RECEIVED JUN 13 2011

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 Reecton		7-1-12	$914,574

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME			COUNTY-DISTRICT CODE
HAYTI R-II / HIGH SCHOOL			**078-002**
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Thomas J. Tucker Jr.	ADDRESS P.O. Box 469; 500 N. Fourth St.	CITY, STATE, ZIP Hayti, MO. 63851	
E-MAIL ADDRESS tucker@hayti.k12.mo.us		TELEPHONE NUMBER 573-359-6500	FAX NUMBER 573-359-6502
NAME OF GRANT CONTACT **Jeff Tucker**	ADDRESS P.O. Box 469; 500 N. Fourth St.	CITY, STATE, ZIP Hayti, MO. 63851	
E-MAIL ADDRESS tucker@hayti.k12.mo.us		TELEPHONE NUMBER 573-359-6500	FAX NUMBER 573-359-6502
NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER

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
Thomas J Tuckey	6/11/12
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
Thomas J Tuckey	6/11/12

NEW PAGE

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*	301,570	27,490	74,400		68,000			471,460
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non Instructional Support Services *1003(g) SIG*		27,000	10,500					37,500
2200 Professional Development *1003(g) SIG*				341,714				341,714
2600 Planning and Evaluation *1003(g) SIG*	3,000		500	18,000				21,500
3000 Community Services *1003(g) SIG*		27,000	10,500	1,000	3,900			42,400
Program Costs Subtotal *1003(g) SIG*	304,570	81,490	95,900	360,714	71,900			914,574
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	304,570	81,490	95,900	360,714	71,900			914,574

NEW PAGE

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					
Reading Recovery Teacher Leader						
School/Home Coordinator			1			
Language Translator						
Guidance Counselor				1		
Transition Case Manager						
Turnaround Officer						
TOTAL	3	0	1	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
Hayti High School	291380000611		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.

NEW PAGE

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
HAYTI R-II / HIGH SCHOOL	**078-002**

Budget Codes	Related Strategies and Activities
1100 Instruction	After-school and morning tutoring will be provided for those students failing to master GLE's and other determined benchmarks.
1100 Instruction *1003(g) SIG*	Extended school will allow core classes to be taught twice a day and enrichment courses provided to advanced students. Instructional coaches will help teachers with their instructional delivery.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non Instructional Support Services	Support staff salaries (counselor, nurse, attendance monitors, counselor's secretary) benefits, supplies.
2100 Non Instructional Support Services *1003(g) SIG*	A Social Worker will assist the district with our efforts to keep our students in school and provide parents with additional resources.
2200 Professional Development	Salaries, benefits, registration, and other cost to attend Professional Development activities.
2200 Professional Development *1003(g) SIG*	Outside vendors; STI will help provide benchmark questions, track data, monitor pacing guides for academic content and provide professional development with rubrics, writing quality benchmark assessments. Elbow 2 Elbow will model instructional strategies and activities for teachers as well as helping with PLC meetings, student-led parent/teacher conferences. SEMO RPDC will be used to provide professional development in areas of weakness as they are defined throughout the year.
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	A Project Manager will monitor the grant and chart its progress. A program evaluator will conduct an assessment of the grant project and its implementation.
3000 Community Services	
3000 Community Services *1003(g) SIG*	A School Liaison will help bridge the gap between the school and community and develop lasting relationships.
Administrative Costs	
Administrative Costs *1003(g) SIG*	

NEW PAGE

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
HAYTI R-II / HIGH SCHOOL	078-002

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	1,144,700	45,445	354,096	29,510	49,225			1,622,976
1100 Instruction *1003(g) SIG*	301,570	27,490	74,400		68,000			471,460
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non Instructional Support Services	50,509	166,585	59,411	45	8,470			285,020
2100 Non Instructional Support Services *1003(g) SIG*		27,000	10,500					37,500
2200 Professional Development	146,832		18,093	68,240	5,159			238,324
2200 Professional Development *1003(g) SIG*				341,714				341,714
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*	3,000		500	18,000				21,500
3000 Community Services								
3000 Community Service *1003(g) SIG*		27,000	10,500	1,000	3,900			42,400
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	1,342,041	212,030	431,600	97,795	62,854			2,146,320
***1003(g) SIG* Subtotal**	304,570	81,490	95,900	360,714	71,900			914,574
Grand Total	1,646,611	293,520	527,500	458,509	134,754			3,060,894

NEW PAGE

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR THREE BUDGET ITEMIZATION *(COPY AS NEEDED)*	
LEA/DISTRICT/BUILDING NAME **HAYTI R-II / HIGH SCHOOL**	COUNTY-DISTRICT - BUILDING CODE **078-002**

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries Extended Day - (31 teachers x 174 days @ $30.00 = $161,820) Instructional Coach 1 - $46,250 + Project Manager Stipend @ $3,000 Instructional Coach 2 - $42,500 Instructional Coach 3- $51,000	
6100 Subtotal	**$304,570**
6150: Non-certificated Salaries Extended Day - $23,490 (9 Non-Certified employees X 174 @$15.00 = $23,490) Social Worker - $27,000 School Liaison - $27,000 Bookkeeper/Payroll Compensation - $2,000 x 2 = $4,000	
6150 Subtotal	**$81,490**
6200: Employee Benefits *(optional categories)* FICA $ 5,050 Medicare $ 5,600 Retirement (Teacher or Non-Teacher) $53,750 Health, Life, and/or Dental Insurance $31,500 Other Benefits	
6200 Subtotal	**$95,900**
6300: Purchased Services STI - $156,614 Elbow 2 Elbow – $152,600 RPDC - $15,000-SAMS, PLC's, Math, Common Core, Com Arts Program Evaluator - $18,000 Parental Involvement - $1,000 AP Training - $3,000 Common Core Review - $2,500 Teacher Tuition Payment - $12,000 (4 teachers have agreed to seek advanced degrees in their subject areas with the understanding that the district will pay up to $3,000 per year to the university on their behalf.	
6300 Subtotal	**$360,714**
6400: Materials/Supplies ACT Plan/Explore/Compass/Prep Classes - $3,000 MAP/EOC Prep Materials - $5,000 Dual Credit / On-Line Courses -$5,000 School Publications Materials - $1,400 Parental Involvement - $2,500 Performance Incentives - $2,500 (Patches for jacket per each advanced of proficient MAP/EOC test; Student Achievement Expo(s) – Adv/Prof students will attend local college / vocational school. Registration, admission fees- $2,500 Instructional Supplies – 2 IPad Carts and Ipads - $26,000, 28 IPads - $14,000, 5 Clickers Systems - $10,000.	
6400 Subtotal	**$71,900**
6100-6400 Subtotal	**$914,574**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$914,574**

SECTION VII.A. - DISCUSSION OF YEAR TWO
Describe progress made toward each objective approved in 2011-2012 application. 1). Provide a summary of MAP and other relevant data to document progress toward meeting objectives;

The MAP results for the 2011-2012 school year has not been released and we don't expect those results until late July or early August. However, we have received the results for the EOC tests that were taken by the high school students. These results have shown very large gains in all but one subject area.

ENGLISH 1	2010	%	2011	%	2012	%
NUMBER OF STUDENTS	48		49		52	
ADVANCED	0	0.00%	7	14.30%	5	9.60%
PROFICIENT	8	16.70%	14	28.60%	16	30.80%
BASIC	15	31.30%	14	28.60%	23	44.20%
BELOW BASIC	[illegible]		[illegible]		[illegible]	
TOP 2	8	16.70%	21	42.90%	21	40.40%
BOTTOM 2	40	83.40%	28	57.20%	31	59.60%

ENGLISH 2	2010	%	2011	%	2012	%
NUMBER OF STUDENTS	47		45		42	
ADVANCED	1	2.10%	3	6.70%	7	16.70%
PROFICIENT	14	29.80%	20	44.40%	21	50.00%
BASIC	22	46.80%	18	40.00%	13	30.90%
BELOW BASIC	[illegible]		[illegible]		[illegible]	
TOP 2	15	31.90%	23	51.10%	28	66.70%
BOTTOM 2	32	68.10%	22	48.90%	14	33.30%

ALG. 1	2010	%	2011	%	2012	%
NUMBER OF STUDENTS	63		54		21	
ADVANCED	0	0.00%	11	20.40%	6	28.60%
PROFICIENT	10	15.90%	20	37.00%	10	47.60%
BASIC	33	52.40%	18	33.30%	3	14.30%
BELOW BASIC	[illegible]		[illegible]		[illegible]	

TOP 2	10	15.90%	31	57.40%	16	76.20%
BOTTOM 2	53	84.10%	23	42.60%	5	23.80%

ALG. 2	2010	%	2011	%	2012	%
NUMBER OF STUDENTS	NA		19		12	
ADVANCED	NA	NA	1	5.30%	2	16.70%
PROFICIENT	NA	NA	3	15.80%	3	25.00%
BASIC	NA	NA	9	47.40%	6	50.00%
BELOW BASIC	NA	NA	6	31.60%	1	8.30%
TOP 2	NA	NA	4	21.10%	5	41.70%
BOTTOM 2	NA	NA	15	79.00%	7	58.30%

GEOM	2010	%	2011	%	2012	%
NUMBER OF STUDENTS	NA		29		30	
ADVANCED	NA	NA	0	0.00%	6	20.00%
PROFICIENT	NA	NA	7	24.10%	17	56.70%
BASIC	NA	NA	10	34.50%	6	20.00%
BELOW BASIC	NA	NA	12	41.40%	1	3.30%
TOP 2	NA	NA	7	24.10%	23	76.70%
BOTTOM 2	NA	NA	22	75.90%	7	23.30%

AM. GOVT	2010	%	2011	%	2012	%
NUMBER OF STUDENTS	43		45		43	
ADVANCED	0	0.00%	4	10.80%	11	25.60%
PROFICIENT	2	4.70%	12	32.40%	16	37.20%
BASIC	16	37.20%	16	43.20%	14	32.50%
BELOW BASIC	25	58.10%	5	13.50%	2	4.70%
TOP 2 LEVELS	2	4.70%	16	43.20%	27	62.80%
BOTTOM 2 LEVELS	41	95.30%	21	56.70%	16	37.20%

AM. HIST	2010	%	2011	%	2012	%
NUMBER OF STUDENTS	54		45		46	
ADVANCED	0	0.00%	1	2.20%	7	15.20%
PROFICIENT	0	0.00%	9	20.00%	14	30.40%
BASIC	9	16.70%	11	24.40%	11	24.00%

	BELOW BASIC	[illegible]		[illegible]		[illegible]	
	TOP 2	0	0.00%	10	22.20%	21	45.60%
	BOTTOM 2	54	100.00%	35	77.70%	25	54.40%
BIOLOGY		2010	%	2011	%	2012	%
NUMBER OF STUDENTS		64		39		38	
	ADVANCED	0	0.00%	1	2.60%	5	13.20%
	PROFICIENT	6	9.40%	10	25.60%	16	42.10%
	BASIC	33	51.60%	22	56.40%	15	39.50%
	BELOW BASIC	[illegible]		[illegible]		[illegible]	
	TOP 2	6	9.40%	11	28.20%	21	55.30%
	BOTTOM 2	58	90.70%	28	71.80%	17	44.80%

We scheduled and completed Benchmark and Formative assessments for the first and second semesters that were created by STI and district staff. We monitored and adjusted the instruction related to the individual GLE's / CLE's and individual students that were not being mastered in the students' double core class and after-school tutoring. The scores the students were getting on their formative assessments, in most cases, were indicative to the scores they received on the EOC exam.

	2010 Pre-test	2011-2012 Pre-test	2010 Form1	2011 Form1	2010 Form2	2011 Form2	2010 Post-Test	2011 Post-Test
7CA	NA	59.11	71.86	75.9	70.59	74.00	74.96	
7MA	48.65	45.87	74.52	57.30	83.58	45.00	79.04	53.00
8CA	NA	57.06	73.28	69.4	71.68	68.00	75.00	58.97
8MA	46.63	41.72	58.45	36.88	62.92	50.00	58.72	52.28
8SC	45.63	43.13	56.89	69.63	66.38	53.00	61.58	67.45
ALG1	45.37	14.24	69.41	77.50	72.42	79.00	75.56	77.29
ALG2	NA	35.00	NA	60.60	NA	65.00	NA	69.00
GEO	NA	46.40	NA	66.00	NA	55.00	NA	64.60
ENG1	NA	55.5	61.42	64.50	69.80	65.00	77.05	66.08
ENG2	35.45	50.58	48.50	54.56	66.98	67.00	66.67	63.51
GOVT	46.55	45.95	49.75	44.74	55.65	48.00	64.84	58.37
BIO	33.39	41.18	42.50	51.74	46.07	62.00	55.07	65.95

STI 2011 AVERAGE OF ALL STANDARDS TESTED
Semester 1

	2011 Pre-test	2012 Pre-test	2011 Form3	2012 Form3	2011 Form4	2012 Form4	2011 Post-Test	2012 Post-Test
7CA	63.87	58.00	68.72	58.00	85.84	67.00	76.20	62.00
7MA	31.46	34.00	69.85	48.00	NA	50.00	67	49.00
8CA	58.64	60.00	82.52	69.00	74.02	63.00	77.86	66.00
8MA	33.06	35.00	69.84	58.00	NA	54.00	56.70	58.00
8SC	41.34	46.00	45.45	52.00	49.31	49.00	52	50.00
ALG1	47.26	57.00	65.84	56.00	66.67	74.00	70.65	69.00
ALG2	NA	32.00	NA	53.00	NA	36.00	NA	56.00
GEO	NA	34.00	NA	53.00	NA	60.00	NA	60.00
ENG1	56.99	56.00	84.43	67.00	59.57	61.00	70.78	63.00
ENG2	46.30	58.00	67.28	58.00	51.83	66.00	62.90	67.00
GOVT	37.88	49.00	37.18	44.00	45.88	47.00	52.36	57.00
BIO	31.72	35.00	33.60	47.00	40.60	47.00	55.39	51.00

Pacing Guides - revised during in-service, during the second week of August 2011. Based on IBD's and results from EOC and MAP testing scores from previous year.

Testing Dates for formatives:

1st Semester

Pre-test - Aug. 17, Aug. 18
1st Formative - Sept. 27, Sept. 28
2nd Formative - Nov. 2, Nov. 3
Post-test - Dec. 12, Dec. 13, Dec. 14

2nd Semester

Pre-test - Jan. 5, Jan. 6
3rd Formative - Feb. 7, Feb. 8
4th Formative - Mar. 13, Mar. 14
Post-test - Apr. 3/4 HS, May 8/9 MS

Data Meeting were conducted on:

Pre-test - August 22/23
1st Formative - Oct. 3/4

Pre-test - 9/10
3rd Formative - Feb. 13/14

2nd Formative - Nov. 7/8 4th Formative - Mar. 19/20
Post-test - Jan. 3/4

Data was reviewed after each formative test. Data was analyzed during departmental or individual meeting. Comparing result from pre-test to the formative, showed overall class increase and targeted students that needed added intervention to help master GLE's or CLE's.

Formatives showed increases from Pre-Test to Post-Test for each area tested.
Results are as followed:

1st Semester

CA 7:	Pre-test	59.11	Post -test	74.95	increase of	15.84
CA 8:	Pre-test	57.06	Post-test	58.97	increase of	1.91
MA 7:	Pre-test	45.87	Post-test	53.00	increase of	7.13
MA 8:	Pre-test	41.72	Post-test	52.28	increase of	10.56
SC 8:	Pre-test	43.13	Post-test	67.45	increase of	24.32
ALG 1:	Pre-test	14.24	Post-test	77.29	increase of	63.05
ALG 2:	Pre-test	35.00	Post-test	69.00	increase of	34.00
GEOM:	Pre-test	46.40	Post-test	64.60	increase of	18.20
ENG 1:	Pre-test	55.50	Post-test	66.80	increase of	11.30
ENG 2:	Pre-test	50.80	Post-test	63.51	increase of	12.71
GOVT:	Pre-test	45.95	Post-test	58.37	increase of	12.42
BIO:	Pre-test	41.18	Post-test	65.95	increase of	24.77

2nd Semester

CA 7:	Pre-test	58.00	Post -test	62.00	increase of	4.00
CA 8:	Pre-test	60.00	Post-test	66.00	increase of	6.00
MA 7:	Pre-test	34.00	Post-test	49.00	increase of	15.00
MA 8:	Pre-test	35.00	Post-test	58.00	increase of	23.00
SC 8:	Pre-test	46.00	Post-test	50.00	increase of	4.00
ALG 1:	Pre-test	57.00	Post-test	69.00	increase of	12.00
ALG 2:	Pre-test	32.00	Post-test	56.00	increase of	24.00
GEOM:	Pre-test	34.00	Post-test	60.00	increase of	26.00
ENG 1:	Pre-test	56.00	Post-test	63.00	increase of	7.00
ENG 2:	Pre-test	58.00	Post-test	67.00	increase of	9.00
GOVT:	Pre-test	49.00	Post-test	57.00	increase of	8.00
BIO:	Pre-test	35.00	Post-test	51.00	increase of	16.00

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

We hired three outside vendors to provide professional development in the areas of instructional coaching/modeling, Curriculum and assessments, and PLC collaboration. The individual vendors focused on the areas of emphasis throughout the entire 2011-2012 school year making adjustments when necessary.

Software Technology Incorporated (STI) started the year off with training on curriculum training. They help us developed 7-12 pacing guides for core subjects focusing on GLE's that were taught and tested at each level. We scheduled 4 formatives per semester on a 4 week cycle. After tests were given they also came on campus after each formative to help break down trends in the data. We paid close attention to the number of students mastering the objectives and students that needed more intervention to master an objective. We also closely monitored the rigor of the test questions to ensure the results we were getting were not skewed.

On site visits by STI:

Pre-test - August 22/23
1st Formative - Oct. 3/4
2nd Formative - Nov. 7/8
Post-test - Jan. 3/4

Pre-test - 9/10
3rd Formative - Feb. 13/14
4th Formative - Mar. 19/20

Elbow to Elbow (E2E) provided the staff with instruction and training on effective teaching strategies. They visited the classrooms and completed classroom walkthroughs (CWT) to get an understanding of what level of instruction our teachers were providing our students. They initially concentrated on the math and communication arts teachers and later began to help the other core teachers. They provided

instructional strategies that would help individual teachers with areas of instruction they were struggling with. They would prepare materials so that they could model the instructional strategies they had suggested using our students the next day or the following week. They provided professional development relating to student lead parent teacher conferences and coached the students, parents, and staff on how these conferences should be conducted. E2E works directly with teachers and the curriculum coach on implementing high yield instructional strategies to maximize student engagement and student achievement based on the state GLE's

E2E In-Service – Lesson Planning with Rigor – 8/10/11

E2E Overview Report 8/8/2011-8/26/2011:

One-on-One Conference: Initial walk-through visits w/CA teachers; Meeting with Principal regarding SLC (Student-Led Conference) scheduling and dates, PLC (Professional Learning Communities) scheduling, dates, and topics, review of STI formative testing schedule and data review and discussion of CWTs (Classroom Walkthroughs); informal introduction of E2E to new staff members; met with curriculum coaches; meeting with Project Manager to discuss grant requirements and leadership meeting dates; brief discussion with Principal regarding teacher data walls and student trackers for formative test data; meeting with JR high CA teacher to discuss Reading Plus software usage and monitoring of student progress throughout the year; meeting with CA Curriculum Coach (CA-CC) regarding departmental meetings, reading progress portfolio implementation; writing scoring guides for constructed-response items; CWT: Observations yielded the following results (# of times practice was observed/# of observations conducted) –

5/9 – Lecture

5/9- Teacher-Directed Q & A

1/9 – Providing opportunities for practice

3/9 – No instructional practices occurring

4/9 – Discussion

2/9- Testing

1/9 – Presentation/Demonstration (Group Format)

9/9 – whole group instruction

Creating Resources for Teachers/Students: Calendar construction for PLC, SLC, CA, MA, AND SC dates, observation and feedback to MATH dept.; PLCs: 8/22/11 – Intro to PLCs, roles and responsibilities, modeling of HYS for instructional use, and PD survey,

PD (Professional Development): 8/24/11 – A Vehicle of Student-Led Conferences: Review of connection to PLC-Advisory-Portfolio-Student-Led Conferences

E2E Overview Report 8/29/2011-9/2/2011:

Creating Resources for Teachers/Students: Development of CLE/GLE alignment trackers for student portfolio in CA; One-on-One Conference: Conference with 7th/8th grade CA teacher regarding initiation of student reading portfolios and reading trackers; discussion of reading plans for the school year; encouragement of authentic method for CA teachers to monitor and assess reading comprehension levels.

E2E Overview Report 9/5/11-9/10/11:

PLC: PLC agenda – Instructional strategies 1) My Character Says, 2) REAP, 3) Content Brainstorming, and 4) Pocketbook foldable. Cooperative grouping structures: 1) Shoulder/Behind/Face Partners, 2) Stand Up, Hands UP, Pair UP, and 3) Numbered Head Together; One on One Conference: Planning with CA teachers for modeling and resource creation, meeting with principal and project manager regarding changes to student-led conferences on 9/15/11; CWT: classroom walkthroughs were conducted in the areas of CA, Biology, 9th grade science, and Pre-Algebra, and History. Small group instruction with high

student engagement was prevalent in all classrooms. All teachers had CLE/GLEs posted with appropriate objectives.

E2E Overview Report 9/12/11-9/16/11:

Instructional Facilitator/Academic Coach Meeting: Discussion of upcoming PLC plans w/curriculum coaches and creation of PLC calendar with topics and information;

Observation with Feedback: Observations were conducted in 8th grade Science, Earth Science, and biology. Student friendly objectives were posted in all classrooms. Opportunities for practice and immediate feedback on progress were observed in all classrooms; Grade Level/Departmental Meeting: Meeting with all Science teachers during common planning period to provide feedback and discuss next steps. Discussion included: use of teacher guided notes to model and teach students how to effectively take notes, importance of using hands-on examples when possible to make connections w/GLE/CLEs being taught, incorporating technology into classroom instruction, and explanation of Me, We, You model. CWTs: Walkthroughs were conducted in 7th/8th grade social studies and American History classrooms. Students were working independently in both classrooms and worksheets and textbooks were mode of learning. Instructional practices were not evident in classroom visits.

E2E Overview Report 9/19/11-9/23/11:

PLC: "Parking Lot" discussion on use of activities presented at last PLC meeting, revised an upcoming assessment to increase the DOK level of questioning, and high yield strategy: Cues and Questions was presented with planning worksheet and self-assessment; Principal Meeting: Discussion of overall response and participation of staff at PLC, requested meeting with principal and curriculum coaches on role clarification and vision of work, request principal to monitor teacher progress for completing assessment revision, and concerns on teachers relying heavily on formative testing to be main form of

assessment; CWTs: 9 CWTs were conducted. Six (6) observations were classified as effective instruction and three (3) were classified as somewhat effective instruction.

Hayti Teachers Attend PLC Workshop at River Campus – 9/16/2011 – Meeting outcomes included: 10 Experiencing the value of team building in developing a collaborative culture; 2) Recognizing the importance of using Anticipatory Questions; 3) Understanding the Five Keys of Quality Assessments; 4) Assessing current reality and celebrating progress using the MoPLC Implementation Rubric; 5) Differentiating between assessment of and for learning.

E2E Overview Report 9/26/11-9/30/11

CWT: 11 CWTs were conducted. Six (6) observations were classified as effective instruction, four (4) as somewhat effective instruction, and 1 as ineffective instruction;

Observation with Feedback: An observation was conducted during 7th grade writing and feedback was given during planning period regarding the importance of students developing and improving their writing by using editing skills on their own writing.

One-on-One Conference: Discussion with the curriculum coach and principal on the need for an exit conference after campus visits, plans to conduct science departmental meetings during common planning period, and updating of released item binder. Meeting with the project manager regarding MOSIG CWT forms, finalizing Student-Led conferences and review of CWTs with findings of lowest areas in Assessment and DOK.

Modeling: Lesson was modeled in 7TH Grade CA on main idea and supporting details in the context of reading. Use the book, 14 Cows for America with a graphic organizer. Modeled 8th Grade writing lesson having students use their own writings to edit for writing mechanics.

E2E Overview Report 10/3/11 – 10/7/11

CWT: 12 CWTs were conducted. Nine (9) observations were classified as effective instruction, one (1) as somewhat effective observation instruction, and two (2) as ineffective instructions.

One-on-One Conference: A meeting was conducted with the 7th grade reading teacher regarding the CUBZ (C-Circle key verbs; U-Underline key words; B-Box Numbers; Z-Zoom in on important ideas or phrases) strategy, its use and effectiveness in guiding questions from stories. Suggestions were given to use CSRQC (Comprehensive School Reform Quality Center) strategy with current lesson but introduce and model extensively the CUBZ strategy before having the students go independently. A conference was conducted with the Junior High Language Arts teacher regarding establishment of a writing schedule. The strategy of peer revisions was suggested as a way to engage students in writing using a different perspective.

Modeling: Modeled lessons were conducted in 8th grade Lang. Arts on expository writing with connections given during each writing step and skill use of taking notes and summarizing.

Observation with Feedback: Feedback was given for all CWT observations. Improvements with questioning and expected student response were discussed with all teachers. The ineffective instruction observations were addressed and areas of concerns were shared with the principal. A conference was held with the principal. All observations were examined and discussed. Strategies were given for working with the teachers for improvement with instruction.

E2E Overview Report 10/10/11-10/14/11

PLC: A PLC was conducted on 10/11/11 with the faculty covering Show-n-Tell of resources, strategies, and/or websites discovered by faculty members, evidence of assessment revisions with discussions for celebrations and/or concerns, teacher accountability, and CSRQC writing strategy.

Principal Meeting: PLC agenda was reviewed and suggestions were noted. Focus on writing quality assessments. Plan to be used until teachers are able to independently create assessments that target higher DOK levels.

Student-Led Conference Training: Science, History and Fine Arts teachers were trained to conduct student-led conferences. Expectations were covered. Teachers were informed where materials and information was stored. Examination of the Conference organizer was reviewed and its use with students and parents. Teachers were taught how to align portfolio assignments on the tracker. Students were selected from advisory classes.

E2E Overview Report 10/17/11-10/21/11

One-on-One Conference: Conferences were conducted with Junior High Science teacher and principal to give support and feedback on all 8th grade science observations. Suggestions were given on lesson design and instructional delivery.

CWTs: 7 CWTs were conducted with all yielding effective instruction. All observations had high levels of active student engagement and teacher support.

Working with Students: JR. High students were selected for student –led conferences for the first time from Science, History, and Fine Arts advisory classes. Students were guided in the setup of portfolios and taught how to identify elements of the CLE/GLE curriculum alignment trackers. The student self-assessment of study skills was completed by each student and placed in their portfolios.

E2E Overview Report 10/24/11-10/28/11

PLC: Conducted PLCs with all faculty related to DOK and Backwards Design model. Focus of next PLC meetings will be analyzing exemplars, creating responses, and analyzing responses.

One-on-One Conference: Conferences were conducted with World History teacher regarding increase DOK within lessons, Science department regarding needs and resources for next meeting to incorporate high-yield strategies and best instructional practices into lessons, and Student-Led conference teachers to gain feedback on Quarter 1 student-led conference outcomes.

Creating Resources for Teachers/Students: Continuation/updating of academic websites to promote technology integration throughout the entire school; provided Fine Arts teachers with information concerning DOK within their content areas; creation of rubric for Jr. high science lesson; research and creation of exemplars for greater understanding of DOK to be used in PLCs meetings.

CWTs: 5 observations conducted by P. Warrick in the areas of math, science, and history. 2/5 lesson were effective and 3/5 were somewhat effective.

Grade Level/Departmental Meeting: meeting with the Science teachers to follow up on classroom observations, student-led conference and requests for advisory structure to assist in the construction of portfolios.

E2E District Leadership Meeting 10/25/11

E2E conducted and led meeting for district administration regarding their current progress and future support in the core areas, CWTs, Student-Led Conferences, PLC and working with Curriculum Coaches. Next meeting tentatively set for January 9, 2012 @ 8:00am.

E2E Overview Report 10/31/11-11/4/11

One-on-One Conferences: Scheduling with World History teacher to do a classroom observation and brief meeting with student-led conference teachers to review data analysis of the conference feedback.

Observation w/Feedback: Observation in Jr. Math classes resulting in content accurately being presented, aligned objectives, and suggestions to incorporate more of student work and explanations in

the follow up to the guided and modeling practice; observation was conducted in World History resulting in students understanding of fable project with the challenge to research and create their own fable. Teacher explained how personal characteristics and personal connections would impact the outcome of the project.

Grade Level/Departmental Meeting: Discussed more efficient method of getting student artifacts to advisory teachers, improving methods to show students mastery or not for GLEs in the portfolio and helping students prepare for the conference. It was suggested that advisory should be every Friday instead of every other Friday.

E2E Overview Report 11/7/11-11/11/11

One-on-One Conference: Conferences were conducted with CA and SC teachers to discuss needs and goals for their upcoming planning period. Curriculum coaches were provided an updated E2E calendar; conference was conducted with the principal to discuss conflicting schedule with departmental and building level PLCs and secure a computer lab for E2E to conduct SLC meetings; conference with project manager to secure username and password to Teachscape program so observations can be conducted electronically to eliminate paper usage.

Grade Level/Departmental Meeting: Meeting was conducted with CA teachers to review and discuss needs and goals and the use of iPads within the classroom; meeting was conducted with Science teachers to review and discuss needs and goals and follow-up on lesson suggestion: student expert.

Observation with feedback: Observed Earth Science: 7 total observations; all students actively participating during the class discussion; power point used during portions of the discussion with completion of study guides, offered to model different strategies within classroom with suggestive study guide activities, provided several online resources to integrate technology within instruction, and suggested the use of anchor charts when introducing and building upon content;

Observed Biology: 2 observations, lecture and discussion was a continuation from the previous lesson; students participated in the lecture/discussion while taking notes and creating a table, weekly and daily objectives posted, opportunity to work with partners was given and rubric of activity, teacher was provided several resources and a discussion of the use of Biology academic vocabulary for a word wall and the use of anchor charts, and offered to model instructional strategies.

Student-Led Conference: Final set of teachers to be added to the process of new format for meeting with parents about students' grades and work habits. PE, Foreign Lang., Economics, Business and FACS were trained with follow up curriculum alignment training for Fine Arts.

E2E Overview Report 11/14/11-11/20/11

PLC: Conducted PLC throughout the day with faculty regarding multiple-choice terms, tips and guidelines for writing multiple-choice questions, multiple-choice strategies for students, bounce activity, and vocabulary in context table.

CWTs: 7 CWTs conducted – 1/7 Highly Effective Lesson; 2/7 Effective Lesson; 4/7 Somewhat effective Lesson.

E2E Overview Report 11/28/11-12/4/11

Modeling: Modeled test-taking strategies in the 7th grade CA classrooms. Test-taking strategies for multiple-choice and CUBZ along with reading steps were practiced with support from the teachers to maintain continuous embedment into instruction.

One-on-One Conferences: Meeting with Principal to discuss December 7th PLC and information on CWTs w/feedback; Meeting with World History teacher regarding the development of 2nd semester pre-formative assessments and test design.

CWTs: Four classroom walkthroughs were conducted the following results were indicated: 1 Effective lesson and 3 Somewhat Effective lessons.

E2E Overview Report 12/5/11 – 12/16/11

Modeling: Modeled test-taking strategies in 7th grade Writing classes. Modeled the CUBZ strategy using PowerPoint, foldable, reading passages, multiple-choice, and constructed response items.

CWT: 9 CWTs were conducted. The following results were recorded: 8 Effective Lessons and 1 Somewhat Effective Lesson.

One-on-One Conferences: Meeting with Principal regarding advisory needs and preparation for the student-led conferences; meeting with Project Manager regarding follow-up on CWTs and grant data; Meeting with all student-led conference teachers regarding the next steps in the process and deeper understanding of the importance of the program and the program's success.

Observation w/Feedback: Observed English I/II classes – rules and procedures were evident, student work was displayed around the room, class discussion occurred throughout the lesson and the wrap-up activity correlated with the bell-ringer. Suggested use of next step in reading processes; Observed 8th grade Reading class – students completed bell-ringer as grades were returned, students took turns reading from a novel aloud with teacher-directed questions. Continued monitoring of progress with novels; Observed Biology class – students completed bell ringer and given a copy of the organizer to guide instruction, reflection strategy 3-2-1 was used at the end of class. Suggested word walls and the use of anchor charts during a section or unit; Observed 8th grade science class – students created and participated in a vocabulary flashcard activity. Suggested ways to use non-linguistic representation in classroom to create an environment conducive to Science.

PLC: Analysis of sample multiple-choice items for DOK level, "Assessor Professor", "Jot Thoughts" Kagan Structure, and Reflection.

E2E Overview Report 1/2/12-1/6/12

Creating Resources for Teachers/Students: Development of templates for pacing and test construction for World History 2nd semester.

One-on-One Conferences: Meeting with Principal regarding information organization for teachers, training of new students and portfolio construction, faculty meeting mini-training and information, and advisory meeting; Meeting with Project Manager regarding Student-Led Conference scheduling and supplies for preparation with review of organization of portfolios, advisory coordination, and student training.

Working with Students: Training of 20 Jr. High students and 21 High school students for Student-Led Conferences on the process and assembly structure of each of their portfolios.

Student-Led Conferences: Each period met with teachers on their prep period and their respective advisory students. All students sorted artifacts and created their portfolios. Teachers practiced the student led process with the students. Assistance was given in completing the self-assessment work habits survey for portfolios.

Faculty Meetings: Principal met with teachers concerning testing. All teachers reported for brief announcements. A mini-lesson was given on drop-box and obtaining updates. A review of the up-coming student led conferences was given and details on advisory training.

E2E Overview Report 1/16/12-1/20/12

Principal Meeting: Meeting to discuss to preparations for MAP and EOC testing as well as the tentative dates testing for MAP and EOC will be administered. April PLC will be set for the beginning of the month due to state testing. Inquiry about due date for SIG1003g Mid-Year Vendor report was discussed and Project Manager will contact E2E on official submittal date.

One On One Conference: Conference with principal regarding CWTs, SLC, and state testing window; conference with Project Manager regarding SLC implementation for mid-3rd Quarter reporting; conferencing with Jr. High CA teacher for modeled lesson covering GLE R2.7.a-b.

CWT: CWTs were conducted via Teachscape Mobile – 18 CWTs were conducted noting improved use of instructional time, teaching bell-to-bell and closure.

E2E Overview Report 1/23/12-1/27/12

PLC: Facilitated building PLCs throughout the day on rules for writing multiple-choice responses, using a carousel strategy and identifying practices currently in place and ones that should be more mindful of in the future.

One-on-One Conference: Conference w/7TH-8th CA & Writing teachers regarding calendars, resources, and material needed for MAP prep; conference with Principal about scheduling, testing resources, student-led conference, advisory, and planning summer training schedule; conference with project manager regarding student-led conference schedule and implementation and support from School Liaison.

CWT: 7 walkthroughs were conducted with noted higher level questioning; areas to improve upon: classroom management and extensive use of choral response.

E2E Overview Report 1/30/12-2/3/12

One-on-One Conference: Meeting with Jr. staff on scheduling MAP Prep; worked with World History teacher on planning and pacing for 12/13 school year; discussion with Principal and Project Manager regarding 2/9/12 Student Led conferences.

Observation w/Feedback: Four observations were conducted in the core subject of science.

CWTs: Five classroom walkthroughs were conducted within the areas of Social Studies, Am. History, Pre-Algebra and Algebra II.

Modeling: Worked with Jr. High CA teacher to kick-off MAP test prep.

E2E Overview Report 2/13/2012-2/17/2012

Modeling: Worked with Jr. High Writing teacher to model lesson on formatting a friendly business letter w/rubric.

One-on-One Conference: Conducted a conference with Jr. High Writing teacher following modeled lesson.

CWTs: Classroom walkthroughs were conducted using Teachscape mobile in the content areas of Am. History, 7th gr. Social Studies, and Geometry.

Data Analysis: Students writings from modeled lesson were evaluated to determine strengths and weakness that will drive instruction for prepping for the MAP.

E2E Overview Report 2/20/2012 – 2/24/2012

PLC: Building level PLCs were facilitated regarding: Preparing students for multiple-choice questions; Exam blueprint; Test-wise strategies as well as general guidelines for writing good MC questions. An activity was conducted related to MC questions with reflections on PLC meeting.

One-on-One Conferences: Conferences were conducted with the Principal and Project Manager regarding Student-Led conferences in March.

Observation with Feedback: Three observations were conducted in the content areas of Pre-Algebra, 8th gr. Science, and Algebra. Constructive feedback was given and praises noted for all observations.

CWTs: Three walkthroughs were conducted. 2 out of the 3 had active student engagement prominent and those same classes had excellent questioning with student feedback.

Leadership Meeting: Met with Principal and discussed CWTs, upcoming test dates, Student-Led conference data collection and follow up for advisory and parent scheduling.

E2E Overview Report 2/27/12-3/4/12

Modeling: Assessor Professor lesson was modeled for 8th Grade Communication Arts using Missouri released items and scoring rubric.

Observation w/Feedback: Observations were conducted in Jr. High Math, Sr. High Math, and Jr. High Science. Suggestions for higher accountability and increase in the number of problems for more opportunities to practice were given.

CWT: 9 classroom walkthroughs were conducted. Many classrooms were making real-world connections successfully. Other classrooms used review through worksheets and powerpoints.

E2E Overview Report 3/19-12-3/23/12

One-on-One Conference: Pre-conference with Jr. Writing regarding modeling lesson and preparation for model lesson; meeting with Jr. High science teacher and with Am. History to finalize pacing for 12/13 school year.

Principal Meeting: Discussion of work with selected teachers and follow-up on progress with pacing guides.

CWTs: Six classroom walkthroughs were conducted throughout the core classes. Results were entered into the Teachscape Mobile program with narratives included.

E2E Overview Report 3/26/12-4/1/12

PLC: Facilitated building PLCs throughout the day with faculty. Agenda: 1) MAP released item trends; "What can we learn from the MAP released items?" 2) MAP specific testing strategy recommendations

for students; 3) Using DOK levels during instruction to check for understanding; three strategies were presented (Tic Tac Toe Choice Boards, Cubing, and Think Dots)

One-on-One Conference: Conference with Principal regarding daily agenda, student-led conference follow-up from March 22, and up-coming Federal visit; meeting with the Project Manager regarding the follow-up data from March 22 student led conference and outlined possible next steps for the student led conference process; conducted conferences with advisory teachers about data collection and their personal perception of Student Led conferences.

E2E Overview Report 4/2/2012-4/6/2012

Principal Meeting: Meeting with principal and project manager regarding samples of PD conducted throughout the grant year with agendas and sign-in sheets can be made available.

One-on-One Conference: Met with project manager to discuss grant requirements for final stage of student led conferences and planning for 3rd year of grant. A plan for advisory and 3rd ; met with principal and conducted exiting conference regarding classroom walkthroughs, advisory, student led conferences and upcoming needs for the grant.; met with secretary to update remainder of the month calendar.

CWT/Observations with Feedback: Observations were conducted via Teachscape mobile with narratives included.

E2E Overview Report 4/16/2012-4/20/2012

PLC: Facilitated building PLC on 4/16/12 with faculty. Agenda: Revisited strategies introduced in previous week to increase performance on student assessments with higher DOK level questioning techniques; "make and take" setting; exit ticket used for teacher reflection over PLCs throughout the year.

Observation with Feedback: Meeting with participating teachers on Student-Led/Advisory questions. Meeting with Jr. High Science teacher regarding science lesson using graphic organizer and crossword puzzle with GLE vocabulary. Meeting with Earth Science regarding use of graphic organizer for review and feedback on graded artifact for advisory.

Data Analysis: Worked with teachers on analysis of Mock EOC Geometry and Algebra II. Areas of weaknesses were noted and possible strategies were discussed for the deficit areas during the short time that remains.

CWT: Walked by all advisory classes to complete quick observation of students and teachers updating portfolios. A wide variety of interpretation of portfolio construction was noted.

E2E Overview Report 4/23/201-4/27/2012

One-on-One Conference: Meeting with Principal and Project Manager regarding 12/13 School Year Planning meeting to be conducted on May 11, 2012; Meeting with 7th/8th grade Math teacher regarding SLC and reflection on math achievement with review of student journals and strategies based on student writing about testing and about mathematics; Meeting with Project Manager regarding academic planning and needs of the grant. Recommendations for Classroom Management materials and a review of Discipline with Dignity, William Glasser Choice Theory and hierarchical of needs by Fred Jones were discussed; Meeting with Upper Level Math teacher about testing, students' ability to reason, vocabulary and retention.

CWTs: Walkthroughs were conducted in Alg. 1 and Alg. 2 classrooms – students were preparing for EOC exams through sample problem solving tasks and graphing games. Students were asked to pick an EOC Mock question missed and work the problem on the board for the class. The class then reviewed the problem with correct answer and process.

Grade Level/Departmental Meeting: Conferenced very specifically with all math teachers and science teacher about the importance of revisiting calculators skills, revisiting the reference materials available and the benefits of having error pattern analysis discussions with students.

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

The teachers had to accept outside vendors into their classrooms and work with new ideas and accept constructive criticism. They also had to accept the fact that they would be observed more frequently by the administration, instructional coaches as well other teachers with peer to peer observations. We had to be creative in our scheduling so that we could get the most instructional benefit of our class time. We had to reconstruct our after-school tutoring, implement a double core seminar class, and reconstruct our class presentations with improved teaching strategies.

We had many accomplishments for the second year. Our EOC scores showed substantial gains in most areas. The use of data to help increase teaching strategies and students knowledge maybe the most rewarding accomplishment. By using data we are able to determine quickly what students need more intervention and what teaching strategies are working. It also allows us to be able to eliminate strategies that are not working.

SECTION VII.B. YEAR THREE TIMELINE

Scheduled dates for Hayti High School 2012-2013

STI Data Management Solutions

STI will be on campus for a total of 56 days. These days will be broken down into the following areas;

*Assessment training for instructional coaches using STI data system – 2 days

*Specialists on campus working with math and communication arts – 26 days

*Specialists training using the IPads and different use of technology – 12 days

*Specialists training on Common Core – 16 days

The final schedule for these dates of the in-service has not been completed at this time, but will be finalized by the start of the school year. The majority of the dates will be frontloaded into the 1st semester for purpose of implementing ideas into the school year.

Testing Dates for STI Formatives;

1st Semester – Pre-Test – Aug 29,30 / 1st Formative – Oct. 3,4 / 2nd Formative – Nov. 13,14 / Post-Test – Dec. 12,13,14

2nd Semester - Dates for 2nd Semester will be determined after we set the dates will plan for MAP and EOC test and work backwards from that point.

Elbow 2 Elbow Educational Consulting

E2E will be on campus for a total of 83 days. These days will be broken down into the following areas;

*Communication Arts – 20 days

*Math – 20 days

*Science – 10 days

*Social Studies – 10 days

*Student-led Conference – 8 days

*Professional Development (PLC's) – (Prep Hour) - 15 days

The final schedule for these dates of the in-service has not been completed at this time, but will be finalized by the start of the school year. The majority of the dates will be frontloaded into the 1st semester for purpose of implementing ideas into the school year.

Wednesday (PLC Meeting Dates)

We have scheduled an early release day for every Wednesday. These days will be uses for PLC and Professional Development.

Peer Observations (4 per year)

Peer Observations will take place 1 per quarter.

Quarterly Survey

Quarterly Survey will take place 1 per quarter

Evaluation of Staff

1 Complete Monthly Evaluation

Weekly Classroom Walk-Through Observation

1 Complete Summative Evaluation

SECTION V11.C. DISCUSSION OF SCHOOL YEAR 2012-2013

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

We had extremely good success with the processes we put in place last year and we want to capitalize on those efforts and aggressively put the implementation into the next level. We have budgeted for the vendors who worked with us last year to return and help us focus on improved instructional practices beginning the first full week of August. We will begin in the month of June. We will have in-service the third week of June to work on pacing guides, breaking down GLE's and writing quality assessments. Teachers will be in a 3 day in-service the first week of August to work on student engagement activities with their best teaching strategies. We also have schedule for this summer Common Core workshop and technology workshops.

We will continue to use curriculum coaches, school liaison, social worker and project manager under the umbrella of this grant. Their roles were instrumental in the progress and success of both the first and second years of this grant and will be critical to the grant's continued success. We are all committed to the success of our students and each year we work on school improvement, we continue to grow as teachers and as a staff. We have made significant gains with our EOC scores and feel confident that we will see similar gains in our MAP scores. We will continue to be aggressive in our school improvement efforts in this coming year. Our staff is aware that things we have done works and they are ready to get started next year to build on last year's gains.

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 building for year three.

We restructured our curriculum coaching position to full time position. We are in the process of hiring 2 coaches to fill these positions. We had two teachers leave the district to take positions in other school districts to be closer to family. Both of this position have been filled with highly qualified staff, but will have to spend some time getting our new members adjusted to the district's expectations.