SHIPPED JUN 18 2012

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

ORIGINAL

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

DIRECTIONS

Mail the completed form postmarked or delivered by Monday, June 18, 2012 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysig2010@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector	Craig Rector	7-1-12	$ 1,667,632

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME			COUNTY-DISTRICT CODE
Hazelwood School District			096-088
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Dr. Stephen Price	ADDRESS 15955 New Halls Ferry Road	CITY, STATE, ZIP Florissant, MO 63033	
E-MAIL ADDRESS sprice@hazelwoodschools.org		TELEPHONE NUMBER 314-953-5000	FAX NUMBER 314-953-5999
NAME OF GRANT CONTACT **Ty McNichols**	ADDRESS 15955 New Halls Ferry Road	CITY, STATE, ZIP Florissant, MO 63033	
E-MAIL ADDRESS tmcnchls@hazelwoodschools.org		TELEPHONE NUMBER 314-953-5033	FAX NUMBER **314-953-5999**
NAME OF LEA TURNAROUND OFFICER (if known) **Ty McNichols**	ADDRESS 15955 New Halls Ferry Road	CITY, STATE, ZIP Florissant, MO 63033	
E-MAIL ADDRESS tmcnchls@hazelwoodschools.org		TELEPHONE NUMBER 314-953-5033	FAX NUMBER **314-953-5999**

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 school wide 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) Steve Price	DATE 6-15-12

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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*					changes per budget			
1200 Supplemental Instruction (Title I) *1003(g) SIG*	380500		87200		20,000 ~~2000~~			487700
2100 Non Instructional Support Services *1003(g) SIG*	16116	4000	3400	315000	10000			348516
2200 Professional Development *1003(g) SIG*	249200		45000	95500	10000			399700
2600 Planning and Evaluation *1003(g) SIG*				310000				310000
3000 Community Services *1003(g) SIG*		44000	15500	15000	5000			79500
Program Costs Subtotal *1003(g) SIG*	645816	48000	151100	735500	45000			1625416
Indirect Costs								42216
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	645816	48000	151100	735,500	45000			1667632

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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	3					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	2					
Reading Recovery Teacher Leader						
School/Home Coordinator			1			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	5		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
East Middle School	291383000689		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.

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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
HAZELWOOD SCHOOL DISTRICT/HAZELWOOD EAST MIDDLE SCHOOL	096-088

Budget Codes	Related Strategies and Activities
1100 Instruction	49 certified staff Integration and implementation fo the district initiatives: Assessment Literacy, Professional Learning Communities, System Thinking and Culturally Relevant Instruction. Vertically align all core curricula with common core and state standards that support critical thinking skills
1200 Supplemental Instruction (Title I)	T1 Read 180 teacher ($38,000) Benefits for teacher ($16.000) T1 supplies ($67, 000)
1200 Supplemental Instruction (Title I) *1003(g) SIG*	Reading/literacy interventionists ($97,500) Math Interventionist ($52,500) Extended school day salaries ($218,000) Summer Reading and Math Academy Salaries ($12,500) Teacher benefits ($87,200) General Instructional Supplies ($10,000) Supplemental Guided Reading Materials ($10,000)
2100 Non Instructional Support Services	Social Worker, Counselors, Teacher Clerks, Nurse Staff Salaries, Benefits
	Salaries for afterschool boot camp/clubs ($16116) Extended Day Salary Nurse ($4000) Benefits ($3400) Brown School of SW; ($30,000) Herbert Hoover Afterschool ($285,000) Intervention materials/supplies ($10,000)
2200 Professional Development	Title 1 and district funded Professional development to implement district initiatives and school improvement strategies.
2200 Professional Development *1003(g) SIG*	2 coaches ($122,000) Teacher Summer Learning Institute (42,000) Substitute Teacher salaries for professional development ($15,000)

	Extra-duty salaries for PD ($50,200) Teacher Leader Stipends ($15,000) Teacher recruitment and Incentives Stipends ($5,000) Benefits for certified staff ($45,000) Teacher Leadership Program ($50,000) Teacher recruitment and retention Tuition reimbursement ($10,000) Meeting Expenses ($5,500) General PD supplies ($10,000) Professional Development to Support Math Literacy, Turnaround ($20,000) Professional Development support from external experts ($10,000)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	AIR (formerly LPA) ($225,000) Turnaround Implementation AIR ($85,000) SIG Governance Support
3000 Community Services	Part-time parent liaison ($10,000) Parent liaison Benefits ($825) Parent involvement supplies ($12,500)
3000 Community Services *1003(g) SIG*	CEC program facilitator salary ($44,000) Benefits ($15,500) Contracts for outside services for CEC ($15,000) Meeting Expenses ($5,000) General Supplies ($5000)
Administrative Costs	
Administrative Costs *1003(g) SIG*	

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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
HAZELWOOD SCHOOL DISTRICT/HAZELWOOD EAST MIDDLE SCHOOL	096-088

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	1,928,905.00	16,474	706,386	37,287.00	51,085.00	1,185.00		$2,741,322
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction (Title I)	38,382.00		16,181.00		66,798.00			121,361.00
1200 Supplemental Instruction (Title I) *1003(g) SIG*	380500		87200		~~87200~~ 20,000 changes per budget			487700
2100 Non Instructional Support Services	156,547.00	111,232	104,262		600.00			372,641
2100 Non Instructional Support Services *1003(g) SIG*	16116	4000	3400	315000	10000			348516
2200 Professional Development	54,595.00	4,550.00	19,244.00	38,550.00	16,608.00			133,547.00
2200 Professional Development *1003(g) SIG*	249200		45000	95500	10000			399700
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*				310000				310000
3000 Community Services		10,000.00	825.00	2,500.00	10,000.00			23,325.00
3000 Community Service *1003(g) SIG*		44000	15500	15000	5000			79500
Administrative Costs	373,290.00	109,924	154,264	12,100.00	500.00			650,078
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	2,551,719	252,180	1,001,162	90,437	145,591	1,185		4,042,274
Indirect Costs								42216
***1003(g) SIG* Subtotal**	645816	48000	151100	735500	45000			1667632
Grand Total	33197535	300180	1152262	816937	190591	1185		5709906

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
HAZELWOOD SCHOOL DISTRICT/HAZELWOOD EAST MIDDLE SCHOOL	096-088

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Reading Interventionist (1FTE)	57,500
Literacy Interventionist (1FTE)	40,000
Math Interventionist (1FTE)	52,500
Extended School day Stipend 58.5 staff members @$41 per hour @ 90 hours	218,000
Salaries for afterschool boot camp/clubs	
Boot Camp: 10 @ $24 per hr @ 12 sessions (1.5) @ 3 times /year=$8640	16,116
Clubs: 2 sessions per day @178 days (1.5 hours) @ 14 per hour=$7476	
Literacy Coach (1FTE)	61,000
Math Coach (1FTE)	61,000
Summer Reading/Math Academy 4 Staff 22 days 5 hours $28/hour	12,500
Summer Institute Salaries 56 staff @ $750 for week	42,000
Substitutes 150 days @ $100/day	15,000
Extra Duty Salaries $42 hour for additional PD	50,200
Teacher Leaders Stipends 5 staff @$3000 each	15,000
Teacher recruitment and retention Stipends 5 @ $1000	5,000
6100 Subtotal	**$ 645816**
6150: Non-certificated Salaries	
CEC Program Facilitator Salary (1FTE)	44,000
Extended Day Salary Nurse	4,000
6150 Subtotal	**$48,000**
6200: Employee Benefits *(optional categories)*	**$151,100**
FICA 6635	
Medicare 10200	
Retirement (Teacher or Non-Teacher) 95100	
Health, Life, and/or Dental Insurance 35300	
Other Benefits 3965	
6200 Subtotal	**$151100**
6300: Purchased Services	
Herbert Hoover	285,000
Brown School of Social Work	30, 000
Teacher Leadership/Coaching Development	50,000
Teacher recruitment and retention (Tuition Reimbursement)	10,000
Meeting expenses / catering (Professional development)	5,500
A.I.R. (Learning Point) Turnaround implementation	225,000
A.I.R Governance Work (8 on site visits to support leadership sustainability)	85,000
Contracts for outside services for CEC	10,000
Meeting expenses / Catering (parent involvement)	5,000
PD for math, CA and turnaround (conference fees, travel, lodging)	20,000
PD from external providers(8 on site visits to provide additional professional learning)	10,000

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6300 Subtotal	**$735,500**
6400: Materials/Supplies	
Guided Reading Books (resources and texts to teach guided reading in CA classrooms)	$10,000
General Instructional Supplies (consumables to enhance curriculum adjustments with SIG)	$10,000
Intervention materials / supplies (intervention consumables and resources)	$10,000
General PD supplies (texts, resources and consumables)	$10,000
General Parent Involvement Supplies (resources, consumable materials, equipment for CEC)	$5,000
6400 Subtotal	**$45,000**
6100-6400 Subtotal	**$1625416**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$42216**
6500: Capital Outlay	
6500 Subtotal	**$**
TOTAL	**$1667632**

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.

VII. Narrative

VII.A. Discussion of Year Two

The East Middle School Governance Committee composed of EMS Principal, Assistant Principals, teacher leaders, Literacy and Math coaches, district Learning Support Team, Office of School Turnaround, Title 1 Director, NEA local representative, and Lead Partner was convened quarterly for SY 11/12. The purpose of the EMS Governance Committee meetings was to monitor SIG Goals, objectives and strategies, analyze relevant data to document progress/lack of progress towards meeting objectives, and to provide recommendations to the School Instructional Leadership Team and Principal. The Instructional Leadership Team (ILT) is composed of the school administration and the math and literacy coaches. The ILT held a leadership retreat following year one. This allowed for additional review of year one action plans and to finalize plans to implement the goals and strategies in year two.

Goal 1: Student Performance

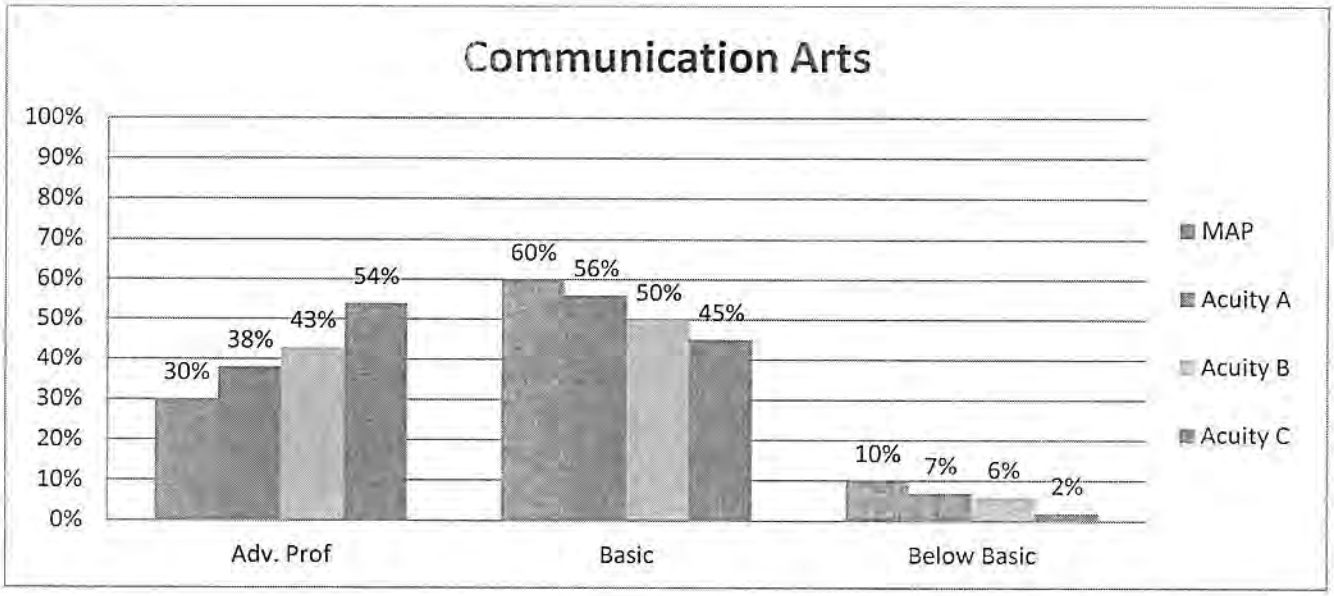
Multiple assessments were implemented this school to provide a robust achievement picture for each student. The Instructional Leadership Team monitored all assessment results using the data to identify school wide trends and patterns to determine course corrections for meeting achievement targets.

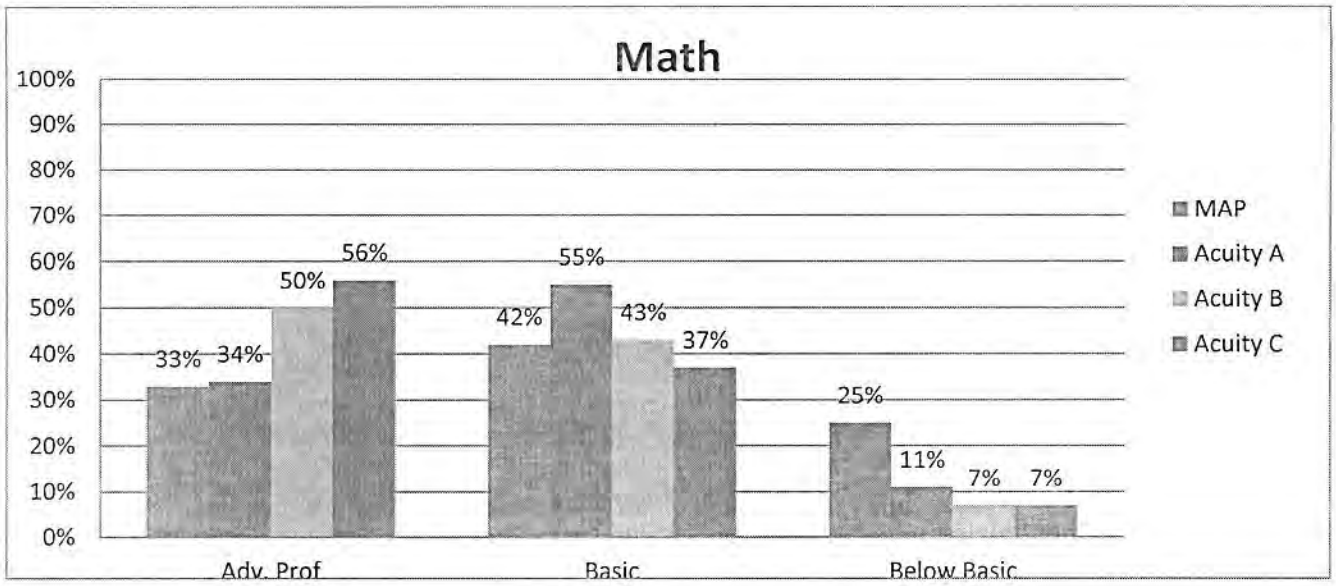
Assessment	Frequency of administration	Assessment group
Benchmark assessments	5 times per year	All Comm. Arts and Math students
Scholastic Reading Inventory	4 times per year	All students
AIMSweb	3 times per year	All Comm. Arts students
Acuity Predictive	3 times per year	ALL students

Students were administered six week benchmarks assessments for Communication Arts and Math to monitor and track student learning over a determined learning period. Benchmark assessments were developed aligned to the state standards, scope and sequence, and curriculum guide for each respective content area. Benchmark assessment results were analyzed by each content grade level team with the support of the math or reading coach to determine

instructional adjustments, identify professional development needs of teachers, and identify students and skills for Learning Lab or additional intervention services. Students were assessed using the Scholastic Reading Inventory to determine lexile levels and AIMSweb to assess fluency. Individual guided reading groups were created using information gained from these assessments, interventions such as Read 180, Systems 44 or support from the literacy or math interventionists were determined for each student.

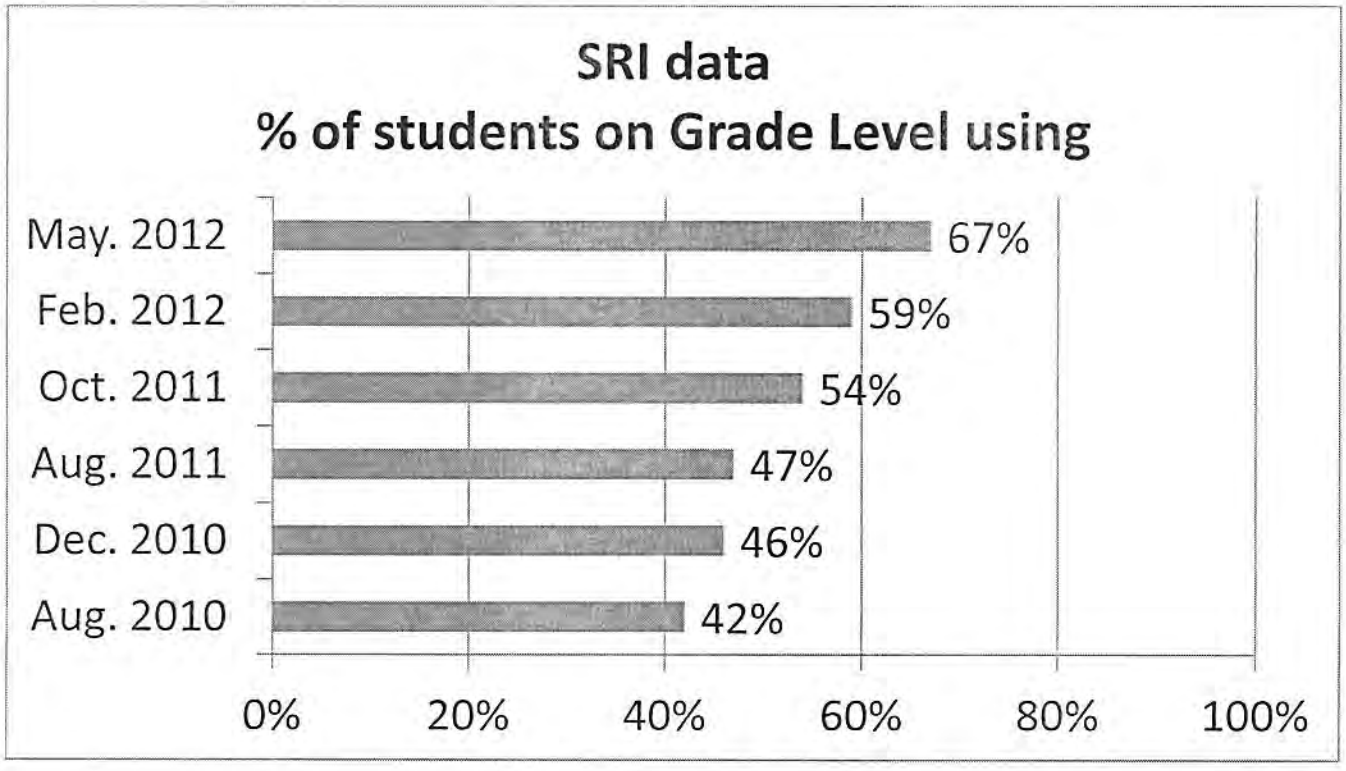
Acuity predictive assessments were used to determine student performance with grade level standards. These assessments informed instructional decisions to deliver a rigorous curriculum to ensure student success on the Predictive Assessments and the spring administration of the MAP. The data collected from the predictive assessments were compared with MAP data from 2011 and is displayed below.





Overall, achievement in both Communication Arts and Math has improved as compared to last years' results.

Communication Arts Scholastic Reading Inventory Results



Scholastic Reading Inventory results indicate that there was significant improvement in reading lexile levels from 47% of overall students reading on grade level in August 2011 to 67% overall reading on grade level in May 2012.

The data disaggregated by grade level is below:

Grade Level	August 2011	October 2011	February 2012	May 2012
Grade 6	47%	51%	56%	65%
Grade 7	46%	56%	63%	66%
Grade 8	44%	53%	60%	68%

Algebra End of Course Exam

Results from 2012 Algebra End of Course exam indicate positive growth of East Middle School students in mastering state standards for Algebra 1.

	# of Students that completed exam	% of Students Proficient or Advanced
2009	**8**	**47%**
2010	**31**	**94%**
2011	**28**	**74%**
2012	**47**	**80%**

Summer Academy

A Summer Reading and Math Academy was offered to all incoming grade six students from the elementary feeder schools. Incoming grade six students participated in 80.5 hours of extended learning time specifically in the areas of reading and math. The program is designed to address the historical data indicating that at least 70% of incoming Grade 6 students are reading at least six months to one year below grade level. Students will participated in the Read 180

program and math skill boosting sessions. Data indicated at the end of the five week session students had gained 7% on their performance assessment and an average of 17 lexile points of growth.

2010-2011 MAP data is displayed in Appendix A. The data shows that East Middle School is still performing below both state and district averages. However, there was improvement in all grades on the Communication Arts assessment. Sixth and seventh grade improved in mathematics and eighth grade science improved slightly as well.

Goal 2: Highly Qualified Staff

Increase and sustain teacher retention

East Middle School's ILT surveyed the instructional staff to identify specific supports that are needed by them to be successful in a turnaround school. Additional differentiated support from the coaches and administrative team were identified and provided. Needed resources were provided to staff based upon their needs. Much work needs to continue regarding the development of strategies and incentives to increase and sustain teacher retention at East Middle School.

Professional Development

At the beginning of the 2011 School Year, each staff member co-created a Professional Growth Plan with a member of the Instructional Leadership Team. Additionally teachers were supported with resources and feedback on their Professional Growth Goal from their instructional coach. Professional development needs of teachers were identified by walk throughs, district initiatives, and feedback from DESE. Weekly professional development was conducted on the following topics: DOK/rigor, vocabulary in content areas, lesson planning, and MAP essential skills. Additionally, all teachers did a book study around Teach like a Champion and the school utilized many of the strategies from that book to improve both classroom management strategies and student engagement. Differentiation of professional development was provided in a limited fashion through visits to other school sites, attendance at professional conferences, and an academy approach that included study groups. The effectiveness of professional development was monitored through evaluations, feedback, and observations.

Teacher Evaluation

As written in the 2010 proposal, Hazelwood School District has begun working on the development and design of a district-wide educator evaluation system. The district has hired the American Institutes for Research (AIR) to lead the Hazelwood Educator Effectiveness Taskforce through the needs assessment process and began work in April 2011. The multiple step process led by AIR will take the taskforce through six stages over a three year process (Year 1: prepare and engage, develop and plan; Year 2: construct and connect, implement and support; and Year 3: assess and revise, integrate and enhance). As a part of the Taskforce, Hazelwood East Middle School contributes both teacher and principal perspectives. The EMS principal and a teacher from EMS are taskforce members and will play a key role in the development of the district system. Along with this leadership, the Taskforce is considering Hazelwood East Middle School as a field test site when the district evaluation systems are ready for piloting in the 2012/13 school year. The work of the Taskforce will lead district efforts, and therefore EMS will avoid spending limited time and resources on the development of a school-specific evaluation tool, but will take lessons from the Taskforce and implement best practices as time and resources allow. Through the work of the Taskforce, it is anticipated that HEMS will serve as a lead school in the implementation of the District evaluation systems.

Develop and implement recruitment process

East Middle School Administration participated in teacher recruitment opportunities at New York Teacher College and at the University of MO-St. Louis. Along with these opportunities the ILT worked with Teach for America to identify highly qualified teacher candidates for available reading and math positions. The ILT has developed a hiring process that outlines procedures for screening and interviewing prospective candidates that focus on identifying turnaround teacher competencies in alignment with both district and school values.

Instructional Coaching as differentiated instruction

Math and Communication Arts teachers were provided job embedded professional development as differentiated instruction through instructional coaching. Supports for teaching and learning were co-developed by needs identified by the teacher and administrative evaluations. Coaching was collaborative and inquiry based, that included activities such

as modeling and demonstration lessons, and co-teaching. Coaches attended professional development through weekly phone calls and monthly onsite meetings with Lisa Vahey (AIR independent consultant) and district/state training for coaches to improve their knowledge, skills, and keep up with the needs of the school and teachers. The majority of teachers who were coached reported in the spring coaching survey improvement in:

- Curriculum implementation
- Organizing the classroom and materials
- Setting professional goals
- Analyzing data to inform instructional decisions
- Classroom management

Teacher Leadership

During the winter of 2012, interested HEMS teachers completed an application that asked them to reflect on their adult learning experiences and how they were engaged in the challenging work of turning around the school. After this process, six teacher leaders (from across all grade levels and disciplines) were chosen to be a part of the Teacher Leader Pilot. During the course of their work together, these teachers dug deeply into the Model Teacher Leader Standards (http://www.teacherleaderstandards.org/) and explored their own leadership potential and beliefs through professional reading (including professional teaching standards), peer visitation, online conversations, and three extensive meetings, including a full-day retreat. The pilot cohort actively engaged in strong attendance, online communication, and follow-through on assignments.

The learning will be applied to initiatives in year three of the SIG process.

Teacher Learning Academy: A weeklong 30 hour Summer Learning Institute was held for all staff the week of August 1, 2011. The goals of the Summer Teacher Learning Institute were to; balance whole school, grade level and subject area learning and collaboration, strengthen instructional practices in all EMS classrooms, and continue to build a culture of continuous learning. The summer institute was staffed by literacy and math consultants from AIR, EMS literacy and math coaches, district curriculum coordinators and teachers from East Middle school.

Goal 3: Facilities, Supports, and Instructional Resources

Coaches/Interventionists: The mathematics and literacy coaches continue to be connected to content-area work (mathematics and literacy) and participate as members of the Instructional Leadership Team. New structures and procedures this year included the use of a weekly report, providing a timely document that noted information in four areas: particular instructional "celebrations"; for your information (FYIs) to allow the ILT team access to coaching information; calendar updates; and most importantly, a "needs input" section so that the coaches could note their questions, concerns, and needs. Both coaches participated in monthly on- site training provided by an American Institutes for Research consultant who focused on broadening the coaches' repertoire of tools (most notably, building relationships rooted in coaching work, deepening their use of scripting, and planning targeted coaching conversations that center on pedagogy and student learning). Both mathematics and literacy coaches shifted their work from a focus on program implementation to delving into deeper aspects of teaching and learning.

Curriculum: HEMS began the year with a more explicit set of expectations for literacy instruction in place, including phasing in guided reading (targeted small group instruction using leveled texts), designed to allow teachers to begin using this more complex practice with support and to build their skills over time. The communication arts teachers implemented the balanced literacy framework with consistency and fidelity. There is clear evidence from AIR Implementation audit that each teacher addressed the components of the balanced literacy framework throughout each lesson. As the year progressed, more teachers began to include guided reading as part of their daily literacy block; however it was clear that teachers will continue to need strong support in both implementing guided reading (structure of a lesson; building time into the schedule) and using guided reading data to inform their instruction in other parts of the literacy day. In addition, the levels of collaboration among the teachers and between the teachers and the literacy coach are increasing. There is an alignment between the benchmark assessments and the grade-level expectations. The challenge now is to raise the level of rigor within the curriculum, to increase teacher-effectiveness evidence by student engagement and learning, and to use the benchmark assessment data to inform daily instructional practices.

Key aspects of a strong and supportive infrastructure for mathematics in Grades 6–8 are now in place at HEMS. Instructional decision making for implementation of the *Connected Mathematics Program 2* is guided at all three grade levels by pacing guides, drafted during the summer of 2011, that prescribe a rational number of units and an appropriate

set of specific investigations so that, in general, teachers have the necessary time to address the required topics. The Mathematics teachers met weekly in professional learning communities (PLCs) and shared plans, resources, and ideas. A system of aligned benchmark assessments is now in place, with assessments having been created by the mathematics coach and mathematics interventionist and reviewed by grade-level teacher teams.

Intervention:

A tiered intervention strategy was used this year to address the needs of students in the areas of mathematics and reading. Students identified as struggling to read at grade level were enrolled in Read 180 or Systems 44. The two Read 180 reading interventionists were able to raise the reading level of students in their classes by an average of two grade levels this year. The Reading Interventionists raised the lexile levels of students in the READ 180 intervention on an average of 170 lexile points. A total of 125 students were served in this intervention.

In additions to these structured reading intervention classes, the math and literacy interventionist worked with identified students in a variety of ways. They used co-teaching strategies to work in classrooms where a high number of students in need were identified. These co-teaching experiences were beneficial to the students and teachers, allowing all students to receive more individualized attention and teachers to differentiate instruction more effectively.

Small group pull out sessions were also used by the math and literacy interventionists to work with students who were identified as having basic skill levels significantly below that of the rest of the class. Students could focus on learning basic foundational skills for success in the classroom in these smaller settings without fear of scrutiny of their peers and the interventionists could use different remediation strategies that don't always work in a larger classroom setting.

Learning Lab:

Every student continued to be enrolled in a daily 45 minute intervention learning lab. At the beginning of the year, grade level PLCs used 2011 MAP data along with 2011 grades to determine whether students would be enrolled in a math, reading or enrichment learning lab. As their needs changed, student progress was assessed every four weeks and student's learning lab assignments were revisited based on assessment results. Math Learning Lab time was split into 3-15 minute sections. During one of the sections, students rotated through developing basic math fact fluency using FASTTMath, My Skills Tutor that differentiates each student's learning and addresses their own individual needs, and teacher small group direct instruction on a predetermined set of GLEs. These GLEs were chosen based on state and district MAP data as identified by ILT and AIR Math consultants. A spiral structure was used to allow math teachers to introduce 2-3 new GLEs each month while continuing to practice those previously taught.

Students were placed in Communication Arts Learning Labs using their Lexile reading level. Those teaching communication arts classes utilized a variety of strategies to meet the needs of their students. Students with lower Lexile scores were given additional learning time to work on literacy skills being introduced in class. These teachers used additional shared readings to demonstrate fluency, while students focused on skills like predicting, making inferences, clarifying their understanding of the text, using context and word parts to determine the meaning of unfamiliar words and phrases, and demonstrating comprehension of the text through writing. Students with on- and above-grade level Lexile scores were given the opportunity to complete independent projects (including research) to enrich their literacy skill set.

Afterschool Intervention:

While many students showed significant improvement by utilizing the intervention time built into the daily schedule, some students' data shows a further need for more intervention time. Many teachers provided individualized tutoring to their own students. This tutoring was directed toward current topics and important GLEs that students would need to master to be successful on the MAP assessment. We continue to explore ways to establish an after school tutoring program to further meet the needs of our students that is aligned to the school curriculum.

Goal 4: Community Engagement

The ILT worked with district administrators to adjust the parent teacher conference schedule. This allowed the parents and teachers the opportunity to engage in discussions around student success three times a year as opposed to the district plan of only twice a year. During the 1nd year of SIG implementation a full time 12 month Coordinator for the Community Education Center was hired and began outreach activities with community organizations and feeder elementary schools (Keeven, Grannemann, and Twillman Elementary Schools) to establish relationships and to message the new culture of the school.

The Community Education Coordinator continued this work during the 2nd year of SIG implementation. Community outreach initiatives/events facilitated during the 2nd year of SIG implementation were as follows:

Title of event	Objective
Community Outreach	EMS Staff visited homes of students
Committee Clergy Outreach	CEC Coordinator engaged in conversation with community Clergy
Incoming Grade 6 Event	Carnival held in small gym for incoming Grade 6 students and their parents. Touring of school
Daycare Centers Outreach	CEC Coordinator engaged in conversation with feeder schools' daycare centers
Partnership with Radio Station	Resulted in "Health Fair" being held at EMS on Saturday, April 28, 2012

The Parent Resource Room opened in August of 2011; the resource room provided parents with resources, parent workshops, and family activities that supported the school's mission of developing lifelong learners. List of parent workshops facilitated by the CEC are as follows: Monthly MAP Prep, Literacy Fair and Math and Science Night.

The CEC Committee was formed during 2nd year SIG Implementation. This committee is composed of members who are key stakeholders in our community. There were 3 meeting held during the 2011 -2012 school year. The committee began work by assisting the CEC Coordinator in planning efforts, developing a calendar of events for the upcoming

school year, and becoming an advisor to the CEC Co coordinator. The events planned at EMS resulted in 74% of the families at East Middle School Participating in at least one school event during the 2011-2012 school year.

Goal 5: Governance

An Office of School Turnaround was established by the district to oversee the processes, provide support, and monitor the implementation of the SIG at East Middle School. This position is being filled by Dr. Ty McNichols Assistant Superintendent for Learning. The leadership/organizational structure was created to provide support and oversight on the progress of the building leadership. A School Leadership Team and Instructional Leadership Team were established along with supporting committees assigned to address components of the SIG such as extended learning time and researching Communication Arts core curriculum. We are still monitoring and modifying the specific components of the SIG, and utilizing structures and protocols to enhance our effectiveness. The School Leadership Team, Turnaround Officer, and lead partner will continue to address strategies to deepen the implementation for this objective with a refined article of agreement process.

Our ultimate goal is sustainability. As we move towards a final year of funding, we want to make sure that our leadership staff has the skill and knowledge of the Turnaround frameworks. We are examining the development of a district Turnaround Cadre that would research and develop best and next practices that are essential to the implementation and application of the Turnaround Reform model.

Challenges and Accomplishments

1. East Middle continues to face the challenge of maintaining a highly qualified staff. With the demands of the turnaround process, EMS is a hard to staff school. The ILT will continue to seek opportunities to provide appropriate support, teacher leadership opportunities, and incentives for the current staff. EMS will continue to work closely with Human Resources to participate in recruiting trips and developing hiring procedures and timelines to secure the most qualified candidates.

2. District personnel have minimal understanding of SIG and DESE requirements thus making it difficult to align EMS SIG requirements and initiatives to district initiatives. There needs to be a stronger aligned system of support between the school and district, sharing of lessons learned from EMS to other schools within Hazelwood, and professional development opportunities identified for the principal to network with other successful turnaround leaders.

3. Implementation of the balanced literacy framework and revised Math curriculum was a great accomplishment for East Middle School. This year there was school wide focus on improving literacy and math achievement for our student. This included intense professional development for Comm. Arts and Math teachers with job embedded PLCs, weekly PD, and support from content area experts from AIR . Internal monitoring of school data indicates considerable improvement in students' reading and math abilities as measured by benchmark assessments and Scholastic Reading Inventory lexile levels.

4. Data usage has become part of the fabric and culture at East Middle School. Students and staff have embraced sharing and analyzing performance data. It has become an expectation to have relevant data displayed in a timely manner in classrooms and hallways. Students track and monitor their own progress speaking frequently with all teachers regarding their own personal results. With the creation of a data driven culture we feel this has contributed significantly to increasing our student achievement.

5. The Learning Lab time and tier intervention services have become more flexible and nimble to be responsive to the learning needs of our students. The ILT and interventionist (reading and math) developed specific protocols for entering and exiting students from intervention services as students gain learning The monitoring and adjustment of the focused interventions for students have lead to great progress specifically increasing reading achievement across the grade levels. Students in the Read 180 interventions gained more than two years of growth in less than one year.

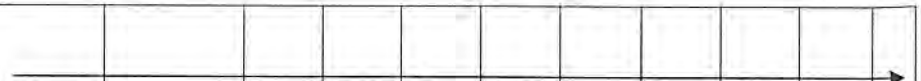
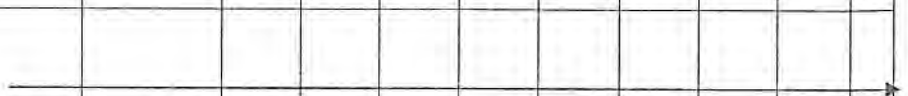
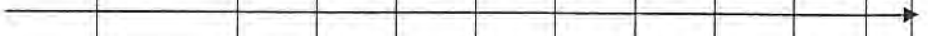
VII. B. Year Three Timeline

Goal 1: Student Performance

Year 3

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Objectives												
1.0 91% of the students at Hazelwood East Middle School will be proficient in Communication Arts and 90% of the students will be proficient in Mathematics as evidenced by the MAP scores in Communication Arts and Mathematics												
2.0 HEMS will have developed and implemented a Student Growth Monitoring System (based on "Missouri Connections" career information system to assess the personal and academic growth of students.												
Strategies												
1.1 Literacy and math coaches will model, collaborate and provide specific descriptive feedback to communication arts and math teachers regarding lessons, instruction and data analysis.		→	→	→	→	→	→	→	→	→	→	→
1.3 Highly qualified literacy, reading and math interventionists will develop a school-wide early warning system through collaboration with classroom teachers to identify and service targeted groups of students for acceleration in communication arts and math.		→	→	→	→	→	→	→	→	→	→	→
1.6 HEMS will develop and implement a 4 week Summer Reading Academy. .											▲	▲
1.7 The staff will use a systematic Professional												

Learning Communities (PLCs) process to analyze student results on selected assessments, reflect on instructional delivery and engage in professional learning to make necessary changes to instruction ensuring a differentiated, rigorous relevant curriculum.												
2.1 Each student will work with an In-House Mentor to develop a Student Growth Plan using "My Portfolio" where students can compile and store interest and skill, assessment data, educational goals, personal plan of study, reflections, resumes, etc.		→									→	
Action Steps												
1.1.1 Literacy and math coaches will analyze, observe lessons and gather baseline data using formative feedback documents on all teachers' classroom instruction.		→										→
1.1.4The literacy and math coaches will model lessons, collaborate with teaching teams, and provide feedback to individual teachers, teaching teams, and the leadership team.		→										→
1.1.5 With the support of an external monitor, the leadership team will evaluate the coaching program through surveys (developed by the leadership team) of coaches, teachers and supervising administrators and its effect on student achievement.											▲	
1.1.6 The instructional leadership team will develop a professional development calendar including time for creation of common summative and formative assessments aligned to common core in all content areas, and vertical teaming to evaluate, monitor and provide feedback a on differentiated, rigorous, relevant instruction and curriculum.					▲			▲			▲	

1.1.7 The staff will create common summative and formative assessments aligned to common core in all content areas		
1.1.8 The staff will meet with vertical teams to evaluate, monitor and provide feedback on differentiated, rigorous, relevant instruction and curriculum.		
1.1.10 The Instructional Leadership Team will regularly review assessment and instructional data to drive school-wide practices.		
1.3.1 The Instructional Leadership Team will develop the structure (agenda/minutes formats) for PLC meetings.		
1.3.2 Each PLC facilitator will be trained to implement the PLC structure ensuring effective use of meeting time.		
1.3.4 Professional Learning Committees (same content and grade level teachers) will meet weekly in collaboration the content coaches and interventionists according to the calendar to accomplish specific objectives, such as creating common assessments, analyzing data of common assessments, reflecting on instructional delivery, brainstorming classroom interventions and modifications to differentiate instruction and engage in review of professional literature.		
1.3.5 Teachers will work with instructional coaches and content teams to analyze data and develop differentiated lesson plans based on student outcomes.		
1.3.6 The instructional coaches will identify and/or offer professional development opportunities designed to educate teachers on effective instructional strategies.		

1.3.7 The coaches will develop schedules for mentoring, training, collegial walkthroughs and reflecting on teachers' use of data to guide instruction.		→	→	→	→	→	→	→	→	→	→	→
1.3.9 With the support of an external monitor, the leadership team will evaluate the professional development plan as it relates to the analysis and use of student data to inform instruction, evidenced by visual data throughout the school/classrooms, observations of classrooms.		→	→	→	→	→	→	→	→	→	→	→
1.6.1 Instructional coaches, District Curriculum Coordinators, Reading 180 Interventionists, and a consultant will develop the Summer Reading Academy for identified grade 5 students exiting the elementary school heading to HEMS reading below grade level. (4 hours for 4 days for 4 weeks) Funded by the District.											▲	▲
1.7.1 All new teachers will receive district training in the PLC Process.	▲	▲										
1.7.3 PLCs (same content and grade level teachers) will meet weekly in collaboration with administrators, the content coaches and interventionists according to the calendar to accomplish specific objectives, such as creating common assessments, analyzing data of common assessments, brainstorming classroom interventions and modifications to differentiate instruction		→	→	→	→	→	→	→	→	→	→	→
1.7.4 Teachers will work with data team coach, instructional coaches and content teams to analyze data and develop differentiated lesson plans based on student outcomes.		→	→	→	→	→	→	→	→	→	→	→
1.7.5 The PD committee will identify or offer professional development opportunities designed to educate teachers on effective instructional strategies including those that focus on the differentiation of instruction based on individual student data.		→	→	→	→	→	→	→	→	→	→	→
1.7.7 The professional development will facilitate or identify facilitators to conduct the trainings for teachers based on individual needs.		→	→	→	→	→	→	→	→	→	→	→
2.1.1 Counselors in collaboration with the administrative team will develop a master schedule		▲	▲									

and calendar for In-House Mentoring.												
2.1.2 In collaboration with the leadership team, the guidance department and home/school liaison will learn the "Missouri Connections System" to implement a format for students to keep records of his/her progress towards meeting personal, academic and career goals.		→	→	→	→	→	→	→	→	→	→	→
2.1.3 The PD Committee will train staff on the format and purpose of Student Growth Plans.			▲									
2.1.5 Students will be instructed on the use and purpose of "My Portfolio".			▲									
2.1.6 In-House Mentors will assist students in setting both individual short term and long term goals including career and college investigation and completing the other components of "My Portfolio".		→	→	→	→	→	→	→	→	→	→	→
2.1.7 During weekly conferences, In-House Mentors will check-in with their students, ask about progress towards goals and review students' "My Portfolios" during scheduled In-House Mentoring time built into the weekly schedule.		→	→	→	→	→	→	→	→	→	→	→
2.1.8 In-House Mentor program will be monitored and formatively evaluated each quarter by the guidance staff using student, staff and parent surveys.				▲			▲			▲		▲
2.1.9 In June, guidance staff and parent liaison will conduct evaluation of the program through staff, parent and student surveys to determine necessary program modifications and recommend mentor assignments for the following year. (Surveys will be developed by the guidance department in collaboration with the leadership team and parent liaison will include a growth plan documentation review.)												▲

Goal 2: Highly Qualified Staff Timelines

Year 3

	Year Detail by Month											
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Objectives												
1.0 Develop and Implement multiple strategies and incentives for teachers.												
2.0 Develop, Implement and Monitor differentiated professional development plan for all teachers.												
3.0 Develop and Implement teacher evaluation form.												
4.0 Develop and implement recruitment process												
5.0 Utilize instructional coaching as a differentiated PD model for ALL teachers.												
6.0 Implement a building-based Teacher Leader strand of professional learning												
Strategies												
1.1 Develop strategies and incentives to increase and sustain teacher retention at HEMS.						▲						
2.1 Develop and Implement differentiated professional development plan.		→	→	→	→	→	→	→	→	→	→	→
2.2 Monitor Differentiated PD Plan					▲			▲			▲	
3.1 Revise current Evaluation Form		→	→	→	→	→	→	→	→	→	→	→
4.1 Develop and Implement recruitment plan		→	→	→	→	→	→	→	→	→	→	→
Action Steps												
1.1.2 Develop incentives for teacher recruitment						▲						
1.1.3 New hires screened using Turnaround protocol.		▲										
1.1.5 Communicate teacher incentive program							▲					
1.1.6 Incentive Program evaluated.												▲
2.1.1 Provide ongoing professional development regarding classroom management.		→	→	→	→	→	→	→	→	→	→	→
2.1.2 Provide off-site professional development		→	→	→	→	→	→	→	→	→	→	→
2.1.3 Identify and coordinated Professional speakers to provide PD at EMS		→	→	→	→	→	→	→	→	→	→	→
2.2.1 Monitor and evaluate differentiated PD Plan.		→	▲	→	▲	→	→	▲	→	→	▲	→→
2.2.2 Create and Implement a data tool to monitor the differentiated PD				▲								
4.1.1 Develop Teacher Vacancy Communication Plan										▲		
4.1.3 Develop teacher incentive plan									▲	▲	▲	▲
5.1 Finalize goals, outcomes and roles for coaching.												
5.1.1 Goals, Outcomes, and Roles are communicated to all stakeholders					▲							

5.2 Train and support coaches through ongoing monthly P.D., including coach professional goals and field visits.		→	→	→	→	→	→	→	→	→	→	→
5.3 Monitor coaching activity and use that data to adjust coaching activities.		→	→	→	→	→	→	→	→	→	→	→
5.4 Evaluate year-end data against goals and outcomes. Integrate key learning into future planning.												▲
6.1 Develop criteria and application process for Teacher Leaders (up to 10). Share with staff and complete recruitment, application and acceptance process.			▲									
6.2 Use school data to identify a year-long focus for Teacher Leaders work.				▲								
6.3 Utilize best practices in adult learning and teacher leader development research to train and support teacher leaders, including goal setting, professional development and establishing a learning community.					→	→	→	→	→	→	→	→
6.4 Monitor the results and integrate key learning into future planning.					→	→	→	→	→	→	→	→

Goal 3: Facilities, Support, and Instructional Resources

Year 3

	Detail by Month											
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Objectives												
1.0 Implement a revised math curriculum that a) is aligned to state standards, b) includes researched based learning strategies and c) is rigorous based on the scoring guide from Tomlinson's report to the Hazelwood School District (Appendix X year 1) and CCSS as evidenced by a revised curriculum guide, classroom observations, lesson plans, and student performance data.												
2.0 Implement revised communication arts curriculum that is aligned to state standards, include researched based learning strategies and are rigorous based on the scoring guide from Tomlinson's report to the Hazelwood School District (Appendix X year 1) and CCSS as evidenced by curriculum guide, classroom observations, lesson plans, and student performance data.												
4.0 Students will receive specific interventions during the school day based upon the EMS Early Warning and Support System.												
5.0 Established by EMS, programs and increased student participation in after school activities to meet their academic needs as evidenced by a yearly after-school events calendar, increased student attendance for after-school activities and increased communication arts and math scores on the MAP test.												
Strategies												
1.1 Revise and implement curriculum map and pacing guide by math teachers and coaches at EMS												
1.2 Develop and implement units for each trimester and determine and secure necessary supporting materials.		▲			▲			▲				
2.1. Revise and implement curriculum map and pacing guide by communication arts teachers and coaches at EMS.												
2.2 Develop and implement at EMS units for each trimester and determine and secure necessary supporting materials.		▲			▲			▲				
4.1 Will receive appropriate, research based interventions focused on increasing literacy and basic math skills based on each student's reading and math proficiency as determined by assessment data.	▲											
5.1 Establish a school wide structured after school learning program			▲									
Action Steps												
1.1.1 Administrators, math content teachers, math curriculum coordinator and math coaches will meet to determine and revise a curriculum map and pacing guide for the school year.		▲										
1.1.2 Math teachers will be receive professional development in order to effectively utilize the			▲									

revised curriculum map and pacing guide												
1.1.3 Math coaches will provide classroom observations and ongoing support to teachers to monitor curriculum pacing												
1.2.2 District Human Resources will provide stipends or secure substitute teachers to allow each grade level math teachers to revise curriculum.		▲										
1.2.3 Supporting materials to supplement the curriculum will be reviewed by math coaches, administration and the curriculum coordinator and purchased.												
1.1.4 Math coaches will conduct observations, model lessons, collaborate with teaching teams and provide feedback to individual teachers, teaching teams and the leadership team on a weekly basis to ensure effective implementation of revised lessons.												
2.1.1 Administrators, Communication Arts content teachers, Communication Arts Curriculum Coordinator and Communication Arts coaches will meet to determine and revise a curriculum map and pacing guide for the school year		▲										
2.1.2 Teachers will receive professional development in order to effectively utilize the revised curriculum map and pacing guide.			▲									
2.1. 3 Coaches will provide classroom observations and ongoing support to teachers to monitor curriculum pacing.		▲										
2.2.1 Curriculum consultant will co-plan lessons, model teach and coach communication arts teachers to assist in the implementation of curriculum every 6 weeks for the first year of the new curriculum implementation.												
2.2.2 Communication arts content teachers, communication arts curriculum coordinator, comm. arts coaches and administrators will meet to develop units of instruction including lessons that are aligned to state standards, include researched based learning strategies and are rigorous based on the Hazelwood Rigorous Lesson Scoring Guide	▲			▲		▲				▲		
2.2.3 District Human Resources will provide stipends or secure substitute teachers to allow each grade level communication arts teachers to revise curriculum.	▲			▲		▲				▲		
2.2.4 Supporting materials such as Read 180 and Systems 44 will be purchased through available funding to support the intervention program.												
2.2.5 Literacy coaches will conduct observations, model lessons, collaborate with teaching teams and provide feedback to individual teachers, teaching teams and the leadership team to ensure effective implementation of revised lessons.												
4.1.2 EMS leadership team in collaboration with the Comm. Arts and math curriculum coordinators will develop a list of research-based, detailed intervention/enrichment courses to meet the needs of all student groups and identify materials needed for successful implementation.	▲		▲									
4.1.5 Students will be scheduled in appropriate intervention programs determined by baseline data			▲			▲			▲			

of math and communication art assessments administered by teachers.												
4.1.9 Administrators will monitor the Intervention programs through observations and the analysis of student data			▲			▲			▲			
4.1.10 The Administrator will work with the Hazelwood School District Technology Department to set up a Data Dashboard that warehouses multiple data sources (AIMS web, Tungsten, MAP, etc.) in an excel spreadsheet to consistently monitor and track student growth and teacher instructional performance.			▲									
4.1.12 In collaboration with the leadership team, the administrators will evaluate the various intervention and enrichment courses offered to students through student surveys, observations and student progress on skill mastery as evidenced by progress monitoring.			▲			▲			▲			

Goal 4: Parent and Community Involvement

Year 3

	Detail by Month											
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Objectives												
1.0 Establish a community education center that offers a variety of activities for all community stakeholders, including families, businesses, and community members, as evidenced by the variety of learning opportunities, attendance, calendar of events and program announcements.												
Strategies												
1.1 The leadership team will hire a site coordinator to develop Hazelwood East Middle School as a Community Education Center (CEC) and establish a CEC committee, including key stakeholders: community members, local churches, families, students, and East Middle School staff		▲										
1.2 The site coordinator will develop a CEC plan in collaboration with the CEC Committee.		▲	→	→	→	→	→	→	→	→	→	
1.3. The Community Education Center plan will be implemented, assessed, and monitored by the site coordinator and the CEC committee.							→	→	→			
Action Steps												
1.1.3 The CEC committee of key stakeholders (community members, local churches, families, students, and staff) will be formed through open invitation via phone calls, personal contact and emails by the CEC site coordinator and a parent liaison.		▲										
1.2.1 The CEC site coordinator in collaboration with the parent liaison will meet with CEC committee at a minimum of once a month to gather information and conduct a needs analysis, and a review of best practices in research, and develop the CEC plan. The needs assessment will include a review of what community programs are already available in addition to identifying needs.		▲	→	→	→	→	→	→	→	→	→	
1.2.2 Based on the needs analysis, the CEC plan will be developed and presented to the staff and community by the CEC committee.												
1.2.3 The CEC committee will seek outside grant opportunities in order to supplement initial funding through 2013 and to be self-sufficient thereafter.			→	→	→	→	→	→	→	→	→	
1.2.4 The CEC committee will meet regularly to complete and review grant applications.	→	→	→	→	→	→	→	→				
1.2.5 CEC committee will meet monthly will building administration to update the grant application and funding process.			→	→	→	→	→	→	→	→	→	
1.3.1 School Administrative Team will develop a yearly facilities use calendar, giving first priority to planned school events and 2nd priority to CEC activities/events.			▲	→	→	→	→	→	→	→	→	

Goal 5: Governance

Year 3

	First-Year Detail by Month											
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Objectives												
1.0 The District administration (superintendent and assistant superintendents) in collaboration with the East Middle School principal will create a District Office of School Turnaround and designate a Turnaround Officer to oversee and facilitate the turnaround process at East Middle School.												
2.0 East Hazelwood Middle School administrative team (principal and assistant principals) in collaboration with the District Turnaround Officer will design, implement and monitor a leadership structure to effectively guide the HEMS community through the turnaround process.												
3.0 District Turnaround Officer and School Administration in collaboration with district administration and union representatives will have developed, communicated and implemented an extended-learning calendar and protocol for parent/staff conferences that will address the needs of the students and parents at HEMS.			▲									
4.0 Hazelwood East Middle School Administrative Team (including HEMS staff and HNEA representative) will improve the Performance Based Teacher Evaluation (PBTE) to give teachers formative feedback for targeted professional development and the improvement of instruction.			▲									
5.0 Hazelwood School District will develop a new teacher evaluation system that includes the use of multiple measures (one significant portion of which will be student achievement gains) to examine teacher performance.		▲	→	→	→	→	→	→	→	→	→	
Strategies												
1.1 District Superintendent will designate a Turnaround Officer to oversee and facilitate the turnaround for all turnaround schools.	▲	→	→	→	→	→	→	→	→	→	→	
1.2 Turnaround Officer will allocate resources to include district staff support for Hazelwood East Middle School Turnaround Effort.	▲											
1.3 The Office of School Turnaround will hire and coordinate the coaching of the Hazelwood East Middle School Principal.	▲											
2.1 The HEMS administrative team in collaboration with the District Turnaround Officer will design a governance structure that clearly defines procedures for turnaround strategy implementation and evaluation and creates a format for communication to relevant stakeholders regarding decisions made during the turnaround process.												
2.2 HEMS administrative team in collaboration with District Turnaround Officer will create and implement a governance board of key stakeholders to participate in making school-wide decisions regarding the procedures and plans of the school throughout the turnaround process and to maintain communication with the community.					▲\							
2.3 Administrative team will establish leadership committees to develop specific school programming and		▲										

provide information to governance board to guide decisions.												
3.1 HEMS parent/staff conference schedule will be modified to include interim conferences between parents and staff to occur in the middle of each grading period.		▲										
5.1 A District Taskforce on Improving Teacher Performance will be developed to design and implement rigorous and transparent evaluation systems for teachers that (a) differentiate effectiveness using multiple ratings that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher involvement. This taskforce will recommend comprehensive reform to the current system that will provide teachers the capacity they need to improve their instruction in order to focus on improved student achievement.		▲	Ongoing →									
5.2 Participating Schools will conduct evaluations of teachers that include timely and constructive feedback; as part of such evaluations, provide teachers with data on student growth for their students, classes, and schools.												
5.3 The Hazelwood District will develop a Teacher Evaluation Communication Plan and a system for teacher feedback and participation to inform the improvement of the teacher evaluation system.				▲								
5.4 An external provider will monitor and assess the new teacher evaluation system in Year 2 pilot sites and Year 3 sites to assure fidelity and integrity of the implementation of the model for improving instruction, professional development and decision making capacity.												
5.5 Based on the reports from the external providers of Year 2, HSD will implement the use of the interim student growth measures as one component of several for assessing teacher and principal performance as a pilot in the remaining schools in the district in Year 3. The pilot schools from Year 2 will continue implementation.												

VII.C Discussion of School Year 2012-2103

Hazelwood East Middle School Turnaround model will continue to focus on the goals and strategies that were implemented in years one and two. East Middle will continue to develop and implement a coherent instructional system which entails aligning and revising the Communication Arts and Math curriculum to state standards and Common Core State Standards, to include research based effective instructional strategies, and demonstrates evidence of rigor. Work on the Communication Arts curriculum was continued during year two with implementation of a balanced literacy framework. The revised curriculum will be supported by materials, technology resources, and Professional Development that is targeted to meet the needs of the students of all ability levels. The communication Arts curriculum will be enhanced in year three with the inclusion of a writing program. In addition a scope and sequence, curriculum maps and pacing guides will be revised and implemented to guide teachers in maintaining a curricular focus in the delivery of instruction for Communication Arts and Math. The curriculum map and pacing guide will be monitored and adjustments made according to student performance as indicated by benchmark and other formative assessment results

East Middle School will utilize the National High School Center's Model of an Early Warning System tool that is customized for the middle level. This tool will assist the ILT and interventionists in maintaining a school wide targeted intervention program that will meet student needs in both communication arts and mathematics. Along with academics, students will receive interventions for behavior and social concerns as well. East Middle will develop a mentoring program to individualize goal setting and monitoring in small groups.

East Middle will implement an intensive differentiated professional development plan for all teachers. The professional development plan is composed of dedicated time for teachers to learn and for coaches to support teachers trying out new skills in the classroom. Hazelwood East's Professional Development Committee along with the Instructional Leadership Team will chart and monitor the instructional programs at the school. External coaching and embedded professional development is a focus for year three of the plan. Professional development and growth both in and out of East Middle will take place in conjunction with instructional coaching. Differentiated professional development designed around teacher needs will be the primary focus for professional learning for year three.

Additionally, Teacher Leaders will be developed through the Teacher Leader coaching model with the intent of creating coaches/role models for sustainability.

We will develop and implement extended learning opportunities for identified students to include varied program offerings and additional time to learn. The school day was lengthened to provide additional learning time for students along with a multi-leveled student intervention programs composed of tutoring, mentoring, and course offerings designed to meet the needs of the students that attend Hazelwood East Middle School. The Literacy and Math Coaches will provide training and coaching to teachers in learning effective instructional strategies to address the distinct learning needs of struggling students. This will be partnered with the additional support of reading and math interventionists who will work with small groups of students to provide intensive intervention services in the classroom. An Early Warning System and Data Dashboard will be maintained by the Instructional Leadership Team to be able to identify trends and patterns in the school curriculum, identify groups of students at risk of failing, and to monitor the overall student achievement to make timely instructional decisions.

East middle will continue to engage the community to support the school's efforts to turnaround and to build a culture of high expectations for all students. This will be accomplished by the implementation of a home/school partnership designed to improve community/parent involvement in the school by providing outreach activities and workshops, such as training programs for volunteers, parent training on accessing use of: school technology, course curriculum, behavior guide and expectations, etc., and increasing awareness of organizations and services such as PTSA. In addition Hazelwood East Middle School will engage in the development of a Community Education Center which will bridge the gap between what happens during the school instructional day to align afterschool programming that supports students and community members. The Community Education Center will offer after school programs that are both academic and recreational for students of all performance levels.

The Hazelwood School District will maintain the partnerships with Brown School of Social Work and Herbert Hoover Boys and Girls Club to provide a quality after-school program at East Middle School. Herbert Hoover Boys and Girls Club will be the lead partner in the project due to their success in establishing after-school programs.

Dr. Gary Jansen will continue to be the Turnaround Principal for Hazelwood East Middle School. Dr. Jansen's leadership focus is to drive curricular and instructional changes especially in the area of reading, school culture changes to move the school from turnaround status to sustaining high levels of student achievement, addressing human capital changes to attract and keep the best teachers, and to revive family/community involvement in the school. Dr. Jansen will be supported by the district Office of School Turnaround which will ensure that the school and the principal have all the resources necessary to support a successful turnaround along with coaching support from American Institute of Research (AIR). A Governance Board comprised of key stakeholders will be established that will act as an advisory group to the principal and the School Leadership Team. The Governance Board along with the HSD Learning Support Team will receive additional support from AIR to develop the district capabilities to support EMS in the SIG work. This will lead to an understanding of turnaround research and application for EMS and district, A SIG School Learning Community that shares best practices, a focused and functional School Leadership team for turnaround school, with clear roles, accountabilities, and tools for success, a 90-day implementation plan for kicking-off the turnaround initiative and documenting quick-wins at the school level, a communication plan for effective engagement with stakeholders at the school level, and execution of mid-course corrections to deepen or adjust implementation of improvement initiatives, based on timely review of data by district and school .

Hazelwood School district is committed to the long-term improvement of Hazelwood East Middle School and all of the schools in the district. In order to serve better both Hazelwood East MS and other low-performing schools, the Superintendent, Dr. Price and Assistant Superintendent, Dr. McNichols have committed to this School Improvement Plan. Dr. McNichols has been trained at the University of Virginia in the Turnaround Model and process. This training has helped Dr. McNichols in his role as the Hazelwood Turnaround Officer and facilitator of the Office of Turnaround for the district. Reorganization of the district's leadership team enables Dr. McNichols to support East Middle School and other schools who are identified at some level of needs improvement. This structure provides additional support through district wide Learning Coaches, Learning Facilitators, and Reading Specialists. By implementing this type of structure, Hazelwood School District is differentiating the leadership and resources provided to schools district-wide and providing schools such as East Middle with additional support.

We know from the research that effective schools cannot survive unless they are in a supportive system. Our plan is robust, with many elements of district support. Those that best reflect our strong district commitment to leading the turnaround effort include:

- Development of a District Turnaround Office
- Change in district-wide policies to allow for incentives for highly effective teachers
- Development of a new district-wide performance based teacher/principal evaluation system
- Commitment to sustainability by investing district resources in training other school administrators in the turnaround process through the Turnaround Principal Leadership Academy
- Commitment to a new site-based governance model for Hazelwood East Middle School
- Support of policies and procedures that can lead to true reform
- Provide authority to remove and transfer teachers and principals
- Act as advocates for change while supporting the strategic plan and the vision of increased achievement for Hazelwood East Middle School students

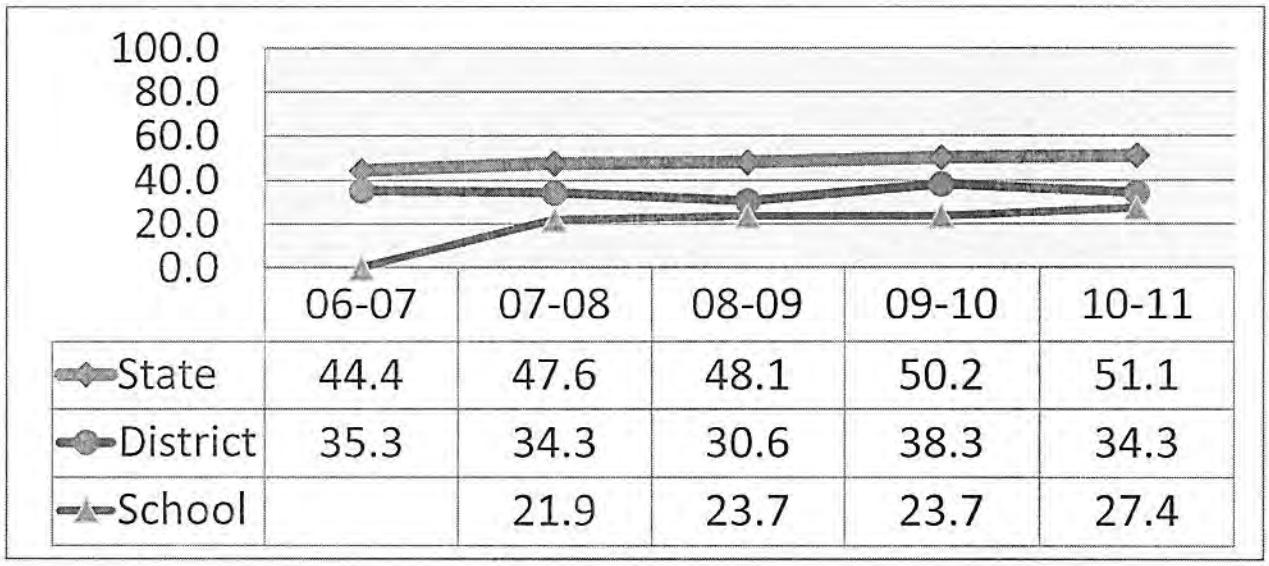
VII. D. Staffing Changes

East Middle School underwent a great staff transformation to begin the 2010-2011 school year. The replacement of existing staff along with adding new positions funded by the School Improvement Grant resulted in 62% of certified staff was new to East Middle for year 1. As year two progressed, decisions were made related to rehiring of staff. There were two teachers that were non-renewed for the following year. Along with these non-renewals, several temporary contracts were not reissued and a few staff members made a choice not to return. This has left the need to fill ten teaching positions for year three. The administrative team has experienced change as well. One Assistant Principal has been promoted to be the principal at another SIG school. With that change, another Assistant Principal has transferred to assist the other school in their turnaround efforts. This has created the opportunity for East Middle to use turnaround competencies to identify new team members.

Appendix A

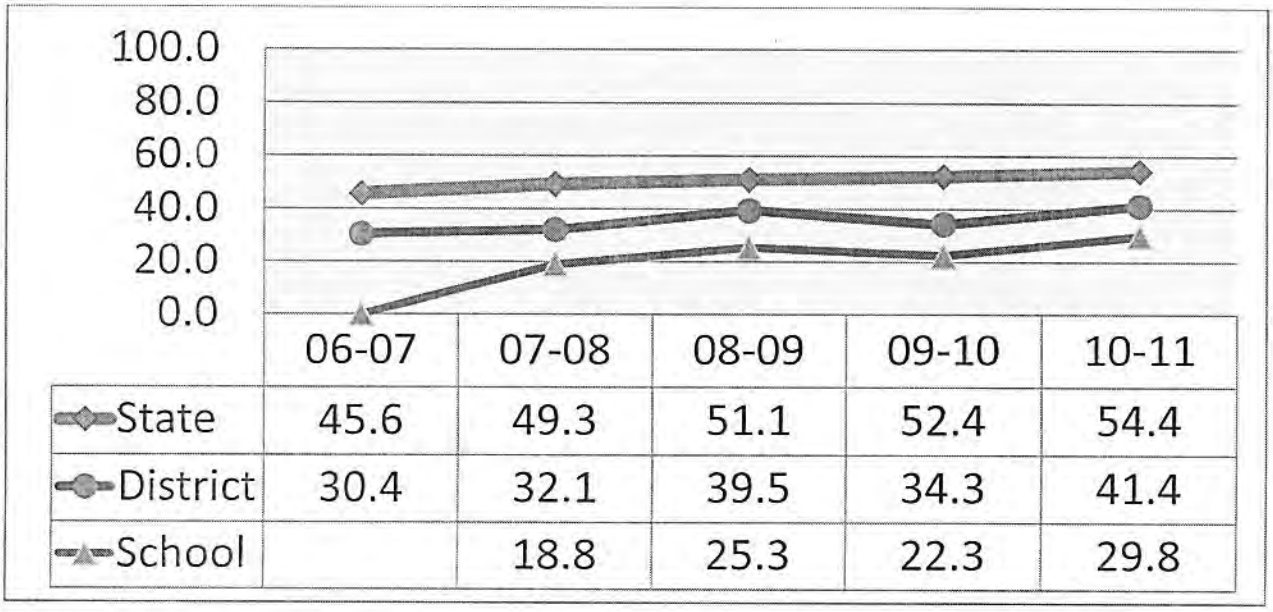
EAST Middle MAP data

6th Grade Communication Arts



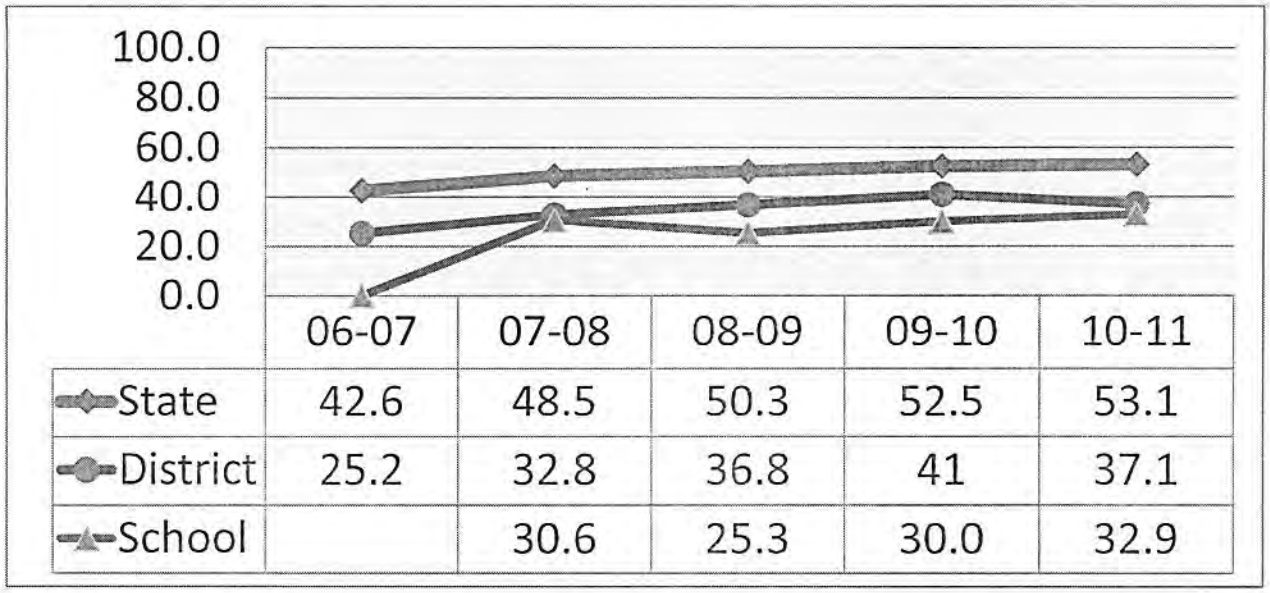
	06-07	07-08	08-09	09-10	10-11
State	44.4	47.6	48.1	50.2	51.1
District	35.3	34.3	30.6	38.3	34.3
School		21.9	23.7	23.7	27.4

7th Grade Communication Arts



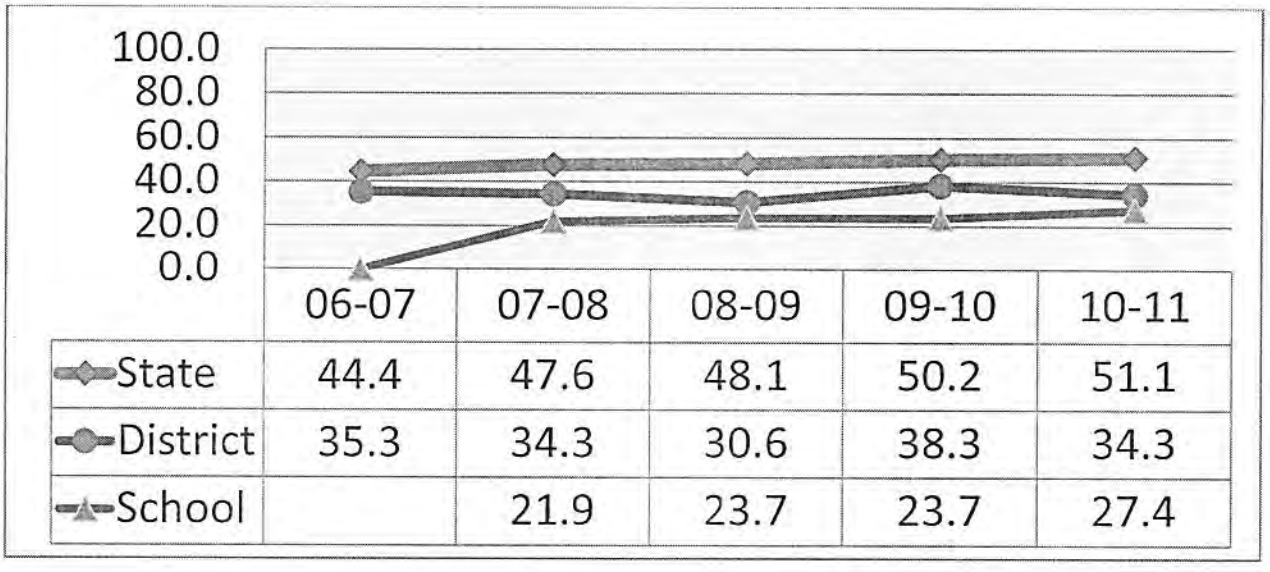
	06-07	07-08	08-09	09-10	10-11
State	45.6	49.3	51.1	52.4	54.4
District	30.4	32.1	39.5	34.3	41.4
School		18.8	25.3	22.3	29.8

8th Grade Communication Arts



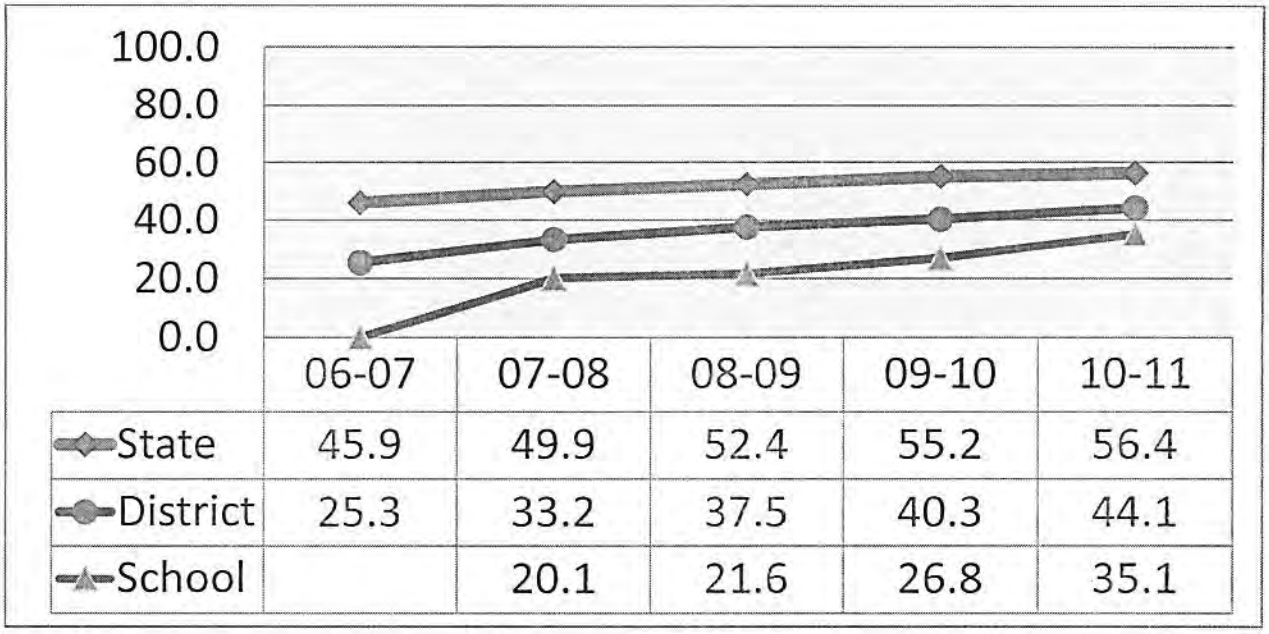
	06-07	07-08	08-09	09-10	10-11
State	42.6	48.5	50.3	52.5	53.1
District	25.2	32.8	36.8	41	37.1
School		30.6	25.3	30.0	32.9

6th Grade Mathematics



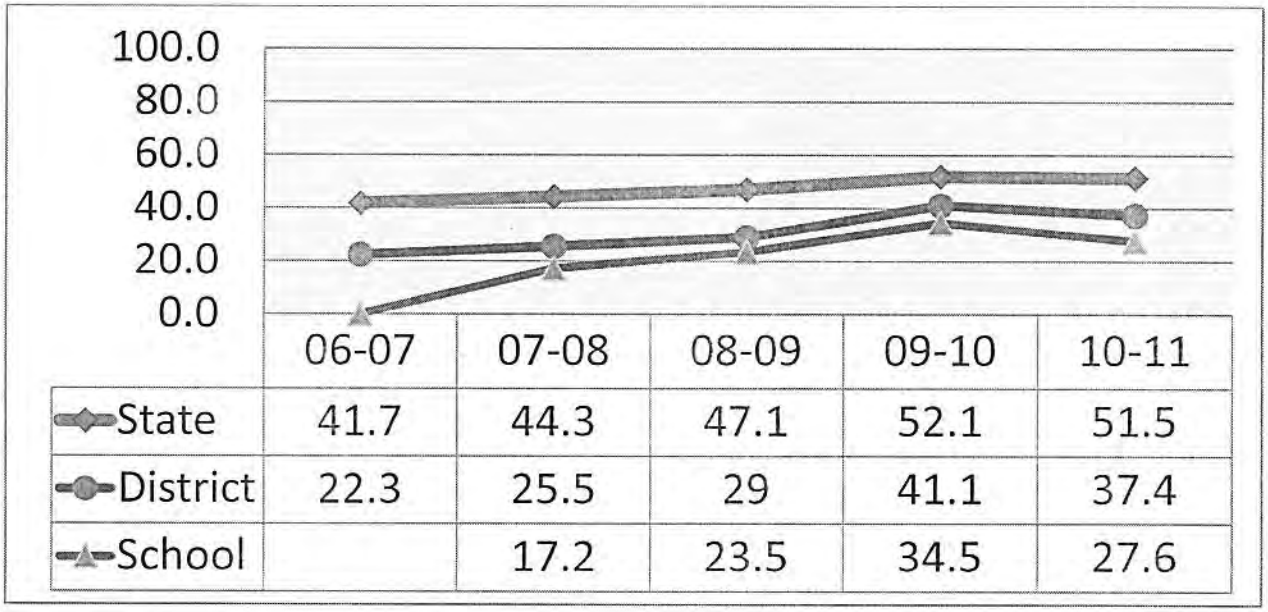
	06-07	07-08	08-09	09-10	10-11
State	44.4	47.6	48.1	50.2	51.1
District	35.3	34.3	30.6	38.3	34.3
School		21.9	23.7	23.7	27.4

7th Grade Mathematics



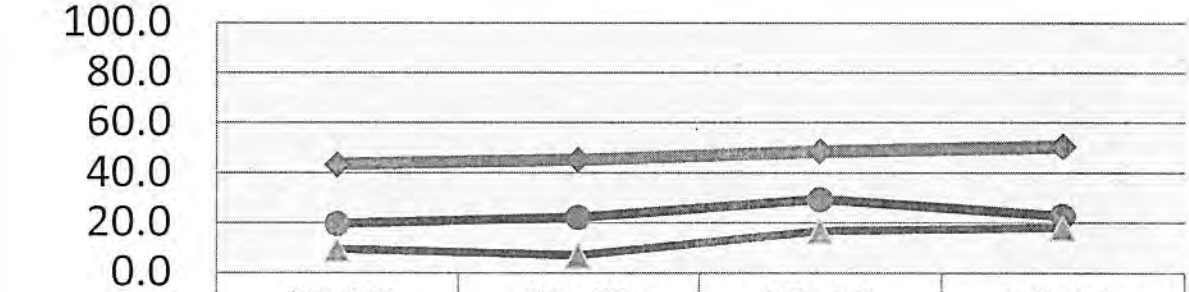
	06-07	07-08	08-09	09-10	10-11
State	45.9	49.9	52.4	55.2	56.4
District	25.3	33.2	37.5	40.3	44.1
School		20.1	21.6	26.8	35.1

8th Grade Mathematics



	06-07	07-08	08-09	09-10	10-11
State	41.7	44.3	47.1	52.1	51.5
District	22.3	25.5	29	41.1	37.4
School		17.2	23.5	34.5	27.6

8th Grade Science



	07-08	08-09	09-10	10-11
State	43.4	45.2	48.5	50.5
District	19.6	22.1	29.4	22.7
School	9.3	6.8	16.6	17.8