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

ORIGINAL

FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA
Project Dates: July 1, 2012 to June 30, 2013

DIRECTIONS

Mail the completed form postmarked or delivered by Monday, June 18, 2012 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: webreplysig2010@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	Cig Rector	7-1-12	$ 405,218

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
Caruthersville School District #18	078-012

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
Ms. J. J. Bullington	1711 Ward Avenue	Caruthersville, MO 63830	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
jjbullington@cps18.org		(573) 333-6100, Ext. 3	(573) 333-6108

NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
Ms. J. J. Bullington	1711 Ward Avenue	Caruthersville, MO 63830	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
jjbullington@cps18.org		(573) 333-6100, Ext. 3	(573) 333-6108

NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP	
Ms. J. J. Bullington	1711 Ward Avenue	Caruthersville, MO 63830	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
jjbullington@cps18.org		(573) 333-6100, Ext. 3	(573) 333-6108

SECTION II. - ASSURANCES

The LEA/District 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 (SIG) to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/District commits to serve consistent with the final requirements;
- ☒ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- ☐ If it implements a restart model in a Tier I or Tier II 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; and
- ☒ Report to the SEA the school-level data required under section III of the final requirements.

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

SECTION III. - WAIVERS

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

The LEA/District must check each waiver that the LEA/District will implement. If the LEA/District does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA/District 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/Districts in the State.

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

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

LEA/District approval for the Department to provide direct services:

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
JBullington	6-12-2012
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	**DATE**
JBullington	6-12-2012

SECTION IV. - LEA/DISTRICT YEAR THREE TOTAL BUDGET & SUPPORTING DATA

This is the total of Year Three Implementation and Administration budgets for all building and district activities.

YEAR THREE 2012-13 SIG 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*	19,706		4,500					24,206
1200 Supplemental Instruction (Title I) *1003(g) SIG*	100,300	16,500	24,000	184,300	5,912			331,012
2100 Non Instructional Support Services *1003(g) SIG*								
2200 Professional Development *1003(g) SIG*	33,000	3,000	6,000	5,000	3,000			50,000
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services *1003(g) SIG*								
Program Costs Subtotal *1003(g) SIG*	153,006	19,500	34,500	189,300	8,912			405,218
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	153,006	19,500	34,500	189,300	8,912			405,218

SECTION IV. – LEA/DISTRICT YEAR THREE 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	1				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	.75					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	2.75	1				

SECTION V. - SCHOOLS TO BE SERVED

The LEA/District must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA/District must identify each Tier I, Tier II, and Tier III school the LEA/District commits to serve and identify the model that the LEA/District will use in each Tier I and Tier II school.

					INTERVENTION (TIER I AND II ONLY)			
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
Caruthersville Middle School	290747001023		X					X

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA/District 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/District with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/District 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/DISTRICT/BUILDING YEAR THREE STRATEGIES AND ACTIVITIES TEMPLATE
(COPY AS NEEDED)

List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District 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/District and each school the LEA/District 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

Budget Codes	Related Strategies and Activities
1100 Instruction	**1. Director of Curriculum, Instruction & Turnaround / Instructional Coach** **2. Extended-day tutoring / intervention** **3. Professional Learning Communities / PLC Leadership Team** **4. Department Chairs / Instructional Coaches** **5. Professional Development focused on student engagement and increased rigor**
1100 Instruction *1003(g) SIG*	**1. Director of Curriculum & Instruction / Instructional Coach (25% of contract) (G-4, O-1, S-2)**
1200 Supplemental Instruction (Title I)	**1. Renaissance Learning Mathematics** **2. Reading intervention instructors** **3. Mathematics intervention instructors** **4. Mathematics intervention aide** **5. Additional mathematics instructor at the 6th grade (double blocked mathematics class)**
1200 Supplemental Instruction (Title I) *1003(g) SIG*	**1. Lindamood Bell Reading Intervention Program** **2. Lindamood Bell coordinator / instructional coach** **3. Lindamood Bell staff consultant / instructional coach** **4. Lindamood Bell Reading Intervention Instructors** **5. Mathematics intervention aide (full-time)** **6. Renewal of Acuity contract** **7. Third year of SAM (School Administrator Manager) Program**
2100 Non Instructional Support Services	**1. A part-time guidance counselor will be hired to provide additional student support.** **2. School nurse** **3. Full-time Library Media Specialist (also has received Lindamood Bell training and provides intervention)** **4. Attendance Clerk** **5. Two full-time administrative assistants**
2100 Non Instructional Support Services *1003(g) SIG*	
2200 Professional Development	**1. Professional Development funds are provided to the building to address building-level needs. Identified needs include:** ➢ **Strategies to increase student engagement** ➢ **Strategies to increase depth of knowledge / academic rigor** ➢ **Development and delivery of Pre Advanced Placement courses** ➢ **Continued development of a Professional Learning Community** ➢ **Response to Intervention (RTI) training** ➢ **Effective lesson plan development (curriculum, lesson planning, unit planning, etc.)**

2200 Professional Development *1003(g) SIG*	1. **Lindamood Bell staff training / certification** 2. **Acuity Training / Certification Training** 3. **Data Team Training** 4. **Data Team meetings** 5. **Response to Intervention Training** 6. **Curriculum and lesson plan development** 7. **Instructional Coaching** 8. **Department Chairs / Lead Teachers in Mathematics and Communication Arts** 9. **Department Meetings** 10. **Leadership Team Meetings** 11. **Student Engagement and Instructional Vocabulary Training**
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	
3000 Community Services *1003(g) SIG*	
Administrative Costs	
Administrative Costs *1003(g) SIG*	

SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR THREE IMPLEMENTATION BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/District and each school for year three of the three year grant period.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
CARUTHERSVILLE MIDDLE SCHOOL	**078-013 3000**

Year Three 2012-13	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	823,200	30,650	239,359	800	52,831			1,146,840
1100 Instruction *1003(g) SIG*	19,706		4,500					24,206
1200 Supplemental Instruction (Title I)	80,090	7,301	34,742	5,000	3,000			130,133
1200 Supplemental Instruction (Title I) *1003(g) SIG*	100,300	16,500	24,000	184,300	5,912			331,012
2100 Non Instructional Support Services	63,292		19,141	3,973	17,104			103,510
2100 Non Instructional Support Services *1003(g) SIG*								
2200 Professional Development	1,500		70	3,000	1,500			6,070
2200 Professional Development *1003(g) SIG*	33,000	3,000	6,000	5,000	3,000			50,000
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Service *1003(g) SIG*								
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	968,082	37,951	293,312	12,773	74,435			1,386,553
***1003(g) SIG* Subtotal**	153,006	19,500	34,500	189,300	8,912			405,218
Grand Total	1,121,088	57,451	327,812	202,073	83,347			1,791,771

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SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR THREE BUDGET ITEMIZATION *(COPY AS NEEDED)*

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
CARUTHERSVILLE MIDDLE SCHOOL	078-012 3000

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Director of Curriculum & Instruction / Instructional Coach (25% of salary)	19,706
Lindamood Bell Coordinator (.5 FTE) Lindamood Bell Intervention Instructors (1.5 FTE) Part-Time LMB Substitute / Diagnostician Mathematics Intervention Instructors (.5)	100,300
Professional Development & Meeting Stipends (Data / department meetings, paid planning meetings., Acuity training & meetings, Lindamood Bell (LMB) weekly meetings, LMB certification training, instructional strategies workshops, etc.)	30,000
Department Chairs	3,000
6100 Subtotal	**$ 153,006**
6150: Non-certificated Salaries	
Mathematics Intervention Aide (1 FTE)	16,500
Professional Development & Meeting Stipends (Data / department meetings, paid planning meetings, Acuity training & meetings, Lindamood Bell (LMB) weekly meetings, LMB training, instructional strategies workshops, etc.)	3,000
6150 Subtotal	**$ 19,500**
6200: Employee Benefits *(optional categories)*	
FICA	3,800
Medicare	1,509
Retirement (Teacher or Non-Teacher)	18,500
Health, Life, and/or Dental Insurance	10,691
Other Benefits	
6200 Subtotal	**$ 34,500**
6300: Purchased Services	
Lindamood Bell Contract	173,000
Acuity Contract	5,300
SAMS Contract (4,730)	6,000
Registration for Staff Development and Certification Trainings (Acuity certification training, LMB workshops / training, instructional strategies workshops)	5,000
6300 Subtotal	**$ 189,300**
6400: Materials/Supplies	
Data Room Supplies	5,912
Acuity Supplies Lindamood Bell instructional and assessment materials Professional Development Supplies & Materials	3,000
6400 Subtotal	**$ 8,912**
6100-6400 Subtotal	**$ 405,218**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	
6500 Subtotal	$
TOTAL	**$405,218**

SECTION VII. NARRATIVE

SECTION VII.A – DISCUSSION OF YEAR ONE

Describe progress made toward each objective approved in the 2011-2012 application.

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

MAP / AYP

Missouri Assessment Program (MAP) 2010 scores indicated that 0 of 10 subpopulations met Adequate Yearly Progress (AYP). After one year of implementation of the strategies in the School Improvement Grant (SIG), MAP 2011 scores indicated that 9 of 10 subpopulations met Adequate Yearly Progress. The most significant gains were made with the I.E.P. student population, in both communication arts and mathematics. This was a direct result of the district identifying students who met the criteria for the MAP-A and providing training to the special education teachers on administration of the MAP-A. In addition, the middle school used CTB McGraw Hill's Acuity, a diagnostic and predictive assessment program. Benchmark and predictive testing allowed for identification of skills not mastered and implementation of differentiated instruction.

All subpopulations at the middle school also met the attendance additional indicator. Even though the attendance at the middle school met the AYP target of 93 percent in 2010-2011, improving the attendance percentage was still a goal for 2011-2012. The goal was met with a 95.35 percent attendance rate for the year.

MIDDLE SCHOOL SUB-POPULATIONS COMMUNICATION ARTS			IMPROVEMENT	AYP STATUS	ATTENDANCE ADDITIONAL INDICATOR
SUB-POP	2010	2011			
Black	13.9	18	+ 4.1	NOT MET	MET (94.7)
White	46.9	49.3	+ 2.4	MET w/ Safe Harbor CI	MET (93.1)
IEP	2.6	19	+ 16.4	MET w/Safe Harbor	MET (93.2)
Free / Reduced	19.2	25.5	+ 6.3	MET w/Safe Harbor CI	MET (93.3)
TOTAL	29.7	34.2	+ 4.5	MET w/Safe Harbor CI	MET (93.9)

MIDDLE SCHOOL SUB-POPULATIONS MATHEMATICS			IMPROVEMENT	AYP STATUS	ATTENDANCE ADDITIONAL INDICATOR
SUB-POP	2010	2011			
Black	11.8	18	+ 6.2	MET w/Safe Harbor CI	MET (94.7)
White	43.1	49.3	+ 6.2	MET w/ Safe Harbor	MET (93.1)
IEP	0	23.8	+ 23.8	MET w/Safe Harbor	MET (93.2)
Free / Reduced	16.9	25.1	+ 8.2	MET w/Safe Harbor CI	MET (93.3)
TOTAL	27.2	34.2	+ 7	MET w/Safe Harbor CI	MET (93.9)

TERRA NOVA

The middle school used the Terra Nova assessment in the fall of 2010, the first year of SIG implementation, to gather additional baseline data on student achievement levels. It was decided to give this assessment in order to determine the academic level of students when they transitioned from elementary school to middle school. Since the assessment was being given to incoming sixth graders, it was decided to administer the assessment to all grade levels at the middle school. The chart below indicates the grade mean equivalent of each grade level in the fall of 2010, the beginning of the first year of SIG. The fall 2011 scores indicate growth after one full year of implementing the SIG strategies.

When comparing incoming 6th graders from 2010 to 2011, even though scores indicate a slight increase in the mean grade equivalent of the 2010 class compared to the 2011 class, students are still entering the middle school significantly below grade level in all academic areas.

Grade Mean Equivalent

SUBJECT	FALL 2010 BASELINE	FALL 2011	GROWTH
	6th Grade	7th Grade	
	Measuring growth during 6th grade year.		
Reading	4.7	7.1	+ 2.3
Language	4.7	7.3	+ 2.5
Math	4.4	6.1	+ 1.6
TOTAL	4.6	6.5	+ 1.8
Science	4.6	5.5	+ .8
Social Studies	3.3	5.4	+ 2.1

	7th Grade	8th Grade	
	Measuring growth during 7th grade year.		
Reading	5.3	7.3	+ 2.0
Language	4.8	7.3	+ 2.4
Math	5.2	7.5	+ 2.3
TOTAL	5.1	7.3	+ 2.2
Science	4.8	7.6	+ 2.7
Social Studies	4.7	5.3	+ .5
	8th Grade	**9th Grade**	
	Measuring growth during 8th grade year.		
Reading	7.4	8.5	+ 1.1
Language	7.2	8.9	+ 1.7
Math	7.1	7.5	+ .4
TOTAL	7.3	8.1	+ .7
Science	7.2	7.5	.3
Social Studies	6.4	7.6	1.2

	2010 6th Graders	2011 6th Graders	
	Comparison of Incoming 6th Graders		
Reading	4.7	5.1	+.4
Language	4.7	4.9	+.2
Math	4.4	5.2	+.8
TOTAL	4.6	5.1	+.5
Science	4.6	5.0	+.4
Social Studies	3.3	3.9	+.6

ACUITY / PROGRESS MONITORING

CTB McGraw Hill's Acuity Assessment Program is being fully implemented. The building principal has received Acuity certification training. Two additional staff members will receive certification training this summer. The program is used to provide a tool for benchmark and predictive testing. Assessment results are used to progress monitor individual students and determine precise academic skills that students needed to master. In addition to adjusting Tier I instruction, intervention groups are formed based on assessment results. The charts below indicate the baseline scores in reading and mathematics. The predictive C assessment is a predictor of where students should score on the MAP. In 2011, the MAP results were approximately 8 percentage points below the predictive C assessment in Communication Arts and 3.5 percentage points below the predictive C in mathematics. This may have been due to lack of teacher training, and lack of an understanding of the purpose of the predictive assessment and how it should be administered. While we expect the 2012 predictive C results to be more accurate, even with the percentage variation, significant improvement is predicted in both areas.

COMMUNICATION ARTS						
GRADE LEVEL	YEAR	BASELINE SCORE (MAP)	ACUITY PREDICTIVE A	ACUITY PREDICTIVE B	ACUITY PREDICTIVE C	SPRING MAP
TOTAL (Grades 6-8)	2011-2012	34.20	44.03	48.00	50.00	
	2010-2011	29.70	36.67	41.00	42.00	34.20
	2009-2010	23.40	N/A	N/A	N/A	29.70

MATHEMATICS						
GRADE LEVEL	YEAR	BASELINE SCORE (MAP)	ACUITY PREDICTIVE A	ACUITY PREDICTIVE B	ACUITY PREDICTIVE C	SPRING MAP
TOTAL (Grades 6-8)	2011-2012	34.20	35.93	40.00	51.00	
	2010-2011	27.20	37.67	36.67	37.67	34.20
	2009-2010	17.70	N/A	N/A	N/A	27.20

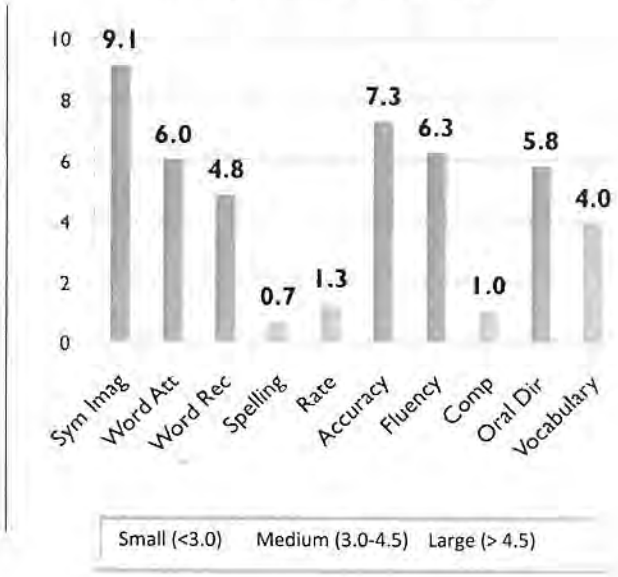
Lindamood-Bell

The middle school completed the second year of full implementation of the Lindamood-Bell Learning Processes, an internationally recognized leader in literacy and research, reading development, remediation, professional development, and school reform. Eighty-two middle school students received an average of 212 hours of small-group instruction during the school year. In reviewing the end-of-year report, the LMB on-site consultant stated, "The accuracy and fluency gains for middle school students are remarkable. Likewise, the comprehension improvements (comprehension, oral directions, and vocabulary) show students who are rapidly closing the gap." The data below indicates improvement during the second year.

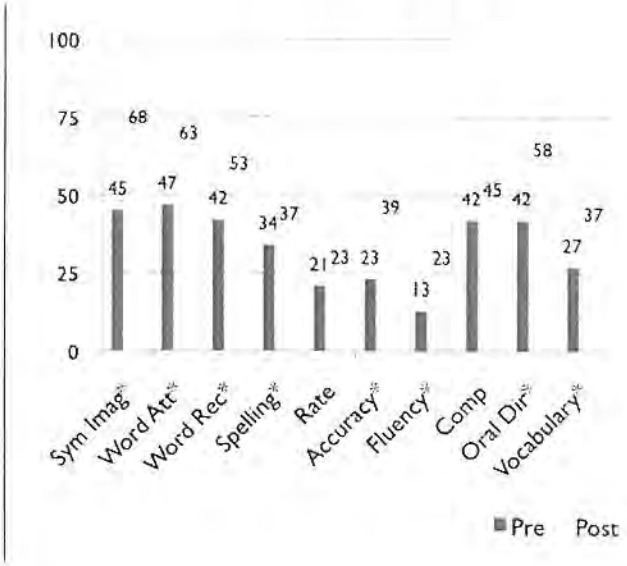
Results for Students Receiving Small-group Instruction

Decoding Focus

Average Standard Score Changes

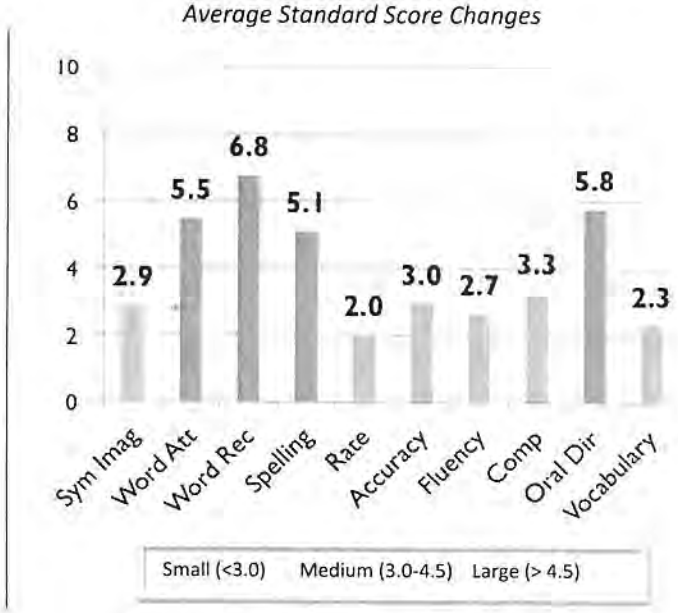


Pre- and Posttest Percentiles

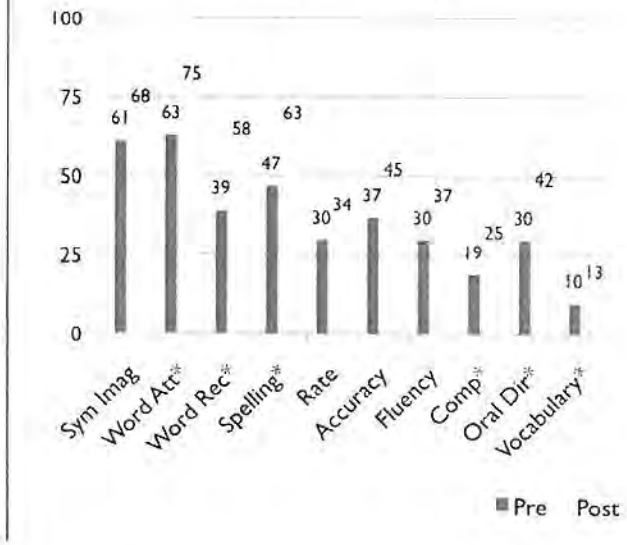


Comprehension Focus

Average Standard Score Changes



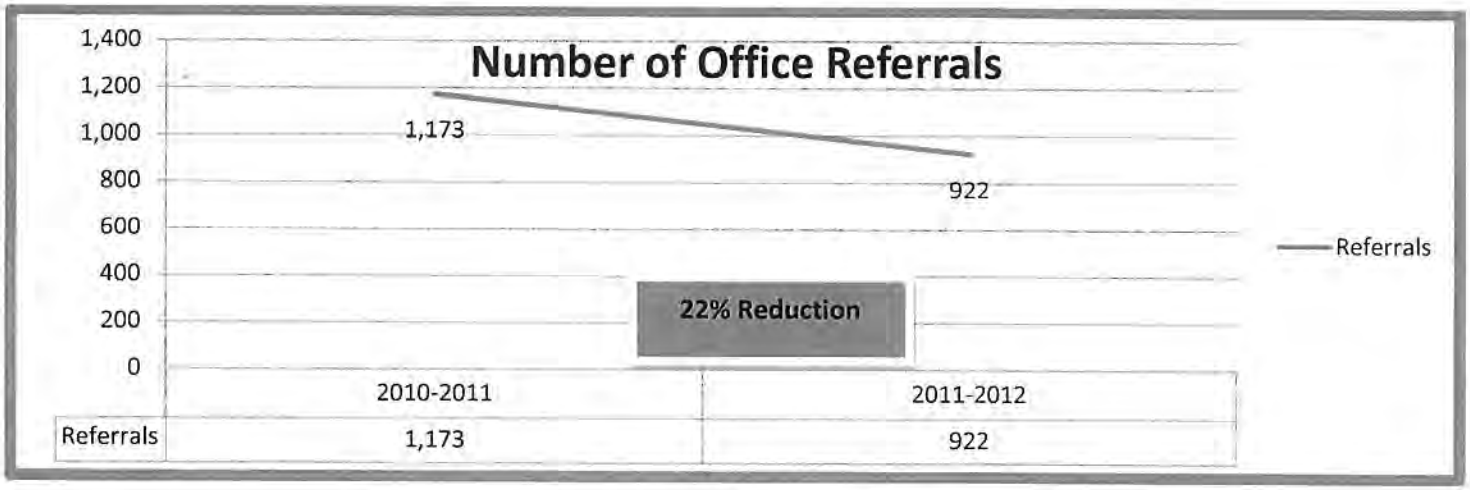
Pre- and Posttest Changes

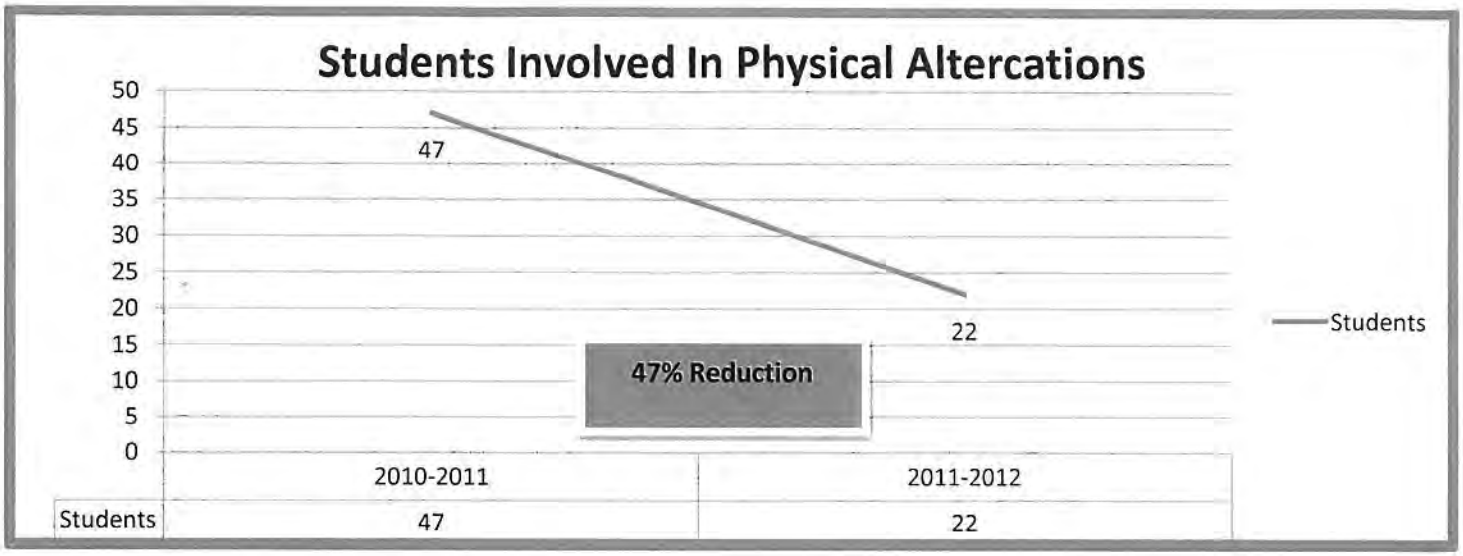


DISCIPLINE

The middle school hired two administrative assistants to replace one assistant principal that was not rehired. Both administrative assistants were teachers in the building, one for 30 years and the other for 14 years. Both were aware of the problems with student discipline. Students and staff were divided between each assistant, allowing each one to focus on half of the staff and half of the students. This allowed a more personalized approach, allowing the assistants to work closer with staff members needing more support, to work with parents, and to focus on individual students. The assistants made personal contact with the parents, either by phone or home visits. There were fewer incidents of parents complaining about how their child was disciplined and zero incidents of parents requesting to meet with the superintendent and / or Board of Education. In addition, the assistants were highly visible in the classrooms, halls, cafeteria and playground. As a result, there were fewer physical altercations among students.

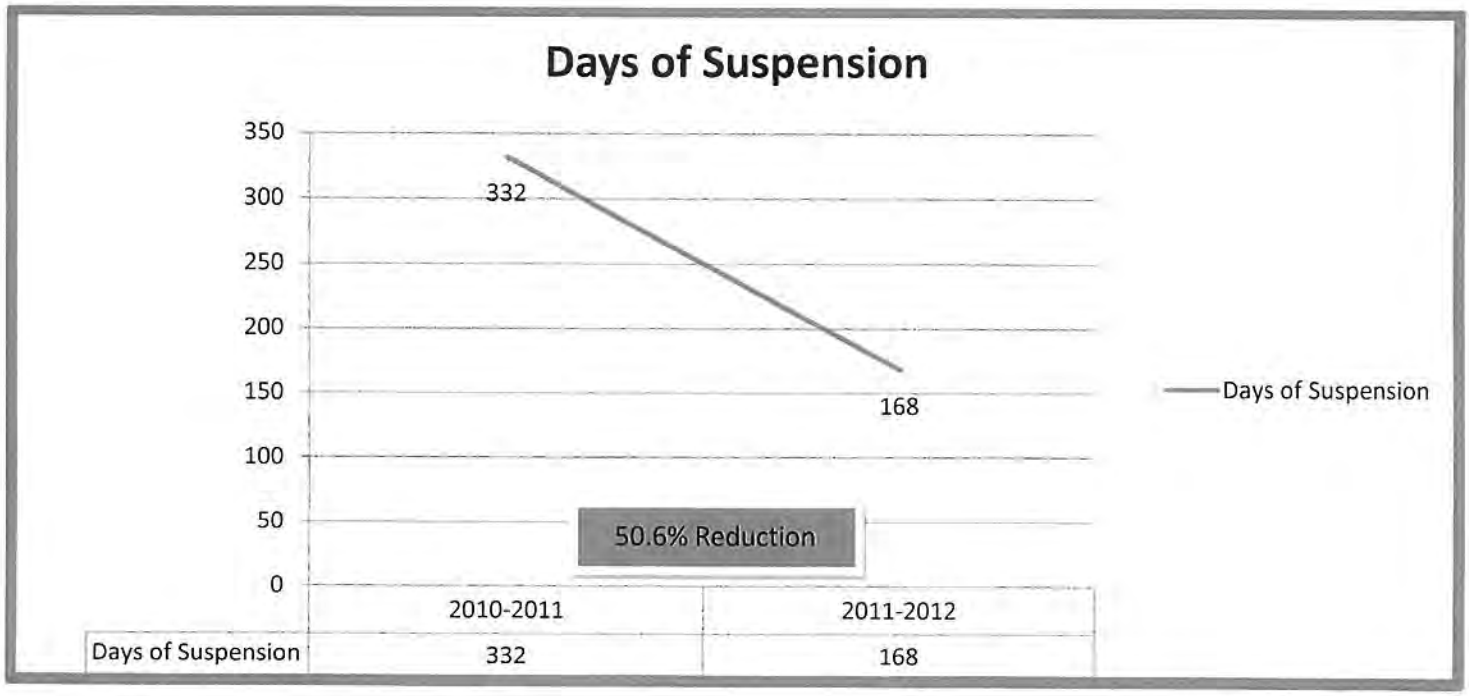
The goal was to reduce the number of office referrals by 25 percent. The chart below indicates a 22 percent reduction in the number of office referrals, a 47 percent reduction in the number of physical altercations, and a 50.6 percent reduction in the number of days that students were out of school due to suspension.

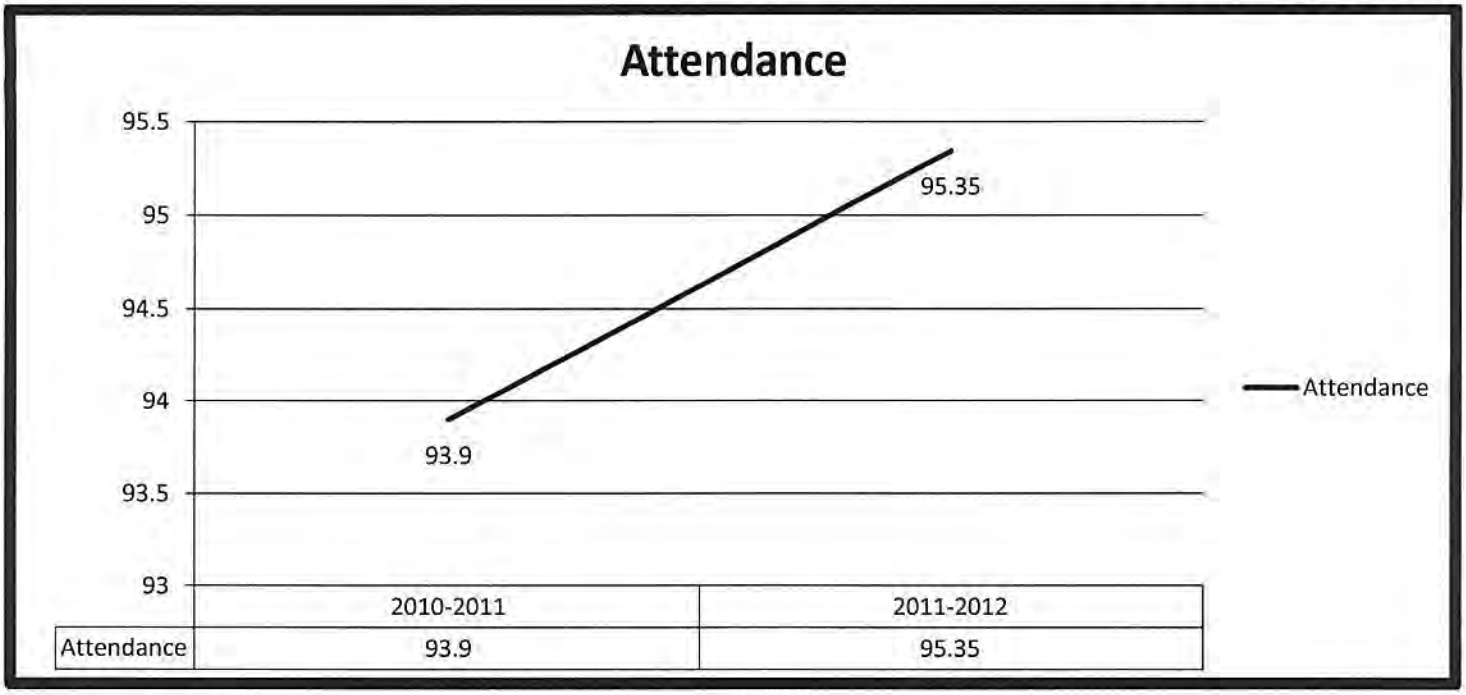




Attendance

An attendance clerk was hired to work directly with the administrative assistants. The clerk checked attendance each morning. Any student who was absent received a call or a home visit. The clerk brought many students to school that would have otherwise stayed home. Another positive result of the more personalized discipline was that fewer students were suspended from school, resulting in increased attendance.





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

Lindamood Bell

During the second year, seven teachers began Lindamood Bell certification training. Two teachers have completed the training and will work directly with the LMB staff consultant this year, preparing for full sustainability of the program beyond year three. A LMB staff consultant will remain with the district during year three to mentor staff that will be responsible for sustaining the program beyond year three of SIG. These staff members will monitor all intervention groups, write and adjust daily lesson plans, model lesson delivery and provide on-going staff development for all staff. Additional teachers will complete the certification training during year three. One elementary teacher completing the training will be moving to the middle school this year to teach LMB full-time.

CTB McGraw Hill's Acuity Assessment System

During the first year, Communication Arts and Mathematics teachers were provided training on effective implementation of Acuity's diagnostic and predictive assessments. Teachers learned how to analyze the reports and adjust instruction to meet individual student needs. The Principal of Instruction attended training in April to become a

certified Acuity trainer. She provided additional training to staff during the 2011-2012 school year. Two teachers will receive Acuity certification this summer, providing two additional staff members who can provide training and support to staff members responsible for administering Acuity and analyzing reports. All new staff members will be provided Acuity training during staff development days prior to school starting.

SAM (School Administrator Manager) Project

The building Principal is participating in the SAM (School Administration Managers) project. The purpose of this professional development is to help the Principal shift from the role of managerial leader to the role of instructional leader, resulting in an increase in time spent on improving teaching and learning. The principal's secretary is her personal SAM. Each morning the principal meets with her SAM to discuss her agenda for the day. The SAM Project external coach meets monthly with the principal to analyze how she is spending her time and to coach her on how to increase time spent on instructional issues. The principal will continue in the SAM project during year three of SIG. As part of the SAMs project, the principal and her SAM have created a First Responder chart. This chart identifies the person overseeing a particular activity (the first responder). Normally, when a concern or question is raised, the individual requests to speak with the principal. The First Responder chart gives the secretary/teacher the opportunity to direct the individual seeking help to the staff member responsible. This prevents valuable time from being taken away from the principal. Equally as important, it allows the concerned individual to receive an immediate response regarding their concern/question.

Positive Behavior Support

A team of four middle school staff and the two administrative assistants began Positive Behavior Support training during year two. They have spent this year planning for implementation during 2012-2013. PBS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized intervention.

Additional Staff Development

A variety of other workshops was provided on staff development days that focused on student engagement and increasing instructional rigor. All staff members received training on how to use the eInstruction classroom clickers as a tool for increasing student engagement, as well as for administering quick informal formative assessments. Students also used the clickers to complete predictive and diagnostic assessments in Acuity. The Director of Curriculum and Instruction coached individual staff members on effective lesson planning, management of instructional time and strategies for teaching academic vocabulary.

3) Describe the challenges and accomplishments in meeting your objectives in 2011-2012.

Challenges

Students entering middle school multiple years below grade level in reading and mathematics

The biggest challenge continues to be students who enter the middle school multiple years below grade level in reading and mathematics. Based on the analysis of the spring 2011 administration of the Missouri Assessment Program and the fall administration of the Terra Nova assessment, approximately 70 percent of students transitioning from the fifth grade to the middle school were below proficiency level in reading and / or mathematics. Many of these students were two or more years below grade level. The fall, 2011 Terra Nova assessment indicates that the incoming 6th graders were at least one grade level behind in all subject areas. This has been a trend for several years. When students enter the sixth grade significantly below grade level in core areas, intensive focused intervention is necessary in order to make significant gains and close the gap. In order to improve student achievement at the middle school, intensive intervention strategies must be implemented in the lower grades. For this reason, the Lindamood Bell program has been implemented at the elementary school and four teachers have received certification training.

Recruiting and retaining highly qualified staff

The middle school started the first year of SIG with 3 new mathematics teachers out of 3. By the end of the first semester, two had requested to be released from their contracts. By Christmas 2010, two of the new teachers had left.

The 6th grade math class had three teachers before school was out. There were 2 out of 3 new teachers in the mathematics department for the 2011-2012 school year. One was not rehired for the upcoming school year. Therefore, there will be one new math teacher for the upcoming year. In addition, one communication arts teacher was not rehired for the upcoming school year. Finding and keeping highly qualified teachers is a challenge for the Caruthersville School District.

Time Commitment

Being a school in turnaround requires a commitment of time beyond the regular school day. In addition to adding an additional 50 minutes to the instructional day, teachers and administrators must give many hours beyond the school bell in order to effectively plan and implement turnaround and meet the requirements of SIG. This continues to be a struggle, resulting in burnout and creating staff morale problems.

Accomplishments

MAP / AYP

Improvement was made in both communication arts and mathematics, with 9 of 10 subgroups meeting AYP.

(See MAP / AYP narrative and charts in Section VII.A)

Lindamood Bell

An increase in reading performance of students receiving LMB instruction continues to be a major accomplishment.

(See Lindamood Bell narrative and charts in Section VII.A)

Year two highlights include:

- Eighty-two middle school students received an average of 212 hours of small-group instruction during the school year.
- One hundred forty elementary students received an average of 110 hours of small-group instruction during the school year.
- Five district staff (two middle school) were certified as Lindamood-Bell Instructional Leaders.
- Thirty-six of thirty-eight core staff attended LMB workshops. In addition, eighty-three percent of the instructional support staff attended the workshops.

The middle school completed the second year of full implementation. Groups met daily for 100 minutes of individualized reading intervention. Staff members have been trained to conduct these specialized groups. Groups are either SI (Symbol Imagery-breaking down and decoding the word) or VV (Visualization and Verbalization-comprehension). All staff members are trained to conduct both types of groups. This intervention occurs for Tier 2 and Tier 3 students. In an effort to sustain the program, selected staff members participated in the LMB Certification Program throughout the year. The certification process included weekly meetings as well as 4 full days of training. The staff members participating in the certification program learned how to read the diagnostic testing reports and use the reports to group students as well as learn the sequences to be followed in the lesson planning for the specified groups. The teachers participating in the certification completed over 50 hours of training in addition to on the job supervision and modeling. The LMB Instructional Leader will train all classroom teachers to implement LMB strategies to all students as a Tier I intervention. In addition, she will meet with community members and parents at least four times over the course of the year.

Acuity Formative Assessment / Acuity Labs

All communication arts and mathematics teachers are trained and using Acuity for benchmark and predictive testing. All communication arts and mathematics teachers have a 5 station computer lab for the purpose of assigning individualized Acuity lessons to students. In addition, a 24 station computer lab will be completed this summer and provide a space for teachers to take their entire class for Acuity lessons.

GLE Trackers

Last semester, mathematics and communication arts instructors created GLE trackers. The GLE trackers will be posted in each mathematics and communication arts classroom to keep each student informed of his or her progress toward mastery of GLE's. As each student exhibits mastery of each skill (via assessment), the student will receive a mark, indicating mastery. The GLE trackers will aid the teachers as they plan for differentiated instruction, being more precise and personalized. The GLE trackers (and Acuity test results) will also help guide any after-school interventions that take place.

Reduction in Office Referrals and Physical Altercations

The number of office referrals decreased by 22 percent. The number of students involved in physical altercations decreased by 47 percent. In addition, the number of days of out of school suspension decreased by 50.6 percent.

(See narrative and charts in Section VII.A)

Increase in Attendance / Attendance Clerk

An attendance clerk was hired to help monitor attendance and to make home visits. Attendance increased from 93.9 percent to 95.35 percent.

(See narrative and charts in Section VII.A)

SECTION VII.B – YEAR THREE TIMELINE

Describe the year three timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/District commits to serve. All planned activities were included in the original plan submitted with your first application.

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

Specific Strategies / Implementation	Projected Date of Implementation	Evaluation
Two staff members will attend Acuity Certification training.	July, 2012	May, 2013
Contract third year with Lindamood Bell to provide direct on-site coaching and program management	July, 2012	August, 2012
Installation of a 24 station computer lab	June, 2012	August, 2012
Continue second year of Positive Behavior Support training	June, 2012	May, 2013
Communication Arts and Mathematics Departments will meet this summer to review and analyze MAP results and to set up intervention groups.	July-August, 2012	August, 2012
The mathematics department will meet this summer to update pacing and to create custom diagnostic assessments.	July-August, 2012	September, 2012

After-School department meetings will be held at least once a month.	August, 2012	May, 2013
Lindamood Bell training for new staff	August-September, 2012	September, 2012
Additional LMB training for classroom teachers on implementation of tier I strategies... increased support for classroom teachers	August-September, 2012	May, 2013
Review and update Pyramid of Interventions	August-September, 2012	September, 2012
Lindamood Bell advanced professional development and certification for instructional leaders to ensure program quality, fidelity, and sustainability	August, 2012 – May, 2013	May, 2013
Full implementation of the Acuity Assessment System (Initial training for new staff, additional training for current staff)	August-September, 2012	May, 2013
Develop an RTI model for evaluating staff and providing interventions and professional improvement plans...continue development of staff mapping matrix	August-October, 2012	May, 2013
Develop a Performance Based Principal Evaluation tool based on turnaround leader competencies	July-September, 2012	May, 2013
Implement teacher portfolios as part of the teacher evaluation process...continue implementation	August, 2012-May, 2013	May, 2013
Continue improving parent / community collaboration / parent workshops	Ongoing	Ongoing
Continue participation in the SAM program	Ongoing	May, 2013
Implementation of Renaissance Math	August, 2012	May, 2013
Double blocking of 6th grade mathematics and communication arts classes	August, 2012	May, 2013
Increase the regularity of classroom walk-through visits by building administration and LMB Instructional Leaders	Ongoing	May, 2013

SECTION VII.C – DISCUSSION OF SCHOOL YEAR 2012-2013

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2012-2013 school year. Include information about how the district will support the SIG 1003(g) efforts programmatically and fiscally.

Year 3 will be a continuation of programs and interventions implemented during year 1 and year 2. The goal for year 3 will be to achieve sustainability beyond the SIG grant.

Continue Lindamood Bell

The district will continue to focus on targeting students who are not reading on grade-level and will provide the Lindamood Bell program for intensive reading intervention. The district plans to use SIG funds to contract with Lindamood Bell for a third year. During the third year, the LMB on-site consultant will work directly with LMB Instructional Leader to implement the program and will provide certification training to additional staff members, preparing for continued program implementation beyond the third year and long-term sustainability. The following recommendations have been made for third year implementation:

Professional Development

- Continue development of certification candidates by providing continued support.
- Increase support for classroom teachers at both sites.

Leadership

- Increase the regularity of classroom walk-through visits by leadership, particularly focusing on classroom instruction.

Classroom Instruction

- Continue to schedule consistent classroom instructional time.
- Weekly classroom visits should be conducted by the Instructional Leaders. Additional support should be considered.

Small-group Implementation

- Ninety minutes of daily instruction should be consistent.
- Group teachers should increase independence in instruction, lesson planning, pacing and test administration.
- Continue to refine instructional quality.

Continue Acuity Informative Assessment

Two additional staff members will become Acuity Certified Trainers. The Acuity certified trainers will provide on-site staff training and support for all staff members using Acuity.

Continue the SAM Project

The building principal will continue to participate in the SAM (School Administrator Management) Project. The SAM consultant will provide regular coaching to help the principal manage her time in order to maximize the time spent improving instruction.

Instructional Coaching / Department Chairs

Department Chairs will work directly with the Director of Curriculum and Instruction. They will assist teachers in planning lessons with increased rigor and student engagement. They will also provide instructional coaching, modeling and facilitating the delivery of highly engaging lessons. They will work with teachers on developing curriculum and pacing guides that ensure all essential learnings are taught at the appropriate time.

Value-Based Teacher Evaluation System and Portfolios

The administration will continue to work on developing an evaluation system for teachers, based on the RTI model. Teacher data sheets and portfolios will become an integral part of the teacher evaluation. Teachers who are identified in tier II or tier III will be provided appropriate interventions as part of their professional improvement plan. In addition, the committee will develop a plan for recognizing and rewarding highly effective teachers and administrators.

Increased Instructional Time / 8 Period Day

The middle school will replace the advisory / intervention period with an additional 50 minute class period. The additional class period will allow students identified for intervention to receive a double block of mathematics and / or communication arts. The additional period of the core class will be for individualized instruction based on Acuity and MAP results. Students who do not need the additional intervention period will be allowed to take an enrichment course and / or an additional elective.

SECTION VII.D – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year two.

Year 2 changes

Administrative Assistants

The principal of operations (assistant principal) was not rehired for the 2011-2012 school year. This position was replaced with two administrative assistants. Both individuals were on staff at the middle school. Both were highly effective classroom teachers and classroom managers. Both had served as discipline coaches during the 2010-2011 school year. This change proved to be effective, allowing for a more personalized approach to discipline. (See narratives and charts in Section VII)

Mathematics Department

Two of the three teachers in the mathematics department were new to the building. One was not rehired for the 2012-2013 school year.

Communications Arts Department

There was one new teacher in the communication arts department. She was rehired for the 2012-2013 school year. However, one teacher in the department was not rehired for the 2012-2013 school year.

Special Services Department

There was one new special services teacher in the building. She will return for the 2011-2012 school year.

School Resource Officer / Attendance Clerk

The School Resource Officer position was cut for the 2011-2012 school year. The position was replaced with an attendance clerk. The attendance clerk monitored attendance daily, making phone calls and home visits when students were absent. This position proved to be highly effective.

Changes for 2012-2013

Non-Renewals

Three teachers were not rehired for the 2012-2013 school year. (1 Social Studies, 1 Communication Arts, 1 Mathematics)

The Secondary Director of Curriculum, Instruction & Turnaround was not rehired for 2012-2013. The Elementary Director of Curriculum, Instruction & Turnaround will assume duties K-12. In addition, department chairs will be appointed to work directly with the DCIT.

Retirements / Resignations

The sixth grade science teacher retired. The seventh grade special services teacher and the eighth grade Social Studies teacher resigned.

Reassignments

The middle school counselor has been reassigned to the high school. The at-risk counselor will assume the middle school counselor position. An additional part-time counselor has been hired. One teacher is moving from the elementary to the middle school as a full time LMB instructor.

All staff positions have been replaced with certified and qualified teachers.