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

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

Project Dates: July 1, 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 Reeter	Craig Reeter	7-1-12	$ 552,369

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
Ferguson-Florissant School District	096-089

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
Art McCoy, Ph.D.	1005 Waterford Drive	Florissant, MO 63033	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
amccoy@fergflor.org		314-506-9004	314-506-9010
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
Mr. Larry Larrew	1005 Waterford Drive	Florissant, Mo 63033	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
llarrew@fergflor.org		314-506-9007	314-506-9010
NAME OF LEA TURNAROUND OFFICER (If known)	ADDRESS	CITY, STATE, ZIP	
Alice M. Aldridge, Ed.D.	1005 Waterford Drive	Florissant, Mo 63033	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
aaldridge@fergflor.org		314-506-9053	314-506-9096

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
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative) Art McCoy	DATE 6/15/12

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*	195,590		56,710	62,000	8,169			322,469
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non Instructional Support Services *1003(g) SIG*		54,576	17,748					72,324
2200 Professional Development *1003(g) SIG*								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services *1003(g) SIG*		7,000	536					7,536
Program Costs Subtotal *1003(g) SIG*	195,590	61,576	74,994	62,000	8,169			402,329
Indirect Costs								
Administrative Costs *1003(g) SIG*	121,092		28,948					150,040
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	121.092		28,948					150,040
GRAND TOTAL *1003(g) SIG*	316,682	61,576	103,942	62,000	8,169			552,369

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						
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	3.0					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager					1.0	
Turnaround Officer						.9
TOTAL	3.0				1.0	.9

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
Berkeley Middle School	00354		X					X
McCluer South-Berkeley School	02691		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
Berkeley Middle School	096-089-3000

Budget Codes	Related Strategies and Activities
1100 Instruction	3 reading teachers, After school activities, classroom instructional materials, Study Island, Star Enterprise, Ed Options, Dean of Student w/ 20-non-contract days
1100 Instruction *1003(g) SIG*	Communication Arts Intervention Specialist/Coach, Accelerated Reading/Math [goal 1], Software license fee for Accelerated program, and 10 non-contract days for principal and one reading teacher[Goal 3]
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non Instructional Support Services	Intervention Specialist, Homeless Coordinator, Social Worker, Special School District Psychological and Social Worker
2100 Non Instructional Support Services *1003(g) SIG*	Social worker 50% of time [Goal 4]
2200 Professional Development	Building PD budget-maintain highly qualified teachers[CSIP requirement]
2200 Professional Development *1003(g) SIG*	
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	
3000 Community Services	Parent Liaison
3000 Community Services *1003(g) SIG*	
Administrative Costs	Administrative salaries, director of Finance, Compliance officer and Administrative assistant
Administrative Costs *1003(g) SIG*	(1/2) Administrative salaries, Turnaround and Compliance Officer and her 10 non-contract days for turnaround Officer [Goal 5]

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
Berkeley Middle School	096-089-3000

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	324,910		100,972		8,500			434,382
1100 Instruction *1003(g) SIG*	100,284		31,681		2,800			134,765
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non Instructional Support Services		6,148	925					7,073
2100 Non Instructional Support Services *1003(g) SIG*		27,288	8,874					36.162
2200 Professional Development				2,500				2,500
2200 Professional Development *1003(g) SIG*								
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services		1,946	150					2,096
3000 Community Service *1003(g) SIG*								
Administrative Costs		4,900	735					5,635
Administrative Costs *1003(g) SIG*	60,546		14,474					75.020
Program Costs Subtotal (Not including *1003(g) SIG*)	324,910	12,994	102,782	2,500	8,500			451,686
***1003(g) SIG* Subtotal**	160,830	27,288	55,029		2,800			245,947
Grand Total	485,740	40,282	157,811	2,500	11,300			697,633

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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
Berkeley Middle School	096-089-3000

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
(1100) 1 FTE for Math and 1 FTE for Reading (Instructional Coaches)	94,889
(1100) Principal stipend [10 non contract days]	5,395
(3000) Compliance officer (.45 contract)	60,546
6100 Subtotal	$ 160,830
6150: Non-certificated Salaries	
(2500) Social Worker [1/2 of total salary]	27,288
6150 Subtotal	$ 27,288
6200: Employee Benefits *(optional categories)*	
FICA	
Medicare	55,029
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	$ 55,029
6300: Purchased Services	
6300 Subtotal	$
6400: Materials/Supplies	
(1100) AR Program	2,800
((1100) Accelerated Reading[Site license 300/Math[Site license 120]	
6400 Subtotal	$ 2,800
6100-6400 Subtotal	$ 245,947
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	
6500 Subtotal	$
TOTAL	$ 245,947

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

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
McCluer South-Berkeley High School	096-089-1060

Budget Codes	Related Strategies and Activities
1100 Instruction	1 Reading teacher, 1 Com. Arts teacher , After School Activities, Study Island, Star Enterprise, EdOption, Instructional materials, Dean of Student w/ 20-non-contract days, Math Intervention Coach
1100 Instruction *1003(g) SIG*	Reading Intervention Specialist/Coach, Accelerated Reading/Math, [goal 1], Gateway to College, Dual Enrollment, Software license fee (300)for Accelerated programs [Goal 3]
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non Instructional Support Services	Intervention Specialist, Homeless coordinator, Social Worker, Special School District Psychological Examiner and Social Worker
2100 Non Instructional Support Services *1003(g) SIG*	Social worker 50% of time [Goal 4]
2200 Professional Development	Building PD budget-maintain highly qualified teachers[CSIP requirement]
2200 Professional Development *1003(g) SIG*	
2600 Planning and Evaluation	Administrator's Retreat
2600 Planning and Evaluation *1003(g) SIG*	
3000 Community Services	Parent Liaison
3000 Community Services *1003(g) SIG*	Parent facilitator [Goal 4]
Administrative Costs	Administrative salaries, director of Finance, Compliance officer and Administrative Assistant
Administrative Costs *1003(g) SIG*	(1/2) Administrative salaries, Turnaround and Compliance Officer and 10 non-contract days for Turnaround Officer

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
McCluer South-Berkeley High School	096-089-1060

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	252,900		83,483		17,000			353,383
1100 Instruction *1003(g) SIG*	95,306		25,030	62,000	5,369			187,705
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non Instructional Support Services		33,098	14,009					47,107
2100 Non Instructional Support Services *1003(g) SIG*		27,288	8,874					36,162
2200 Professional Development				5,000				5,000
2200 Professional Development *1003(g) SIG*								
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services		3,892	300					4,192
3000 Community Service *1003(g) SIG*		7,000	536					7,536
Administrative Costs		4,900	735					5,635
Administrative Costs *1003(g) SIG*	60,546		14,473					75,019
Program Costs Subtotal (Not including *1003(g) SIG*)	252,900	41,890	98,527	5,000	17,000			415,317
***1003(g) SIG* Subtotal**	155,852	34,288	48,913	62,000	5,369			306,422
Grand Total	408,752	76,178	147,440	67,000	22,369			721,739

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SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR THREE BUDGET ITEMIZATION *(COPY AS NEEDED)*	
LEA/DISTRICT/BUILDING NAME McCluer South-Berkeley High School	COUNTY-DISTRICT - BUILDING CODE 096-089-1060
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries (1100) Reading Instructional Coach (1 FTE) (1100) Extended Day stipends [6] (1100) Principal stipend [10 non contract days] Adm Turnaround Officer (.45 contract)	59,951 30,000 5,355 60,546
6100 Subtotal	$ 155,852
6150: Non-certificated Salaries (2100) Social Worker [1/2 of total salary] – plus 10 additional days (3000) Parent Facilitator	27,288 7,000
6150 Subtotal	$ 34,288
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	48,913
6200 Subtotal	$ 48,913
6300: Purchased Services (1100) Gateway to College (St. Louis Community College) (see goal 3) (1100) Dual Enrollment (40 students x $1,000) (see goal 3) (1100) 3 buses for Extended Learning opportunities at MSB	8,000 49,000 5,000
6300 Subtotal	$ 62,000
6400: Materials/Supplies (1100) ACT Tests (1100) AR Program (1100) Accelerated Reading/Math [Site license for 300] programs	1,690 3,679
6400 Subtotal	$ 5,369
6100-6400 Subtotal	$ 306,422
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	
6500 Subtotal	$
TOTAL	$ 306,422

SECTION VII. – NARRATIVE

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

SECTION VII.A. – DISCUSSION OF YEAR TWO

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;
2) Provide a summary of measurable data explaining progress toward meeting professional development objectives; and
3) Describe the challenges and accomplishments in meeting your objectives in 2011-2012.

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

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 SIG 1003(g) efforts programmatically and fiscally.

SECTION VII.D. – STAFFING CHANGES

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

Berkeley Middle School:

The 2011-2012 school year at Berkeley Middle School brought about a deeper reflection by the administrative team regarding the skill and will set of each staff member to enhance student achievement and the leadership capacity among the staff. With an effective feedback tool in place from the regional visitation team, and district personnel specific findings observed was used to effectively substantiate student and staff progress or lack of progress. During the year two of the SIG grant particular look fors further allowed the administrative team to fine tune the personalization and precision of the conversations conducted as well as implementing an institutional strategic change. These conversations primarily focused on high engagement of the students in the instructional setting.

At the last site-visit review it was noticed that students/teachers displayed positive and productive relationships, higher levels of DOK questions were used to challenge the students' ability to think. Classroom management was observed maximizing learning and positive behaviors through the use of effective classroom management strategies.

The 2011-2012 school finished strong when compared to the beginning of the school year. Seventy eight percent of the classrooms observed were identified as being effective focusing on best teaching strategies and expecting the best optimal performance from each student.

VII.A

1-Summary of Data (See summary attached)

1) STAR Math and Reading Benchmark Data
2) Referrals data
3) OSS data
4) Attendance Data

Section 2 (see attached MOSIG PD Log)

1) See attached data (dashboard)
    a. Engagement (walk-throughs)
    b. Data team Proficiency

Berkeley Middle School succeeded in raising attendance, achievement as measured by STAR assessments and individualizing instruction through various intervention classes and extended school day opportunities.

Goal Area: Student performance:

Achievement:

Staff members used the Renaissance STAR assessment suite to gauge student growth and determine interventions necessary for individualized instruction. All students were benchmarked three times during the year. Students identified as needing urgent intervention were progress monitored two times per month.

Students in need of intervention were assigned to the following structures:

Math:

Remedial math skills classes
Algebra Strategies (2 hours of Algebra per day)
Algebra Preview (slower paced-in depth instruction in Algebra preview concepts)
Math Academic Labs

Communication Arts:

Leveled reading intervention courses
Skill based extended day programs
Com Arts academic labs
All students not at grade level in Reading were assigned Reading Instruction

All intervention/remedial courses were in addition to regular courses. Placements in these groups were fluid and allowed movement of students as needed depending on individual needs.

As noted in the Summary of Data, the number of students' proficient on the STAR assessment rose 21% in math and 7% in Reading this school year. Gains in 8th grade math and 7th grade Reading were higher than their counterparts.

Extended Learning Day

Berkeley Middle School extended the learning day of students with before and after school programs; Zero Hour and Saturday programs. Extended day allowed for enrichment (Robotics Club, Rocketry Club, Boys Hope Girls Hope Prep, ACT Prep) as well as mandatory remediation (tutoring, Zero Hour, Saturday Intervention). Computer programs (Skills Tutor, Study Island) were used to increase skills and remediate deficiencies.

Attendance (see attached data sheet)

Berkeley Middle School succeeded in raising its yearly attendance by approximately 1 percent compared to the previous school year. It achieved increase in every month except August and January. The school to home counselor (SIG funded position) and the attendance secretary were instrumental in implementing the attendance plan which included:

1. Phone calls
2. Parent letters
3. Individual incentive plans for students not meeting expectations
4. Home visits
5. Referrals to DFS
6. Team and grade level attendance incentive competitions

Goal Area: Highly Qualified Staff

Data Team Implementation:

All BMS staff members received Data Team Training prior to the school year. They were given the Data Team Training Handbook and time was provided for the scheduling and implementation of the Data Team Process. In

February, 7 staff members attended Formative Assessment Training with Lead and Learn consultants. This was followed up by two site visits/coaching sessions with a Lead and Learn representative and opportunities for the principal to shadow this consultant to improve coaching skills. A shared folder was created so that all staff members could submit their data forms. Teachers were also required to display data in their rooms.

Staff Development

BMS created small cohorts of teachers focused on needs determined by staff reflection, MOSIG walkthroughs and site visits.

Culturally Responsive Teaching
Engagement
DOK/Rigor
Reading and Writing in the content areas
Understanding by Design

Staff members met monthly to discuss strategies, complete book studies and design lessons. These groups also became the basis for some whole group professional development centered on engagement and reading/writing in the content area (staff meeting focus, Rita Pierson-Effects of Poverty on Learning, Kristi Peck, and Peggy Dersch-Engagement

Goal Area: Facilities, support and instructional resources:

Increase Contact time for Com Arts/Reading

BMS hired an additional reading teacher to insure all students below reading level received 2 periods of reading/com arts instruction. Students were placed in leveled reading classes at the beginning of the year. Students were transitioned to higher level courses as they improved. The staff member used the STAR assessment to progress monitor students and design interventions on a biweekly basis.

Goal Area: Parent and Community Involvement

Berkeley Middle School was able to increase its parental involvement and community partnership during this school year. We had an increase in attendance at registration and Parent Conferences. We also created substantial partnerships with Boys Hope Girls Hope, Healthy Family Life, SPG Youth, Challenger Learning Center and Oasis Tutoring. These organizations helped tutor students, met with them after school and increased the number of positive role models and experiences for our students.

SPG Youth-Saturday Program-reading, writing, music creation
Healthy Family Life- Smoking Cessation Program delivered to all students
Boys Hope Girls Hope After school/Saturday tutoring and activities
Oasis Tutors-In school tutoring

Goal Area: Governance and Leadership

Increase time for principal to be the instructional leader of the school

A Director of Compliance was hired by the district to decrease MOSIG demands on the building principal. She acted as a liaison between MOSIG and the school. The transfer of document preparation, grant application and fiduciary oversight allowed the principal more time to focus on instruction and learning.

April
Dashboard-BMS

Indicator	Measure	Baseline	Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Attendance	Monthly Report	92.7	95%	Aug 94% Sep 95.2% Oct 93.7%	Nov 94.1% Dec 95.0	Jan 91.6 February 93.4 March 93.6	April 93.5 May TBD Year total 93.7
Referrals	Monthly Report	1901	1600	Aug 48 Sep 253 Oct. 280	Nov. 310 Dec. 130	January 182 Feb 333 March 183	April 221 May 115 Year total 2200
Days of OSS	Monthly report	1616	1450	Aug -55 Sep-200 Oct-124	Nov-83 Dec -43	Jan 98 Feb 82 March 64	April 103 May 93 Year total 945
% of Data teams at Proficient level	Admin observation / meeting analysis	0%	80%	Sept 3/10 Oct. 3/10	Nov. 4/10 Dec. 4/10	Feb 5/10 March 5/10	April 6/10 May 6/10 Year total 60%
% of lessons with high student and teacher engagement	Classroom observations	43%	80%	August 13/22 Sep-Oct 16/46	Nov. 9/14 Dec. 10/15	Jan 22/34 Feb 20/26 March 18/22	April 26/38 May 21/28 Year total 61%
% of students proficient on STAR math assessment	Benchmark report	Sept 28%	1st sem 34% 2nd sem 40%	Sept -28% Oct-35.5%	Dec. 48% 8th 51% 7th 45%	March 44% 8th 48% 7th 39%	May 49% 8th 53% 7th 44% Urgent Intervention 26-17%
% of students proficient on STAR CA assessment	Benchmark report	Sep 26%	1st sem 32% 2nd Sem 37%	Sept. 26% Oct 30%	Dec. 36% 8th 32% 7th 40%	March 33% 8th 26% 7th 39%	May 33% 8th 29 % 7th 38% Urgent intervention 26%to 16 %
walkthroughs with feedback given			650	Aug 22 Sept/Oct 46	Nov 14 Dec 15	January 40 February 26 March 22	April 16 May 15 226
Percentage of students reading below grade level on Gates test	Pre and post test	Fall 2011 - 71%	May 2012 50%	71%	NA	NA	May Spring 67.4

Staff attendance		93%			Through 2/10 96.8 (excluding School business 95.5 total		TBD

BMS Attendance

Month	2010-11	2011-12
August	94.8	94.0
September	94.9	95.2
October	93.3	93.7
November	92.2	94.1
December	93.3	95.0
January	92.8	91.6
February	91.8	93.4
March	92.3	93.6
April	90.7	93.5
May	91.2	91.1

Total attendance rate 93.4%

BMS STAR Summary Screening Report: Proficient

READING	Fall	Winter	Spring
7th	18%	32%	32%
8th	9%	25%	21%

MATH	Aug-Sep	Nov-Dec	May
7th	25%	37%	35%
8th	24%	40%	38%

BMS MAP			
Content Area	**2008-09**	**2009-10**	**2010-11**
Comm. Arts	21.6%	27.6%	28.3%
Math	18.8%	22.9%	23.9%

Note: MAP 2011-12 TBA

Challenges and Accomplishments

Accomplishments:

Raising achievement levels as noted in Star scores
Increasing Student achievement
Increasing parental support and community involvement
Changing Instructional practices
Increased Attendance

Challenges:

Addressing students reading below grade level has proved extremely difficult
Changing instructional practices quickly and consistently

Berkeley Middle School does not look or sound the same as it did three years ago. Instructional practices are improving. As noted by MOSIG site visits and observations, student engagement has increased the variety of instructional practices being implemented has grown and the culture of the building has improved at the staff and student level. Although we have seen gains in achievement, they have not been as large as hoped or expected. The implementation of the STAR assessment tool has been a valuable addition to our school. It has motivated students, challenged teachers to use data and differentiate instruction and given us a reliable way to monitor progress. We need to improve on aligning instructional interventions to individual/small groups of students. We now have the structures in place and the tools necessary to accomplish this task.

McCluer South-Berkeley High School:

The 2011-12 school year resulted in change of leadership during the month of November, 2011. With the change came a new charge to the staff to focus on rigor, depth of knowledge, instructional strategies, and high student engagement. In November, when DESE's team observed MSB teaching staff no classrooms were found to be effective. At the last review by DESE in March 11 out of 16 classrooms was found to be effective and 5 out of 16 were found to be somewhat effective. Professional development was focused on Data Teams, Professional Learning Communities, and High Engagement in the Classroom.

An instructional reading coach was added in the 2011 school year and a math instructional coach will be added in the 2012-13 school year. Also, 25 IPads were added to the Communication Arts classroom to help students with reading strategies and during zero hour. As shown by the results of the Communication Arts scores for 2011.

In the 2011-12 school year, 5 staff members were turned over, and two positions were cut, while 4 special school district staff members were turned over with one position being cut.

*PBIS was implemented at McCluer South –Berkeley High School during the 2010-11 school years. Referrals from 2009-10 school to the 2010-11 school year there was a 20% decrease and from the 2010-11 to 2011-12 school year there was a decline of 11% for a total of 31% from 2009-2012 school year. McCluer South-Berkeley was also awarded the Bronze Medal Award by the Missouri School-wide Positive Behavior Support (MO SW-PBIS).

VII.A

1-Summary of Data (See summary attached)

1. EOC data
2 .STAR math and reading benchmark data
3. Referrals data
4. Attendance Data

Section 2 (see attached MOSIG PD Log)

1) See attached data

McCluer South-Berkeley School achievements are as follows: raising attendance, achievement as measured by STAR assessments and individualizing instruction through various intervention classes and extended school day opportunities.

Goal Area: Student performance:

Achievement:

Staff members utilized the Renaissance STAR assessment reading and math and Study Island were used to monitor student growth and determine interventions necessary for individualized instruction. All students were benchmarked on Renaissance STAR assessment three times during the year. Students identified as needing urgent intervention and intervention were placed in reading strategies and math strategies classes. Alternative programs were maintained and new ones were instituted for students that were not successful in the traditional school setting to help raised the graduation rate.

Communication Arts:

Sixty students not at grade level in Reading were assigned Reading Strategies classes during Zero hour, during the school day, and Saturday Intervention. Teachers were given the opportunity every Wednesday during the second quarter to receive enrichment strategies on best practices strategies to enhance their teaching ability by the instructional coach or an consultant.

Math:

Math strategies/intervention classes were provides to 60 students during zero hour as well as the instructional day.

Credit Recovery:

During second quarter, credit recovery classes were offered after school for a period of two hours for 40 students that failed a reading class or math class three times a week.

EdOptions , MO Option, and Gateway to College:

EdOptions was offered during the day as an AM session and a PM session for students not successful in the normal school routine at MSB, as well as afternoon sessions on Mondays and Wednesdays. Students were programmed to attend Mark Twain Alternative Student Support Center for the MO Option program as another alternate for students not successful in the traditional school setting. Also,

students were enrolled in the Gateway to College Program as another intervention for students that were successful in the traditional school setting.

Extended Learning Day

McCluer South-Berkeley High School extended the learning day of students with before school programs, Zero Hour and Saturday programs. Extended day allowed for enrichment (Reading and math strategies classes, teacher enrichment and Honors Business Economics, Function and Statistics and Senior Humanity Social Class, as well as mandatory remediation (tutoring, Zero Hour, Saturday Intervention). Computer programs (Skills Tutor, Study Island) were used to increase skills and remediate deficiencies.

Attendance (see attached data sheet)

McCluer South-Berkeley continues to slow gains in the area of attendance. The school utilized the home counselor (SIG funded position), the attendance secretary, and attendance caller, and teachers scheduled as a 6th responsibility continue to implement the attendance plan which included:

1. Phone calls/teleparent
2. Parent letters at each quarter
3. 12 students assigned to each principal group based on attendance lower than 90%
4. Individual incentive plans for students not meeting expectations
5. Home visits
6. Referrals to DFS
7. Grade level attendance incentive competitions each month

Goal Area: Highly Qualified Staff

Data Team Implementation:

McCluer South-Berkeley entire staff members received Data Team Training this school year. They were given the Data Team Training Handbook and time was provided for the scheduling and implementation of the Data Team training provided by Carolyn Neal. In February, 7 staff members attended Formative Assessment Training with Lead and Learn consultants. This was followed up by two site visits/coaching sessions with a Lead and Learn representative and opportunities for the principal to shadow this consultant to improve coaching skills.

Staff Development:

Each faculty and PLC meeting was spent on topics that MOSIG had identified as needing improvement: DOK, High Student Engagement, conducted by Peggy Dirsch, Classroom Management, and Rigor. Staff members were asked to write up each PLC meeting and place in a handbook. Team building was offered by an outside consultant. Staff further expanded their leadership capacity by participating in a district professional development day offered by Rita Pierson that focused on serving the under resourced student. Best practices were measured by classroom observations and conversations with educators.

Goal Area: Facilities, support and instructional resources:

An Instructional Coach and Reading Teacher were hired to insure all students reading below level were identified and placed into a reading strategies class. The staff member used the STAR assessment to progress monitor students and design interventions on a quarterly basis.

Goal Area: Parent and Community Involvement

McCluer South-Berkeley High School increased its parental involvement and community partnership during this school year. We had an increase in attendance by at least 30% as measured by the sign-in sheets at registration and Parent Conferences. We also created a substantial partnership with a local stakeholder, Church on the Rock. This organization helped to provide instruments to students to facilitate scholarship in the area of music, assigned a list to tutors students that would impact student's academic performance, met with them after school and increased the number of positive role models and experiences.

Goal Area: Governance and Leadership

Increase time for principal to be the instructional leader of the school

A Director of Compliance was hired by the district to decrease MOSIG demands on the building principal. She acted as a liaison between MOSIG and the school. The transfer of document preparation, grant application and fiduciary oversight allowed the principal more time to focus on instruction and learning. This person also provided instructional support for staff through discussions of best practices, and needed resources.

MSB EOC

Content Area	2009-10	2010-11	2011-12
English II	49%	56%	61.0%
Algebra I	8.1%	29.2%	26.1%
Biology	14%	34%	23.0%
Government	11%	33%	10.2%

Unofficial for EOC 2011-12

MSB: Discipline Referrals

Month	2009-10	2010-11	2012-12
August	127	56	83
September	390	322	355
October	440	376	296
November	401	320	321
December	141	90	77
January	376	202	278
February	450	228	286
March	238	153	115
April	220	376	133
May	74	110	34
TOTAL	2782	2233	1978

MSB Attendance

	2010-2011	2011-2012
August	94.0	93.0
September	91.8	92.1
October	89.0	91.0
November	89.0	90.0
December	90.9	91.3
January	89.0	87.0
February	89.0	88.0
March	89.7	87.7
April	92.0	90.0
May	91.0	92.0
TOTAL	90.4	90.1

MSB STAR Summary Screening Report: Proficient

READING	Fall	Winter	Spring
9th	11%	16%	20%
10th	12%	15%	23%
11th	19%	20%	28%
12th	10%	24%	38%

MATH	Aug-Sep	January	May
9th	19%	26%	27%
10th	29%	37%	44%
11th	31%	37%	35%
12th	30%	32%	24%

MSB Pre/Post Gates Reading Level Summary Testing Gains

	2009-2010		2010-2011		2011-2012	
Grade 9 Testing "1+ Year/s Below" Percent Movement	Fall 67.3	Spring 65.5	Fall 71.7	Spring 61.7	Fall 65.1	Spring 66.7
	-1.8		-10.0		1.6	

	2009-2010		2010-2011		2011-2012	
Grade 10Testing "1+ Year/s Below" Percent Movement	Fall 37.3	Spring 35.2	Fall 42.5	Spring 37.6	Fall 55.1	Spring 51.8
	-2.1		-4.9		-3.3	

	2009-2010		2010-2011		2011-2012	
Grade 11 Testing "1+ Year/s Below" Percent Movement	Fall 42.5	Spring 41.7	Fall 38.4	Spring 34.9	Fall 40.0	Spring 43.7
	-0.8		-3.5		3.7	

McCluer South-Berkeley High School's Professional Development Plan: 2012-13

Areas of concern as identified by MSIP Evaluation and MOSIG classroom/school visits:

Data Team Implementation — Professional Learning Communities

Classroom Management — Student Engagement

Objectives: Staff members will gain knowledge and understanding of Data Teams and become more effective. This information will be used during PLC times in order to use date effectively to affect instruction and raise student achievement. Teachers will gain expertise in and instructional competencies by engaging in self-directed professional

develop activities. This professional development will be job embedded and included coaching, collaborative work and procedures for accountability.

Proposals:

Use days during O –week to train staff at MSB on data teams (utilizing common assessments in each subject areas to train on how to look at data). This training will set the expectations for the year work for Data Teams, Presenter – Paul Bloomberg – if available.

Develop and maintain portfolios to enhance teacher's competencies in:

Student Engagement/DOK
Writing in the curriculum
Understanding By Design
Culturally Responsive Teaching
Classroom Management

Creating opportunities for movement from novice teaching to mastery teaching.

1. Staff working together in effective and best instructional practices
2. Focus on embedded professional development- accountability
3. Collaboration with instructional coaches and administrators on instructional practices
4. Long term PD goal for every individual – enrichment plans – growth plans.

Challenges and Accomplishments

Accomplishments:

Increasing Student achievement through Star Reading and EOC scores
Increasing community involvement
Changing Instructional practices
Attendance

Challenges:

Aligning instructional practices and interventions to yield high gain
Addressing students scoring below grade level in the area of math has proved extremely difficult
Changing instructional practices quickly, consistently, and with fidelity
Increasing parental support to help with student gains in academics and attendance

McCluer South-Berkeley has been through many changes in the leadership at the school. Therefore, trust, consistency, and procedures have been a noteworthy factor. Resistance to change has been overcome by most of the staff and a warmer environment has been established as noted by MOSIG site visits and observations. High student engagement, rigor, classroom management, and Depth of Knowledge have improved, while consistency and implementation of fidelity is a question that will be noted over time. The addition of the reading coach and another reading teacher has impacted our scores to see a significant improvement in the EOC scores, as well as implementing the Star reading assessment and reading intervention classes. The reading coach offering professional development of best practices in reading should also be noted as a contributing factor for teachers implementing best practices in the classroom.

MOSIG Site-Based Professional Development

Date	School	Content	Audience
2010-present monthly	BMS/MSB	Leadership Cohort MOSIG	Admin and District Shepherd
2010 School Year Bi-Monthly	BMS/MSB	Common Core Common Assessment training and construction	All departments
May 2010	BMS/MSB	Data Team Training Lead and Learn	Department Heads/Admin and Leadership teams
January 2011	BMS/MSB	Engagement and Cooperative Learning Structures: Dick Hellwege Presentation	All certified staff
May 2011	BMS	Data Team Training Certification Lead and Learn	Principal District Shepherd
May 16, 2011	BMS	Crisis Intervention Training	4 members of crisis team
June 2011	BMS	Instructional Coaching Dick Hellwege Presentation RPDC	Admin team 2 department heads

June 2011	BMS	Crisis Intervention Training	Admin team
June 2011	BMS/MSB	Summer Symposium MOSIG Jefferson City Various RTI, Leadership	Principal and District Reps
August 2011	BMS	Data Team Training	All Staff training (minus Com Arts)
July 29 2011	BMS/MSB	Kingian Non-Violence	Principals
August 2011	BMS	6 traits of Writing	Com Arts
Monthly Staff Meetings	BMS/MSB	Reading Strategies: Big FOX Context Clues Vocabulary Previewing Inferences Engagement DOK, Data Team Classroom Management	All staff
October 2011	BMS/MSB	STAR Suite Assessment	Principal
October 4, 2011	MSB/BMS	PD360 training @	District staff from schools, administrator

		Ferguson Middle	District Shepherd
Bi Monthly 2010-11	MSB/BMS	Admin Coaching with Beth Plunkett	Principals
November 4, 2011	MSB	Reading instructional coach with staff- Kelly Fisher-Bishop	Reading and Communication Arts staff
November 4, 2011	MSB	Presentation to staff on SIG requirements, expectations and for reporting forms	Director of Turnaround and Compliance, Staff
November 8th 2011	BMS	Engagement Techniques and structures Kristi Peck SSD	Engagement and Critical Thinking Competency Groups
November 8, 2011	MSB/BMS	Rita Pierson How Poverty and culture affect student learning	Culturally responsive Teaching Competency
Nov-Dec	BMS	Priority Standards Common Core training	Math Department Chair
November 8' 2011	BMS	PD360	All Staff
January 3, 2012	BMS	Engagement Structures Peggy Dersch	All Staff District Shepherd
January 3, 2012	MSB	Data Analysis, standards, and instructional focus- Carolyn Neal: CSD	All Staff District Shepherd
January 19, 2012	MSB	Team Collaboration for Effective Student Outcomes: Session #1- Jeri Schultz & Associates, LLC, Leadership & Development	All Staff District Shepherd

January 27, 2012	MSB/BMS	PD360 in-service	Consultant, from company, District Shepherd
February 2, 2012	MSB	Team Building : Session #2- Jeri Schultz & Associates, LLC, Leadership & Development	All Staff District Shepherd
February 13, 2012	BMS/MSB	Formative Assessments Data Teams	MSB 6 (2 data teams) BMS 7 (3 data teams)
February 27, 2012	BMS	Peggy Dersch Classroom Model Lessons	9 staff members
March 5, 2012	BMS	Lead and Learn Coaching	1 data team
March 5, 2012	BMS	Peggy Dersch Classroom observations and feedback	6 staff members
March 8, 2012	BMS	Lead and Learn Coaching	2 data teams and principal shadowing
April 12, 2012	MSB	Lead and Learn Coaching: Paul Bloomberg	3 data teams, math coordinator, Turnaround & Compliance and Secondary Education
April 2012	MSB/BMS	Priority Standards and Common Core: Kevin Voepel	Com. Arts Department Chair
May 3 & 10, 2012	MSB	Classroom Engagement Structures: Peggy Dersch	All Staff, District Shepherd
May 31-June 1, 2012	MBS/BMS	Common Formative Assessment training-Learning Solution Consultant	District staff, administrator, District Shepherd

MOSIG Funded Positions:

- Reading and Mathematics Instructional Coaches [Full time at Berkeley Middle School]
- Reading and Mathematics Instructional Coaches [Full time McCluer South-Berkeley High School]
- Social Worker [.5 at each SIG School]
- Turnaround and compliance officer
- Dean of Students 1 per school
- Parent Liaison Facilitator

NOTE: All SIG positions have been either posted for hire, appointed or hired and will be available to work immediately for the 2102-2013 school year.

Extended Day Interventions:

High School Zero Hour & Middle School Extended Day Learning

6/2012- Analyze data points for intervention and staffing for 2012-2013

6/2012- Teachers identified to administer zero hour, during the day, before and after school and on Saturday Interventions
6/2012- Create Master Schedules at both SIG schools to allocate time, and space for interventions and maximize access for students to increase learning time for students and staff
7/2012- Identify students and enroll them in interventions for enrichment, remedial and acceleration of instruction [parent, student contracts, etc.]
7/2012- Obtain materials and supplies for Extended learning
8/2012- Update computer software/license fee for interventions [Ed Options, Project Lead the Way (PLTW), Skill Tutoring, Accelerated Reading and Math, Study Island, etc.]
9/2012- Start annually by October Extended Learning Time
9/2012- Complete paper work for stipends for all identified Extended Day employees
9/2012- Continue to implement attendance procedures for extended day activities
10/2012 -Use first quarter student data, progress reports/grades, common assessments to insure [formative and summative] and District's benchmark to insure correct placement and adjustments if necessary [repeat process at every progress report and report card time (December, February, April)]
12/2012 -Analyze/evaluate staffing effectiveness and performance for extended day activities and make adjustments if necessary
5/2013- Analyze data points for intervention and staffing for 2013-2014 [Star Enterprise (reading & math), Study Island, Common Assessments (formative & summative), grades, MAP, EOC

Social Worker:

6/2012- Meet with principals, and PBIS committee to coordinate and implement an early warning system for continued identification of high-risk students using Check-in/out program, designing mentoring support and Peer mediation programming
7/2012- Work with administrators/counselor to review attendance data, update and amend attendance procedures
8/2012- Coordinate with staff to identify mentors and monitoring for check in/out and peer mediation
8/2012- Coordinate home visits to directly contact parents of students that have concerns of being

chronically absent or tardy as identified from 2011 data and Homeless students to help with resources

9/2012- 5/2013- Implement ART, Social Skills to Alternative school at BMS, and Peer Mediation at MSB

9/2012- 5/2013- Monitor and apply interventions and/or instructional practices to students with attendance, tardy issues-weekly

9/2012- 5/2013- Home visits to support stronger relationships with students and their families and to educate about the personal and district financial benefits of strong attendance through information distributed

9/2012- Work and collaborate with high school counselors to coordinate college and career plans through Career Pathways, educational trips, speakers, and drop-out rate reduction

Instructional Coach:

6/2012- Hire Instructional Coaches

6/2012- Instructional and administrative staff review relevant data and school improvement plan to determine building focus for coaching through decision making process.

6/2012- Instructional coaches will collaborate to organize study groups, on-site workshops, attend MOSIG instructional coaches training provided by Dick Hellwege and etc.

6/2012- Work with teachers to align instruction to state and district standards, and utilize the Accelerated Reader and other software to enhance student outcomes

6/2012- Attend trainings and bring back information and strategies back to building staff

7/2012- Leadership team planning meeting to formulate School goals, PD plan and 30 day action plans

7/2012- Help to establish common vocabulary; background knowledge and experiences; and collaborative relationships.

7/2012-5/ 2013- Throughout the course of the year and at the end of the year, efforts need to be made to evaluate better ways in which the implementation/ effectiveness of the coaching model is effective.

8/2012- Create flexible schedules in order to meet changing needs to students and teachers

9/2012- First quarter share successes, challenges that have occurred during the first semester in support of student learning.

9/2012- Continue to monitor classroom practices and best strategies

9/2012- Access and reflect on their professional needs and the needs of the teachers and students

9/2012-5/2013- Continue to plan for teaching and learning using SMART goals, Data teams, evidence of real achievement, instructional best strategies, and resources.

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

Berkeley Middle School will proceed with the programs and initiatives it has begun over the last three years:

- Professional development will focus on increasing engagement and raising rigor.
- Data team implementation and fidelity will be stressed through PLCs, Instructional Coaches and Administration
- Extended day activities to enrich and remediate students according to their needs will be implemented
- Focus on increasing attendance will continue
- The addition of instructional coaches will improve instruction and should result in increased student achievement
- Transition programs for incoming sixth graders will be developed and implemented; this will include the addition of sixth grade students at BMS for the 2013-14 school year.
- Community involvement and partnerships will be forged. BMS is currently working on a program with The Wyman Teen Leadership Program. We will again partner with SPG youth and Boys Hope Girls Hope.

McCluer South Berkeley High School will begin the 2012-2013 school by proceeding with the following information:

Interim Principal will continue to collaboratively work under the leadership of Dr. Alice Aldridge, Director of Turnaround Schools and Federal Compliance Officer. The major goal will be to implement strategies and actions steps at the beginning of the year with MOSIG funded positions in place. Students will be enrolled in Extended Day (Zero hour and Saturday Academy) and the program will be fully implemented by the second week of the school year. Procedures have already been established for inclusion into the EdOptions programs, requirements and protocols for academic probation, and attendance issues have been created. A new program, MO Options was also implemented this year to help decrease the dropout rate and increase the graduation rate. The master schedule and classes for zero hour has been designed to increase flexibility and will allow for interventions and enrichment classes to occur for all students. The design and implementation of a Freshman Transition course that will promote positive study habits and decrease failure rates at MSBHS will be maintained and monitored more closely this year.

In November 2011, when DESE's team observed MSB teaching staff no classrooms were found to be effective. However at the last review by DESE in March 2012, 11 out of 16 classrooms were found to be effective and 5 out of 16 were found to be somewhat effective. Professional development was focused on Data Teams, Professional Learning Communities, and High Engagement in the Classroom.

An instructional reading coach, added during the 2011 school year will continue to foster, model and promote best instructional strategies. A class set of 25 IPads were added to the Communication Arts classroom to help students with reading strategies and during zero hour by the district. As shown by the results of the Communication Arts scores for 2011. An additional, 25 IPads were order for the math department from the SIG allocations to assist in facilitating the increase in math scores.

PBIS was implemented at McCluer South –Berkeley High School during the 2010-11 school year, which provided an environment of a much better school climate and culture. Referrals from 2009-10 school year to the 2010-11 school year yielded a 20% decrease and from the 2010-11 to 2011-12 school year , which was a decline of 11% for a total of 31% from 2009-2012 school year. McCluer South-Berkeley was also awarded the Bronze Medal Award by the Missouri School-wide Positive Behavior Support (MO SW-PBIS). Therefore, MSB will continue to implement the strategies offered by the MOSW-PBIS during the 2012-13 school year, realizing the importance of effective student behavior as it relates to students learning.

District Support System

Ferguson Florissant School district will continue to support the schools receiving SIG allocations both through programming and financially. Schools will be supported through the following initiatives. Listing is not inclusive.

- 3 reading teachers, After school activities, classroom instructional materials, Study Island, Star Enterprise, Ed Options, Dean of Student w/ 20-non-contract days [BMS]
- 1 Reading teacher, 1 Com. Arts teacher , After School Activities, Study Island, Star Enterprise, EdOption, Instructional materials, Dean of Student w/ 20-non-contract days [MSB]
- Intervention Specialist, Homeless Coordinator, Social Worker, Special School District Psychological and Social Worker [BMS & MSB]
- Building PD budget allocations-maintain highly qualified teachers[CSIP requirement]
- Parent Liaison
- Administrator's Retreat
- Purchase of supplemental instructional supplies [books, technology needs, etc.]

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

Berkeley Middle School ***Building Code: 096-089-3000***

McCluer South-Berkeley High School ***Building Code: 096-089-1060***

Budget Code: 1100 Instruction 1003 (g) SIG

GOAL 1: STUDENT PERFORMANCE. The school/LEA engaged in the SIG Grant Project will develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

SIG GOAL Student Performance	Objective	Strategies	Action Steps
Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals	**To have zero (0) schools identified as "persistently lowest achieving schools" by the State by the start of the 2012-2013 school year. Reducing the number of identified schools from two to zero.**	1) (MSBHS) Increase student learning time and opportunities to Implement remediation and enrichment. 2) Continue to create an early warning system to identify high-risk students. **3)** We will continue to provide opportunities for students to succeed through the Ed Options Program (virtual courses) for core course and high school prep, and test prep. 4) (BMS) will continue to provide student learning time and opportunities to implement remediation and enrichment at the middle school level.	1) Continue and advise "Zero Hour " classes: Reading Algebra Strategies ACT Prep Advanced Philosophy 2) Implement Saturday Academies 3) Saturday School students for 25 days per school year, 2 to 3 hours. 4) Provide afterschool Credit Recovery and course work for students for one hour after school classes and tutoring four to five days per week. 5) Utilize for a School with-in a school (Alternative) Positive School Environment for 10% of students during the school day. 6)Continue to add courses (AP, Honors and ACT prep) 7) Extended learning 3 days per week, Geometry course, Project lead the Way course, mandatory tutoring. 8) Maintain Reading and Math Specialists (Building High school-remediation Middle School –students nearing proficient, alternative school)

GOAL 1: STUDENT PERFORMANCE. The school/LEA engaged in the SIG Grant Project will develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

SIG GOAL Student Performance	Objective	Strategies	Action Steps
Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals. **Priority 4 (Identify high-risk students and create opportunities to succeed)** **Priority 5 (Be bold and innovative—Saturday School immediately lengthening the number school days.)**	**To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2012-2013 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.**	To provide academic academies held beyond traditional school hours and times (after school, before school, on weekends, and during the summer) with a focus on enrichment and acceleration in the subject areas with increased opportunities in the following areas: • Virtual courses and computer instruction at the high school to assist students in earning more high school credits; • Community College and University courses and • Career Pathway certifications and courses. This will occur through Extended Learning Time through Saturday School for Robotics and Computers, Science, Math, ACT Prep, Comm. Art/Reading Courses for 2 to 3 hours per session, for 25 days per year.	Issue hourly pay for 6 teachers, 1 Principal, 1 Security Guards, 1 Support Staff, 1 Custodians Use EdOption program and District curriculum, including 5 college visits and field experiences-annually in STEMS at places such as UMSL, the St. Louis Science Center, and Challenger Learning Center, plus materials and supplies ($5000). 2 Buses at $150 per around trip per bus. $10,000 Select students using (Priority 4) the early warning system of identified high-risk students in August and monitored monthly and focus on: Attendance--Students with 89% or below; Academics--students with two or more core area Fs; Attachment--all students must be to at least one club, organization, or program.

GOAL 1: STUDENT PERFORMANCE. The school/LEA engaged in the SIG Grant Project will develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

SIG GOAL Student Performance	Objective	Strategies	Action Steps
Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals. **Priority 2 (Set ambitious targets for improvement)** **Priority 5 (Be bold and innovative—Saturday School, lengthening the number school days, and summer academies.)**	**To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2012-2013 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.**	By 2012-13, the Ferguson-Florissant School District graduation requirements will be consistent with the requirements for state college/university acceptance and career clusters certifications as seen by at least 85% college or higher education acceptance rate or career pathway course completion by the 2013 graduates. Specially, an increase of opportunities will occur in the following areas: • Virtual courses and computer instruction at each high school to assist students in earning more high school credits; • Community College and University courses (dual enrollment) at a minimum of 45 students per semester per school; and Career Pathway certifications and courses.	Academic academies will be held in the summer as well as during the school year on Saturdays and traditional school hours as academic labs with a focus on enrichment and acceleration in the subject areas. Using St. Louis Community College and the UMSL, FFSD will add Programs of Study and career pathways in the following areas for 7th through 12th graders: • Info Tech., Life Sciences, Green Jobs • FACS/Culinary Arts • STEMS, Construction Architecture • Early Educ., Education • General Studies • Boys and Girls Hope Program 45 students X $250 X 2 Semesters of the Access to College Program = $25,000 --10 FVCC instructors at MSB X $500 X 2 semesters for each class at MSB above = $10,000 --Academic extracurricular activities, and materials $5,000

GOAL 2: HIGHLY QUALIFIED STAFF. The school/LEA engaged in the SIG Grant Project will recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/ District mission, goals, and objectives

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps
Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives. **Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)** **Priority 5 (Be bold and innovative)**	**To provide internal and external staff development to certified staff focused on teaching and learning, student engagement, rigor/DOK, PBIS, school accountability, school and school district reform model, PLC and Data Team, Common Formative Assessments**	As a result of the professional development program, all staff members will be able to: 1. Present lessons using level 3 and 4 Depth of Knowledge as measured by classroom-walk-through data and MAP/EOC performance. 2. Increase the number of students reading by achieving Safe Harbor (10% decrease of students in the below Basic and Basic categories annually) or have at least 50% of the district students and each of the required subgroups fall in the proficient or advanced ranges in the areas of communication arts and mathematics as measured by the state/district tests during 2012-13. 3. Increase student enrollment in advance courses by at least 10% 4. Administrative team will be involved in team meetings that will help increase their efficacy and pedagogy that will foster staff and student achievement.	$25 per hour plus benefits for 53 MSB staff for 16 hours. Administrative team will participate in 5 days of PD (MSB) and team building for the MSB staff. Offer Building-wide PD on common grading and common assessment PD, vertical, horizontal, and cross curricular alignment of literacy and numeracy at the beginning of the school year and during the summer annually. 1. Require cross-curricular lesson planning and data team meetings monthly to add relevance to each course 2. Require vertical curriculum audits and data team meetings from grade 7 through 12, and include the Community College faculty and University professors for the core and Career Technical Education areas quarterly. Develop Improvement Cadre for teachers who students have not regularly shown gain as on the MAP, EOC Assessment, and STAR Enterprise.

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps
Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives. **Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)**	**To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan.**	Utilize Regional Professional Development Center for internal professional development. Establish a St. Louis Metropolitan Consortium for Leadership and Education Administration Development--LEAD STL Program. To Provide internal and external leadership development of principals and other administrators focused on student engagement, rigor/DOK, accountability, school and school district reform model, PLC and Data Team.	Maintain and continue the cohort of individuals to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous improvement model, accountability.

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps
Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.	1. **Use evaluation systems for teachers and principals that take into account student growth and assessments. Evaluations are developed with teacher/principal involvement to increase school leader effectiveness and performance.**	Address expectations and key job targets for teachers in their first three years in the District to • Remove those who, after professional development, have not, and provide high-quality, job-embedded professional development.	To analyze individual teachers by the following: • MAP/EOC data • Common Assessment data • School year hours • Teacher attendance rates • Teacher attendance rate for specific PD • Student Attendance Rate • AP and advanced coursework taught • Student discipline • Distribution of teachers by performance level on LEA's teacher evaluation system Deadlines: each quarter--August, October, January, March, and May 30 Annually

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps
Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives. **Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)**	**To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan.**	Provide training for staff at least one day before and after the school year as well as during District in-service days	Use FFSD evaluation systems for teachers and school accountability plans for principals that take into account student growth and assessments. Evaluations are developed with teacher/principal involvement to increase school leader effectiveness and performance Deadline: May 30 To provide internal and external staff development to certified staff focused on teaching and learning, student engagement, common assessment and grading, rigor/DOK, PBIS, school accountability, school and school district reform model, PLC, Data Team, and Common Formative Assessments. Deadline: June 30 Remove those who, after professional development, have not. Deadline: June 30

SIG GOAL Student Performance	Objective	Strategies	Action Steps
Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals. Priority 3 (Aim at recruiting, evaluating, and retaining the best teachers and removing ineffective staff)	**At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2012-13 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.**	Continue to increase the focus of the Principals, Department Heads, Instructional Coach, and Coordinators to work with teachers as instructional coaches to increase mastery of teaching concepts and strategies that directly relate to district's identified priority standards, and plans to increase student performance to Depth of Knowledge Levels 3 and 4, Culturally Responsive Teaching and Instruction, Common Formative Assessments, Field Theory, Conceptual Learning, Brain Research and Depth of Knowledge, Cognitive Style, Marzano's Strategies, and Technology (SMART Boards as well as instructional and data analysis software).	Monthly conferences with building principals, Department Heads, Instructional coach, and Coordinators to review the implementation of the plans to increase student performance to Depth of Knowledge Levels 3 and 4. Have subs cover the Department Heads classes.

GOAL 3: FACILITIES, SUPPORT, AND INSTRUCTIONAL RESOURCES. The school/LEA engaged in the SIG Grant Project will provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

SIG GOAL Student Performance	Objective	Strategies	Action Steps
Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals. **Priority 3 (Aim at recruiting, evaluating, and retaining the best teachers and removing ineffective staff)**	**At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2012-13 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.**	Continue to increase the focus of the Principals, Department Heads, Instructional Coach, and Coordinators to work with teachers as instructional coaches to increase mastery of teaching concepts and strategies that directly relate to the district's identified priority standards, and plans to increase student performance to Depth of Knowledge Levels 3 and 4, Culturally Responsive Teaching and Instruction, Common Formative Assessments, Field Theory, Conceptual Learning, Brain Research and Depth of Knowledge, Cognitive Style, Marzano's Strategies, and Technology (SMART Boards as well as instructional and data analysis software).	Monthly conferences with building principals, Department Heads and Coordinators to review the implementation of the plans to increase student performance to Depth of Knowledge Levels 3 and 4. Have subs cover the Department Heads classes.

SIG GOAL Facilities, Support, and Instructional Resources	Objective	Strategies	Action Steps
Provide and maintain appropriate instructional resources, support services, and functional and safe facilities. **Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.**	**Facilitate the purchase and use of online curriculums/ intervention on software to increase student achievement.**	Continue to work with the Technology Department to assist and will work with the principal and Assistant Supts to maintain on-line MAP, EOC, and virtual courses. The technology department will work with school staff to facilitate PLTW course and increase access/use of computer based curriculum and interventions	1) Review EdOptions, Skill Tutor and A.R. Reading and Math for subscriptions and purchases 2) Install programs and software 3) Schedule EOC exams 1) Purchase Computers, software and install 2) Manage student Subscriptions to EdOptions, , AR Program, Skills Tutor and Study Island

Budget Code: 1100 Instruction 1003 (g) SIG

SIG GOAL Student Performance	Objective	Strategies	Action Steps
Develop and enhance the quality educational instructional programs to	**To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music,**	To use data to implement an aligned instructional program and to promote the use of data to inform and differentiate instruction,	Students will be required to read and study for at least 10 minutes per grade level each night, take home materials, and complete family activities

improve performance and enable students to meet their personal, academic and career goals. **Priority 2 (Set ambitious targets for improvement)**	**career technical education by at least 25% for the 2012-2013 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.**	Principals and Instructional coach will monitor instruction and provide ongoing support for teachers to work with students to support reading, writing, listening, and speaking standard English	and compacts.

Budget Code: 3000 Community Services 1003 (g) SIG

GOAL 4: PARENT AND COMMUNITY INVOLVEMENT. The school/LEA engaged in the SIG Grant Project will promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

SIG GOAL Student Performance	Objective	Strategies	Action Steps
Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs.	**Obtain student attendance rates at 95%,** **college and career readiness and courses at 85%, 10% or greater increase in formative and summative assessments especially in communication arts and math, and 100% student attachment to**	To ensure parent involvement, compacts and mechanisms for engagement and community accountability; To ensure intense student differentiation, real-time data, feedback on teaching and learning, and electronic modules for tutoring and courses; institute specific	Maintain two Parent Liaisons for MSB at $10 per hour (includes benefits) to work for 5 hours per week for 33 weeks with families as mentors, for home visits, workshops, and academic support, and accountability of the school family compacts

Priority 4 (Early Warning Systems in place)	**extracurricular programs and an adult mentor, via parent, student, staff, and community involvement.**	activities to connect with parents to increase their support through Parent Liaisons for every school to participate in district level meetings and assist in creating and coordinating activities, workshops, and conferences, and materials for parents.	1 Extra Duty Contract Stipends for $7000 for staff as Parent Liaisons and Mentors.

Budget Code: ***2100 Non Instructional Support Services 1003 (g) SIG***

3000 Community Services 1003 (g) SIG

SIG GOAL **Governance and Leadership**	**Objective**	**Strategies**	**Action Steps**
Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs. **Priority 4 (Early Warning Systems in place)** **Priority 6 (Demonstrate**	**Obtain student attendance rates at 95%,** **college and career readiness and courses at 85%, 10% or greater increase in formative and summative assessments especially in communication arts and math, and 100% student attachment to extracurricular programs and an adult mentor, via parent, student, staff, and community involvement.**	Maintain support to the guidance and student services departments for the students, families, and community members of MSB and BMS. Redesign the registration process to include and offer student orientation and guidance regarding course offering and career and college readiness. Directly contact parents of students who are chronically absent or tardy to create a personal action plan with parents to improve attendance.	Maintain the 1 FTE for a Social Worker for incoming middle schools, and BMS and MSB students. Maintain 2 Parent Liaison (actual parents) per for BMS at $10 per hour to work for 5 to 7 hours per week with families as mentors, for home visits, workshops, and academic support, and accountability of the school family compacts.

Teacher commitment – at least 88% to 90%)		Support stronger relationships with students and their families to motivate strong attendance. Educate parents and students about the personal and district financial benefits of strong attendance through information distributed in registration packets, articles in student newspapers, Teleparent system, and communication at open houses.	1 Extra Duty Contract Stipends for $7000 for staff to oversee Parent Liaisons, and mentors as Parent/Community Facilitators

Budget Code: 1100 Instruction 1003 (g) SIG

GOAL 5: GOVERNANCE AND LEADERSHIP. The school and district (LEA) engaged in the SIG Grant Project will govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

SIG GOAL Governance and Leadership	Objective	Strategies	Action Steps
Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district. Priority 3	**As of August 2010, FFSD implemented a new governance structure at BMS and MSB that increased the administration by 1 FTE (33%) to ensures success and high student achievement while holding staff accountable for student growth and other requirements of the**	• District will maintain BMS and MSB academic/ instructional oversight and staff placements and development the responsibility of one administrator through the Shepherd [Turnaround Officer] • Foster academic rigor, instructional leadership, positive school climate, and safe and orderly environment immediately.	1. District will maintain a Turnaround Officer to oversee the SIG schools.

(Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.) Priority 5 (Be bold and innovative)	**Transformational Model, the US Dept. of Education Blueprint for America Education Reform, and the new National Core Academic Standards.**		

Budget Code: 1100 Instruction 1003 (g) SIG

GOAL 5: GOVERNANCE AND LEADERSHIP. The school and district (LEA) engaged in the SIG Grant Project will govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

SIG GOAL Student Performance	Objective	Strategies	Action Steps
Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.	**As of August 2010, FFSD implemented a new governance structure at BMS and MSB that increased the administration by 1 FTE (33%) to ensures success and high student achievement while holding staff accountable for student growth and other requirements of the Transformational Model, the US Dept. of**	• Seventh through twelve grade curriculum, staff development, academic alignment towards career and college readiness emphasizing STEMS, research, reading, writing, listening, and speaking Standard English. • Continue to make the BMS and MSB academic/instructional oversight and staff placements and development the responsibility of one administrator.	1. Maintain Dean of Students at BMS and MSB.

Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.) **Priority 5 (Be bold and innovative)**	**Education Blueprint for America Education Reform, and the new National Core Academic Standards.**	Continue to foster and maintain academic rigor, instructional leadership, positive school climate, and safe and orderly environment.	

SECTION VII.D. – STAFFING CHANGES

VII.D -Staffing Changes

BMS plans on adding two instructional coaches (math and communication arts). Their duties will include coaching staff members to improve instruction, coaching Data team, analyzing formative assessment data and creating implementing appropriate intervention classes and instructional strategies and creating a system for data collection/display.

Due to budgetary constraints and enrollment figures, BMS will lose the following positions:

assistant principal
science teacher
communication arts
social studies
physical education

These positions were eliminated by non-renewals/resignations (2) and transfers (3)

McCluer South-Berkeley High School staff changes and plans for the 2012-2013 school year are as follows:

2009-10

In the course of the 2009-10 school year the principal was replaced.

2010-11

During the 2010-11 school year the Associate Principal was replaced. As well as, In the course of the 2010-11 school year: a science teachers, a math teacher, 2 Communication Arts teacher and a band teacher were replaced for the 2011-12 school year.

2011-12

During the month of November, the school changed leadership to having the Lead Principal assume the leadership position of Interim Principal, in addition the office manager was replaced and the attendance caller went from a ½ FTE to 1 FTE position. Additional changes during the 2011-12 school year consisted of the following individuals not returning:

- counselor
- two science teacher
- math teacher
- Spanish teacher
- CAD teacher

One science teacher, a new counselor, CAD teacher, and a Spanish teacher were hired for the new school year of 2012-2013. In addition to the general education staffing in the 2011-12 school year, 4 special school district staff members were turned over with one position being cut.