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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA
Project Dates: July 1, 2012 to June 30, 2013

DIRECTIONS

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

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

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Reed	Craig Reed	7-1-12	$ 1,699,490

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME			COUNTY-DISTRICT CODE
HICKMAN MILLS C1 SCHOOLS			048-072
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
DR. EVERLYN WILLIAMS	9000 OLD SANTA FE RD	KANSAS CITY, MO 64138	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
EVERLYNW@HICKMANMILLS.ORG		816.316.8235	816.316.7020
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
SANDRA GERMANY	9000 OLD SANTA FE RD	KANSAS CITY, MO 64138	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
SANDRAG@HICKMANMILLS.ORG		816.316.7007	816.316.7020
NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP	
DR. GREG RICH	9000 OLD SANTA FE RD	KANSAS CITY, MO 64138	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
GREGR@HICKMANMILLS.ORG		816.316.7511	816.316.7020

SECTION II. - ASSURANCES

The LEA/District must include the following assurances in its application for a School Improvement Grant.
Check the boxes in this table to include the assurances in this application.

The LEA/District must assure that it will—

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

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

SECTION III. - WAIVERS

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

The LEA/District must check each waiver that the LEA/District will implement. If the LEA/District does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA/District must indicate for which schools it will implement the waiver.

☐ Extending the period of availability of school improvement funds.

> Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/Districts in the State.

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

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

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative) Dr. Loverly A. Williams	DATE 6-17-12

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

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

YEAR THREE 2012-13 SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	447,163		170,020		20,000			637,183
1200 Supplemental Instruction (Title I) *1003(g) SIG*	269,297	80,000	104,250	40,000				493,547
2100 Non Instructional Support Services *1003(g) SIG*				172,000	36,000	10,000		218,000
2200 Professional Development *1003(g) SIG*	39,000		4,756	71,250	5,500			120,506
2600 Planning and Evaluation *1003(g) SIG*				90,000				90,000
3000 Community Services *1003(g) SIG*		82,500	15,146	10,000	32,608			140,254 ~~140,253~~
Program Costs Subtotal *1003(g) SIG*	755,460	162,500	294,172	383,250	94,108	10,000		1,699,490
Indirect Costs								
Administrative Costs *1003(g) SIG*								0
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	0	0	0	0	0	0		0
GRAND TOTAL *1003(g) SIG*	755,460	162,500	294,172	383,250	94,108	10,000		1,699,490

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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	5	4				
Preschool						
Class Size Reduction	9					
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			2			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	14	4	2	0	0	0

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
SMITH HALE COLLEGE P	2914340/0066		X					X

Notes:

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

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
HICKMAN MILLS C-1 SCHOOLS/SMITH HALE COLLEGE PREP	048-072

Budget Codes	Related Strategies and Activities
1100 Instruction	Fast Math and Study Island Intervention - G3S2A, G3S3A4 Benchmark curr. for math, C/A, Science and SS - G3S1A4, G2S3A3.4, G1S2A2.6
1100 Instruction *1003(g) SIG*	Dean of Instr. G4S1SA8.9, G4S2A4.5.7.8/CSR teachers G2S4A1, G3S4A1 ESY instruction G2S2A6, G3S1A10/Springboard curriculum G2S2A6
1200 Supplemental Instruction (Title I)	Read 180/System 44 teachers - G2S1A3
1200 Supplemental Instruction (Title I) *1003(g) SIG*	CA/Math Interv. teachers & tutors G2S1A8, G3S2A7 Saturday Acad. and After school teachers & leadership contract G2S2A6, G4S3A1.3 Supp. instr. paras - G1S5A2, G4S4A2, G2S4A2 , G5S1A7
2100 Non Instructional Support Services	Transportation for after school academy and Saturday academy - G2S2A6, G4S3A1.3
2100 Non Instructional Support Services *1003(g) SIG*	College visit transportation and meals - G1S1A5 Social Worker - G4S3A2 LINC after school program - G4S3A1.3
2200 Professional Development	
2200 Professional Development *1003(g) SIG*	Pbs/Plc/Avid G4S2A1,G2S2A1.2.3,B1S1 Sprgbrd G2S2A6
2600 Planning and Evaluation	Acuity planning for interventions - G3S2A1, G3S3A4.5
2600 Planning and Evaluation *1003(g) SIG*	Tech Asst (Prep-KC) G5S1A1.2.3.4.5.6, G6S2A1.2.3.4, G5S3A1.2.3
3000 Community Services	
3000 Community Services *1003(g) SIG*	Community Liaison/behavior Interventionist and Parent Involvement Coord. - G1S3A3, G1S3A4, G1S4A2.3.4, G4S1A3.4.7, G4S2A4.5.7.8, G4S3A3
Administrative Costs	
Administrative Costs *1003(g) SIG*	

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
HICKMAN MILLS C-1 SCHOOLS/SMITH HALE COLLEGE PREP	048-072/2075

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					64,150			64,150
1100 Instruction *1003(g) SIG*	447,163		170,020		20,000			637,183
1200 Supplemental Instruction (Title I)	296,961		90,436					387,397
1200 Supplemental Instruction (Title I) *1003(g) SIG*	269,297	80,000	104,250	40,000				493,547
2100 Non Instructional Support Services								0
2100 Non Instructional Support Services *1003(g) SIG*				172,000	36,000	10,000		218,000
2200 Professional Development								0
2200 Professional Development *1003(g) SIG*	39,000		4,756	71,250	5,500	0		120,506
2600 Planning and Evaluation					3,000			3,000
2600 Planning and Evaluation *1003(g) SIG*				90,000				90,000
3000 Community Services								0
3000 Community Service *1003(g) SIG*		82,500	15,146	10,000	32,608			140,254 ~~140,253~~
Administrative Costs								0
Administrative Costs *1003(g) SIG*								0
Program Costs Subtotal (Not including *1003(g) SIG*)	296,961	0	90,436	0	67,150	0		454,547
***1003(g) SIG* Subtotal**	755,460	162,500	294,172	383,250	94,108	10,000		1,699,490
Grand Total	1,052,421	162,500	384,608	383,250	161,258	10,000		2,154,037

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
HICKMAN MILLS CL-1/SMITH HALE COLLEGE PREP	048-072/2075

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Dean of Instruction (1 FTE) - 70,000/Classroom size reduction teachers (CSR) (9 FTE) - 350,163	420,163
Extended School Year (Summer School, Saturday and After School acad) - 87,000	87,000
Intervention teachers (4 FTE) 157,297 and tutors (10 tutors/Part time) - 50,000	157,297
substitutes - for PD - 6,000	50,000
Extra Duty - PD (PBIS 13 mtgs/15 staff/$100 day), (PLC 6 days/13 staff/$100) , (Springboard 2 days/12 staff/$100), (mentorship 20 hours/12 staff/$100 day) - 35,000	6,000
	35,000
6100 Subtotal	$ 755,460
6150: Non-certificated Salaries	
Supplemental Instruction Paras - (4 FTE) - 80,000	80,000
Community Liaison/Behavioral Interventionist - (1 FTE) - 50,500	50,500
Parent Involvement Coordinator (1 FTE) - $32,000	32,000
6150 Subtotal	$ 162,500
6200: Employee Benefits *(optional categories)*	
FICA	294,172.45
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	$ 294,172
6300: Purchased Services	
Saturday School contract - 40,000 and LINC - After school program - 120,000	160,000
Social Worker - Spofford - 40,000	40,000
Transportation - college trips - 12,000	12,000
PD consultants - PBIS, PLC, Springboard and mentorship - 51,250	51,250
AVID conference (San Diego) - travel for 10 employees - 20,000	20,000
Technical Assistance Contract - Prep KC - 90,000	90,000
Parent engagement workshops - consultants - 10,000	10,000
6300 Subtotal	$ 383,250
6400: Materials/Supplies	
Springboard curriculum - 10,000	10,000
miscellaneous supplemental classroom materials and supplies - 10,000	10,000
non-instructional supplies: college readiness, student and teacher incentives, college visit meals - 36,000 ← must be educationally based	36,000
staff retreat and various staff meetings - 5,500	5,500
Family advocacy nights, parent meetings and workshops, parent materials - 32,607.53	32,607.53
6400 Subtotal	$ 94,108
6100-6400 Subtotal	$ 1,689,490
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	
Electronic data boards - 10,000	10,000
6500 Subtotal	$ 10,000
TOTAL	$ 1,699,490

SECTION VII. – NARRATIVE

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

SECTION VII.A. – DISCUSSION OF YEAR TWO

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

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

SECTION VII.B. – YEAR THREE TIMELINE

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

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

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

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

SECTION VII.D. – STAFFING CHANGES

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

Appendix B: 3 Year School Improvement Plan 2010-2013: Goals, Objectives, Strategies, Action Steps, Timeline for Implementation

In May, 2012 our first cohort of 6th graders will exit to 8th grade …

Vision/Goal #1--**Every student has a college readiness goal, and every student can communicate effectively to be college ready --** prepared to enter college upon exiting high school and have a choice about their future

Objectives/Outcomes	Strategies	Action Steps	Timeline for Implementation
1. Students exiting Smith-Hale have a portfolio that includes the following: a. a six-year plan w/an identified college b. a college visit experience c. a set of indicators created by the staff that show they are college-ready for the next level	1. Teachers work together to identify College Readiness experiences for students exiting grade 7. *(Permissible)* ***(State Department Planning Goal 1-Student Performance)***	*1.* Purchase student planners and materials for the school hallways and classrooms that create a college-going atmosphere for the building *(Building Administration)* 2. Bring teachers together to study and learn more about the supports needed to create a college going environment. *(Building Leadership w/outside technical assistance)* *3.* Bring teachers together to create a vision for a student who is on the college-ready track when they exit grade 7. *(Transformational Team w/outside technical assistance)* 4. Create a series of measurable benchmarks for all students to include in their *portfolio (Staff workgroup w/counselor and outside technical assistance)* 5. Purchase Career Cruising, an electronic portfolio and career exploration software package, to be used by students for tracking their own college readiness. *(Central Office Administration)* 6. Provide training for teachers on how to implement portfolio software with their students. *(Staff workgroup w/counselor and outside technical assistance)* 7. Begin planning college visits and guest speakers to discuss college going --with students. *(Counselor)* 8. Provide model lessons and reading materials to be used during FAS time and Socratic seminar. *(Staff workgroup w/outside technical assistance)* 9. Identify indicators of effective advocacy that can be incorporated into an evaluation tool *(Central Office Admin, Principal, staff workgroup, and all staff w/outside technical assistance)* 1. Contact the vendors to find out what planning needs to take place prior to implementation. *(Counselor w/outside technical assistance)* 2. Visit other middle schools where AVID is in place and working. *(Transformational Team, counselor)* 3. Create contract and begin training and implementation	July 2010 August 2010-continuing to Year 2 and 3 November 2010 March 2011 March 2011 Summer 2011 and Continuing through Year 3 Beginning January 2011-continuing to Year 2 and 3 Beginning January 2011-continuing to Year 2 and 3 Beginning Jan 2011-continuing to Year 2 and 3

	2. Provide technical support through AVID as a way to help teachers support students and their parents to prepare for college beginning in the 6th grade. *(Permissible)* ***(State Department Planning Goal 2-Parent and Community Involvement)***	second semester. *(Building Administration w/District Administration)*	July 2010
	3. Implement a Benchmark system of instruction for Science and Social Studies *(Required)* ***(State Department Planning Goal 1-Student Performance)***	1. Identify a team of teachers who will begin creating the Science and Social Studies Benchmarks aligned with the Missouri State Standards and begin outlining the "I Can…" statements. *(Building Administrator and Instructional Coach)* 2. Develop and implement the benchmark system with teachers. *(Instructional Coach w/outside technical assistance)* 3. Purchase materials to support instruction of Science and Social Studies Benchmarks. *(Building Administrator and Instructional Coach)*	August 2010-continuing to Year 2 and 3 October 2010 By January 2010—continuing to Year 2 and 3 Beginning Year 3 and continuing
2. Parents have strategies for supporting their child in becoming college ready as defined when exiting 7th grade as identified by a parent survey.	1. Institute Family Advocacy conferences 4 x per year to engage parents in college planning for their child. *(Required)* ***(State Department Planning Goal 4 Parent and Community Involvement)***	*1.* Schedule quarterly Family Advocacy Nights to meet with parents and provide support to them around how to support their 6-7 grade child to prepare for college *(Transformational Team w/District Administration)* 2. Provide professional development to teachers related to conferencing with parents in a Family Advocacy Model. *(Transformational Team w/outside technical assistance)* 3. Create a format for collecting information to identify needs of parents and families that can be supported by the school. *(Transformational Team w/outside technical assistance)*	Beginning Year 3 and continuing June 2012 Beginning August 2010-continuing to Year 2 and 3
		1. See Action Steps Listed for Goal 2.2.1	November 2010
3. All students have completed a set of on-track for college communication skills determined by the staff and included in the college readiness experiences. These	1. Write and implement Communication Arts Benchmarks so that there can be weekly benchmark checks for students by Communication Arts teachers. ***(State Department Planning Goal 3-Facilities, Support and Instructional Resources)***	1. Begin an in-depth study of Socratic Seminar to determine what the next steps for implementation should be. *(Transformational Team w/outside technical assistance)* 2. Conduct a visit a school where Socratic seminar is incorporated into the classroom with success on a regular basis. *(Transformational Team)* 3. Determine a timeline for implementation. *(Transformational Team w/outside technical assistance)*	June-Aug 2010 Oct-Dec 2010 October 2010

skills will include evidence that the student can communicate in the following way: a. Written–narrative, technical, research, persuasive b. Oral-demonstrate conflict resolution skills (debate, present, argue a point) c. Through the use of media technology d. Using standard English (develop an ability to code switch) **YEAR 2**	2. Incorporate Socratic Seminar into each Family Advocacy Classroom to support students' oral communication skills. *(Permissible)* ***(State Department Planning Goal 1-Student Performance)*** 3. Provide Critical Friends training for all staff to help teachers understand how the cultural differences between them and their students impact communication and expectations, as well as, providing them with strategies for teaching code switching. *(Permissible)* ***(State Department Planning Goal 2-Highly Qualified Staff)***	1. Utilize Critical Friends Protocols with teachers throughout Year 1. *(Transformational Team w/outside technical assistance)* 2. Provide on-going coaching w/training for the Transformational Team during their weekly meetings throughout the school year. *(Building Principal w/outside technical assistance)* 3. Provide formal training for the entire staff. *(Transformational Team w/outside technical assistance)* 4. Provide on-going support for teachers in teams to utilize the protocols in their work together and in their classrooms. *(Transformational Team w/outside technical assistance)*	December 2010 July 2010-continuing through Year 2 and 3 July 2010-continuing through Year 2 and 3 Summer 2011 Beginning Fall 2010—continuing Year 3

In May of 2012 our first cohort of 6th graders will exit to 8th grade …

Vision/Goal #2-- **Every student will read ABOVE grade level**—for information and deep meaning

Objectives/Outcomes	Strategies	Action Steps	Timeline for Implementation
1. All students will attain an above grade level SRI of at least 840 (grade 6) and 900 (grade 7)	1. Create a system of supports for students by utilizing quarterly SRI data and other measures to evaluate student progress and continuously monitor student growth towards meeting the reading goal as part of a Response to Intervention Plan. *(Required)* ***(State Department Planning Goal 1-Student Performance)***	1. Hire full-time instructional coach, reading specialist and System 44 Teacher for Beginning Readers. *(Building Administrators and Instructional Coach w/District Administration Support)* 2. Determine the Tiers of Support for all students related to reading and articulate it in writing so all advocates understand what the reading scores mean. *(Instructional Coach w/outside Technical Assistance)* 3. Provide ongoing professional development for Communication Arts teacher during the common content time that supports teachers in using SRI data to create individualized student-reading plans. *(Instructional Coach)* 4. Create an individualized intervention plan for each student	By Aug 2010 September 2010 August 2010-continuing to Year 2 and 3 August 2010-continuing to Year 2 and 3

		that identifies the type of reading support needed (including students who are already reading on grade level). **<u>In Year 2</u>** these interventions will include additional options: in-school support from CA intervention teachers, time at the Benchmark Café, after-school tutoring, Saturday Academy, and for as many students as possible, Reading Achievers. *(Instructional Coach w/outside technical assistance)*	
		5. Continue implementing Read 180 for students who are two grade levels behind in reading as part of a RTI plan for students. *(Instructional Coach)*	August 2010-continuing to Year 2 and 3
		6. Purchase and implement System 44 for students who are more than 2 years below grade level as part of a RTI plan for students. *(Instructional Coach)*	By September 2010
		7. Purchase leveled texts for Science and Social Studies Classrooms to use in support of the implementation of the reading benchmarks and provide support during content time to work with teachers to design lessons to utilize the resources. *(Instructional Coach w/outside technical assistance)*	January 2011 and Continuing to Year and 3
		8. Provide incentives for teachers and teams who meet their improvement goals. *(Transformation Team w/outside technical assistance)*	Quarterly beginning in October and continuing to Year 2 and 3
2. The percentage of students who are proficient on MAP will increase by 20%.	1. Write and implement Communication benchmarks, which will include weekly benchmark checks for students and teachers. *(Required)* ***(State Department Planning Goal 3-Facilities, Support, Instructional Resources)***	1. Identify a team of teachers who will begin creating the CA Benchmarks aligned with the Missouri State Standards and begin outlining the "I Can…" statements. *(Building Administrator and Instructional Coach)*	July-August 2010
		2. Develop and implement the benchmark system with teachers. *(Instructional Coach w/outside technical assistance)*	August 2010-continuing to Year 2 and 3
		3. Support Administrators as they conduct "Benchmark walks" and engage in benchmark conversations with students and teachers. *(Instructional Coach w/outside technical assistance)*	Beginning September-continuing to Year 2 and 3
		4. Provide support for staff on how to conduct effective "Data Chats" *(Instructional Coach)*	October 2010
		5. Hold "Data Chats" with students and provide quarterly recognition for reading achievement in conjunction with Family Advocacy Nights. *(Building Administration and Instructional Coach)*	Beginning August 2010-continuing to Year 2 and 3
		6. Update the wireless capabilities of the CA classrooms to	

		support the use of technology in supporting benchmark implementation *(District Administration)*	August 2010
		7. Purchase Classroom sets of Net Books with charging carts along with writing software to support writing with in the benchmark system. *(District Administration)*	August –September 2010
		8. Purchase leveled reading materials for Social Studies and Science and additional Communication Arts materials to support the implementation of the Benchmarked Curriculum. *(District Administration)*	August –September 2010
		9. Hire two CA intervention teachers to support students in the completion of their benchmarks. *(Building Administration w/District Administration Support)*	Beginning Year 2
		10. Provide Lesson Study Professional Development for teachers as they begin a deeper implementation of the benchmark process. *(Instructional Coach)*	Beginning Year 2- continuing year 3
	2. Implement Differentiated Instructional Strategies in all classrooms to support deep implementation of the Benchmarking system in the classroom to be reflected in the teacher evaluation. *(Required)* ***(State Department Planning Goal 2-Highly Qualified Staff)***	1. Provide differentiated instruction training to a small group of teachers to become familiar with the new strategies. *(District Administration)*	
		2. Provide whole staff training three additional times throughout the year with three days of follow-up to visit classrooms at the school. *(District Administration)*	June-July 2010
		3. Create an accountability plan, as well as, a plan for teachers who need additional support to implement the instructional strategies. *(Transformational Team w/outside technical assistance)*	Aug/Nov/ Feb 2010-2011
		4. Examine student work and other data, to determine how to deepen implementation of the strategies during Team meeting time and Wednesday early release. *(Instructional Coach/w outside technical assistance)*	October 2011
		1. Determine what the critical attributes of a DEAR classroom are and how teachers will be held accountable for participating. *(Transformational Team w/outside technical assistance)*	January 2011— continuing Year 2 and 3
		2. Provide professional development for teachers around integrating DEAR into their classroom. *(Instructional Coach/w outside technical assistance)*	
		3. Set a school-wide reading goal for students and communicate it to parents as a way of engaging them with	July 2010

		their child's learning. *(Transformational Team)* 4. Use FAS Night to inform and recognize students who meet the goal each quarter. *(Transformational Team)*	August 2010
	3. Implement Drop Everything and Read (DEAR) once per week in all classrooms to support an outside of class reading goal that will engage parents and other community members in conversations with students about the importance of reading. *(Required)* ***(State Department Planning Goal 1-Student Performance)***	1. Share information about the extended school year with parents, students and other community members in order to prepare for the change in the school calendar. *(Transformational Team w/outside technical assistance)* 2. Create a plan for how to best structure the additional 120 hours of learning time will be created. *(Transformational Team w/outside technical assistance)* 3. Secure Teacher commitments to work additional time. *(Building Administration w/District Administration Support)* 4. Arrange additional resources and transportation for students. *(Building Administration and District Administration)*	August 2010 Beginning w/ August Family Advocacy Night August 2010 Beginning Nov 2010 July-August 2010
	4. Provide an extended school year for all students so they have additional learning time in which to complete the benchmarks at each level. *(Required)* ***(State Department Planning Goal 1-Student Performance)***		March 2010

In May of 2012 our first cohort of 6th graders will exit to 8th grade …

Vision/Goal #3-- **Every student will be proficient at Pre-Algebra**—ready to take and pass Algebra I at the 8th grade

Objectives/Outcomes	Strategies	Action Steps	Timeline for Implementation
1. Increase proficiency on the MAP index from 713 to 733 (Grade 6) 709 to 729 (Grade 7), or Increase Percent of students	1. FULLY Implement Math Benchmarking as a Standards-Based Method of instruction. *(Required)* ***(State Department Planning Goal 1-Student Performance)***	1. Hire a full time instructional coach and two Math Intervention Coaches to support teachers and students in full implementation of Math Benchmarking. *(Building Administration w/District Administration Support)* 2. Bring together all staff and facilitate the study of the	By August 2010

Proficient 29.4% to 49.4% (6), 23.6% to 46.6% (7)		"Benchmark System Learning Paper". (*Transformational Team w/outside technical assistance)*	During August Retreat
		3. Determine "what are the critical attributes of a benchmarked classroom, and how will they hold teachers accountable?" to be used as part of the evaluation process later. (*Transformation Team w/outside technical assistance)*	September 2010-continuing to Year 2 and 3
		4. Identify teachers who have early success and begin to set up opportunities for teachers to observe each other. *(Instructional coach w/outside technical assistance)*	October 2010-continuing to Year 2 and 3
		5. Use common content time to work with teachers around student work as it relates to improved instruction leading to improved student achievement. (*Instructional coach w/outside technical assistance)*	October 2010-continuing to Year 2 and 3
		6. Purchase curriculum resources for math and calculators to be use to support the benchmarking process. *(District Administration w/teacher input)*	July 2010 & July 2011
	1. Create a system of supports that are individualized for students that include all levels of intervention including both remediation and acceleration opportunities for students related to demonstrating the benchmarks. *(Required)* ***(State Department Planning Goal 1-Student Performance)***	1. Use the STAR Math Data to determine the Tiers of Support for all students related to math and articulate it in writing so all advocates understand what the math scores mean. . (*Instructional coach w/outside technical assistance)*	August 2010—continuing to Year 2 and 3
		2. Provide ongoing professional development for Math teachers during the common content time that supports the understanding of how to use the two math intervention teachers in the building. . (*Instructional coach w/outside technical assistance)*	August 2010-continuing to Year 2 and 3
2. 100% of the students will complete at least 80% of the Benchmarks		3. Create an individualized intervention plan for each student that identifies the type of interventions they should be receive including, but not limited to the following: in-school support from the math intervention teachers, time at the Benchmark Café, after-school tutoring, Saturday Academy, computer-based tutorial software and for as many students as possible, Math Achievers. (*Instructional coach w/outside technical assistance)*	August 2010-continuing to Year 2 and 3
		4. Work with teachers to provide flexible groups of students Tier 1 and Tier 2 instruction. (*Instructional coach w/outside technical assistance)*	
		5. Provide incentives for teachers and teams who meet their improvement goals in math. *(Transformation Team w/outside technical assistance)*	Beginning August

		1. See Action Steps Listed for Goal 2.2.2	2010—continuing to Year 2 and 3 Beginning in October and continuing to Year 2 and 3
	2. Utilize Differentiated Instructional Strategies in all classrooms to support deep implementation of the Benchmarking system in the classroom to be reflected in the teacher evaluation. *(Required)* ***(State Department Planning Goal 2-Highly Qualified Staff)***	1. Facilitate discussions with the math teachers to identify which strategy they will agree to implement. *(Instructional coach)* 2. Spend time studying the intervention and discussing ways that they might implement it in the classroom. *(Instructional coach w/outside technical assistance)* 3. Create an accountability plan, as well as, a plan for teachers who need additional support to implement the instructional strategy. *(Transformational Team w/outside technical assistance)* 4. Utilize content-team meeting-time to examine student work and other data, and determine how to deepen implementation of the strategy. *(Instructional coach w/outside technical assistance)*	March 2011 March-May 2011 July 2011-continuing to Year 2 and 3 March-May 2011
	3. Identify one other Instructional Strategy to focus on for deep implementation in the math classroom. Possible strategies include: Use of data to create groups, data talks, effective use of block scheduling, Note-booking, use of Cooperative Learning Structures, Unit Project Design, problem solving strategies, use of manipulatives, Lesson Design, use of consistent mixed-practice, development of model lessons *(Permissible)* ***(State Department Planning Goal 2-Highly Qualified Staff)***	1. See Action Steps Listed for Goal 2.2.4	
	4. Provide an extended school year for all students so they have additional learning time in which to complete the benchmarks at each level. *(Required)* ***(State Department Planning Goal 1-Student Performance)***		

In May of 2012 our first cohort of 6th graders will exit to 8th grade …

Vision/Goal #4-- **Every student will believe in themselves and their future; every student will be able to Self -Regulate**—control behavior, resolve conflict, make good choices and set limits for themselves

Objectives/Outcomes	Strategies	Action Steps	Timeline for Implementation
1. Reduce Referrals by 60% by the end of the school year. Reduce Tardies by 80% by the end of the year. Increase student attendance rates for students by 10%. All students will be able to name one adult who has made a difference in their lives.	1. Implement a Family Advocacy System to provide an opportunity for students to build strong relationships with at least one caring adult in the building. Family Advocacy will serve as the opportunity for teachers (advocates) to engage more deeply with the parents of their students. *(Required)* ***(State Department Planning Goal 4-Parent and Community Involvement)***	1. Introduce family advocacy to the staff at the summer retreat in August. *(Transformational Team w/outside technical assistance)* 2. Engage in study around the implementation of a Family Advocacy System and indicators of success implementation. *(Transformational Team w/outside technical assistance)* 3. Assign Advocates to each student. *(Transformational Team w/outside technical assistance)* 4. Contact the advocacy students and invite them to the first Family Advocacy night to be held some time in the first two weeks of school. *(Building Administration)* 5. Work with the teachers to create an accountability plan, as well as, a plan for teachers who need additional support to participate effectively in family advocacy. *(Transformational Team w/outside technical assistance)* 6. Implement a plan for advocates to meet with their administrators on a monthly basis to review the progress of each of their students to provide ongoing support and accountability. *(Building Administration w/outside Technical Assistance)* 7. Provide incentives for advocates and teams who meet their family advocacy goals *(Transformation Team w/outside technical assistance)*	August 2010 August 2010-continuing to Year 2 and 3 July 2010 Beginning of August Beginning September 2010-continuing to Year 2 and 3 Begin September-continuing to Year 2 and 3 Quarterly beginning in October and continuing to Year 2 and 3
	2. Develop a set of common expectations for students to be implemented across the school with positive behavioral supports identified to reinforce students to meet these expectations.	1. Study research-based Positive Behavior Support plans with all staff. *(Transformational Team w/outside technical assistance)* 2. Determine as an entire staff no more than five positive common expectations for students that will be emphasized during the coming year, as well as, the positive reinforcement that will be used to support the expectations. *(Transformational Team w/outside technical assistance)*	Begin at August Retreat Begin at August Retreat

	(Permissible) ***(State Department Planning Goal 1-Student Performance)***	3. Share expectations with students using with reinforcing articles during Family Advocacy time and a secure a commitment from the students to be an active participant. *(Advocates w/Building Leadership)* 4. Develop charts for each classroom to remind students of the positive behavioral expectations. *(Transformational Team)* 5. Purchase and utilize a Tardy Tracker System to support the implementation of the Positive Behavior Support Plan *(Building Administration w/Support from District Administration.)* 6. Utilize common team time to discuss effective strategies for use with students who are struggling, as well as, effective strategies overall. *(Building Administration)*	Beginning 1st day of school Prior to school starting Prior to School Starting Beginning in August
	3. Incorporate Socratic Seminar into each Family Advocacy Classroom to support students' ability to self-regulate and contribute to implementation of the Positive Behavioral Supports *(Required)* ***(State Department Planning Goal 1-Student Performance)***	1. See Action Steps Developed for Goal 1.3.2	
2. Increase Parent Attendance in conferences by 20% each quarter	1. Design a Family Advocacy Night once per quarter to bring parents to the school to engage with their child and his/her advocate in planning for the future with an adult that they can get to know and trust. It could also serve as an opportunity for parents to receive additional support as well. *(Required)* ***(State Department Planning Goal 4 –Parent and Community Involvement)***	1. See Action Steps Developed for Goal 1.2.1 1. Contact the Director of LINC to set up meeting identifying next steps for implementing activities beginning in the fall. *(Building Administration)* 2. Work with the LINC team to hire an on-sight LINC Coordinator who will be in charge of planning and	

3. All students will articulate a talent they have and create strategies to further develop those talents as recorded in their electronic portfolio.	1. Implement an after-school program for students. These programs, will be carried out in partnership with an outside community organization with a proven track record for developing engaging activities for students The activities will involve both academic, as well, as extra-curricular and club activities for students. *(Required)* ***(State Department Planning Goal 4- Parent and Community Involvement)***	organizing the program on the school's end. *(Building Administration w/District Office Support)* 3. Recruit teachers who are interested in working with the students in the academic programs that are designed. *(LINC Coordinator w/Building Administration w/District Office Support)* 4. Contact parents and students about this new opportunity available to them. *(Building Administration w/District Office Support)* 5. Utilize Family Advocacy to continue to recruit students to participate in the after-school programs and identify something they are good at and incorporate the after-school activities as a way to get better at it. *(Building Administration)* 6. Hire a Social Worker to support students who have more serious issues than can be addressed by the Family Advocate and the Positive Behavior Support System. *(Building Administration w/District Office Support)*	July 2010 By August 2010 Begin in August At the 1st FAS Day in August 1st FAS Day in August July-August

GOAL #5—**Build Capacity at all Levels of the System to Increase Student Achievement and Create a College Going Culture that engages Staff, Students, their Parents and other Community Partners**

Objectives/Outcomes	Strategies	Action Steps	Timeline for Implementation
100% of the Performance Outcomes-- identified in Goals #1-4 have been met	1. Study and implementation of effective program evaluation will be applied to all new initiatives throughout the duration of the grant. *(Required)* ***(State Department Planning Goal 5 – Governance and Leadership)***	1. Provide support to the transformational team to meet, plan and evaluate the progress on a weekly basis to include study and evaluation of the strategies. *(Transformational Team w/outside technical assistance)* 2. Focus all staff Professional Development time on an aspect of the plan, and spend time during Wednesday early-release to evaluate and communicate progress towards implementation. *(Transformational Team w/outside technical assistance)* 3. Provide support to the principal to lead the implementation of all strategies with a gradual release of support by the end of the grant. *(Transformational Team w/outside technical assistance)*	Begin June 2010- continue through Year 2 and 3 Begin July 2010— continue through Year 2 and 3 Begin July 2010— continue through Year 2

		4. Provide support to the principal in designing a master schedule that supports the achievement of Goals 1-4. *(Transformational Team w/outside technical assistance)*	and 3 Begin July 2010—continue through Year 2 and 3
	2. Create a staff and administrator evaluation system reflecting implementation of the key strategies of this plan. Utilize the system as a basis to recruit and retain highly qualified and effective teachers for the school. *(Required)*) ***(State Department Planning Goal 2-Highly Qualified Staff)***	1. Begin study of effective evaluation systems and set up regular planning meetings that engage stakeholders including NEA representatives. *(Director of HR reporting directly to the Transformation Officer)* 2. Begin work to design a new evaluation system once all accountability systems for Goals 1-4 have been designed and implemented. This work will be connected to the work that is happening simultaneously at the state level. *(District Administration, Transformational Team w/outside technical assistance)* 3. Implement a new evaluations system that includes incentive pay to recruit and retain highly qualified and effective staff. *(Building and District Administration)*	November 2010—continue through implementation February 2011--continue through implementation
	3. Provide a system of external supports and influence through the use of data-driven dialogue and leading indicators of student progress towards meeting the performance outcomes. *(Required)* ***(State Department Planning Goal 5 – Governance and Leadership***	1. Review collected data on a quarterly basis with the external provider and the Team. *(Transformational Team w/outside technical assistance)* 2. Convene monthly check-in meetings between PREP-KC and the Transformation team to evaluate progress and make adjustments to the plan. *(Transformational Team and Approved State Vendor)* 3. Determine adjustments in technical assistance that will need to be made. *(Transformational Team and Approved State Vendor)*	Beginning Year 2 Begin October 2010—continue through Year 3 September 2010—continue through Year 3 July-- continue through Year 3

SECTION VII. – NARRATIVE

SECTION VII.A. – DISCUSSION OF YEAR ONE

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

This year we used Acuity as a predictor for achievement on the MAP. The following data compares the percent of students that were proficient and advanced on the 2010 MAP scores and 2011 MAP scores also with our Acuity Predictor test B and C.

Communication Arts	MAP 2010	MAP 2011	Acuity B	Acuity C
Grade 6	24.7%	24.9%	36%	36%
Grade 7	22.8%	30.1%	40%	44%
Mathematics				
Grade 6	31.3%	33.3%	43%	38%
Grade 7	30.4%	32.3%	41%	43%

2) Provide a summary of measurable data explaining progress toward meeting professional development objectives:
Professional development was focused in the following areas aligned to the objectives of the grant. The grant objective that relates to each of the specific professional development objectives is listed above the description of each of the professional development initiatives

PD Objective #1
Increase the amount of parent involvement in the school through Family Advocacy and College Mentorship

During Year 2 we held Family Advocacy nights each quarter to increase parental involvement. Parent attendance to school events increased by 76% from the previous school year. We continued the facilitation of our college mentorship implementation. A teacher committee continued to develop lessons that teachers could use in the college mentorship. Implementation of those lessons was observed at the beginning of each semester and a walkthrough document was created for use with the leadership team and counselors so that they could continue to provide feedback to the teachers.

PD Objective #2
Implement Differentiated Instruction as a strategy for improving student engagement and increase student achievement.

Teachers were provided professional development on the structure of small group instruction. This was the first step toward implementing differentiated instruction. Teachers learned about a management structure and procedures, as well as, a system to use data in identifying membership in the small groups. A group of pilot teachers were sent to Orange County, California for extensive professional development in utilizing the Vicky Gibson DI model for secondary schools. The entire staff also participated in a book study around "Teach Like A Champion" by Doug Lemov. Next year, we will continue this objective adding professional development in teaching differently to meet the needs of the students as well as progress monitoring for small group instruction. Staff members will design an individualized coaching plan with the administration to further this work and fully implement the small group instruction and differentiated instruction.

PD Objective #3
Implement a data team process for determining which strategies should be implemented with individuals and groups of students to provide for improved student achievement

Smith-Hale will continue to use the Doug Reeves data team process to analyze data and drive instruction to increase achievement. This school year, 95% of our content area teams utilized the process with fidelity and it was observed in visits from RPDC representatives and building leadership observations. Acuity was purchased as an assessment tool to assist teachers in determining effectiveness of the SMART goals. The RPDC provided the initial technical training and content teams and grade level teams have utilized the Doug Reeves step approach to data analysis.

All teams are using the data team process to analyze data and develop SMART goals. Increased student achievement in Communication Arts and Mathematics is a measurable result of the data team approach. We will continue the training from the RPDC to strengthen the data team process and support teachers as they use data to drive instruction in year three. The data team training and the work with small group instruction has been the prerequisites for response to intervention. There is more work to be done with the utilization of the data team process by our interdisciplinary grade level teams. We provided our grade level team leaders coaching and training with the RPDC as a component to build capacity with the leadership team.

We continued the use of the data dashboard that was created last school year by the assistant principals to document key data points for use with each grade level data team. Assistant principals collected this data on a weekly basis and shared it with the grade level data teams. Using the Doug Reeves work and Critical Friends training, assistant principals continued to work with their grade level teams to practice the data team process. Each team set a goal based on their own data from the data dashboard (attendance, tardiness, discipline referrals, benchmark proficiency). Ongoing practice of the data team protocol must occur next year in order for the staff to develop competency in the data team process.

PD Objective #4
Implement the benchmark system in math and reading classroom and develop Science and Social Studies benchmarks for implementation in 2011-12

A benchmarked curriculum was implemented this school year in all four core content areas. Teachers were required to post the benchmarks completed so that student data was visible and accessible to students at all times. Teachers worked in content data teams to identify difficult benchmarks and collaborate to design lessons for benchmarks in which students are struggling the most.

Beginning in April, Science and Social Studies teachers began revising their benchmarks for their content areas. As we move into year 3, there is an identified need to focus on administrator support and monitoring of a benchmarked classroom is going to be needed in order for teachers to successfully implement the benchmark process as well as coaching for teachers in utilizing that data to re-teach within the DI Small Group session.

PD Objective #5
Build Capacity at all Levels of the System to Increase Student Achievement and Create a College Going Culture that engages Staff, Students, their Parents and other Community Partners; Increase the effectiveness of the Principal, Administrative Team and the Transformational Team as Leadership Bodies for the school

Principal Leadership Development
During year 2, coaching support was provided to the building principal from Prep-KC Technical Assistance Team as well as the Regional MOSIG Coach from the KC-RPDC. This was the first year for the principal, Mr. Jermaine Wilson who was hired to lead the building after the removal of the original principal at the end of the first semester and an interim principal held the position through the duration of year 1 until Mr. Wilson's appointment. The monthly meeting results served as a guide for the capacity building and coaching that occurred during the entire school year. Bi-weekly coaching meetings were designed to help him to progress and lead the school in an effective manner.

Administrative Team
During year 2 of the SIG, there were three Assistant Principals that served on the administrative team. Each encouraged to not only focus on the management of their teams but also in being responsible for the instructional components. They had weekly professional development and coaching from PREP-KC as well.

Transformational Team Leadership Development

Representatives from each of the grade level data teams, the elective teachers and special education made up the new transformation team. Teacher facilitators were identified and the team met on a weekly basis to begin planning and evaluating the work of the SIG. Leadership development and support was provided to the Transformational Team members. Over the course of the year, responsibility for facilitation of the TT was gradually released to the teacher leaders, with ongoing behind the scenes coaching support provided. The group learned protocols for successful meetings, set norms, used decision making and protocols for study. The transformation team led the committee goals of the SIG plan for Smith-Hale in the areas of: Family Advocacy, Benchmarking and ESY, Positive Behavior Interventions and Support, and College Mentorship. It was decided in April to dissolve

the Transformation Team for year 3 and the School Instructional Leadership Team would take on the role of the Transformation Team. The representatives remain the same, grade level team leads, sped team lead, elective team lead, physical education lead, a counselor lead, and the administrative team.

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

Challenges

- A challenge that was encountered at Smith-Hale College Preparatory during the 2011-2012 school year was the adjustment to a majority new administrative team that was different from year 1. Only 1 out of 3 assistant principals had returned added with the new principal. Additionally, it was a challenge to move from a culture of compliance to a culture of learning.
- The lack of capacity that had been built with the teachers was a struggle particularly in facilitating accountability.
- Lack of Knowledge and Professional Development around what college readiness is for students
- Facilitating the School Culture component of year 1 that did not occur plus the added pressure for instructional program accountability for year 2 at the same time.

Accomplishments

- Our scholars maintained a strong instructional focus. The staff helped the students to maintain a mindset of college readiness.
- Every student in the 6th and 7th grade experienced a day-long college visit and had the opportunity to see what college life is all about.
- Student achievement scores are on an upward trajectory and discipline has decreased from prior years.
- Attendance increased during the 2011-2012 school year
- Staff members began to see the value of professional development and the role it plays on capacity building.
- 7 Teachers met the Aggressive Growth Target for Math and Communication Arts Proficiency on Acuity C
- Parental Involvement significantly increased as a result of the SIG Family Advocacy Nights.

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SECTION VII.B. – YEAR THREE TIMELINE

See Appendix A

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

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

Parent Involvement/Family Advocacy

- The grant will provide the training and extra scaffold for more parental involvement. We experienced a drastic increase in parent participation at events at the school, however, we recognized the need to begin engaging our parents in processes at the school more during Year 3. One strategy that we will utilize to support this effort will be the hiring of a Parent Involvement Coordinator who will work to bridge the efforts of our PTSA, staff members, students, LINC, and general parent populace. We will host our quarterly Family Advocacy Nights that will be geared to helping our parents to be a part of the school community. During year 3, Smith-Hale will work with parents through a series of Parent Engagement Seminars that will be held at the school. Professional development training will be provided to staff, and materials created to help them make connections with parents more effectively; however, ongoing check-in and support will provide for more effective conversations between teachers and parents

Benchmarking, ESY, and Curriculum

- During Year 3, we are looking to differentiate our curriculum for our students. We realized during year 2 that we needed curriculum efforts combined with our differetiated instructional efforts. We plan to offer a curriculum for our students who are in need of more rigorous work to keep them engaged during the school year. We will look to do this by professional development and curriculum offered by the College Board for middle grade students. We will also be a part of the AVID College and Career Readiness program for students in the academic middle. This will help the school with college readiness and rigor within the classrooms. As a component of our summer program, we piloted the ALEKS math program with our struggling students. We would like to utilize the grant funds to help support us in this endeavor as well.We will continue to revise and implement the benchmarking system for our classrooms and continue to offer our After School Academy and Saturday Academy as well. We will utilize the grant for incentives for teachers and students for academic benchmarks and achievement marks.

PBIS and Response to Intervention

- The PBIS committee will continue to look at a system of intervention and supports for the school during the 2012-2013 school year. We will utilize the grant for professional development for the team as well as incentives for the students and classrooms.

College and Literacy Focus

- This year, we examined the effectiveness of the College Mentorship program that was occurring during the advisement period. We realized that Literacy was an intense focus for Year 3. It was decided to introduce a class period during the school day of 50 minutes to support College Readiness foci as well as literacy strategies to help increase student reading. We will use funds from the grant to support reading achievement of students, professional development for staff, Accelerated Reader for tracking and assessment, and incentives for students.

The number of students requiring extended year was higher than we would have liked. Helping students take more responsibility for their learning remains a challenge. Identifying individual intervention plans for students was not easy, as well as setting up the various tiers of support proved to be a challenge this year also. The additional personnel (teachers, math and reading interventionists, UMKC tutors) will help address this need. The after school program and the Saturday Academy provided for the grant are supplementary supports to increase achievement. Data supports (Acuity, Star) and training on how to utilize the data to drive differentiated instruction will be provided by the grant. Curriculum materials, technology, and incentives will support more engagement. Professional development will aid teachers in providing more rigorous and engaging lessons for higher student achievement.

The district supports the SIG efforts by providing a Transformation Officer (Dr. Greg Rich) who is a liaison between the school and Central Office. This person also assists the school when barriers to improvement are slowing or stopping progress. The additional money available from the district and other federal programs is utilized to support the work of the grant. Continual evaluation of the programs and services provided by the grant are reviewed by central office. Those programs and services that are showing promise are expanded to other schools in the district. The superintendent meets regularly with the Transformation Officer, building administration and the outside consulting team to ensure that the progress is being made and the strategies and actions outlined in the grant are proceeding. The grant is providing the initial training that is needed for a transformation of a school. Powerful and effective learning experiences for all students in all classes are being accomplished by filling the school with excellent teachers. The plan has been thoughtfully designed for sustainability by the district and the school by increasing leadership capacity and unity of purpose for all stakeholders.

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 three.

There will be a number of changes for year three at Smith-Hale. Through-out the year, building administration has consistently observed classroom teachers for effectiveness and support. Teachers regularly met with administration to discuss achievement progress and analyzed achievement data. The building administration kept a map of staff to assist with professional development to improve instruction. After careful consideration, several teachers will not be returning to Smith-Hale. In addition, there were several Teach For America teachers that have decided to return home and a few teachers that decided to retire. The changes are as follows: 4 Retirees, 13 Resignations, and 2 District Transfers as of June 18, 2012. One administrator is retiring and another district Assistant Principal will be transferred to Smith-Hale for the 2012-2013. Another administrator was non-renewed due to budgetary cuts in operations. We have recently interviewed and hired a Dean of Instruction and Student Support to assist with administrator duties in the building to support instruction and discipline. We will also be hiring a Parent Involvement Coordinator to assist our school with strengthening of our Parent Involvement strands and activities. We will also be hiring paraprofessionals to help with some of our schoolwide endeavors this year (College and Career Para, SWAS Para, etc.) We will also seek to use the grant to continue to provide additional intervention teachers and tutors. We are in the process of searching for good candidates that will help provide instruction for students that need extra help. We will also hire a Behavior Management staff member to assist with the implementation of Positive Behavior Instructional Support initiative.