Fountas and Pinnell. A team of teachers will attend the 2015 International Reading Association national conference, held in St Louis, to develop their capacity for literacy instruction and learn from masters in the field. Additional reading support for grades 3-5 students struggling with decoding and fluency will be provided by academic instructional coaches with reading certification, and teachers will get continual professional development on best practices in literacy, particularly guided reading, and by using extended professional learning hours funded by SIG. Funding for supplemental materials and supplies will utilize to purchase site licenses for a variety of Learning A-Z products, including leveled reading materials, reading progress tracking software, and vocabulary resources for teachers. This will be used to increase student access to leveled independent reading texts, both fiction and non-fiction, to increase teachers' ability to differentiate in the classroom. Vocabulary A-Z will be used to provide targeted word work materials for ELA centers. Technology purchases utilizing SIG funding include an iPad cart for 5th and 6th grade students for ELA and Math, as well as Promethean Boards for ELA/Math classrooms, and two laptops, projectors, and screens for professional development PLC's, Data Teams and student presentations.

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Dunbar's instructional leadership team have increased both support provided to teachers and progress monitoring of instructional initiatives. This will allow aligned feedback to teachers, quick course correction when outcomes are not desirable and ample support to build teacher capacity. In addition, Dunbar teachers will participate in four additional hours of planning and professional learning each week aligned with current school goals.

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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	~~2~~	2				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			1.0			
Language Translator						
Guidance Counselor				.5		
Transition Case Manager					.5	
Turnaround Officer						
TOTAL	~~2~~	2	1.0	.5	.5	

SECTION V. - SCHOOLS TO BE SERVED

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

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Laclede Elementary	292928001955	YES				X

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.

Changes per Building Budget CR 11-18-14

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
LACLEDE ELEMENTARY SCHOOL	115-115-506

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Budget Codes	Related Strategies and Activities
1100 Instruction	**Extended Day Program-** this program is an after school professional learning experience for all teachers. Each teacher will participate in 4 hours per week of professional learning. The focus will center on the district's transformation focus areas of effective instruction and use of data.
1100 Instruction *1003(g) SIG & Waiver*	**Teacher's Aides (2FTE, Teacher)** Assist teachers with small group instruction in literacy **Targeted tutoring interventions-** Contracted tutoring with Blueprint to remediate skills based on data. Supplemental reading materials A-Z Learning products, digital leveled reading products, digital leveled reading materials, tracking software for reading progress and RazKids for Math/ELA. Promethean Boards and iPads and printers will be purchased for ELA/Math classes. Several teachers will attend the IRA conference in St. Louis in 2014.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	**Targeted tutoring interventions** Contracted tutoring through Blueprint to remediate skill gaps based on student data. per DR 11-24
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**Counselor (.5 FTE, Transition Case Manager)** Will support families and work with students in families and individually as part of character education and RTI. **Social Worker (.5FTE, Transition Case Manager)** Will support families and work with students in families and individually as part of character education and RTI. **Nurse (.5, School/Home Coordinator)** Provide health/wellness services to students.
2200 Professional Development	
2200 Professional Development *1003(g) SIG & Waiver*	**Focused Professional Development on:** literacy instruction, data analysis, student work analysis, and instructional strategies through outside consultants, conference attendance, and shared professional study.
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	**Reflective model** for both principals and teachers that will increase use of student data. per DK 11-24-14
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	**Family and Community Specialists (.5 FTE, School Home Coordinator)** Will work with families and the school community at large to increase attendance and engagement.
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/DISTRICT/BUILDING NAME					COUNTY-DISTRICT-BUILDING CODE			
LACLEDE					115-115-506			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	829,902.26	86,282.90	407,629.99	0.00	0.00	0.00		**1,323,815.15**
1100 Instruction *1003(g) SIG/Waiver*	41,106.00	0.00	3,966.73	126,687.00	13,603.47	33,315.00		**218,678.20**
1200 Supplemental Instruction (Title I)	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2100 Non-Instructional Support Services	0 27,729.80	0 9,242.20	0 17,596.92	0.00	0.00	0.00		0 **54,568.93** Rev DM 11-24
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	26,323.00	97,501.50	66,103.81	0.00	0.00	0.00		**189,928.31**
2200 Professional Development	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development *1003(a) & Waiver*	0.00	0.00	0.00	4,790.00	0.00	0.00		**4,790.00**
2600 Planning and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement *1003(a) & Waiver*	0.00	10,998.00	7,338.00	0.00	0.00	0.00		**18,336.00**
Administrative Costs	80,271.22	26,551.01	45,676.76	500.00	8,957.30	0.00		**161,956.29**
Administrative Costs *1003(a) & Waiver*	38,540.70	0.00	17,220.30	22,140.41	4,100.08	0.00		**82,001.49**
Program Costs Subtotal(Not including *1003(g) SIG/Waiver*	829902.26 857,632.06	86282.90 95,525.10	407630 425,226.92	0.00	0.00	0.00		1,323,815.15 **1,378,384.08**
1003(g) SIG/Waiver Subtotal	67,429.00	108,499.50	77,408.54	131,477.00	13,603.47	33,315.00		**431,732.51**
Grand Total	1,043,872.98 1016143.18	230,575.61 221333.41	565,532.52 547935.60	154,117.41	26,660.85	33,315.00		**2,054,074.37** 1999505.44

SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)		
LEA/BUILDING NAME LACLEDE	**COUNTY-DISTRICT-BUILDING CODE** 115-115-506	
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED	
6100: Certificated Salaries		
After school professional learning and planning for teachers (13 teachers x 124 hour	$	41,106.00
Counselor (.5 FTE)	$	26,323.00
6100 Subtotal	$	67,429.00
6150: Non-Certificated Salaries		
Family & Community Specialist (.5 FTE)	$	10,998.00
Nurse (.5 FTE)	$	22,537.50
Teacher's Assistants for Literacy (2 FTE)	$	50,000.00
Social Worker (.5 FTE)	$	24,964.00
6150 Subtotal	$	108,499.50
6200: Employee Benefits (optional categories)		
FTE Blended Benefits	$	77,408.54
6200 Subtotal	$	77,408.54
6300: Purchased Services		
Tutoring for identified students with Blueprint	$	116,687.00
Other Professional Development- ASCD Conference (5 staff at 2,000.00)	$	10,000.00
IRA Conference Attendance (10 teachers x$479 registration)	$	4,790.00
6300 Subtotal	$	131,477.00
6400: Materials/Supplies		
Instructional Supplies (Math & Reading Manipulatives)	$	7,500.00
Learning A-Z Software Subscriptions	$	2,503.47
Headphones (300 @ 12.00 each)	$	3,600.00
6400 Subtotal	$	13,603.47
6500: Capital Outlay		
Promethean Board (3 @ 5,310.00) for ELA/Math classrooms	$	15,930.00
iPads w/cases (30 @ 488.00 each) & cart (1 @ 1499.00) for ELA/Math classrooms	$	16,139.00
Desktop printers (7@178.00each)	$	1,246.00
6500 Subtotal	$	33,315.00
6100-6500 Subtotal	$	431,732.51
Administration Costs (see LEA Administrative Costs Implementation Page)	$	82,001.49
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$	-
TOTAL	$	513,734.00

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SECTION VII—NARRATIVE

Laclede Elementary School is located in the Wells-Goodfellow neighborhood of North St Louis City and serves grades PK-5. At the beginning of SY 2014-2015, 336 students were enrolled. Of these students, 99% were students of color, 6.5% receive special education services, and 100% are eligible for free or reduced-priced lunch. A former Blue-Ribbon school, Laclede Elementary had three principals over the course of 2013-2014, and a new principal has been put into place for the current school year.

SECTION VII.A.—DISCUSSION OF THE PRIOR GRANT YEAR

Year One of SIG (2013-2014) was difficult at Laclede.

Attendance was a significant issue. Despite having an attendance secretary specifically to address Tier 3 attendance issues, 90/90 attendance was unacceptably low.

School Year	Attendance Rate (90/90)	Attendance Rate (90/90)
2013 - 14	Average 73.2%	Status 72.1% (-2.1%)

School Year	End of Year Attendance Rate (ADA)	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
2013 - 2014	97.08	98.94	97.60	97.08	97.55	96.28	97.16	96.74	96.36	96.54	96.56

Overall office referrals were at a 3-year high in 2013-2014, though out of school suspensions decreased This may reflect the staff and leadership turnover that was a constant throughout the year.

School Year	# of Referrals	# of ISS	# of OSS	Number of Days Absent
2011-2012	167	3	133	305
2012-2013	70	0	67	136
2013-2014	193	0	17	42
2014-2015	0	0	0	0

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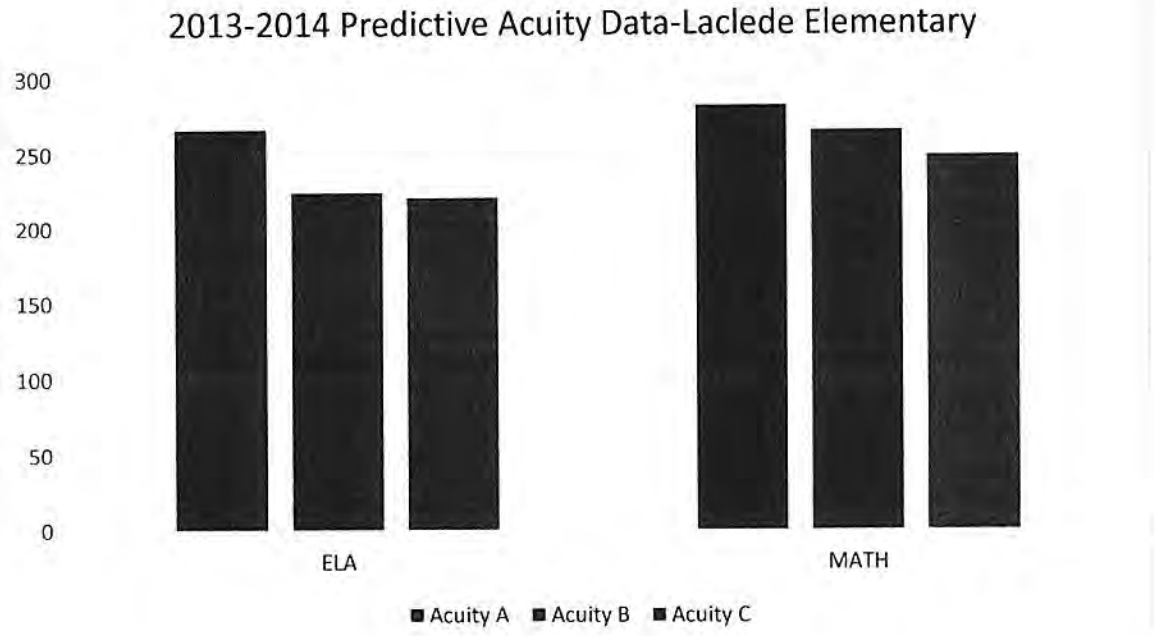
In terms of academic achievement, Laclede showed disappointing performance on the MAP exam. No targets were met, and several achievement areas were three-year lows.

Grade Level	11-12 MAP MPI	12-13 MAP MPI	13-14 MAP MPI	13-14 MAP Targets
English Language Arts				
3rd	204.2	262.2		288.4
4th	225	208.4		229.2
5th	255	266.7		293.4
Overall	230.6	256	228.6	281.6
Math				
3rd	237.5	237.9		261.7
4th	242.9	199.9		219.9
5th	280	250.1		275.1
Overall	262.9	236	236.3	259.6

Acuity predictive data confirms MAP performance and decreasing proficiency levels.



SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Despite the challenges faced, there were some accomplishments in Priority Schools during 2013-2014. Superintendent's Zone staff was able to provide high-quality professional development targeted around specific school needs, including:

- Rigor and Depth of Knowledge (DOK) professional development
- Writing and implementing the SLPS Daily Lesson Plan model incorporating the 10 Non-Negotiables
- iPad training

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- Guided reading instruction and centers design.
- Assessments: formative & summative
- Using formative assessments and descriptive feedback to drive Instruction
- Instructional and assessment resources professional development: i.e. Acuity, Renaissance, & USA Test Prep

Laclede was able to lessen the technology gap with a new computer lab as well as a full-time instructional technology specialist to incorporate technology into daily instruction. Third and fourth grade classrooms were fully-equipped with iPads and teachers were trained to implement the tablets into daily instruction.

SECTION VII.A—CHALLENGES

Laclede faced significant challenges over the course of Year One. The first principal was removed for performance issues in January. She was replaced with a stopgap principal on special assignment while another replacement was found. In March, a third principal was reassigned from another school. During that time, several staff members left or were removed from the classroom. The AIC left mid-year and was replaced by a reassigned AIC with only secondary experience. The non-certified building substitute was put into third grade for nearly the entire year. This led to two significant issues: an uncertified teacher as teacher of record for an entire year and no building sub for a large portion of the year in a building with high staff absenteeism. Staff members did not have planning periods on a near-weekly basis because specials staff were often absent with no substitute to cover their classes. This chaotic environment led to low staff morale and, subsequently, performance.

Because of staff turnover, half of tested-grade teachers had a low literacy skill set. Students already in need of remediation were stagnating because of a lack of targeted instruction, and professional development was not strategically used to build teacher capacity. There was little-to-no culture of literacy, and students did not engage in intentional independent reading on a daily basis.

In addition, SIG funding was used to pay for tutoring through Catapult, but tutoring scheduling was chaotic and disruptive to core instruction. Students were often pulled out of literacy and math blocks. Tutors and teachers struggled to coordinate efforts to maximize student growth. This may have impacted results, as data showed marginal, if any, gains or benefits for students who participated in Catapult tutoring as compared to non-tutored students.

Discipline data indicated a three-year high rate of office referrals. This can be attributed to inconsistent and unclear expectations due to rapid staff and leadership turnover.

SECTION VII.B—2014-2015 GRANT YEAR TIMELINE

Timeline of Interventions for the 2014-2015 school year			
Participants	Interventions/Activity	Implementation Start dates	Evaluation dates
Assistant Superintendent for Priority Schools & Instructional Learning Officers	Create monitoring and reporting structures to ensure compliance and implementation of the Transformation requirements	June 2014	2014-2015 school year
Superintendent's Zone	Create inventory of community	June 2014	September 2014

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Staff and Principals	partners with relationships with each Priority school; seek new community partnerships to address gaps in student services		December 2014 February 2015 May 2015
Principals Early Start Professional Development Academy	Professional development: guidelines, tools, and year-long timelines for regular classroom observations, feedback, PLCs, climate, culture, classroom management, and targeted professional development	July 2014	July 2014
Superintendent's Zone Staff and Principals	Superintendent's Zone Principal coaching and networking meetings	July 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff and Principals	Establish discipline, behavior, and consequences/reward system across the Priority Schools	August 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff, Principals, and Instructional Staff; Early Start Professional Development Academy	Professional development: 1st days of school, classroom management, setting the tone for high expectations, planning, instruction, assessment, feedback, intervention, and technology integration	August 2014	August 2014 September 2014
Principals, ALL Staff, and students	Establish school wide goals for student achievement, attendance, behavior, and college readiness	August 2014	August 2014 September 2014
Building Instructional Leadership Teams	Professional development facilitated by Focus on Results; focus on leadership development and data teams	August 2014	Monthly during the 2014-2015 school year
Principals, ALL Staff, and students at each school site	Principal Handbook and Culture camp	August 2014, First two days of school	
Students	Student Survey	August 2014 & May 2015	September 2014 & June 2015
Principals and Instructional staff	Comprehensive system for staff observations, feedback, and regular evaluation	August 2014	September 2014 through June 2015. Monthly
Instructional staff, Principals, and ILOs	Formative assessment data collection	August 2014	August 2014- May 2015, weekly
Instructional staff, Principals, and ILOs	Interim assessment data collection and review: i.e. Acuity, STAR, and Summative Assessments	August 2014	August 2014 October 2014 December 2014 February 2015 May 2015
ILOs	Visit school sites, identify and provide	August 2014	2014-2015

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	quantitative and qualitative feedback on strengths and areas for growth within and across Priority Schools. Progress monitoring of academic goals.		School year; weekly
Principals and Priority School staff	Bi-Annual Data Review Sessions	October 2014 March 2015	November 2014 April 2015
Instructional staff, Principals, and ILOs	International Reading Association Annual Conference	July 2015	August 2015 & 2015-2016 school year

SECTION VII.C—DISCUSSION OF 2014-2015

Laclede started this school year with a new principal who has a clear vision for the direction of the school. The school year kicked off with a three-day professional workshop for all staff members designed to set a positive, clear tone for the year while building teacher capacity. The principal also set clear expectations for staff professionalism and has already held staff resistant to change accountable for not meeting those expectations.

The principal added a highly-skilled, full-time reading specialist to provide clear literacy leadership and build a culture of literacy, as well as a full-time PBIS interventionist to help create a calm and positive school climate. SIG is funding a new full-time family and community specialist, a full-time counselor, and a full-time social worker to provide services and resources to families in need and build strong relationships between families and school, as well as a nurse to meet student health and wellness needs. In addition, the school will use SIG funding to hire two teacher's assistants to support classrooms in literacy instruction. These staffing changes should help stabilize school culture so teachers can focus on improving instruction.

In terms of instruction, Laclede will be focusing on high-quality lesson planning and implementation and strong classroom management plans for all teachers. Teachers will have four additional hours of professional learning time to work in structured PLCs, data teams, and professional development sessions. There will also be strong development to incorporate nonfiction literacy skills into science classes to address the abysmally-low MAP scores in science (118.2 MPI). Outside consultants will provide high-quality professional development surrounding literacy throughout the school year, and Laclede will send a team of teachers to the International Reading Association national conference in the spring, as well as a team of 5 teachers to the 2015 ASCD conference, to build their capacity surrounding literacy instruction.

In regards to tutoring initiatives, instructional leadership determined that Catapult tutoring was ineffective, but still wanted to provide students with small group supplemental instruction. Therefore, the team decided to contract with Blueprint Tutoring to provide math tutoring for Laclede students. District-wide data for 2013-2014 Blueprint tutoring indicated that students who received tutoring from Blueprint achieved twice the gains compared to non-tutored students (see next page).

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Blueprint Overall Growth—Acuity A to Acuity C—2013-2014

		Acuity A Avg.	Acuity C Avg.	Score Growth Scaled	Percent Change %
Blueprint Students	N=239	432.3	462.0	29.7	6.9%
Non-Blueprint Students	N=272	469.7	485.4	15.7	3.3%

To improve the effectiveness of tutoring initiatives throughout the district, SLPS hired a full-time tutoring coordinator who serves as a liaison between contracted tutoring companies and the district. This person works to ensure that contractors are meeting the expectations of the district and fulfilling the terms of their respective contracts. Both Blueprint and Catapult also hired full-time employees based out of SLPS Central Office to monitor performance of their respective organizations within the district. These staffing changes should lead to more oversight and better results from tutoring initiatives.

Funding for supplemental materials and supplies will utilize to purchase site licenses for a variety of Learning A-Z products, including supplemental digital leveled reading materials, reading progress tracking software, and vocabulary resources for teachers. Reading A-Z and RAZ Kids are two extremely affordable digital subscriptions that can help quickly address these two gaps that significantly impact student achievement. Reading A-Z provides teachers with leveled books, guided reading plans, and center activities aligned to Missouri Learning Standards and the reading system already owned by the district (Reading Street). Additional benefits to the program include assessment capabilities including digitalized running records, ELL resources and support, and aligned tutoring packets for classroom volunteers and mentors. Laclede's new literacy specialist is extremely skilled in implementing the Learning A-Z supplemental reading program RAZ Kids, and will be able train all teachers on the product. Funding will also include headphones for classrooms so students in classrooms with iPads can fully utilize audio tools for literacy programming. Meramec will also use SIG funding to purchase a mobile iPad cart, Promethean Boards, and desktop printers for ELA/Math classrooms to create additional opportunities for students and teachers to embed 21st century technology skills into core instruction, and three desktop printers. The teachers will utilize the mobile carts, and interactive boards to integrate ELA and Math core instruction to capture a student's level of learning by demonstrating content knowledge while demonstrating the growth and mastery in the ELA/Math contents. This multidimensional classroom will allow for tasks that scaffold a student's ability while demonstrating learning independently. Desktop printers will allow teachers to quickly and efficiently print differentiated supplementary materials for ELA and math.

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The District will partner with each Priority School on the following interventions: develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals; recruit, attract, develop and retain highly qualified staff to carry out the District's mission, goal and objectives; provide and maintain appropriate instructional resources, support services and functional and safe facilities; promote, facilitate and enhance parent, student and community involvement; and govern the schools in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of each school.

In the 2013- 2014 school year, SLPS created a new "tiered" system of organizing schools taking into account each school's level of student performance, directly tied to the priority level of accountability and support. The eight Priority Schools will receive tiered support under the Superintendent's Zone. All eight Priority Schools in the Superintendent's Zone are designated as needing "Very High" support. This system of differentiated support of resources will continue to be implemented in 2014-2015 school year with fidelity. Below is an overview of how SLPS resources will be leveraged for the eight Priority Schools based on the tiered system of school support.

Tier	**# of Priority Schools**	**Priority for Support**	**Accountability for implementing SLPs Transformation Plan Strategies**	**Examples of Support from Central Office**
Superintendent's Zone	8	Very High	**VERY HIGH:** ***Clear*** expectations for evidence of SLPS Transformation Plan goals/objectives ***Tight*** fidelity of implementing strategies: and ***Rapid*** timeline for implementation	Customized and intensive assistance including increased student supports, targeted professional development, high-dosage tutoring and extended time for teacher practice and planning

The Superintendent's Zone will be a lean district support system that builds school leader capacity in instructional leadership while giving them direct access to the superintendent. The superintendent's extra attention to the needs of these schools will make sure a "rapid response" process can quickly remove obstacles and address implementation challenges. The new central office reporting structure will provide targeted assistance and accountability through the following core functions: 1) intensive instructional coaching and support; 2) overseeing key programs; 3) removing obstacles; and 4) ongoing progress, monitoring.

The district will continue to monitor the implementation of the key turnaround strategies from the Turnaround Plan to support student improvement by tracking a range of data at the classroom and school levels to provide real time feedback. Monitoring activities will include: ongoing school data

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collection and analysis, site visit process with data analysis and minimally bi-weekly data review sessions, one session with the state leadership team, and the second session with the Assistant Superintendent for Priority Schools. These sessions will focus on two areas: school and classroom level data, and district and school level interventions.

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction		1				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager					.7	
Turnaround Officer						
TOTAL		1			.7	

SECTION V. - SCHOOLS TO BE SERVED

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

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Earl Nance Elementary	292928002853	YES				X

Notes:

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

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

(COPY AS NEEDED)

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NANCE ELEMENTARY SCHOOL	115-115-561

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Budget Codes	Related Strategies and Activities
1100 Instruction	**Extended Day Program-** this program is an after school professional learning experience for all teachers. Each teacher will participate in 4 hours per week of professional learning. The focus will center on the district's transformation focus areas of effective instruction and use of data.
1100 Instruction *1003(g) SIG & Waiver*	**Targeted tutoring interventions-** Contracted tutoring with Catapult to remediate gaps based on data. Nance will purchase supplemental literacy materials A-Z Learning products, reading tracking software, digital leveled reading materials. SMART Boards and desktop computers for ELA and Math classes. Several teachers will attend the IRA conference in St. Louis in 2014.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	**Targeted tutoring interventions** Contracted tutoring through Catapult to remediate skill gaps based on student data. per DR 11-24
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**PBIS Interventionist (1FTE, Para)** Will work with students individually to set and monitor behavior goals. **Social Worker (.7FTE, Transitions Case Manager)** Will support families and work with students in families and individually as part of character education and RTI.
2200 Professional Development	
2200 Professional Development *1003(g) SIG & Waiver*	**Focused Professional Development on:** literacy instruction, data analysis, student work analysis, and instructional strategies through outside contractors, conference attendance, and shared professional study.
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	**Reflective model** that will increase the strategic use of student data to drive instruction. per DR 11-24
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	
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/DISTRICT/BUILDING NAME					COUNTY-DISTRICT-BUILDING CODE			
NANCE					115-115-561			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	1,076,258.19	0.00	477,838.66	0.00	0.00	0.00		**1,554,096.85**
1100 Instruction *1003(g) SIG/Waiver*	48,960.00	0.00	4,825.00	150,000.00	16,739.99	56,161.60		**276,686.59**
1200 Supplemental Instruction (Title I)	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2100 Non-Instructional Support Services	0 101,824.81	0.00	0 40,903.22	0.00	0.00	0.00		0 **142,728.02** per DM 11-24
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	66,233.00	45,859.92	0.00	0.00	0.00		**112,092.92**
2200 Professional Development	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development *1003(a) & Waiver*	0.00	0.00	0.00	4,790.00	0.00	0.00		**4,790.00**
2600 Planning and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
Administrative Costs	80,271.22	26,551.01	45,676.76	500.00	8,957.30	0.00		**161,956.29**
Administrative Costs *1003(a) & Waiver*	38,540.70	0.00	17,220.30	22,140.41	4,100.08	0.00		**82,001.49**
Program Costs Subtotal(Not including *1003(g) SIG/Waiver*	1076238.19 ~~1,178,083.00~~	0.00	477838.63 ~~518,741.87~~	0.00	0.00	0.00		1554096.85 **~~1,696,824.87~~**
1003(g) SIG/Waiver Subtotal	48,960.00	66,233.00	50,684.92	154,790.00	16,739.99	56,161.60		**393,569.51**
Grand Total	~~1,345,854.91~~ 1244030.10	**92,784.01**	~~632,323.85~~ 591420.63	**177,430.41**	**29,797.37**	**56,161.60**		~~2,334,352.16~~ 2191624.14

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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 NANCE	**COUNTY-DISTRICT-BUILDING CODE** 115-115-561	
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED	
6100: Certificated Salaries Afterschool professional learning and planning for certfied teachers (16 teachers @ 120 hours @ 25.50/hour)	$	48,960.00
6100 Subtotal	$	48,960.00
6150: Non-Certificated Salaries PBIS Interventionist (1 FTE)	$	31,269.00
Social Worker (.7 FTE)	$	34,964.00
6150 Subtotal	$	66,233.00
6200: Employee Benefits (optional categories) FTE Blended Benefits	$	50,684.92
6200 Subtotal	$	50,684.92
6300: Purchased Services Catapult tutoring for identified students	$	150,000.00
IRA Conference Attendance (10 teachers x$479 registration)	$	4,790.00
6300 Subtotal	$	154,790.00
6400: Materials/Supplies Professional Learning opportunities for Teachers	$	8,814.99
Supplemental Literacy Supplies	$	5,483.90
Learning A-Z Software Subscriptions	$	2,441.10
6400 Subtotal	$	16,739.99
6500: Capital Outlay Wall-mounted SMART Boards (4 @3981.00) for ELA/Math classrooms	$	15,924.00
Portable Smart Boards (2 @5681) $11,362.00 for ELA/Math classrooms, Desktop Computers(45@641.68) $28,875.60 for ELA & Math classrooms	$	40,237.60
6500 Subtotal	$	56,161.60
6100-6500 Subtotal	$	393,569.51
Administration Costs (see LEA Administrative Costs Implementation Page)	$	82,001.49
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$	-
TOTAL	$	475,571.00

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SECTION VII—NARRATIVE

Earl Nance Elementary School is an elementary school located in North St Louis City and serves grades Pk-6th. At the beginning of SY 2014-2015, 368 students were enrolled. Of these students, 99% were African American, 1% White, 13% receive special education services, and a large percentage are eligible for free or reduced-priced lunch. The principal and the Academic Instructional Coach are both new to Nance Elementary School, however the Assistant Principal is returning. Upon her appointment, the principal began to immediately change the culture of the school, placing a high priority rigorous instruction, as well as on attendance and positive behavior management so teachers could focus on increasing quality instruction and student achievement.

SECTION VII.A.—DISCUSSION OF THE PRIOR GRANT YEAR

Year One of SIG (2013-2014) showed consistent decreases in the various metrics of school improvement.

90/90 attendance dropped considerably over the course of the year

2011 - 12	82.2 %
2012 - 13	85.8 %
2013-2014	75.8%

While the number of referral increased Referral incidents increased during the 2013-2014 school year, the number of students sent to in-school suspension or out-of-school suspension decreased. Climate in the building was rarely calm and was not conducive to learning. Some teachers in the building demonstrated strong classroom management skills, while others struggled tremendously.

2011-2012	155	93	70
2012-2013	137	73	58
2013-2014	153	19	44

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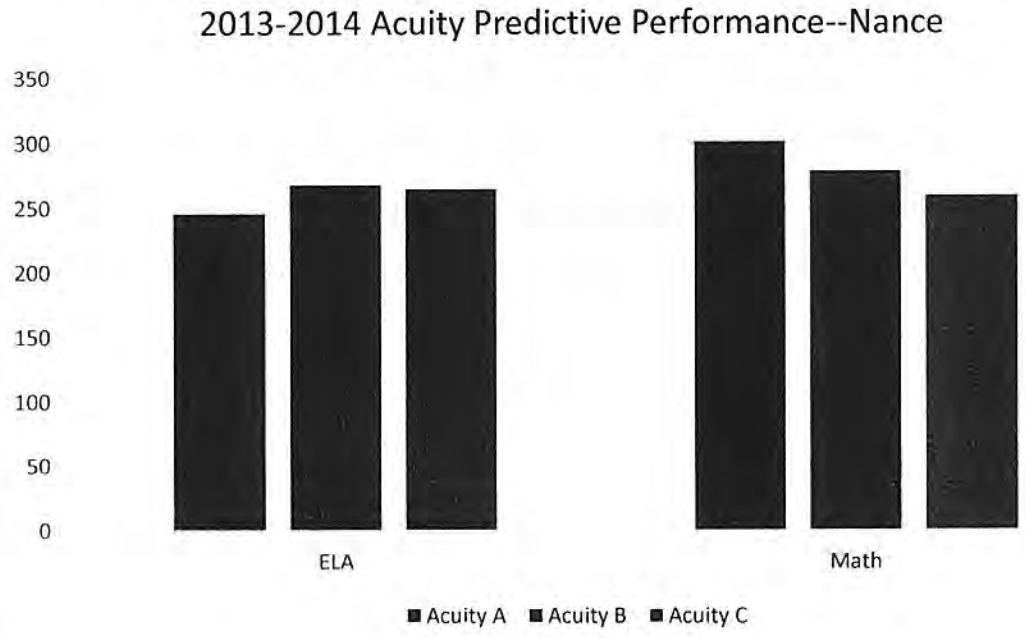
In terms of academic achievement, Nance on average 90% of the students performs at the Basic or Below Basic category in both English Language Arts and mathematics.

Grade Level	2011-12	2012-13	2013-14
		ELA	
3rd	252.6	268.1	240.9
4th	257.4	231.1	234.0
5th	297.1	265.0	265.1
6th	300.1	320	283.8
Overall			
		MATH	
3rd	264.5	235.8	263.8
4th	244.8	260.4	216.2
5th	257.4	265.0	263.0
6th	336.5	320.1	278.4
Overall			

Acuity predictive data shows confirms MAP performance.



Targeted students in grades 3-6 began receiving daily pullout math tutoring through Catapult fellows in October. Students received tutoring in both English Language Arts and mathematics attending 2-3 sessions per week. Student's attending Catapult tutoring versus those that did not collectively

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performed lower than students who did not attend tutoring. There was no data to show the comparative growth of the students who attended tutoring that could be used to compare mastered objectives on a pre and post assessment. However this will be rectified during the current school year.

SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Despite the challenges faced, there were some accomplishments in Priority Schools during 2013-2014. Superintendent's Zone staff were able to provide high-quality professional development targeted around specific school needs, including:

- Rigor and Depth of Knowledge (DOK) professional development
- Writing and implementing the SLPS Daily Lesson Plan model incorporating the 10 Non-Negotiables
- iPad training
- Assessments: formative & summative
- Using formative assessments and descriptive feedback to drive Instruction
- Instructional and assessment resources professional development: i.e. Acuity, Renaissance, & USA Test Prep

Nance also increased the quality of data team meetings, using resources from Acuity and Renaissance to analyze student performance on interim assessments. This information was also used to group students in small group intervention sessions.

SECTION VII.A—CHALLENGES

Nance faced numerous challenges over the course of the year. Attendance issues for both students and teachers severely impacted overall student achievement. Confrontations with parents and the administrative staff were regular occurrences with multiple restraining orders placed on parents. Nance had the highest percentage of restraining orders placed on parents in the district. Many parents articulated awareness of state law that does not require them to send children to school before age seven. This is an ongoing issue that building leadership continues to address through outreach and intervention.

Several staffing changes impacted consistency and quality of instruction. The 2nd grade teacher was promoted to AIC and replaced with the building substitute. While the building substitute had a high will towards improvement, she still struggled to provide the same quality of instruction as the initial 2nd grade teacher. Due to high enrollment the 6th grade math teacher was promoted to Assistant Principal and like the 2nd grade classroom the individual was not highly qualified. A teacher in both 3rd and 4th grade teacher quit, these two classrooms also suffered because the replacement was not highly qualified. Then the Principal resigned, the assistant Principal was then promoted to interim head principal. However this posed an additional problem in that there was no assistant principal assigned as a replacement.

Literacy achievement continues to be a major challenge in all Priority Schools. Data indicates that Priority School students, grades 4-10 are, on average, at least two full grade levels behind in reading, and more than one full grade level behind in 3rd. With reading levels so far below grade level, the deficiencies spread to other subject areas. Research shows that students reading below grade level perform low in other subject areas because they cannot read grade level text in math, science, and social studies (Marzano, 2004).

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At Nance, across grades, scores plummeted in almost 100% of the tested area classes. While students were able to access targeted activities based on individual Acuity performance, teachers did not consistently facilitate a "culture of literacy" where students read "just right" books daily. Student individual reading time was inconsistent and lacked systemic tracking, and teachers seemed to teach *about* reading as opposed to teaching reading and providing ample time for purposeful independent reading. Many teachers lacked the knowledge and training to provide high quality guided reading and instruction in phonics, decoding, and fluency. Nance will need to inundate their classrooms with high-interest, leveled texts and create school-wide incentives for increasing reading.

SECTION VII.B—2014-2015 GRANT YEAR TIMELINE

Timeline of Interventions for the 2014-2015 school year			
Participants	Interventions/Activity	Implementation Start dates	Evaluation dates
Assistant Superintendent for Priority Schools & Instructional Learning Officers	Create monitoring and reporting structures to ensure compliance and implementation of the Transformation requirements	June 2014	2014-2015 school year
Superintendent's Zone Staff and Principals	Create inventory of community partners with relationships with each Priority school; seek new community partnerships to address gaps in student services	June 2014	September 2014 December 2014 February 2015 May 2015
Principals Early Start Professional Development Academy	Professional development: guidelines, tools, and year-long timelines for regular classroom observations, feedback, PLCs, climate, culture, classroom management, and targeted professional development	July 2014	July 2014
Superintendent's Zone Staff and Principals	Superintendent's Zone Principal coaching and networking meetings	July 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff and Principals	Establish discipline, behavior, and consequences/reward system across the Priority Schools	August 2014	Monthly during the 2014-2015 school year
Building Instructional Leadership Teams	Professional development facilitated by Focus on Results; focus on leadership development and data teams	August 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff, Principals, and Instructional Staff; Early Start Professional	Professional development: 1st days of school, classroom management, setting the tone for high expectations, planning, instruction, assessment, feedback, intervention, and	August 2014	August 2014 September 2014

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Development Academy	technology integration		
Principals, ALL Staff, and students	Establish school wide goals for student achievement, attendance, behavior, and college readiness	August 2014	August 2014 September 2014
Principals, ALL Staff, and students at each school site	Principal Handbook and Culture camp	August 2014, First two days of school	
Students	Student Survey	August 2014 & May 2015	September 2014 & June 2015
Principals and Instructional staff	Comprehensive system for staff observations, feedback, and regular evaluation	August 2014	September 2014 through June 2015. Monthly
Instructional staff, Principals, and ILOs	Formative assessment data collection	August 2014	August 2014-May 2015, weekly
Instructional staff, Principals, and ILOs	Interim assessment data collection and review: i.e. Acuity, STAR, and Summative Assessments	August 2014	August 2014 October 2014 December 2014 February 2015 May 2015
ILOs	Visit school sites, identify and provide quantitative and qualitative feedback on strengths and areas for growth within and across Priority Schools. Progress monitoring of academic goals.	August 2014	2014-2015 School year; weekly
Principals and Priority School staff	Bi-Annual Data Review Sessions	October 2014 March 2015	November 2014 April 2015
Instructional staff, Principals, and ILOs	International Reading Association Annual Conference	July 2015	August 2015 & 2015-2016 school year

SECTION VII.C—DISCUSSION OF 2014-2015

Nance's leadership team understands that student achievement must be accelerated this year. Several changes have been implemented to support an even stronger focus on fast-tracking student achievement. A new Principal and Academic Instructional Coach was hired prior to the beginning of this school year, the current Assistant Principal remains constant and can help new members of the leadership team assimilate.

Nance will increase the focus on attendance, ensuring that students are consistently at school. The family/community specialist, school social worker, school counselor, and DJO will work as a team using daily parent contact, home visits, and student attendance incentives to ensure all parents are committed to daily attendance. SIG funding will be used fund a full-time social worker to help provide

services to families struggling with attendance issues. The staff will ensure that all students who are enrolled will be contacted to promote increased attendance and/or determine enrollment status. The social worker will follow-up on all students who have been absent two consecutive days. The social worker will work along with the PBIS interventionist to build positive school behaviors, positive relationships between school and home, as well as provide resources to families in need.

Additional efforts are being made to change the culture and climate at Nance. Incentive programs have been implemented to encourage and promote increase attendance with both students and staff. The PBIS interventionist will also help to facilitate and promote the advancement of a positive learning environment for all at Nance.

Academically, students will continue to participate in an intensive intervention block. All available staff will push into classrooms to support small group instruction. An academic and intervention calendar will be implemented and followed to ensure that standard are being taught and evidence of remediation is in place. Staff along with the Instructional Leadership team is working diligently to implement the modified district lesson plans in grades 3-6. Teachers will work to develop collaboratively common assessments that are aligned to the increased rigor levels of the Missouri Learning Standards. Nance will continue to utilize the services of Catapult tutoring with increased coordination and oversight. To improve the effectiveness of tutoring initiatives throughout the district, SLPS hired a full-time tutoring coordinator who serves as a liaison between contracted tutoring companies and the district. This person works to ensure that contractors are meeting the expectations of the district and fulfilling the terms of their respective contracts. Both Blueprint and Catapult also hired full-time employees based out of SLPS Central Office to monitor performance of their respective organizations within the district. These staffing changes should lead to more oversight and better results from tutoring initiatives.

The Leadership team in concert with the staff will develop the data team process in conjunction with PLCs focused on instruction. Here the data and discussion will inform intervention time, look at student work protocols, student level data analysis, and collaboration. Nance will utilize the expertise of outside educational consultants to lead focused staff professional learning aligned with school wide goals, and funding will also be used to purchase professional learning texts for shared book study. Nance will also send a team of teachers to the International Reading Association's national conference, held in St Louis in 2015, so teachers can expand their capacity for literacy instruction.

Funding will be used to purchase supplemental literacy instructional materials. Reading A-Z and RAZ Kids are two extremely affordable digital subscriptions that can help quickly address these two gaps that significantly impact student achievement. Reading A-Z provides teachers with leveled books, guided reading plans, and center activities aligned to Missouri Learning Standards and the reading system already owned by the district (Reading Street). Additional benefits to the program include assessement capabilities including digitalized running records, ELL resources and support, and aligned tutoring packets for classroom volunteers and mentors. Technology purchases utilizing SIG funding include SMART Boards for ELA/math classrooms, as well as two labs of desktop computers so students can continue to build 21st century digital literacy skills in ELA and math.

Nance's instructional leadership team, including the principal, AIC, instructional literacy coach, and the SIG instructional learning officer, have increased both support provided to teachers and progress

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monitoring of instructional initiatives. This will allow aligned feedback to teachers, quick course correction when outcomes are not desirable, and ample support to build teacher capacity.

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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	10	12				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	10	12				

SECTION V. - SCHOOLS TO BE SERVED

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

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Oak Hill Elementary	292928001986	YES				X

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.

Changes per Building Budget CR 11-18-14

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
OAK HILL NEW PAGE	115-115-560

Budget Codes	Related Strategies and Activities
1100 Instruction	**Extended Day Program**- this program is an after school professional learning experience for all teachers. Each teacher will participate in 4 hours per week of professional learning. The focus will center on the district's transformation focus areas of effective instruction and use of data.
1100 Instruction *1003(g) SIG & Waiver*	**Targeted tutoring interventions**- Contracted tutoring with Catapult to remediate gaps based on data. Purchase site licenses for A-Z Learning products, digital levelled reading materials, tracking software for reading progress, supplemental reading materials and iPads and Promethean Boards to increase technology in Math and ELA classes. **Teacher's Assist.- Literacy** – to work with students in small group literacy instruction and support. Several teachers will attend the IRA conference in St. Louis in 2014.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**PBIS Interventionist (1FTE, Para)** Will work with students individually to set and monitor behavior goals.
2200 Professional Development	
2200 Professional Development *1003(g) SIG & Waiver*	**Focused Professional Development on:** literacy instruction, data analysis, student work analysis, and instructional strategies using outside consultants, conference attendance, and shared professional study.
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	**Reflective model** that will increase the strategic use of student data to drive instruction. Per DR 11-24
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	
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/DISTRICT/BUILDING NAME					COUNTY-DISTRICT-BUILDING CODE			
OAK HILL					115-115-560			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	1,152,219.10	83,225.01	560,514.61	0.00	0.00	0.00		**1,795,958.72**
1100 Instruction *1003(g) SIG/Waiver*	48,960.00	25,000.00	21,771.20	186,256.05	72,041.35	40,688.00		**394,716.60**
1200 Supplemental Instruction (Title I)	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2100 Non-Instructional Support Services	0 ~~101,824.81~~	0.00	0 ~~40,903.22~~	0.00	0.00	0.00		0 ~~142,728.02~~ per DM 11-24
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	0 ~~25,000.00~~ 25,000.00	0 21,771.20 21,771.20	0.00	0.00	0.00		0 ~~46,771.20~~ 46,771.20
2200 Professional Development	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development *1003(a) & Waiver*	0.00	0.00	0.00	26,575.71	0.00	0.00		**26,575.71**
2600 Planning and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
Administrative Costs	80,271.22	26,551.01	45,676.76	500.00	8,957.30	0.00		**161,956.29**
Administrative Costs *1003(a) & Waiver*	38,540.70	0.00	17,220.30	22,140.41	4,100.08	0.00		**82,001.49**
Program Costs Subtotal(Not including *1003(g) SIG/Waiver*	1,152,219.10 ~~1,254,043.91~~	~~83,225.01~~	560,514.61 ~~601,417.83~~	0.00	0.00	0.00		1591915.54 ~~1,938,686.74~~
1003(g) SIG/Waiver Subtotal	48,960.00	50,000.00	43,542.40	212,831.76	72,041.35	40,688.00		**468,063.51**
Grand Total	~~1,421,815.82~~ 1,319,991.01	**159,776.02**	~~707,857.29~~ 666,954.07	**235,472.17**	**85,098.73**	**40,688.00**		~~2,650,708.03~~ 2507980.01

SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)	
LEA/BUILDING NAME OAK HILL	**COUNTY-DISTRICT-BUILDING CODE** 115-115-560
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Afterschool professional learning and planning for teachers (20 teachers x 96 hours @ 25.50/hour)	$ 48,960.00
6100 Subtotal	$ 48,960.00
6150: Non-Certificated Salaries	
PBIS Interventionist (1 FTE)	$ 25,000.00
Teacher's Assistant for Literacy (1FTE)	$ 25,000.00
6150 Subtotal	$ 50,000.00
6200: Employee Benefits (optional categories)	
FTE Blended Benefits	$ 43,542.40
6200 Subtotal	$ 43,542.40
6300: Purchased Services	
Catapult tutoring for identified students	$ 186,256.05
IRA Conference Attendance (10 teachers x$479 registration)	$ 4,790.00
Other professional development (literacy)NCTE conference 3 teachers, Consultant on Literacy , NCTM (math conference 3 teachers)	$ 20,785.71
Professional Development Materials (shared texts)	$ 1,000.00
6300 Subtotal	$ 212,831.76
6400: Materials/Supplies	
Intervention Materials consumables for Math and ELA	$ 20,000.00
Supplemental writing program materials	$ 6,000.00
Headphones (300 @ 12.00 each)	$ 3,600.00
Supplemental classroom library materials, books, periodicals -classroom sets of high-low books, whole class novels, non-fiction trade books	$ 40,000.00
Learning A-Z Software Subscriptions	$ 2,441.35
6400 Subtotal	$ 72,041.35
6500: Capital Outlay	
iPads w/cases & carts (50 iPads @ 488.00 each) = (2 carts @ 1499.00 each) for ELA/Math classrooms	$ 27,398.00
Promethean Board (2 @ 5,310.00) for ELA/Math classrooms	$ 10,620.00
Desktop Printers (15@ 178.00)	$ 2,670.00
6500 Subtotal	$ 40,688.00
6100-6500 Subtotal	$ 468,063.51
Administration Costs (see LEA Administrative Costs Implementation Page)	$ 82,001.49
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$ -
TOTAL	$ 550,065.00

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SECTION VII—NARRATIVE

Oak Hill Elementary School is an elementary school located in a diversely populated area of South St Louis City and serves grades Pk -5th. At the beginning of SY 2014-2015, 341 students were enrolled. Of these students, 53.3% are African American, 21.1% are White, 9.8% are Asian/Pacific Islander, and 15.1% Hispanic. Of the 338 students 8.4% receive special education services, 9.2% are eligible for free or reduced-priced lunch, and 36.7% are English Language Learners. The principal has been in place since 2010 and had previous experience as an administrator in Saint Louis Public Schools. Additionally, there has been overall stability in the Instructional Leadership team at Oak Hill. Upon the principal's appointment, she began to significantly change the culture of the school, placing a high priority on rigorous instruction and student attendance. The focus on increasing quality instruction and student achievement is an expectation in all classrooms.

SECTION VII.A.—DISCUSSION OF THE PRIOR GRANT YEAR

Year One of SIG (2013-2014) showed inconsistent progress in the various metrics of school improvement.

90/90 attendance remained constant over the last two school years.

2011 - 12	91.5 %	95.3
2012 - 13	78.9%	93.4
2013-14	81.8%	93.4

Referral incidents were significantly lower than the previous two years. Climate in the building was calm and conducive to learning. Most teachers in the building demonstrated strong classroom management skills, and support staff in the building were strategically allocated to minimize distraction and keep students in the classroom.

School Year	# of Referrals	# of ISS	# of OSS	Number of Days Absent
2011-2012	70	0	0	0
2012-2013	139	0	0	0
2013-2014	6	0	0	0

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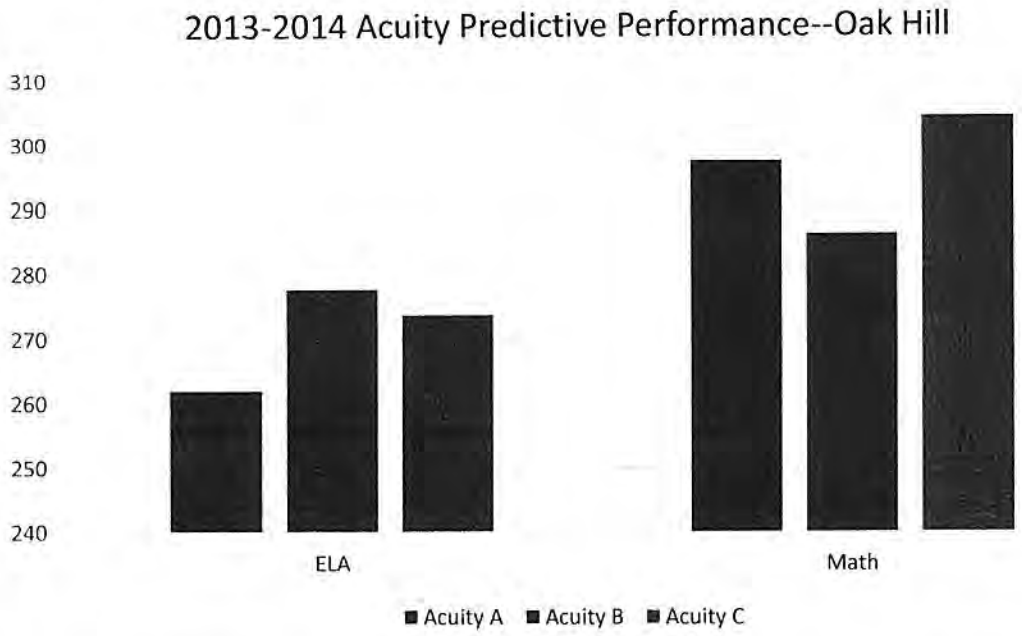
In terms of academic achievement, Oak Hill showed inconsistent performance on the MAP exam.

Grade Level	11-12 MAP MPI	12-13 MAP MPI	13-14 MAP Targets
English Language Arts			
3rd	241.4	240.7	264.8
4th	236.9	234.6	272.0
5th	257.8	251.9	277.1
Overall	232.4	248.5	273.4
Math			
3rd	229.3	253.1	2765
4th	228.1	236.3	261
5th	268.9	255.1	224
Overall	233.1	254.6	268

Acuity predictive data indicates a strong correlation to MAP performance.



Targeted students in grades 3 and 4th grade began receiving daily pull-out English language arts and mathematics tutoring through Catapult fellows in October and SIG Support staff. Students attended tutoring sessions 2-3 times per week. Students receiving tutoring on the district's benchmark assessment prior to the MAP test scored five percentage points more than those who did not receive mathematics tutoring. Catapult fellows integrated quickly into the culture of the school, and the scheduling of tutoring was done with minimal disruption to core instructional time. All of fellows are returning to Oak Hill this year, so they will continue to build on relationships from the prior school year to accelerate student growth in both English Language Arts and mathematics.

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SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Despite the challenges faced, there were some accomplishments in Priority Schools during 2013-2014. Superintendent's Zone staff was able to provide high-quality professional development targeted around specific school needs, including:

- Rigor and Depth of Knowledge (DOK) professional development
- Writing and implementing the SLPS Daily Lesson Plan model incorporating the 10 Non-Negotiable
- iPad training
- Assessments: formative & summative
- Using formative assessments and descriptive feedback to drive Instruction
- Instructional and assessment resources professional development: i.e. Acuity, Renaissance, & USA Test Prep

Oak Hill also increased the quality of data team meetings, using resources from Acuity and Renaissance to analyze student performance on interim assessments. Additionally with the introduction and implementation of the Superintendent's Zone daily lesson plan, the leadership team noted an increased quality in lesson plan design and implementation. Teachers were noticeably attempting to incorporate some of the lesson plan non-negotiables, such as student movement, including and asking higher order thinking questions throughout instruction.

SECTION VII.A—CHALLENGES

Oak Hill faced several challenges over the course of the year, one of which being that the student body is comprised of approximately 50% English Language Learners and students with language gaps. At Oak Hill, across grades, reading, writing, and literacy continue to be a challenge.

In relation to the ELL population, the staff at Oak Hill has not had training and professional development on how to meet the needs of the schools diverse population. Many teachers lacked the knowledge and training to provide high-quality guided reading and instruction in phonics, decoding, and fluency. Oak Hill will need to inundate their classrooms with high-interest, leveled texts and create school-wide incentives for increasing student achievement in these areas.

Literacy achievement continues to be a major challenge in all Priority Schools. Data indicates that Priority School students, grades 4-10 are, on average, at least two full grade levels behind in reading, and more than one full grade level behind in 3rd. With reading levels so far below grade level, the deficiencies spread to other subject areas. Research shows that students reading below grade level perform low in other subject areas because they cannot read grade level text in math, science, and social studies (Marzano, 2004).

SECTION VII.B—2014-2015 GRANT YEAR TIMELINE

Timeline of Interventions for the 2014-2015 school year			
Participants	Interventions/Activity	Implementation Start dates	Evaluation dates
Assistant Superintendent for Priority Schools & Instructional Learning Officers	Create monitoring and reporting structures to ensure compliance and implementation of the Transformation requirements	June 2014	2014-2015 school year
Superintendent's Zone Staff and Principals	Create inventory of community partners with relationships with each Priority school; seek new community partnerships to	June 2014	September 2014 December 2014 February 2015

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	address gaps in student services		May 2015
Principals Early Start Professional Development Academy	Professional development: guidelines, tools, and year-long timelines for regular classroom observations, feedback, PLCs, climate, culture, classroom management, and targeted professional development	July 2014	July 2014
Superintendent's Zone Staff and Principals	Superintendent's Zone Principal coaching and networking meetings	July 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff and Principals	Establish discipline, behavior, and consequences/reward system across the Priority Schools	August 2014	Monthly during the 2014-2015 school year
Building Instructional Leadership Teams	Professional development facilitated by Focus on Results; focus on leadership development and data teams	August 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff, Principals, and Instructional Staff; Early Start Professional Development Academy	Professional development: 1st days of school, classroom management, setting the tone for high expectations, planning, instruction, assessment, feedback, intervention, and technology integration	August 2014	August 2014 September 2014
Principals, ALL Staff, and students	Establish school wide goals for student achievement, attendance, behavior, and college readiness	August 2014	August 2014 September 2014
Principals, ALL Staff, and students at each school site	Principal Handbook and Culture camp	August 2014, First two days of school	
Students	Student Survey	August 2014 & May 2015	September 2014 & June 2015
Principals and Instructional staff	Comprehensive system for staff observations, feedback, and regular evaluation	August 2014	September 2014 through June 2015. Monthly
Instructional staff, Principals, and ILOs	Formative assessment data collection	August 2014	August 2014-May 2015, weekly
Instructional staff, Principals, and ILOs	Interim assessment data collection and review: i.e. Acuity, STAR, and Summative Assessments	August 2014	August 2014 October 2014 December 2014 February 2015 May 2015
ILOs	Visit school sites, identify and provide quantitative and qualitative feedback on strengths and areas for growth within and across Priority Schools. Progress monitoring of academic goals.	August 2014	2014-2015 School year; weekly
Principals and Priority School staff	Bi-Annual Data Review Sessions	October 2014 March 2015	November 2014 April 2015
Instructional staff, Principals, and ILOs	International Reading Association Annual Conference	July 2015	August 2015 & 2015-2016 school year

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SECTION VII.C—DISCUSSION OF 2014-2015

While any growth is a step in the right direction, Oak Hill's leadership team understands that student achievement must be accelerated this year. Several changes have been implemented to support an even stronger focus on fast-tracking student achievement.

Oak Hill will continue to focus on attendance, ensuring that students are consistently at school. The family/community specialist, school social worker, and school counselor will work as a team using daily parent contact, home visits, and student attendance incentives to ensure all parents are committed to daily attendance. SIG funding will be used to fund a full-time PBIS interventionist to continue building-wide efforts at improving behavior and school culture.

As part a laser-focus on literacy, a school wide reading incentive program will be rolled out in the fall, and independent reading blocks aligned to mini lessons will be built into all ELA classes based on best practice models using Daily 5 workshop structures. SIG will fund a paraprofessional who will serve as a teacher's aide focusing specifically on literacy support. Oak Hill will purchase supplemental math and ELA consumables for intervention blocks. Additional reading support for grades 3-5 students struggling with decoding and fluency will be provided by academic instructional coaches with reading certification, and teachers will get continual professional development on best practices in literacy, particularly guided reading, using extended professional learning hours funded by SIG and professional learning materials for shared text study. Outside professional consultants will be utilized as necessary to help tailor professional learning around literacy goals. This/these consultant(s) will be funded using SIG. Oak Hill will also send a team of teachers to the International Reading Association annual conference in St Louis in the spring to build their capacity around best practices in literacy, as well as a team of teachers to ACSD's Conference on Teaching Excellence in the spring. This will allow all ELA and math teachers to build their capacity to increase the quality of instruction using best practices.

Funding will be used to purchase supplemental literacy instructional materials. Reading A-Z and RAZ Kids are two extremely affordable digital subscriptions that can help quickly address these two gaps that significantly impact student achievement. Reading A-Z provides teachers with leveled books, guided reading plans, and center activities aligned to Missouri Learning Standards and the reading system already owned by the district (Reading Street). Additional benefits to the program include assessment capabilities including digitalized running records, ELL resources and support, and aligned tutoring packets for classroom volunteers and mentors. Supplemental reading materials, particularly for ELL students will be purchased with SIG funding, as well as high-low books for struggling readers, classroom sets of whole-class novels and nonfiction trade books, nonfiction periodicals like *Time for Kids* and *Scholastic News,* and boosting titles selections in classroom leveled libraries. Supplemental writing materials such as journals, publishing materials will also be purchased to facilitate the writing process. Funding will also include headphones for classrooms so students in classrooms with iPads can fully utilize audio tools for literacy programming. Oak Hill will also use SIG funding to purchase mobile iPad carts, Promethean Boards, and desktop printers for ELA/math classrooms to create additional opportunities for students and teachers to embed 21st century technology skills into core instruction. The teachers will utilize the mobile carts and interactive boards to integrate ELA and math core instruction to capture a students' level of learning by demonstrating content knowledge while demonstrating the growth and mastery in ELA and math. This multidimensional classroom will allow for tasks that scaffold a student's ability to demonstrate learning independently. Desktop printers will allow teachers to quickly and efficiently print differentiated supplementary materials for ELA and math.

Oak Hill's instructional leadership team, including the principal, AIC, instructional literacy coach, and the SIG instructional learning officer, have increased both support provided to teachers and progress monitoring of instructional initiatives. This will allow aligned feedback to teachers, quick course correction when outcomes are not desirable and ample support to build teacher capacity.

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	1					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			.5			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	1		.5			

SECTION V. - SCHOOLS TO BE SERVED

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

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Sumner High	292928002009	YES				X

Notes:

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

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

(COPY AS NEEDED)

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
SUMNER HIGH SCHOOL NEW PAGE	115-115-180

Budget Codes	Related Strategies and Activities
1100 Instruction	**Extended Day Program-** this program is an after school professional learning experience for all teachers. Each teacher will participate in 4 hours per week of professional learning. The focus will center on the district's transformation focus areas of effective instruction and use of data.
1100 Instruction *1003(g) SIG & Waiver*	**Math Specialist (1FTE, Teacher)** Support Math team in numeracy instruction. Deliver targeted small group instruction. FoR will be used to provide guided leadership to the leadership team on the effective use of data and instructional decisions. Additional trade books and supplemental reading material will be purchased and Promethean Boards and desktops to increase technology in Math and LEA classes. Several teachers will attend the IRA conference in St. Louis in 2014.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**Nurse (.5, School/Home Coordinator)** Provide health/wellness services to students.
2200 Professional Development	
2200 Professional Development *1003(g) SIG & Waiver*	**Focused Professional Development on:** literacy instruction, data analysis, student work analysis, and instructional strategies.
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	**Reflective model** that will increase the strategic use of student data to drive instruction. per DR 11-24
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	
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/DISTRICT/BUILDING NAME					COUNTY-DISTRICT-BUILDING CODE			
	SUMNER				115-115-180			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	1,698,493.74	66,419.19	782,609.29	0.00	0.00	0.00		**2,547,522.22**
1100 Instruction *1003(g) SIG/Waiver*	122,002.88	0.00	54,186.09	78,887.04	9,999.92	29,854.08		**294,930.01**
1200 Supplemental Instruction (Title I)	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2100 Non-Instructional Support Services	0 ~~169,851.72~~	0 ~~23,105.50~~	0 ~~85,840.37~~	0.00	0.00	0.00		0 ~~278,797.59~~ RDM 11-24
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	32,965.50	14,000.00	0.00	0.00	0.00		**46,965.50**
2200 Professional Development	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development *1003(a) & Waiver*	0.00	0.00	0.00	2,874.00	0.00	0.00		**2,874.00**
2600 Planning and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
Administrative Costs	80,271.22	26,551.01	45,676.76	500.00	8,957.30	0.00		**161,956.29**
Administrative Costs *1003(a) & Waiver*	38,540.70	0.00	17,220.30	22,140.41	4,100.08	0.00		**82,001.49**
Program Costs Subtotal(Not including *1003(g) SIG/Waiver*	1,698,493.74 1,868,345.46	66,419.19 89,524.69	782609.29 868,449.66	0.00	0.00	0.00		2,547,522.22 **2,826,319.81**
1003(g) SIG/Waiver Subtotal	122,002.88	32,965.50	68,186.09	81,761.04	9,999.92	29,854.08		**344,769.51**
Grand Total	~~2,109,160.26~~ 1,939,308.54	~~149,041.20~~ 125,935.70	~~999,532.81~~ 913,692.44	**104,401.45**	**23,057.30**	**29,854.08**		~~3,415,047.10~~ 3,136,249.51

SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)		
LEA/BUILDING NAME SUMNER	**COUNTY-DISTRICT-BUILDING CODE** 115-115-180	
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED	
6100: Certificated Salaries		
Math Specialist (1FTE)	$	61,006.88
Afterschool professional learning and planning for certified teachers (26 teachers x 92 hours @ 25.50/hour)	$	60,996.00
6100 Subtotal	$	122,002.88
6150: Non-Certificated Salaries		
Nurse (.5 FTE)	$	32,965.50
6150 Subtotal	$	32,965.50
6200: Employee Benefits (optional categories)		
FTE Blended Benefits	$	68,186.09
6200 Subtotal	$	68,186.09
6300: Purchased Services		
IRA Conference Attendance (6 teachers x$479 registration)	$	2,874.00
Other professional services Focus on Results	$	78,887.04
6300 Subtotal	$	81,761.04
6400: Materials/Supplies		
Supplemental classroom library materials (trade books, nonfiction periodicals)	$	9,999.92
6400 Subtotal	$	9,999.92
6500: Capital Outlay		
Promethean Board (2 @ 5,310.00) for ELA/Math classrooms	$	10,620.00
Desktop Computers with Monitors (30 @ 641.68) for ELA/Math classrooms	$	19,234.08
6500 Subtotal	$	29,854.08
6100-6500 Subtotal	$	344,769.51
Administration Costs (see LEA Administrative Costs Implementation Page)	$	82,001.49
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$	-
TOTAL	$	426,771.00

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SECTION VII—NARRATIVE

Sumner High School is located in the Ville neighborhood of North St Louis City and serves grades 9-12. It is one of three comprehensive high schools in SLPS. At the beginning of SY 2014-2015, Sumner enrolled 495 students. Of these students, 99.5% were students of color, 26.1% receive special education services, and 95.2% are eligible for free or reduced-priced lunch. Sumner High School is the oldest black high school west of the Mississippi and has a long and storied history in the Ville. Sumner has many proud graduates, and the alumni association is large, active, and vocal. Sumner's principal was replaced for this school year.

SECTION VII.A.—DISCUSSION OF THE PRIOR GRANT YEAR

During SY 2014-2015, attendance at Sumner was a significant issue. 90/90 attendance was unacceptably low.

School Year	Attendance Rate (90/90)	ADA
2013-14	51.7	86.2
2014-15		

School Year	End of Year (ADA)	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
2013 - 2014	91.3%	91.8	90.4	91.3	90.1	91.1	88.3	90.3	90.7	90.8	90.9

While discipline data indicated a clear change of culture from the prior year, early discipline data from the current school year indicates that last year's data may have been inaccurate or lasting cultural changes did not take place.

School Year	# of Referrals	# of ISS	# of OSS	Number of days absent
2012-2013	303	117	102	607
2013-2014	88	46	42	277
2014-2015	22			

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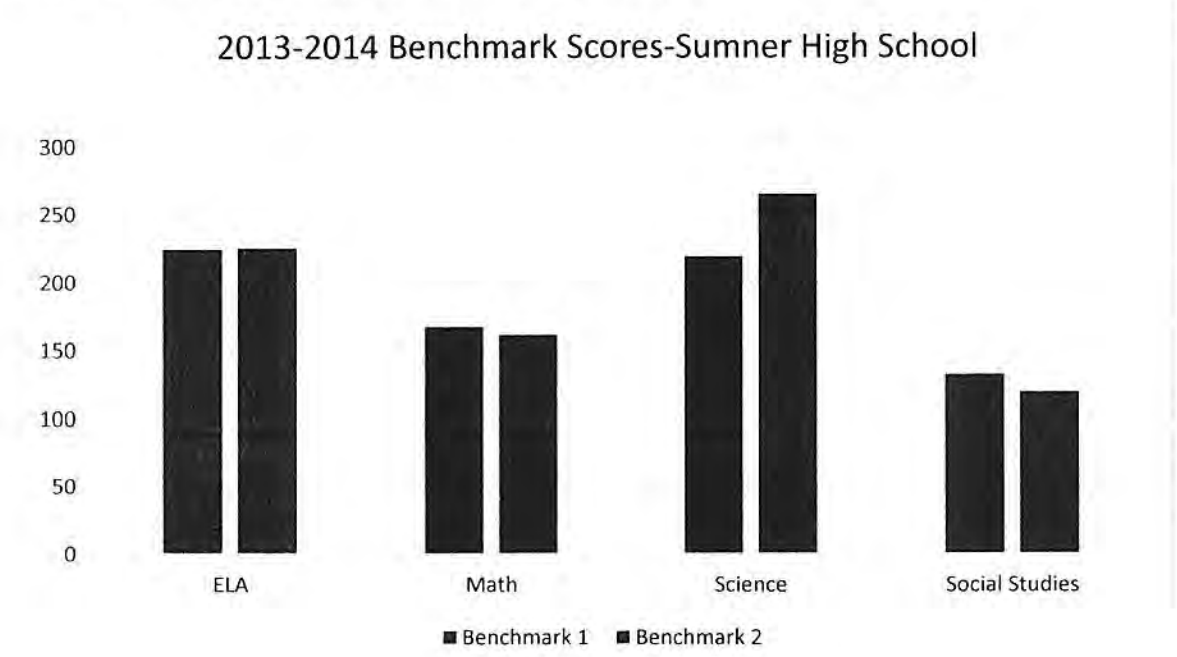
End of Course Exam Scores for 2013-2014 show some growth in ELA, but decline in all other areas.

Grade Level	2011-2012 EOC MPI	2012-2013 EOC MPI	2013-2014 EOC MPI	2013-2014 EOC MPI Targets
Communication Arts				
English I	N/A	228.1	247.2	250.9
English II	309.4	304.1	298.2	334.5
Totals	325.0	285.3	288.3	313.8
Math				
Algebra I	247	220	213.7	242
Geometry	N/A	N/A	N/A	200
Totals	267.3	255.6		281.2
Science				
Biology	256.2	262.1	237.8	288.3
Overall	269.5	277.5		305.3
Social Studies				
Am History	N/A	126	117.1	138.6
Am Government	234.4	184.8	174.6	N/A
Overall	238.5	146.6		161.3

Predictive Benchmark scores indicated little-to-no growth over the course of the year, with the exception of Science, where clear growth was demonstrated.



SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Despite the challenges faced, there were some accomplishments in Priority Schools during 2013-2014. Superintendent's Zone staff were able to provide high-quality professional development targeted around specific school needs, including:

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- High school literacy workshop to address literacy achievement gaps for struggling secondary readers
- Graphing calculator training
- Rigor and Depth of Knowledge (DOK) professional development
- Writing and implementing the SLPS Daily Lesson Plan model incorporating the 10 Non-Negotiables
- iPad training
- Guided reading instruction and centers design.
- Assessments: formative & summative
- Using formative assessments and descriptive feedback to drive Instruction
- Instructional and assessment resources professional development: i.e. Acuity, Renaissance, & USA Test Prep

Sumner was able to lessen the technology gap with a new computer lab for students as well as a large quantity of graphing calculators for math students. However, technology implementation was inconsistent, and many classrooms lacked basic classroom technology and/or Promethean or SMART boards.

All freshman, as well as select sophomores, received daily tutoring in math and ELA from Catapult tutors. Tutoring did not produce any measurable gains in student achievement.

SECTION VII.A—CHALLENGES

Sumner faced several challenges over the course of the year. The previous principal left just a few weeks before the beginning of the school year. Scheduling was not done before her departure, so the school year started disruptively. Some teachers quit after just a few weeks of school. An assistant principal was reassigned as interim principal. The school also had a new AIC who was new to both the district and to secondary curriculum. Early in the school year, two students were killed in a gang-related shooting, which significantly disrupted movement towards positive school culture. The freshman class, in particular, faced significant challenges in behavior and achievement. By the end of the year, student behavior and classroom management were still significantly impacting the learning environment.

STAR Reading data indicates that the freshman class entered Sumner, on average, reading at the 5th grade level. ELA teachers did not have literacy instruction skills appropriate to tackling this skill gap, nor did the school have an adequate amount of books available for students to read material matching their instructional level. This reading skill gap impacted instruction across disciplines. Large class sizes coupled with high SPED incidence also hindered student achievement.

Catapult Tutoring may have proved more harmful than good. Students did not want to attend tutoring and were pulled out of double dose classes designed to remediate their skill gaps. Battles on attendance were disruptive to the regular classroom environment and teachers struggled to plan around erratic pull-outs and inconsistent attendance. Tutoring produced no measurable gains. Midway through the year, push-in tutors were allocated to support in classrooms, but this was also problematic as there was no buy-in from classroom teachers and the quality of the push-in tutors was wildly inconsistent.

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SECTION VII.B—2014-2015 GRANT YEAR TIMELINE

Timeline of Interventions for the 2014-2015 school year			
Participants	Interventions/Activity	Implementation Start dates	Evaluation dates
Assistant Superintendent for Priority Schools & Instructional Learning Officers	Create monitoring and reporting structures to ensure compliance and implementation of the Transformation requirements	June 2014	2014-2015 school year
Superintendent's Zone Staff and Principals	Create inventory of community partners with relationships with each Priority school; seek new community partnerships to address gaps in student services	June 2014	September 2014 December 2014 February 2015 May 2015
Superintendent's Zone Staff and Principals	Introduction to the Superintendent's Zone Literacy Initiative	June 2014	Monthly during the 2014-2015 school year
Principals Early Start Professional Development Academy	Professional development: guidelines, tools, and year-long timelines for regular classroom observations, feedback, PLCs, climate, culture, classroom management, and targeted professional development	July 2014	July 2014
Superintendent's Zone Staff and Principals	Superintendent's Zone Principal coaching and networking meetings	July 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff and Principals	Establish discipline, behavior, and consequences/reward system across the Priority Schools	August 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff, Principals, and Instructional Staff; Early Start Professional Development Academy	Professional development: 1st days of school, classroom management, setting the tone for high expectations, planning, instruction, assessment, feedback, intervention, and technology integration	August 2014	August 2014 September 2014
Superintendent's Zone Staff, Principals, and Instructional Staff	Introduction to and professional development regarding the Superintendent's Zone Literacy Initiative	August 2014	Monthly during the 2014-2015 school year
Principals, ALL Staff, and students	Establish school wide goals for student achievement, attendance, behavior, and college readiness	August 2014	August 2014 September 2014
Principals, ALL Staff, and students at each school site	Principal Handbook and Culture camp	August 2014, First two days of school	

Students	Student Survey	August 2014 & May 2015	September 2014 & June 2015
Principals and Instructional staff	Comprehensive system for staff observations, feedback, and regular evaluation	August 2014	September 2014 through June 2015. Monthly
Instructional staff, Principals, and ILOs	Formative assessment data collection	August 2014	August 2014-May 2015, weekly
Instructional staff, Principals, and ILOs	Interim assessment data collection and review: i.e. Acuity, STAR, and Summative Assessments	August 2014	August 2014 October 2014 December 2014 February 2015 May 2015
ILOs	Visit school sites, identify and provide quantitative and qualitative feedback on strengths and areas for growth within and across Priority Schools. Progress monitoring of academic goals.	August 2014	2014-2015 School year; weekly
Principals and Priority School staff	Bi-Annual Data Review Sessions	October 2014 March 2015	November 2014 April 2015
Instructional staff, Principals, and ILOs	International Reading Association Annual Conference	July 2015	August 2015 & 2015-2016 school year

SECTION VII.C—DISCUSSION OF 2014-2015

The District hired a new principal to take over Sumner for the current school year, as well as a new AIC. Many staff returned from the prior school year, and Teach For America placed two teachers in the building, ending a years-long ban on placements at Sumner. Sumner will use SIG funding to hire two essential staff members: a full-time nurse to address student health issues and a math specialist to increase student achievement through specialized teacher coaching and instructional development.

The instructional leadership team has implemented an ambitious, tiered teacher feedback system to increase the amount of support teachers get and provide targeted support to teachers who are struggling. Teachers will be required to submit all lesson plans to the instructional leadership team for review. Instructional staff at Sumner will receive four extra hours of professional learning time each week, funded through SIG. During this time, departments will meet for PLCs and data teams, analyzing interim data provided by STAR and Benchmark tests, as well as collaboratively planning and reflecting on effectiveness of implemented lesson plans. Sumner will also use SIG funding to purchase desktop computers and Promethean Boards for ELA/math classrooms. The teachers will utilize the desktop computers and interactive boards to integrate ELA and math core instruction to capture a student's level of learning by demonstrating content knowledge while demonstrating the growth and mastery in the ELA/math contents. This multidimensional classroom will allow for tasks that scaffold a student's ability to persevere over an extended period while demonstrating learning independently.

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Sumner will also use SIG funding to implement consulting and coaching through Focus on Results, a national consulting group that aids school districts and buildings in turning around schools. This funding will pay for consultancy on building leadership capacity and facilitating data teams.

While Catapult tutoring was discontinued at Sumner, a new tutoring program will be implemented through the Dreams program. Students in tested grades will continue to get Double Dose classes in math and ELA to remediate skill gaps, and proficient and advanced students will participate in the AVID program to support their college-readiness.

The District will partner with each Priority School on the following interventions: develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals; recruit, attract, develop and retain highly qualified staff to carry out the District's mission, goal and objectives; provide and maintain appropriate instructional resources, support services and functional and safe facilities; promote, facilitate and enhance parent, student and community involvement; and govern the schools in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of each school.

In the 2013- 2014 school year, SLPS created a new "tiered" system of organizing schools taking into account each school's level of student performance, directly tied to the priority level of accountability and support. The eight Priority Schools will receive tiered support under the Superintendent's Zone. All eight Priority Schools in the Superintendent's Zone are designated as needing "Very High" support. This system of differentiated support of resources will continue to be implemented in 2014-2015 school year with fidelity. Below is an overview of how SLPS resources will be leveraged for the eight Priority Schools based on the tiered system of school support.

Tier	**# of Priority Schools**	**Priority for Support**	**Accountability for implementing SLPs Transformation Plan Strategies**	**Examples of Support from Central Office**
Superintendent's Zone	8	Very High	**VERY HIGH:** ***Clear*** expectations for evidence of SLPS Transformation Plan goals/objectives ***Tight*** fidelity of implementing strategies: and ***Rapid*** timeline for implementation	Customized and intensive assistance including increased student supports, targeted professional development, high-dosage tutoring and extended time for teacher practice and planning

The Superintendent's Zone will be a lean district support system that builds school leader capacity in instructional leadership while giving them direct access to the superintendent. The superintendent's extra attention to the needs of these schools will make sure a "rapid response" process can quickly remove obstacles and address implementation challenges. The new central office reporting structure

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will provide targeted assistance and accountability through the following core functions: 1) intensive instructional coaching and support; 2) overseeing key programs; 3) removing obstacles; and 4) ongoing progress, monitoring.

The district will continue to monitor the implementation of the key turnaround strategies to support student improvement by tracking a range of data at the classroom and school levels to provide real time feedback. Monitoring activities will include: ongoing school data collection and analysis, site visit process with data analysis and minimally bi-weekly data review sessions, one session with the state leadership team, and the second session with the Assistant Superintendent for Priority Schools. These sessions will focus on two areas: school and classroom level data, and district and school level interventions.

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	3					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	3					

SECTION V. - SCHOOLS TO BE SERVED

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

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Roosevelt High	292928001994	YES				X

Notes:

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

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

(COPY AS NEEDED)

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
ROOSEVELT NEW PAGE	115-115-168

Budget Codes	Related Strategies and Activities
1100 Instruction	**Extended Day Program-** this program is an after school professional learning experience for all teachers. Each teacher will participate in 4 hours per week of professional learning. The focus will center around the district's transformation focus areas of effective instruction and use of data.
1100 Instruction *1003(g) SIG & Waiver*	**Supplemental English Language Arts Teacher (1FTE, Teacher)** Provide direct instruction to students and reduce current class sizes **Reading Specialist (1FTE, Teacher)** Support mathematics team in curriculum and instruction design and implementation. Deliver targeted small group instruction **Grad Coach (1FTE, Teacher)** Coordinate transition for incoming 9th grade students, develop and implement individual student strategies for graduation, and career plan. **FoR** will provide contracted Leadership training for the school's leadership team around the use of data and effective PLC's. Several teachers will attend the IRA conference in St. Louis in 2014.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	
2200 Professional Development	
2200 Professional Development *1003(g) SIG & Waiver*	**Focused Professional Development on:** literacy instruction, data analysis, student work analysis, and instructional strategies through outside contractors, conference attendance, and shared professional study.
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	**Reflective model** that will increase the strategic use of student data to drive instruction. per DR 11-24
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	
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/DISTRICT/BUILDING NAME					COUNTY-DISTRICT-BUILDING CODE			
	ROOSEVELT				115-115-168			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	2,504,452.25	174,059.95	1,212,066.34	0.00	0.00	0.00		**3,890,578.53**
1100 Instruction *1003(g) SIG/Waiver*	203,981.70	0.00	89,751.95	35,000.00	10,631.38	0.00		**339,365.03**
1200 Supplemental Instruction (Title I)	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2100 Non-Instructional Support Services	0 ~~249,754.66~~	0.00	0 ~~100,976.89~~	0.00	0.00	0.00		0 ~~350,731.54~~ per OR 11-24
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development *1003(a) & Waiver*	0.00	0.00	0.00	2,874.00	0.00	0.00		**2,874.00**
2600 Planning and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
Administrative Costs	80,271.22	26,551.01	45,676.76	500.00	8,957.30	0.00		**161,956.29**
Administrative Costs *1003(a) & Waiver*	38,540.70	0.00	17,220.30	22,140.41	4,100.08	0.00		**82,001.49**
Program Costs Subtotal(Not including *1003(g) SIG/Waiver*	2,495,452.24 ~~2,754,206.90~~	174,059.95	1,212,066.34 ~~1,313,043.22~~	0.00	0.00	0.00		3,890,578.54 ~~4,241,310.08~~
1003(g) SIG/Waiver Subtotal	203,981.70	0.00	89,751.95	37,874.00	10,631.38	0.00		**342,239.03**
Grand Total	~~3,077,000.52~~ 2,827,245.86	**200,610.96**	~~1,465,692.23~~ 1,314,715.34	**60,514.41**	**23,688.76**	**0.00**		~~4,827,506.88~~ 4,476,775.34

SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)		
LEA/BUILDING NAME ROOSEVELT		**COUNTY-DISTRICT-BUILDING CODE** 115-115-168
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
Supplemental Comm Arts teacher (1 FTE)	$	38,250.00
Reading Specialist (1 FTE)	$	76,875.70
Grad Coach (1 FTE)	$	35,000.00
Afterschool professional learning and planning for certified teachers (33 teachers x 64 hours x $25.50/hour	$	53,856.00
6100 Subtotal	$	203,981.70
6150: Non-Certificated Salaries		
6150 Subtotal	$	-
6200: Employee Benefits (optional categories)		
FTE Blended Benefits	$	89,751.95
6200 Subtotal	$	89,751.95
6300: Purchased Services		
Other professional services (Focus on Results)	$	35,000.00
IRA Conference Attendance (6 teachers x$479 registration)	$	2,874.00
6300 Subtotal	$	37,874.00
6400: Materials/Supplies		
Supplemental ELA classroom libraries	$	8,631.38
Professional Texts for Shared Study	$	2,000.00
6400 Subtotal	$	10,631.38
6500: Capital Outlay		
6500 Subtotal	$	-
6100-6500 Subtotal	$	342,239.03
Administration Costs (see LEA Administrative Costs Implementation Page)	$	82,001.49
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$	-
TOTAL	$	424,240.52

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SECTION VII—NARRATIVE

Roosevelt High School is located in the Tower Grove East neighborhood of South St Louis City and serves grades 9-12. It is one of three comprehensive high schools in SLPS. At the beginning of SY 2014-2015, Sumner enrolled 569 students. Of these students, 86% were students of color, 24% receive special education services, 94.4% are eligible for free or reduced-priced lunch, and 8% are English language learners.

SECTION VII.A.—DISCUSSION OF THE PRIOR GRANT YEAR

During SY 2013-2014, attendance at Roosevelt was stable and strength for the building.

School Year	Current Attendance Rate (90/90)	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
2013 – 2014	92.2%	91.8	91.2	91.0	90.8	92.2	87.4	92.0	89.9	91.5	92.6

End of Course exam MPI for 2013-2014 show solid growth in ELA and social studies, but decline in math and science

Grade Level	2011-2012 EOC MPI	2012-2013 EOC MPI	2013-2014 EOC MPI	2013-2014 EOC MPI Targets
Communication Arts				
English I	191.3	219.9		235.3
English II	228.2	244.9		269.4
Totals	278.4	244.4	301.4	268.8
Math				
Algebra I	204.3	206.7		227.4
Geometry	N/A	N/A		239.7
Totals	282.8	260.7	246.9	286.8
Science				
Biology	231	265.9		292.5
Overall	229.2	271	236	298.1
Social Studies				
Am History	N/A	161.3		177.4
Am Government	179.9	177.3		195
Overall	211.8	144.3	200.7	158.7

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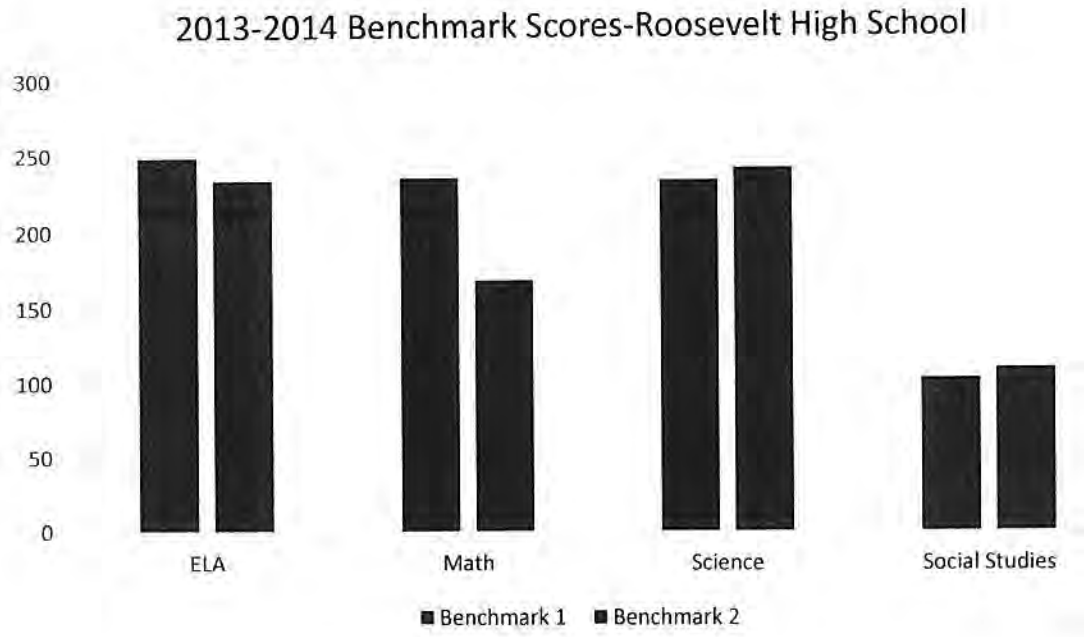
Predictive Benchmark scores indicated declines in ELA and math, and nominal increases in science and social studies.



SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Despite challenges faced, there were some accomplishments in Priority Schools during 2013-2014. Superintendent's Zone staff were able to provide high-quality professional development targeted around specific school needs, including:

- High school literacy workshop to address literacy achievement gaps for struggling secondary readers
- Graphing calculator training
- Rigor and Depth of Knowledge (DOK) professional development
- Writing and implementing the SLPS Daily Lesson Plan model incorporating the 10 Non-Negotiables
- iPad training
- Guided reading instruction and centers design.
- Assessments: formative & summative
- Using formative assessments and descriptive feedback to drive Instruction
- Instructional and assessment resources professional development: i.e. Acuity, Renaissance, & USA Test Prep

SECTION VII.A—CHALLENGES

Roosevelt faced several challenges over Year One of the grant. Staff morale was low over the course of the year due to a variety of reasons, which lead to significant staff turnover for 2014-2015. Many staff members had a lower instructional skill set, which led to an inability to remediate students who were significantly behind as well as differentiate grade-level content to meet the needs of a wide variety of students. Much of classroom instruction lacked rigor and relevance.

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Additionally, Roosevelt is one of three comprehensive high schools in SLPS that offer full-spectrum special education services. Low skills sets meant many teachers struggled to meet the unique needs of special learners. Increasing the effectiveness of teachers of special learners, particularly in accessing grade-level content, could have a significant positive impact on building-wide student achievement.

STAR Reading data indicates that the freshman class entered Roosevelt, on average, reading at the 6th grade level. ELA teachers did not have literacy instruction skills appropriate to tackling this skill gap, nor did the school have an adequate amount of books available for students to read material matching their instructional level. This reading skill gap impacted instruction across disciplines.

Catapult Tutoring may have proved more harmful than good. Students did not want to attend tutoring because of the stigma associated with lower achievement and were pulled out of double dose classes designed to remediate their skill gaps. Battles on attendance were disruptive to the regular classroom environment and teachers struggled to plan around erratic pull-outs and inconsistent attendance. Catapult tutoring produced no measurable gains at Roosevelt.

SECTION VII.B—2014-2015 GRANT YEAR TIMELINE

Timeline of Interventions for the 2014-2015 school year			
Participants	Interventions/Activity	Implementation Start dates	Evaluation dates
Assistant Superintendent for Priority Schools & Instructional Learning Officers	Create monitoring and reporting structures to ensure compliance and implementation of the Transformation requirements	June 2014	2014-2015 school year
Superintendent's Zone Staff and Principals	Create inventory of community partners with relationships with each Priority school; seek new community partnerships to address gaps in student services	June 2014	September 2014 December 2014 February 2015 May 2015
Principals Early Start Professional Development Academy	Professional development: guidelines, tools, and year-long timelines for regular classroom observations, feedback, PLCs, climate, culture, classroom management, and targeted professional development	July 2014	July 2014
Superintendent's Zone Staff and Principals	Superintendent's Zone Principal coaching and networking meetings	July 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff and Principals	Establish discipline, behavior, and consequences/reward system across the Priority Schools	August 2014	Monthly during the 2014-2015 school year
Building Instructional Leadership Teams	Professional development facilitated by Focus on Results; focus on leadership development and data teams	August 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff, Principals, and	Professional development: 1st days of school, classroom management,	August 2014	August 2014 September 2014

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Instructional Staff; SIG Behavior Interventionist; Early Start Professional Development Academy	setting the tone for high expectations, planning, instruction, assessment, feedback, intervention, and technology integration		
Principals, ALL Staff, and students	Establish school wide goals for student achievement, attendance, behavior, and college readiness	August 2014	August 2014 September 2014
Principals, ALL Staff, and students at each school site	Principal Handbook and Culture camp	August 2014, First two days of school	
Students	Student Survey	August 2014 & May 2015	September 2014 & June 2015
Principals and Instructional staff	Comprehensive system for staff observations, feedback, and regular evaluation	August 2014	September 2014 through June 2015. Monthly
Instructional staff, Principals, and ILOs	Formative assessment data collection	August 2014	August 2014- May 2015, weekly
Instructional staff, Principals, and ILOs	Interim assessment data collection and review: i.e. Acuity, STAR, and Summative Assessments	August 2014	August 2014 October 2014 December 2014 February 2015 May 2015
ILOs	Visit school sites, identify and provide quantitative and qualitative feedback on strengths and areas for growth within and across Priority Schools. Progress monitoring of academic goals.	August 2014	2014-2015 School year; weekly
Principals and Priority School staff	Bi-Annual Data Review Sessions	October 2014 March 2015	November 2014 April 2015
Instructional staff, Principals, and ILOs	International Reading Association Annual Conference	July 2015	August 2015 & 2015-2016 school year

SECTION VII.C—DISCUSSION OF 2014-2015

Roosevelt staff will receive four additional hours each week devoted to structured professional learning. Initial topics include norms and functions of PLCs, data reviews, SMART goals, and re-teaching plans. The instructional leadership team has established a building-wide focus on literacy and writing skills, incorporating professional development on instruction in these areas across all subjects and grades. This is in conjunction with literacy coaching and progress monitoring provided by the District

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Building leadership has established an attendance team focused on increasing student attendance. This will work in conjunction with participation in the Home Works teacher home visit program, which facilitates teams of two building staff members to visit the homes of all students multiple times over the course of this year. Participation in this program aims to increase attendance, behavior, and academic achievement. This program has been successfully implemented in several other SLPS schools with positive results.

Roosevelt will use SIG monies to fund several positions: a supplemental ELA teacher to ensure smaller class sizes; a reading specialist to assist teachers and students will closing the literacy gap and incorporating literacy skills in all classrooms; and a grad coach to monitor and facilitate higher graduation rates. Roosevelt will also use SIG funding to implement consulting and coaching through Focus on Results, a national consulting group that aids school districts and buildings in turning around schools. This funding will pay for consultancy on building leadership capacity and facilitating data teams. SIG funding will also pay for a team of teachers to attend the International Reading Association annual conference in 2015, which will be held in St Louis. Finally, SIG monies will purchase professional texts for shared study to support PLC work.

The District will partner with each Priority School on the following interventions: develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals; recruit, attract, develop and retain highly qualified staff to carry out the District's mission, goal and objectives; provide and maintain appropriate instructional resources, support services and functional and safe facilities; promote, facilitate and enhance parent, student and community involvement; and govern the schools in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of each school.

In the 2013- 2014 school year, SLPS created a new "tiered" system of organizing schools taking into account each school's level of student performance, directly tied to the priority level of accountability and support. The eight Priority Schools will receive tiered support under the Superintendent's Zone. All eight Priority Schools in the Superintendent's Zone are designated as needing "Very High" support. This system of differentiated support of resources will continue to be implemented in 2014-2015 school year with fidelity. Below is an overview of how SLPS resources will be leveraged for the eight Priority Schools based on the tiered system of school support.

Tier	**# of Priority Schools**	**Priority for Support**	**Accountability for implementing SLPs Transformation Plan Strategies**	**Examples of Support from Central Office**
Superintendent's Zone	8	Very High	**VERY HIGH:** ***Clear*** expectations for evidence of SLPS Transformation Plan goals/objectives ***Tight*** fidelity of implementing strategies: and	Customized and intensive assistance including increased student supports, targeted professional development, high-dosage tutoring and extended time for teacher practice and planning

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			Rapid timeline for implementation	

The Superintendent's Zone will be a lean district support system that builds school leader capacity in instructional leadership while giving them direct access to the superintendent. The superintendent's extra attention to the needs of these schools will make sure a "rapid response" process can quickly remove obstacles and address implementation challenges. The new central office reporting structure will provide targeted assistance and accountability through the following core functions: 1) intensive instructional coaching and support; 2) overseeing key programs; 3) removing obstacles; and 4) ongoing progress, monitoring.

The district will continue to monitor the implementation of the key turnaround strategies of the Transformation Plan to support student improvement by tracking a range of data at the classroom and school levels to provide real time feedback. Monitoring activities will include: ongoing school data collection and analysis, site visit process with data analysis and minimally bi-weekly data review sessions, one session with the state leadership team, and the second session with the Assistant Superintendent for Priority Schools. These sessions will focus on two areas: school and classroom level data, and district and school level interventions.

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction		1				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			.5			
Language Translator						
Guidance Counselor						
Transition Case Manager					.7	
Turnaround Officer						
TOTAL		1	.5		.7	

SECTION V. - SCHOOLS TO BE SERVED

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

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Yeatman Middle School	292928002878	YES				X

Notes:

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

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

(COPY AS NEEDED)

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
YEATMAN NEW PAGE	115-115-377

Budget Codes	Related Strategies and Activities
1100 Instruction	**Extended Day Program-** this program is an after school professional learning experience for all teachers. Each teacher will participate in 4 hours per week of professional learning. The focus will center on the district's transformation focus areas of effective instruction and use of data.
1100 Instruction *1003(g) SIG & Waiver*	Contracted with FoR to provide leadership training for the leadership team around using data to make instructional decisions and becoming an effective PLC. Shared books will be purchased for PLC's and site licenses for USA Prep. Promethean Board, iPads and cart, laptops and carts will be purchased for Math and ELA classes. 6 Yeatman teachers will attend the IRA conference in St. Louis in 2014.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**PBIS Interventionist (1FTE, Para)** Will work with students individually to set and monitor behavior goals. **Social Worker (.7FTE, Transition Case Manager)** Will support families and work with students in families and individually as part of character education and RTI. **Nurse (.5, School/Home Coordinator)** Provide health/wellness services to students.
2200 Professional Development	
2200 Professional Development *1003(g) SIG & Waiver*	**Focused Professional Development on:** literacy instruction, data analysis, student work analysis, and instructional strategies through outside consultants, conference attendance, and shared professional study.
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	~~**Reflective model**~~ that will increase the strategic use of student data to drive instruction. per DR 11-24
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	
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/DISTRICT/BUILDING NAME					COUNTY-DISTRICT-BUILDING CODE			
YEATMAN					115-115-352			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	1,165,635.85	22,139.73	535,952.29	0.00	0.00	0.00		**1,723,727.87**
1100 Instruction *1003(g) SIG/Waiver*	45,696.00	0.00	4,410.00	81,583.07	3,648.19	63,222.49		**198,559.75**
1200 Supplemental Instruction (Title I)	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2100 Non-Instructional Support Services	0 ~~-94,097.27~~	0.00	0 ~~-37,983.40~~	0.00	0.00	0.00		0 ~~-132,080.67~~ per DR 11-24
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	82,770.50	52,115.26	0.00	0.00	0.00		**134,885.76**
2200 Professional Development	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development *1003(a) & Waiver*	0.00	0.00	0.00	2,874.00	0.00	0.00		**2,874.00**
2600 Planning and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
Administrative Costs	80,271.22	26,551.01	45,676.76	500.00	8,957.30	0.00		**161,956.29**
Administrative Costs *1003(a) & Waiver*	38,540.70	0.00	17,220.30	22,140.41	4,100.08	0.00		**82,001.49**
Program Costs Subtotal(Not including *1003(g) SIG/Waiver*	1,165,635.85 ~~1,259,733.12~~	22,139.73	535,952.29 ~~573,935.69~~	0.00	0.00	0.00		1,723,727.87 ~~1,855,808.54~~
1003(g) SIG/Waiver Subtotal	45,696.00	82,770.50	56,525.26	84,457.07	3,648.19	63,222.49		**336,319.51**
Grand Total	1,320,143.77 ~~1,424,241.04~~	**131,461.24**	**693,358.01** ~~655,374.41~~	**107,097.48**	**16,705.57**	**63,222.49**		2,304,005.16 ~~2,436,085.83~~

SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)	
LEA/BUILDING NAME YEATMAN	**COUNTY-DISTRICT-BUILDING CODE** 115-115-377
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries Afterschool professional learning and planning for certified teachers (28 teachers @ 64 hours x25.50/hour)	$ 45,696.00
6100 Subtotal	$ 45,696.00
6150: Non-Certificated Salaries PBIS Interventionist (1 FTE) Nurse (.5 FTE) Social Worker (.7 FTE)	 $ 31,269.00 $ 24,537.50 $ 26,964.00
6150 Subtotal	$ 82,770.50
6200: Employee Benefits (optional categories) FTE Blended Benefits	 $ 56,525.26
6200 Subtotal	$ 56,525.26
6300: Purchased Services IRA Conference Attendance (6 teachers x$479 registration) Other professional learning, Focus on Results	 $ 2,874.00 $ 81,583.07
6300 Subtotal	$ 84,457.07
6400: Materials/Supplies Professional Shared Study books USA Test Prep Site Licenses	 $ 1,806.50 $ 1,841.69
6400 Subtotal	$ 3,648.19
6500: Capital Outlay Promethean Board (1 @ 5,310.00) for Math classroom **iPads w/cases** (30 @ 488.00 each) **& cart** (1 @ 1499.00) $16,139.00 for ELA/Math classrooms, **Desktop Printers** (3@178.00) **cartridges** (3@170.97) for $1,046.91 and **Laptops** (60@ 630.61 each) and **carts** (2@1444.99) $40,726.58 for ELA/Math classrooms	 $ 5,310.00 $ 57,912.49
6500 Subtotal	$ 63,222.49
6100-6500 Subtotal	$ 336,319.51
Administration Costs (see LEA Administrative Costs Implementation Page)	$ 82,001.49
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$ -
TOTAL	$ 418,321.00

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SECTION VII—NARRATIVE

Yeatman/Liddell Preparatory School is a middle school located in North St Louis City and serves students in grades 6th -8th grades. At the beginning of SY 2014-2015, 347 students were enrolled; however the current enrollment is 354. Of these students, 100% are African American, 25% receive special education services, and 100% are eligible for free or reduced-priced lunch. This is the principals second year at Yeatman/Liddell Preparatory School and had previous experience as an administrator in Saint Louis Public Schools.

Year One of SIG (2013-2014) showed marginal progress in the various metrics of school improvement.

90/90 attendance showed marginal progress over the course of the year, although ADA was slightly higher than the previous two years.

School Year	Attendance Rate (90/90)	ADA
2011 - 12	**66.5 %**	**88%**
2012 - 13	59.2%	87.7%
2013 – 14	**67.1 %**	**91.1%**

Referral incidents were significantly lower than previous years. Climate in the building fluctuated at times it was calm and conducive to learning and others the building was on lock down and no student movement was allowed. This current school year is off to a much better start than the beginning of last year.

School Year	# of Referrals	# of ISS	# of OSS	Number of Days absent
2011-2012	**730**	**165**	**450**	**1711**
2012-2013	773	113	627	2400
2013-2014	**547**	**235**	**218**	**483**
2014-2015	0	0	0	0

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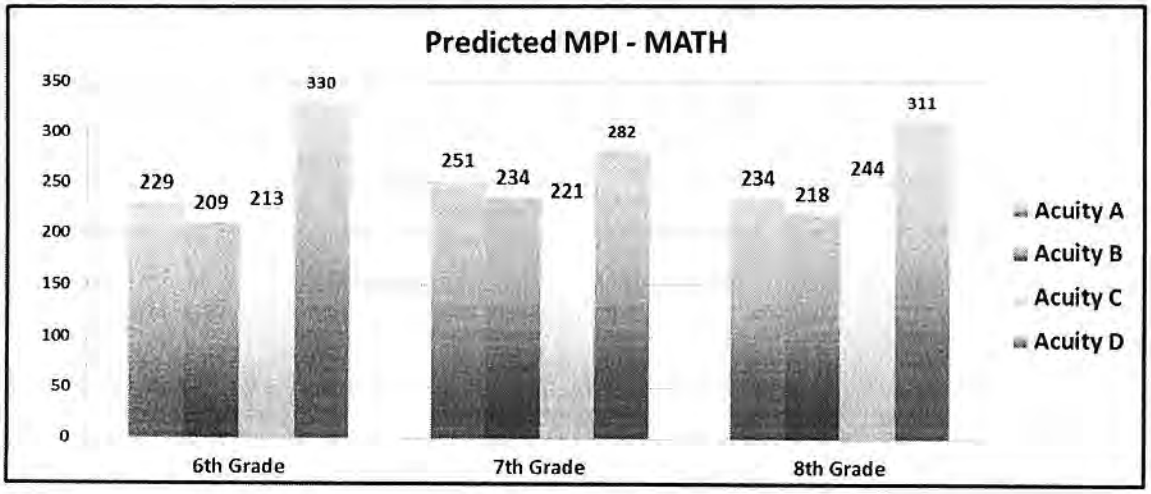
In terms of academic achievement, across all content areas student performance increased on the MAP exam.

Grade Level	11-12 MAP MPI	12-13 MAP MPI	13-14 MAP MPI	13-14 MAP Targets
English Language Arts				
6th	191.3	213.9	253.3	300
7th	228.2	244.9	269.4	300
8th	276.9	266.3	292.9	300
Overall	239.9	251.1	276.2	300
Math				
6th	204.3	206.7	227.4	300
7th	205.5	217.9	239.7	300
8th	211.6	181.1	199.2	300
Overall	209	198.1	208.2	300

Acuity predictive data confirms MAP performance.



Targeted students in grades 6-8 began receiving daily pullout math tutoring through Blueprint fellows in October. Student's response to tutoring was mixed; some enjoyed the small group settings while others felt as if it identified them as the lower functioning students. The tutoring at Yeatman/Liddell proved to be ineffective according to data submitted by Blueprint there was a 7% decrease on student test scores from the pre and post assessments.

SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Despite the challenges faced, there were some accomplishments in Priority Schools during 2013-2014. Superintendent's Zone staff were able to provide high-quality professional development targeted around specific school needs, including:

- Rigor and Depth of Knowledge (DOK) professional development
- Writing and implementing the SLPS Daily Lesson Plan model incorporating the 10 Non-Negotiables

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- IPad training
- Calculator training
- Assessments: formative & summative
- Using formative assessments and descriptive feedback to drive Instruction
- Instructional and assessment resources professional development: i.e. Acuity, Renaissance, & USA Test Prep

Yeatman also increased the quality of data team meetings, using resources from Acuity, Renaissance, and USA Test Prep to analyze student performance on interim formative assessments. Both summative and formative common assessments were developed and administered with the idea that this information would guide instruction. Data and content was shared with the Blueprint fellows with the idea that the fellows would tailor tutoring time to skill and content gaps of the individual students.

SECTION VII.A—CHALLENGES

Yeatman/Liddell Preparatory School faced many challenges over the course of the year. Attendance was a major issue, with both students and staff. At times there would be upwards of 8 teachers absent on any given day, with no substitutes. Some teachers had as many as 30 absences. Discipline and classroom management was a significant issue for most teachers. Teacher motivation to foster a culture of learning and eliminate disruptive behavior was minimal. Many times the teaching staff exacerbated the disruptive behaviors.

Despite of a student population over 400 there was no assistant principal at Yeatman/Liddell Middle School, causing the full responsibilities of discipline and instruction placed on the principal.

Lack of highly qualified staff was and continues to be a challenge at Yeatman/Liddell. The 8th grade science teacher quit at the beginning of the school year; a social studies teacher was removed for disciplinary reasons, and the 7th grade communication arts class had ineffective substitutes for the majority of the school year. Yeatman is beginning this school year again with a shortage of highly qualified staff.

Literacy achievement continues to be a major challenge in all Priority Schools. Data indicates that Priority School students, grades 4-10 are, on average, at least two full grade levels behind in reading. With reading levels so far below grade level, the deficiencies spread to other subject areas. Research shows that students reading below grade level perform low in other subject areas because they cannot read grade level text in math, science, and social studies (Marzano, 2004).

Lack of resources for all content areas was/is a major issue; including but not limited to textbooks, technology, manipulatives, and materials to conduct science experiments. Calculators were purchased second quarter but teachers have low will as well as skill to fully incorporate them beyond low-level implementation.

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SECTION VII.B—2014-2015 GRANT YEAR TIMELINE

Timeline of Interventions for the 2014-2015 school year			
Participants	Interventions/Activity	Implementation Start dates	Evaluation dates
Assistant Superintendent for Priority Schools & Instructional Learning Officers	Create monitoring and reporting structures to ensure compliance and implementation of the Transformation requirements	June 2014	2014-2015 school year
Superintendent's Zone Staff and Principals	Create inventory of community partners with relationships with each Priority school; seek new community partnerships to address gaps in student services	June 2014	September 2014 December 2014 February 2015 May 2015
Principals Early Start Professional Development Academy	Professional development: guidelines, tools, and year-long timelines for regular classroom observations, feedback, PLCs, climate, culture, classroom management, and targeted professional development	July 2014	July 2014
Superintendent's Zone Staff and Principals	Superintendent's Zone Principal coaching and networking meetings	July 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff and Principals	Establish discipline, behavior, and consequences/reward system across the Priority Schools	August 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff, Principals, and Instructional Staff; Early Start Professional Development Academy	Professional development: 1st days of school, classroom management, setting the tone for high expectations, planning, instruction, assessment, feedback, intervention, and technology integration	August 2014	August 2014 September 2014
Building Instructional Leadership Teams	Professional development facilitated by Focus on Results; focus on leadership development and data teams	August 2014	Monthly during the 2014-2015 school year
Principals, ALL Staff, and students	Establish school wide goals for student achievement, attendance, behavior, and college readiness	August 2014	August 2014 September 2014
Principals, ALL Staff, and students at each school site	Principal Handbook and Culture camp	August 2014, First two days of school	
Students	Student Survey	August 2014 & May 2015	September 2014 & June 2015
Principals and	Comprehensive system for staff	August 2014	September 2014

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Instructional staff	observations, feedback, and regular evaluation		through June 2015. Monthly
Instructional staff, Principals, and ILOs	Formative assessment data collection	August 2014	August 2014-May 2015, weekly
Instructional staff, Principals, and ILOs	Interim assessment data collection and review: i.e. Acuity, STAR, and Summative Assessments	August 2014	August 2014 October 2014 December 2014 February 2015 May 2015
ILOs	Visit school sites, identify and provide quantitative and qualitative feedback on strengths and areas for growth within and across Priority Schools. Progress monitoring of academic goals.	August 2014	2014-2015 School year; weekly
Principals and Priority School staff	Bi-Annual Data Review Sessions	October 2014 March 2015	November 2014 April 2015
Instructional staff, Principals, and ILOs	International Reading Association Annual Conference	July 2015	August 2015 & 2015-2016 school year

SECTION VII.C—DISCUSSION OF 2014-2015

While any growth is a step in the right direction, Yeatman's leadership team understands that student achievement must be accelerated this year. Several changes have been implemented to support an even stronger focus on fast-tracking student achievement. The leadership team in concert with the Instructional Learning Officer will continue to promote and develop Interventions and incentives that were implemented last year to improve the climate and culture of Yeatman/Liddell. Yeatman will also discontinue tutoring through Blueprint this year as data indicated that it was not successful.

Yeatman/Liddell students started the school year with a new leadership team; with the current principal still at the helm there are now two assistant principals, a full-time social worker (partially-funded with SIG monies), a full-time Family and Community Specialist, and a new Academic Instructional Coach. SIG funding will also allow Yeatman to recruit a PBIS Interventionist to support improved student behavior and building culture, and will fund a nurse position to address the health needs of the student body. The increased support will allow the principal to be the instructional leader of Yeatman/Liddell as well as support students with targeted behavior support. Yeatman staff will continue to focus on attendance, ensuring that students are consistently at school. The family/community specialist, school social worker, school counselor, and DJO will work as a team using daily parent contact, home visits, and student attendance incentives to ensure all parents are committed to daily attendance. Furthermore, Yeatman staff will have the support of a behavior specialist to assist teachers with classroom management strategies to help minimize classroom distractions.

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Yeatman will also use SIG funding to implement consulting and coaching through Focus on Results, a national consulting group that aids school districts and buildings in turning around schools. This funding will pay for consultancy on building leadership capacity and facilitating data teams. SIG funding will also pay for a team of teachers to attend the International Reading Association annual conference in 2015, which will be held in St Louis to assist in building capacity of secondary teachers as teachers of reading.. SIG monies will also be used to purchase professional learning texts for shared study around the building's focus areas, as well as site licenses for USA Test Prep, a Common Core-aligned software program used for supplemental instruction and progress monitoring for ELA and math. Teachers already received USA Test Prep professional development and will be able to roll out ELA and math instruction utilizing this software, as soon as licenses are purchased.

Yeatman will also use SIG funding to purchase laptops, mobile iPad carts, Promethean Boards, and desktop printers for ELA/Math classrooms to create additional opportunities for students and teachers to embed 21st century technology skills into core instruction. The teachers will utilize the mobile carts, and interactive boards to integrate ELA and Math core instruction to capture students' level of learning by demonstrating content knowledge while demonstrating the growth and mastery in the ELA/Math contents. This multidimensional classroom will allow for tasks that scaffold a student's ability to learn independently. Desktop printers will allow teachers to quickly and efficiently print differentiated supplementary materials for ELA and math.

Yeatman will be using extended professional learning hours funded by SIG to help increase and build teacher capacity around the instructional focus of the Literacy Initiative. Yeatman's instructional leadership team, including the principal, AIC, instructional literacy coach, and the Instructional Learning Officer, have increased both support provided to teachers and progress monitoring of instructional initiatives. This will allow aligned feedback to teachers, quick course correction when outcomes are not desirable and ample support to build teacher capacity.

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction		1				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			.5			
Language Translator						
Guidance Counselor						
Transition Case Manager					.7	
Turnaround Officer						
TOTAL		1	.5		.7	

SECTION V. - SCHOOLS TO BE SERVED

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

			INTERVENTION			
SCHOOL NAME	NCES ID #	PRIORITY	TU	RE	CL	TR
Meramec Elementary	292928001975	YES				X

Notes:

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

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

(COPY AS NEEDED)

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
MERAMEC NEW PAGE	115-115-550

Budget Codes	Related Strategies and Activities
1100 Instruction	**Extended Day Program-** this program is an after school professional learning experience for all teachers. Each teacher will participate in 4 hours per week of professional learning. The focus will center around the district's transformation focus areas of effective instruction and use of data.
1100 Instruction *1003(g) SIG & Waiver*	**Teacher's Aide (1FTE, Teacher)** Assist teachers with small group instruction. **Targeted tutoring interventions-** Contracted tutoring with Blueprint to remediate skill gaps based on data. Funding will be used to purchase supplemental digital leveled reading materials, A-Z Learning products and a phonics program to provide supplemental resources for teachers. Promethean Boards and iPads will be purchased for Math/ELA classes. Several teachers will attend the IRA conference in St. Louis in 2014.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	**Social Worker (.7FTE, Transition Case Manager)** Will support families and work with students in families and individually as part of character education and RTI. **Nurse (.5, School/Home Coordinator)** Provide health/wellness services to students.
2200 Professional Development	
2200 Professional Development *1003(g) SIG & Waiver*	**Focused Professional Development on:** literacy instruction, data analysis, student work analysis, and instructional strategies through outside consultants, conference attendance, and shared professional study.
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	**Reflective model** that will increase the strategic use of student data to drive instruction. Ver DR 11-24
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	
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/DISTRICT/BUILDING NAME					COUNTY-DISTRICT-BUILDING CODE			
	MERAMEC				115-115-550			
	6100 Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/ Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	900,501.83	43,701.64	427,241.81	0.00	0.00	0.00		**1,371,445.28**
1100 Instruction *1003(g) SIG/Waiver*	38,556.00	17,003.49	16,995.68	120,000.00	32,802.68	32,069.00		**257,426.85**
1200 Supplemental Instruction (Title I)	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2100 Non-Instructional Support Services	0 ~~58,639.94~~	0.00	0 ~~23,371.43~~	0 0.00	0 0.00	0 0.00		0 ~~82,011.36~~ pADR 11-24
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	0.00	47,501.50	28,351.16	0.00	0.00	0.00		**75,852.66**
2200 Professional Development	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2200 Professional Development *1003(a) & Waiver*	0.00	0.00	0.00	9,790.00	0.00	0.00		**9,790.00**
2600 Planning and Evaluation	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
2600 Planning and Evaluation *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
3000 Parent Involvement *1003(a) & Waiver*	0.00	0.00	0.00	0.00	0.00	0.00		**0.00**
Administrative Costs	80,271.22	26,551.01	45,676.76	500.00	8,957.30	0.00		**161,956.29**
Administrative Costs *1003(a) & Waiver*	38,540.70	0.00	17,220.30	22,140.41	4,100.08	0.00		**82,001.49**
Program Costs Subtotal(Not including *1003(g) SIG/Waiver*	900,501.83 ~~959,141.77~~	43,701.64	427,241.80 ~~450,613.23~~	0.00	0.00	0.00		1,371,445.28 ~~1,453,456.64~~
1003(g) SIG/Waiver Subtotal	38,556.00	64,504.99	45,346.84	129,790.00	32,802.68	32,069.00		**343,069.51**
Grand Total	1,057,869.74 ~~1,116,509.68~~	**134,757.64**	535,483.70 ~~558,857.13~~	**152,430.41**	**45,860.06**	**32,069.00**		1,958,472.57 ~~2,040,483.93~~

SECTION VI.C - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION 1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)		
LEA/BUILDING NAME MERAMEC		**COUNTY-DISTRICT-BUILDING CODE** 115-115-550
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
Afterschool professional learning and planning for certified teachers (14 teachers x 108 hours @25.50/hour)	$	38,556.00
6100 Subtotal	$	38,556.00
6150: Non-Certificated Salaries		
Social Worker (.7 FTE)	$	24,964.00
Nurse (.5 FTE)	$	22,537.50
Teachers Aide (1 FTE)	$	17,003.49
6150 Subtotal	$	64,504.99
6200: Employee Benefits (optional categories)		
FTE Blended Benefits	$	45,346.84
6200 Subtotal	$	45,346.84
6300: Purchased Services		
Blueprint Tutors (162 students)	$	120,000.00
IRA Conference Attendance (10 teachers x$479 registration)	$	4,790.00
Professional Development Activities for Teachers ,Literacy (outside consultant)	$	5,000.00
6300 Subtotal	$	129,790.00
6400: Materials/Supplies		
Learning A-Z Software Subscriptions	$	2,441.35
Instructional Materials (Phonics Reading Program)	$	15,555.83
Headphones (200 @ 12.00 each)	$	2,400.00
Professional Development Materials (shared texts)	$	1,000.00
Supplemental Classroom Library Materials	$	11,405.50
6400 Subtotal	$	32,802.68
6500: Capital Outlay		
Promethean Board (3@ 5310.00)	$	15,930.00
iPads w/cases (30 @ 488.00 each) & cart (1 @ 1499.00) for ELA/Math classrooms	$	16,139.00
6500 Subtotal	$	32,069.00
6100-6500 Subtotal	$	343,069.51
Administration Costs (see LEA Administrative Costs Implementation Page)	$	82,001.49
Indirect Cost Optional (Restricted Rate_____% X Subtotal)	$	-
TOTAL	$	425,071.00

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SECTION VII—NARRATIVE

Meramec Elementary School is located in the Dutchtown neighborhood of South St Louis City and serves grades PK-5. At the beginning of SY 2014-2015, 226 students were enrolled. Of these students, 92.8% were students of color, 8.8% receive special education services, and 100% are eligible for free or reduced-priced lunch. The principal has been in place since 2011 and had previous experience as an administrator at a Cadre I SIG school. Upon her appointment, the principal began to significantly change the culture of the school, placing a high priority on attendance and positive behavior management so teachers could focus on increasing quality instruction and student achievement.

SECTION VII.A.—DISCUSSION OF THE PRIOR GRANT YEAR

Year One of SIG (2013-2014) showed inconsistent progress in the various metrics of school improvement.

90/90 attendance stagnated over the course of the year, although ADA was marginally higher than the previous two years.

School Year	Attendance Rate (90/90)	ADA
11 - 12	95.37%	93.4
12 - 13	89.9%	94.3
13 - 14	89.7%	94.8

Referral incidents were significantly lower than previous years. Climate in the building was calm and conducive to learning. Most teachers in the building demonstrated strong classroom management skills, and support staff in the building were strategically allocated to minimize distraction and keep students in the classroom.

S Y	# of Referrals	# of ISS	# of OSS	Number of days absent
11-12	349	49	75	173
12-13	375	63	93	226
13-14	89	20	9	15
14-15	0	0	0	0

In terms of academic achievement, Meramec showed inconsistent performance on the MAP exam.

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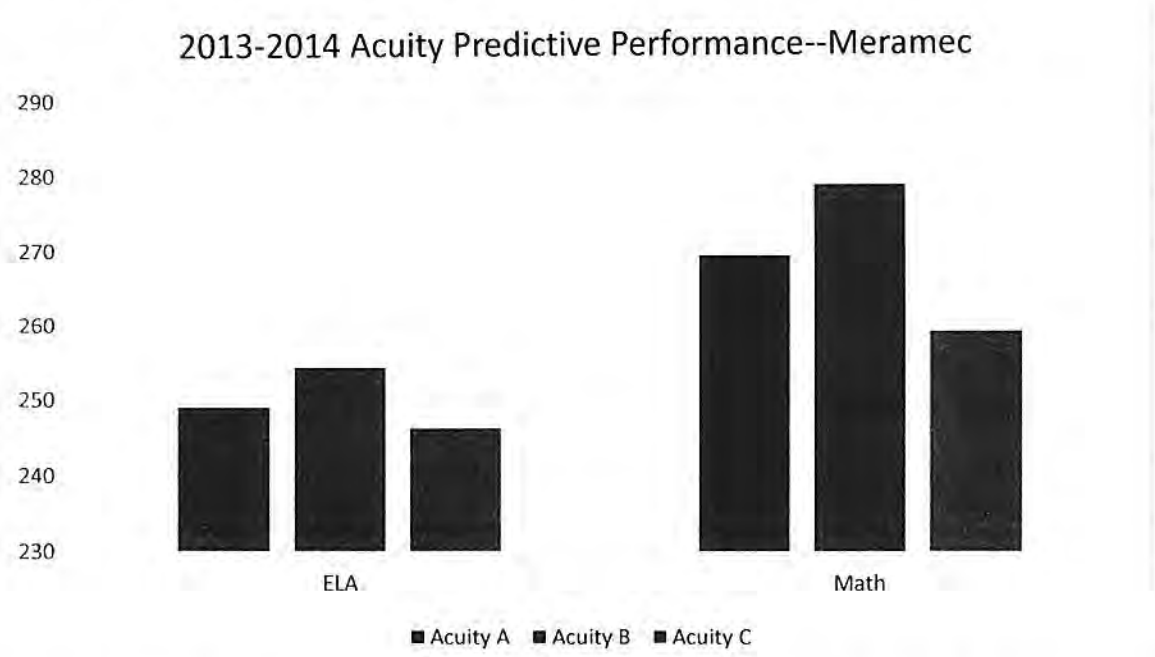
Grade Level	11-12 MAP MPI	12-13 MAP MPI	13-14 MAP MPI	13-14 MAP Targets
English Language Arts				
3rd	227	241	238.7	265
4th	231	248	218.1	273
5th	221	219	252	241
Overall	237	242	254	266
Math				
3rd	218	250	294.1	2765
4th	214	237	211.8	261
5th	236	204	233.3	224
Overall	216	243	256	268

An acuity predictive data should confirm MAP performance.



Targeted students in grades 2-5 began receiving daily pull-out math tutoring through Blueprint fellows in October. Students enjoyed the tutoring sessions and Blueprint-generated data indicated that students who participated in Blueprint Math tutoring showed twice the scale score growth as non-participants

Blueprint also piloted ELA tutoring to a small group of 2nd graders at Meramec to supplement instruction for students whose teacher was removed from the classroom. Data indicated remarkable progress to support Blueprint ELA instruction. Students who received Blueprint ELA tutoring earned, on average, over three times the scale score of a non-tutored students on STAR Reading assessments. Average scale score growth for tutored students was 133.0 points, compared to 17.2 points for non-tutored students.

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SECTION VII.A—PROGRESS TOWARD PROFESSIONAL DEVELOPMENT OBJECTIVES

Despite the challenges faced, there were some accomplishments in Priority Schools during 2013-2014. Superintendent's Zone staff was able to provide high-quality professional development targeted around specific school needs, including:

- Rigor and Depth of Knowledge (DOK) professional development
- Writing and implementing the SLPS Daily Lesson Plan model incorporating the 10 Non-Negotiables
- iPad training
- Assessments: formative & summative
- Using formative assessments and descriptive feedback to drive Instruction
- Instructional and assessment resources professional development: i.e. Acuity, Renaissance, & USA Test Prep

Meramec also increased the quality of data team meetings, using resources from Acuity and Renaissance to analyze student performance on interim assessments. By the end of the year, weekly data analysis was shared with Blueprint fellows to tailor tutoring time to the skill gaps of individual students. The instructional leadership team began the process of facilitating student work review at each data team meeting, a process that will be systematized and expanded on during the current school year.

Tutoring was a relative success at Meramec. Blueprint fellows integrated quickly into the culture of the school, and the scheduling of tutoring was done with minimal disruption to core instructional time. Several fellows are returning to Meramec this year, so they will look to build on relationships from the prior school year to accelerate student growth in math.

SECTION VII.A—CHALLENGES

Meramec faced several challenges over the course of the year. Attendance issues in lower grades consistently impacted overall building attendance. Many parents articulated awareness of state law that does not require them to send children to school before age seven. This is an ongoing issue that building leadership continues to address through outreach and intervention.

Several staffing changes impacted consistency and quality of instruction. The 5th grade teacher was promoted to AIC and replaced with the building substitute. While the building substitute had a high will towards improvement, she still struggled to provide the same quality of instruction as the initial 5th grade teacher. Due to lower enrollment, the two 3rd grade classrooms were combined into one co-taught classroom, and it took several months for the teachers to find a productive and healthy teaching rhythm that maximized their individual talents and skill sets. Finally, a 2nd grade teacher was removed for performance issues in late spring.

Literacy achievement continues to be a major challenge in all Priority Schools. Data indicates that Priority School students, grades 4-10 are, on average, at least two full grade levels behind in reading,

and more than one full grade level behind in 3rd. With reading levels so far below grade level, the deficiencies spread to other subject areas. Research shows that students reading below grade level perform low in other subject areas because they cannot read grade level text in math, science, and social studies (Marzano, 2004).

At Meramec, across grades, reading scores stagnated. While students were able to access targeted activities based on individual Acuity performance, teachers did not consistently facilitate a "culture of literacy" where students read "just right" books daily. Student individual reading time was inconsistent and lacked systemic tracking, and teachers seemed to teach *about* reading as opposed to teaching reading and providing ample time for purposeful independent reading. Many teachers lacked the knowledge and training to provide high-quality guided reading and instruction in phonics, decoding, and fluency. Meramec will need to inundate their classrooms with high-interest, leveled texts and create school-wide incentives for increasing reading.

SECTION VII.B—2014-2015 GRANT YEAR TIMELINE

Timeline of Interventions for the 2014-2015 school year			
Participants	Interventions/Activity	Implementation Start dates	Evaluation dates
Assistant Superintendent for Priority Schools & Instructional Learning Officers	Create monitoring and reporting structures to ensure compliance and implementation of the Transformation requirements	June 2014	2014-2015 school year
Superintendent's Zone Staff and Principals	Create inventory of community partners with relationships with each Priority school; seek new community partnerships to address gaps in student services	June 2014	September 2014 December 2014 February 2015 May 2015
Principals Early Start Professional Development Academy	Professional development: guidelines, tools, and year-long timelines for regular classroom observations, feedback, PLCs, climate, culture, classroom management, and targeted professional development	July 2014	July 2014
Superintendent's Zone Staff and Principals	Superintendent's Zone Principal coaching and networking meetings	July 2014	Monthly during the 2014-2015 school year
Superintendent's Zone Staff and Principals	Establish discipline, behavior, and consequences/reward system across the Priority Schools	August 2014	Monthly during the 2014-2015 school year
Building Instructional Leadership Teams	Professional development facilitated by Focus on Results; focus on leadership development and data teams	August 2014	Monthly during the 2014-2015 school year

Superintendent's Zone Staff, Principals, and Instructional Staff; SIG Behavior Interventionist; Early Start Professional Development Academy	Professional development: 1st days of school, classroom management, setting the tone for high expectations, planning, instruction, assessment, feedback, intervention, and technology integration	August 2014	August 2014 September 2014
Principals, ALL Staff, and students	Establish school wide goals for student achievement, attendance, behavior, and college readiness	August 2014	August 2014 September 2014
Principals, ALL Staff, and students at each school site	Principal Handbook and Culture camp	August 2014, First two days of school	
Students	Student Survey	August 2014 & May 2015	September 2014 & June 2015
Principals and Instructional staff	Comprehensive system for staff observations, feedback, and regular evaluation	August 2014	September 2014 through June 2015. Monthly
Instructional staff, Principals, and ILOs	Formative assessment data collection	August 2014	August 2014- May 2015, weekly
Instructional staff, Principals, and ILOs	Interim assessment data collection and review: i.e. Acuity, STAR, and Summative Assessments	August 2014	August 2014 October 2014 December 2014 February 2015 May 2015
ILOs	Visit school sites, identify and provide quantitative and qualitative feedback on strengths and areas for growth within and across Priority Schools. Progress monitoring of academic goals.	August 2014	2014-2015 School year; weekly
Principals and Priority School staff	Bi-Annual Data Review Sessions	October 2014 March 2015	November 2014 April 2015
Instructional staff, Principals, and ILOs	International Reading Association Annual Conference	July 2015	August 2015 & 2015-2016 school year

SECTION VII.C—DISCUSSION OF 2014-2015

While any growth is a step in the right direction, Meramec's leadership team understands that student achievement must be accelerated this year. Several changes have been implemented to support an even stronger focus on fast-tracking student achievement.

Meramec will continue to focus on attendance, ensuring that students are consistently at school. The family/community specialist, school social worker, school counselor, and DJO will work as a team using daily parent contact, home visits, and student attendance incentives to ensure all parents are committed to daily attendance. SIG funding will be used in conjunction with GOB funding to fund a full-time social worker to help provide services to families struggling with attendance issues.

Academically, a highly-effective teacher-leader has been moved from the classroom to an instructional leadership role. This person will serve as an academic and literacy coach for primary grade teachers, focusing on early literacy implementation and achievement. By increasing teacher capacity for reading instruction in primary grades, the literacy achievement gap can be closed in a shorter period of time or prevented entirely. This also frees up capacity for the building instructional coach to focus on intermediate grade teacher and provide them with more support.

To improve the effectiveness of tutoring initiatives throughout the district, SLPS hired a full-time tutoring coordinator who serves as a liaison between contracted tutoring companies and the district. This person works to ensure that contractors are meeting the expectations of the district and fulfilling the terms of their respective contracts. Both Blueprint and Catapult also hired full-time employees based out of SLPS Central Office to monitor performance of their respective organizations within the district. These staffing changes should lead to more oversight and better results from tutoring initiatives.

Meramec is working on resourcing supplemental trade books to increase the number of titles available in individual classrooms, as well as making greater and more frequent use of the library media center and levelled library for student book access. Funding will be used to support supplemental libraries for teachers. A school wide reading incentive program will be rolled out in the fall, and independent reading blocks linked to mini lesson will be built into all ELA classes based on best practice models by Fountas and Pinnell. SIG funding will be used to purchase a supplemental phonics curriculum, Really Good Reading, to boost early reading skills development. Additional reading support for grades 3-5 students struggling with decoding and fluency will be provided by academic instructional coaches with reading certification, and teachers will get continual professional development on best practices in literacy, particularly guided reading, using extended professional learning hours funded by SIG and the expertise of an outside consultant services. Additionally, SIG funding will be used to send a team of teachers to the 2015 International Reading Association national conference and the National Council for Teachers of English, which will build teacher capacity and expose teachers to innovative ideas and practices surrounding literacy.

Funding will be used to purchase supplemental literacy instructional materials. Reading A-Z and RAZ Kids are two extremely affordable digital subscriptions that can help quickly address these two gaps that significantly impact student achievement. Reading A-Z provides teachers with leveled books, guided reading plans, and center activities aligned to Missouri Learning Standards and the reading system already owned by the district (Reading Street). Additional benefits to the program include assessment capabilities including digitalized running records, ELL resources and support, and aligned tutoring packets for classroom volunteers and mentors. Meramec will also allot funding to purchasing phonics program to provide supplemental resources to primary teachers in this area, as well as professional book study materials and the previously-mentioned supplemental library. Funding will also include headphones for classrooms so students in classrooms with iPads can fully utilize audio tools for literacy programming. Technology purchases utilizing SIG funding include Promethean Boards for ELA/Math

classrooms and iPads for the 5th grade classroom. Promethean Boards will be used to enhance ELA and Math instruction by facilitating interactive teaching and learning, and iPads in 5th grade classrooms will be used to deliver literacy and math curricular materials such as RAZ-Kids (Reading A-Z's student-based leveled library system), differentiated math and literacy activities from CTB's Acuity product, as well as a wealth of tablet-based technologies that facilitate rigorous and complex learning and tasks.

Meramec's instructional leadership team, including the principal, AIC, instructional literacy coach, and the SIG instructional learning officer, have increased both support provided to teachers and progress monitoring of instructional initiatives. This will allow aligned feedback to teachers, quick course correction when outcomes are not desirable and ample support to build teacher capacity. Four additional hours per week have been allotted for teacher professional learning, funded by SIG monies. Meramec staff will use this time to analyze data and student work, build capacity for literacy instruction, and lesson plan design and implementation.