ORIGINAL NEW PAGE

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 Rector		07/01/2012	$777,740

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME			COUNTY-DISTRICT CODE
NORMANDY SCHOOL DISTRICT			096109
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
STANTON LAWRENCE	3855 LUCAS HUNT ROAD	St. Louis, MO 63121	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
slawrence@normandysd.org		314-493-0402	314-493-0434
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
Beverley Thompson	3855 Lucas Hunt Road	St. Louis, MO 63121	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
bthompsn@normandysd.org		314-493-0484	314-493-0434
NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP	
Aubrey Todd	3855 Lucas Hunt Road	St. Louis, MO 63121	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
atodd@normandysd.org		314-493-0452	314-493-0434

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.

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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
Stanton E. Lawrence	6-13-2012
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE

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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*								0
1200 Supplemental Instruction (Title I) *1003(g) SIG*								0
2100 Non Instructional Support Services *1003(g) SIG*								0
2200 Professional Development *1003(g) SIG*	109,746			632,994				742,740
2600 Planning and Evaluation *1003(g) SIG*				35,000				35,000
3000 Community Services *1003(g) SIG*								0
Program Costs Subtotal *1003(g) SIG*	109,746	0	0	667,994	0	0		777,740
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*	109,746	0	0	667,994	0	0		777,740

SECTION IV. – LEA/DISTRICT YEAR THREE TOTAL BUDGET & SUPPORTING DATA (continued)

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SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction						
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	2.0					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	2.0					

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
Normandy Middle School	292265001244		X					X
Normandy High School	292265001248		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
NORMANDY SCHOOL DISTRICT	096109

Budget Codes	Related Strategies and Activities
1100 Instruction	**Implement all district initiatives to align all curriculums to meet common core standards. Add additional content area coordinators; Implement English I Labs Tier II interventions. Algebra I Tier II labs for tier II intervention; Acuity benchmark assessment to provide targeted data driven instructional resources for additional reinforcement of standards in math and communication arts. Extended learning and tutoring instruction will be provided. Implementation of Literacy Across the Curriculum to reinforce cross content vocabulary. (1)**
1100 Instruction *1003(g) SIG*	
1200 Supplemental Instruction (Title I)	**Support and fund additional instructional support .5fte; Nova Net/Grad Point support in all content areas. Cambium Learning Tier II; Ed-u-co Math; Renaissance Math and Reading intervention and learning centers. Strategy 2) Implement Instructional structure systems and processes to drive student achievement. (1,2)**
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non Instructional Support Services	**College Summit, PIRC Center; Superior Support Services; Parent Liaison; Cost share SAM management system; Reach out to Drop Outs campaign: PBIS, Character Education and Children's Service Fund will provide interventions to address social and mental barriers that impede academic success. (Supports strategies 2 and 3)**
2100 Non Instructional Support Services *1003(g) SIG*	
2200 Professional Development	**Data management, Classroom Organization and Management, Data management team training and supplies; Kagan Strategies. (Supports strategies 1 and 2)**
2200 Professional Development *1003(g) SIG*	**Literacy and Numeracy Coaches (2); NCUST utilizes innovative approaches to maximize human capital development. Pearson will assist with developing systems, teacher capacity and instructional rigor to drive student achievement; Instructional coaches to assist with Numeracy and Literacy at both locations. Pearson Literacy Navigator and Ramp up for mathematics and literacy. Curriculum tools that develop strengthen and accelerate reading comprehension. Math Navigator functions as a modular intervention that targets and fills critical gaps and removes mathematical misconceptions and fills critical gaps. Avid pd will be implemented district wide to provide instructional strategies such Writing to Learn, Inquiry, Collaboration, Cornell Notes, Tutorology and Socratic seminars. (1,2)**

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2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	**Dr. Wesley Boykin evaluation and monitoring**
3000 Community Services	**Better Family Life Adult and Family Services, Beyond Housing will provide services through the parent liaisons to assist with community outreach and engagement. Quarterly community forums.**
3000 Community Services *1003(g) SIG*	
Administrative Costs	**Administrative assistance**
Administrative Costs *1003(g) SIG*	

NEW PAGE

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

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

LEA/DISTRICT/BUILDING NAME	NORMANDY SCHOOL DISTRICT				COUNTY-DISTRICT - BUILDING CODE			096109-
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	75,138		24,000	27,418	1,300			127,856
1100 Instruction *1003(g) SIG*								0
1200 Supplemental Instruction (Title I)	109,746		38,410	113,400	34,000			295,556
1200 Supplemental Instruction (Title I) *1003(g) SIG*								0
2100 Non Instructional Support Services				136,000	44,200			180,200
2100 Non Instructional Support Services *1003(g) SIG*								0
2200 Professional Development				70,000	31,040			101,040
2200 Professional Development *1003(g) SIG*	109,746			632,994				742,740
2600 Planning and Evaluation								0
2600 Planning and Evaluation *1003(g) SIG*				35,000				35,000
3000 Community Services				130,276	10,660			140,936
3000 Community Service *1003(g) SIG*								0
Administrative Costs	27,340				2,040			29,380
Administrative Costs *1003(g) SIG*								0
Program Costs Subtotal (Not including *1003(g) SIG*)	184,884	0	62,410	477,094	121,200	0		845,588
***1003(g) SIG* Subtotal**	109,746	0	0	667,994	0	0		777,740
Grand Total	321,970	0	62,410	1,145,088	123,240	0		1,652,708

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
NORMANDY HIGH SCHOOL	096109-1050

Budget Codes	Related Strategies and Activities
1100 Instruction	**Implement all district initiatives to align all curriculums to meet common core standards. Add additional content area coordinators; Implement English I Labs Tier II interventions. Algebra I Tier II labs for tier II intervention; Acuity benchmark assessment to provide targeted data driven instructional resources for additional reinforcement of standards in math and communication arts. Extended learning and tutoring instruction will be provided. Implementation of Literacy Across the Curriculum to reinforce cross content vocabulary. (1)**
1100 Instruction *1003(g) SIG*	
1200 Supplemental Instruction (Title I)	**Support and fund additional instructional support .5fte; Nova Net/Grad Point support in all content areas. Cambium Learning Tier II; Ed-u-co Math; Renaissance Math and Reading intervention and learning centers. Strategy 2) Implement Instructional structure systems and processes to drive student achievement. (1,2)**
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non Instructional Support Services	**College Summit, PIRC Center; Superior Support Services; Parent Liaison; Cost share SAM management system; Reach out to Drop Outs campaign: PBIS, Character Education and Children's Service Fund will provide interventions to address social and mental barriers that impede academic success. (Supports strategies 2 and 3)**
2100 Non Instructional Support Services *1003(g) SIG*	
2200 Professional Development	**Data management, Classroom Organization and Management, Data management team training and supplies; Kagan Strategies. (Supports strategies 1 and 2)**
2200 Professional Development *1003(g) SIG*	**Literacy and Numeracy Coaches (2); NCUST utilizes innovative approaches to maximize human capital development. Pearson will assist with developing systems, teacher capacity and instructional rigor to drive student achievement; Instructional coaches to assist with Numeracy and Literacy at both locations. Pearson Literacy Navigator and Ramp up for mathematics and literacy. Curriculum tools that develop strengthen and accelerate reading comprehension. Math Navigator functions as a modular intervention that targets and fills critical gaps and removes mathematical misconceptions and fills critical gaps. Avid pd will be implemented district wide to provide instructional strategies such Writing to Learn, Inquiry, Collaboration, Cornell Notes, Tutorology and Socratic seminars. (1,2)**

2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	**Dr. Wesley Boykin evaluation and monitoring**
3000 Community Services	**Better Family Life Adult and Family Services, Beyond Housing will provide services through the parent liaisons to assist with community outreach and engagement. Quarterly community forums. (3)**
3000 Community Services *1003(g) SIG*	
Administrative Costs	**Administrative assistance**
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			
NORMANDY HIGHSCHOOL					096109-1050			
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	37,569		12,000		1,300			50,869
1100 Instruction *1003(g) SIG*								0
1200 Supplemental Instruction (Title I)	54,873		19,205	64,000	15,000			153,078
1200 Supplemental Instruction (Title I) *1003(g) SIG*								0
2100 Non Instructional Support Services				68,000	22,100			90,100
2100 Non Instructional Support Services *1003(g) SIG*								0
2200 Professional Development				35,000	16,520			51,520
2200 Professional Development *1003(g) SIG*	54,873			316,497				371,370
2600 Planning and Evaluation								0
2600 Planning and Evaluation *1003(g) SIG*				17,500				17,500
3000 Community Services				65,138	7,830			72,968
3000 Community Service *1003(g) SIG*								0
Administrative Costs	11,670				1,020			12,690
Administrative Costs *1003(g) SIG*								0
Program Costs Subtotal (Not including *1003(g) SIG*)	92,442	0	31,205	232,138	62,750	0		418,535
***1003(g) SIG* Subtotal**	54,873	0	0	333,997	0	0		388,870
Grand Total	158,985	0	31,205	566,135	63,770	0		820,095

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE 1050
NORMANDY HIGH SCHOOL	096109

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Literacy Coach.5fte	27,319
Numeracy Coach.5fte	27,554
6100 Subtotal	**$54,873**
6150: Non-certificated Salaries	
6150 Subtotal	**$**
6200: Employee Benefits *(optional categories)*	
FICA	
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	**$**
6300: Purchased Services	
National Center for Urban Transformation	64,597
Pearson Services	200,000
AVID SchoolWide	39,000
Boykin Evaluation Services	17,500
SAM	12,900
6300 Subtotal	**$333,997**
6400: Materials/Supplies	
6400 Subtotal	**0**
6100-6400 Subtotal	**$388,870**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$0**

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
NORMANDY MIDDLE SCHOOL	096109-3000

Budget Codes	Related Strategies and Activities
1100 Instruction	**Implement all district initiatives to align all curriculums to meet common core standards. Add additional content area coordinators; Implement Literacy Labs Tier II-III interventions. Pre-Algebra I Tier II labs for tier II intervention; Acuity benchmark assessment to provide targeted data driven instructional resources for additional reinforcement of standards in math and communication arts. Extended learning and tutoring instruction will be provided. Implementation of Literacy Across the Curriculum to reinforce cross content vocabulary. (1)**
1100 Instruction *1003(g) SIG*	
1200 Supplemental Instruction (Title I)	**Support and fund additional instructional support .5fte; Nova Net/Grad Point support in all content areas. Cambium Learning Tier II; Ed-u-co Math; Renaissance Math and Reading intervention and learning centers. Strategy 2) Implement Instructional structure systems and processes to drive student achievement. (1,2)**
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non Instructional Support Services	**College Summit, PIRC Center; Superior Support Services; Parent Liaison; Cost share SAM management system; Reach out to Drop Outs campaign: PBIS, Character Education and Children's Service Fund will provide interventions to address social and mental barriers that impede academic success. (Supports strategies 2 and 3)**
2100 Non Instructional Support Services *1003(g) SIG*	
2200 Professional Development	**Data management, Classroom Organization and Management, Data management team training and supplies; Kagan Strategies. (Supports strategies 1 and 2)**
2200 Professional Development *1003(g) SIG*	**Literacy and Numeracy Coaches (2); NCUST utilizes innovative approaches to maximize human capital development. Pearson will assist with developing systems, teacher capacity and instructional rigor to drive student achievement; Instructional coaches to assist with Numeracy and Literacy at both locations. Pearson Literacy Navigator and Ramp up for mathematics and literacy. Curriculum tools that develop strengthen and accelerate reading comprehension. Math Navigator functions as a modular intervention that targets and fills critical gaps and removes mathematical misconceptions and fills critical gaps. Avid professional development will be implemented district wide to provide instructional strategies such Writing to Learn, Inquiry, Collaboration, Cornell Notes, Tutorology and Socratic seminars. (1,2)**

2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	**Dr. Wesley Boykin evaluation and monitoring**
3000 Community Services	**Better Family Life Adult and Family Services, Beyond Housing will provide services through the parent liaisons to assist with community outreach and engagement. Quarterly community forums. (3)**
3000 Community Services *1003(g) SIG*	
Administrative Costs	**Administrative assistance**
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				NORMANDY MIDDLE SCHOOL	COUNTY-DISTRICT - BUILDING CODE			096109-3000
Year Three 2012-13	**6100 Certificated Salaries**	**6150 Noncertificated Salaries**	**6200 Employee Benefits**	**6300 Purchased Services**	**6400 Materials/ Supplies**	**6500 Capital Outlay**	**6600 Other**	**TOTAL**
1100 Instruction	37,569		12,000	27,418				76,987
1100 Instruction *1003(g) SIG*								0
1200 Supplemental Instruction (Title I)	54,873		19,205	49,400	19,000			142,478
1200 Supplemental Instruction (Title I) *1003(g) SIG*								0
2100 Non Instructional Support Services				68,000	22,100			90,100
2100 Non Instructional Support Services *1003(g) SIG*								0
2200 Professional Development				35,000	14,520			49,520
2200 Professional Development *1003(g) SIG*	54,873			316,497				371,370
2600 Planning and Evaluation								0
2600 Planning and Evaluation *1003(g) SIG*				17,500				17,500
3000 Community Services				65,138	2,830			67,968
3000 Community Service *1003(g) SIG*								0
Administrative Costs	15,670				1,020			16,690
Administrative Costs *1003(g) SIG*								0
Program Costs Subtotal (Not including *1003(g) SIG*)	92,442	0	31,205	244,956	58,450	0		427,053
***1003(g) SIG* Subtotal**	54,873	0	0	333,997	0	0		388,870
Grand Total	162,985	0	31,205	578,953	59,470	0		832,613

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE 3000
NORMANDY MIDDLE SCHOOL	096109

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Literacy Coach.5fte	27,319
Numeracy Coach.5fte	27,554
6100 Subtotal	**$54,873**
6150: Non-certificated Salaries	
6150 Subtotal	**$**
6200: Employee Benefits *(optional categories)*	
FICA	
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	**$**
6300: Purchased Services	
National Center for Urban Transformation	64,597
Pearson Services	200,000
AVID SchoolWide	39,000
Boykin Evaluation Services	17,500
SAM	12,900
6300 Subtotal	**$333,997**
6400: Materials/Supplies	
6400 Subtotal	**0**
6100-6400 Subtotal	**$388,870**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$0**

VII.A.NARRATIVE

MAP and Other Relevant Data to Document Progress Measured Toward Meeting Objectives:

During the 2011-12 school year Normandy Middle School had significant changes such as the inclusion of district grade six teachers and students which increased the enrollment from 675 to 980 + students while the number of staff members (60) remained the same (not including Special School District) teachers. The district and campus continued to make progress in the area of aligning resources to the written curriculum and providing ongoing and relevant professional development trainings. Professional development in the area of attendance assisted with increased monthly percentages. The comparison of monthly attendance rates: **95.06% (Aug. 2011) to 97.31% (Aug. 2012),** 91.39% (Sept. 2011) to 91.32 (Sept. 2012), **89.36% (Oct. 2011) to 89.65% (Oct. 2012), 87.15% (Nov. 2011) to 90.75 (Nov. 2012), 86.66% (Dec. 2011) to 89.20% (Dec. 2012), 88.70% (Jan. 2011) to 96.48% (Jan. 2011), 86.61% (Feb. 2011) to 89.10% (Feb. 2012), 88.27% (March 2011) to 91.36% (March 2011), 89.88% (Apr. 2011) to 90.97%(Apr. 2012)**, and 85.77% (May 2011) to 84.40% (May 2012). The monthly comparisons listed in bold print show an increase in the attendance rate in comparison to the previous school year. The data confirms that during the 2011-12 school year, the attendance rate increased eight of ten months. In the month of September 2012 there was a slight decrease in the percentage points (.07) and in the month of May 2012 there was a decrease of 1.37. In the area of academics, assessments were given at the beginning of the school year to predict student outcomes on the Missouri Assessment Program (MAP) tests in the areas of communication arts and mathematics. Students were given an ACUITY Predictive A in the fall and ACUITY Predictive B in the spring prior to MAP testing. Progress was made in the area of communication arts in all grade levels; grade 6 Predictive A (15%) in comparison to Predictive B (23%), grade 7 Predictive A (21%) compared to Predictive B (24%), and grade 8 Predictive A (16%) compared to Predictive B (24%). Communication arts teachers supported student improvement on ACUITY assessments by emphasizing skill practices in writing and reading comprehension. In the area of mathematics students at all grade levels were assessed in the fall and spring with an additional predictive indicator besides the district ACUITY assessment. These common assessments were designed by the Math Instructional Coach and the overall results for all grades was an increase by 13 percentage points; (36%) Predictive A and (49%) Predictive B. The percentage increase was due to the establishment of a precise set of standards when data was collected, analyzed, and teachers collaborated to discuss the implementation of lessons and activities that would have a larger impact on improving student skills in mathematics. In the area of parental involvement there was an increase in our overall parental participation with assisting with our student academic needs opposed to being present during sporting events. Our parent liaison tracked a monthly parental attendance increase of 5-10 percentage points in meetings, parental volunteer work during the school day, and

assistance with academic needs such as tutoring, mentoring, and assisting teachers with planning lesson activities.

2) Measurable data explaining progress towards meeting professional development objectives

During the 2011-12 school year, professional development for teachers and parents were more precise and structured than the previous school year. Teachers gave their input on the design and implementation of professional development trainings needed through surveys, discussions after monthly MOSIG Site Visits, one on one conversations, and mentor and mentee feedback sessions. Parents demonstrated their need of trainings during parent sessions bi-weekly and Parent Teacher Organization (PTO) meetings. We implemented data teams, introduced the Common Core State Standards, supported teachers with ongoing support after data collection, and established a set of operating procedures and routines for our Professional Learning Community (PLC) session and leadership team meetings. Not only did we focus on precision with our procedures, but we also improved monitoring the effectiveness of all school practices and structures and their impact on student learning. The progress measured can be found in several data collection tools, i.e. MOSIG Site Visit, teacher evaluations, monthly data dashboards that include leading indicators, our staff mapping chart, and student achievement results on benchmark and district assessments. We continued to observe progress in our three High Yield Strategies from September until May: The Learning Objective, Kagan Strategies, and Depth and Knowledge and Rigor (DOK). Teachers were held accountable for posting the learning objective(s) or student daily learning goal(s) that aligned with the state standards, was relevant, and correlated with planned lesson activities. In September, the overall percentage of teachers mastering (consistent and effective) learning objective was *50%* and in May *75%*. The implementation of Kagan Strategies helped teachers incorporate more student collaboration and interactions. In September, *50%* of the teachers mastered this goal and in May 65% of the teachers mastered Kagan Strategies with fidelity. Although the percentage increase is only by fifteen points, a large number of teachers improved in this category but did not *fully* master and meet all criteria. Depth of Knowledge (DOK) in September was *50%* and in May *75%* of the teachers mastered this strategy. At the beginning of the school year, teachers were categorized into four areas; 1.) High Will/Low Skill 2.) High Will/High Skill, 3.) Low Will/High Skill and 4.) Low Will/Low Skill. Teachers were placed in the four categories according to their performance levels (1, 2, 3, or 4) in the learning objective, engagement, content, classroom management, assessment, and instruction. In May, 83% of our teachers (not including Special School District) teachers scored a 3 or 4 in the engagement and *67%* of teachers scored a 3 or 4 in classroom management category. The increase in engagement was clearly evident with our math teachers as they received assistance with planning lessons with our math instructional coach whose position was purchased with the SIG grant. In the area of Parental Involvement, the California Parent Institute (CPI) and district office representatives assisted our campus parent liaison in improving best practices to gain more parental support with our instructional goals. Our parent participation data was collected monthly by the parent liaison. There was a 5-10% increase in our parental involvement from September to May.

3) Challenges and accomplishments in meeting objectives in 2011-12

One of the challenges of the 2011-12 school year was adding grade six to Normandy Middle School without advanced efficient planning and professional development. The lack of time for effective professional development sessions hindered our grade six teachers and students from transitioning to the middle school level smoothly. In due time our grade six teachers gradually learned about our structural organization, school culture, rituals and routines, goals of the school year, and accomplishments of the previous school year, but the transition period took quite some time.

All of the district's grade six teachers were moved to Normandy Middle School which did not grant elementary teachers permission to remain at the elementary level or request for transfers to elementary campuses. Master elementary teachers adapted to the middle school level easily while grade six teachers who had already struggled at the elementary level had a difficult time with instructional delivery and classroom management at the middle school level.

The majority of the grade six teachers were placed on a Professional Improvement Plan (PIP) during the school year mainly due to a lack of classroom management skills, the need to improve in the area of instructional delivery, and professionalism. Another huge challenge was the change in our campus leadership configuration. During the school year, the Instructional Coach and an Assistant Principal were moved to Normandy High School and two administrators were transferred to Normandy Middle School. The unplanned change of the leadership team had a major impact on teachers and students who had formed positive relationships with the former administrators.

The greatest challenge during the 2011-12 school year was the change in our master schedule in which class times were changed from sixty to ninety minute blocks. It took time for our students to adapt to the change in class time and it supported the need to continue our professional development sessions on instructional delivery and best practices. Even though the major changes that occurred during the 2011-12 school year had a significant impact on momentum, as a solid team during the previous year, we managed to make progress in many areas.

A major accomplishment during school year 2011-12 was an improvement in the overall attendance rate.

During the year, the district provided professional development sessions in which staff members received explicit instructions on how to accurately report attendance. Time was allotted during weekly staff meetings for reporting attendance improvements and goals, and daily reminders for teachers and students to help increase the attendance rate. Our staff understood the importance of improving in this critical area and continuously communicated

with parents about attendance and encouraged students to attend school with incentives and grade level competitions. We increased our monthly attendance rate seven of ten months, and the three months that did not improve had only a slight decrease in percentage points.

During year two, our organizational structures and processes were improved to support our academic achievement goals. One example is the implementation of data teams during the school day. Phase one of data teams established a stronger line of communication and collaboration among teachers. Our data team sessions served to increase teacher awareness of best practices and what steps teachers should take after data is collected and analyzed. The implementation of data teams was an imperative step in accomplishing another goal: the improvement of campus culture. Not only did data teams help establish better working relationships with teachers, but the teams also keep our school goals in the forefront of every teacher meeting.

In the area of parental involvement, gains were made as our parents learned and assisted more with our academic needs during the school day opposed to only participating in sports and other after school physical activities. Increasing parental involvement was a goal that was set and maintained throughout the school year by holding more campus support staff members and teachers accountable for welcoming and involving parents. Another accomplishment was the number of year two and tenure teachers who improved in their instructional practices. Although the percentage of teacher skill sets reported on monthly Missouri School Improvement Grant (MOSIG) reports display as if there is no percentage movement in teacher quality, teachers who struggled the previous year made significant gains in their "will and skills" to increase their level of instructional performance. The percentage change is due to the grade six teachers who were transferred to Normandy Middle School who required continuous professional support.

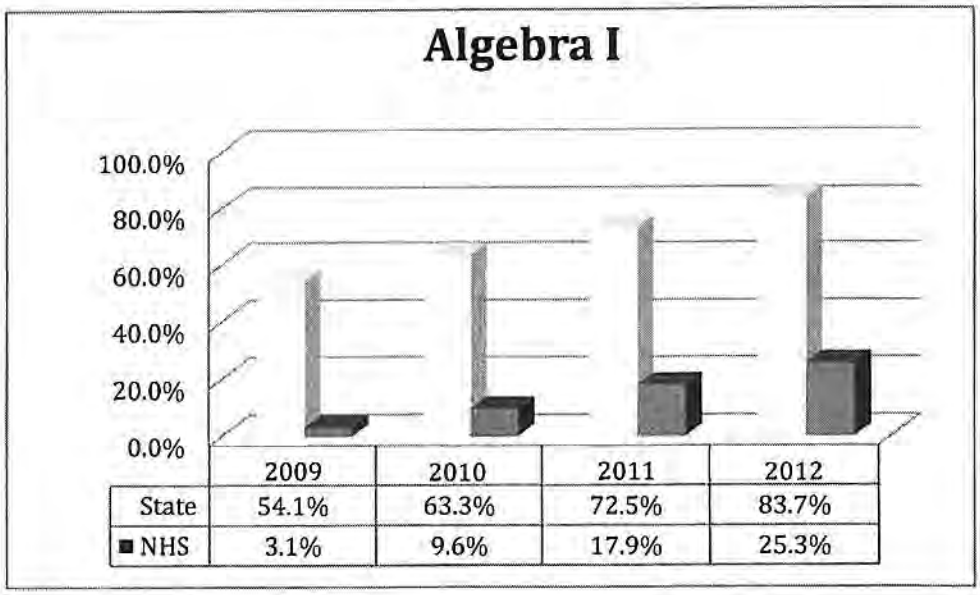
VII.A. Narrative

Map and Other Relevant Data to Document Progress Measured Toward Meeting Objectives

Normandy High School
2011-2012

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

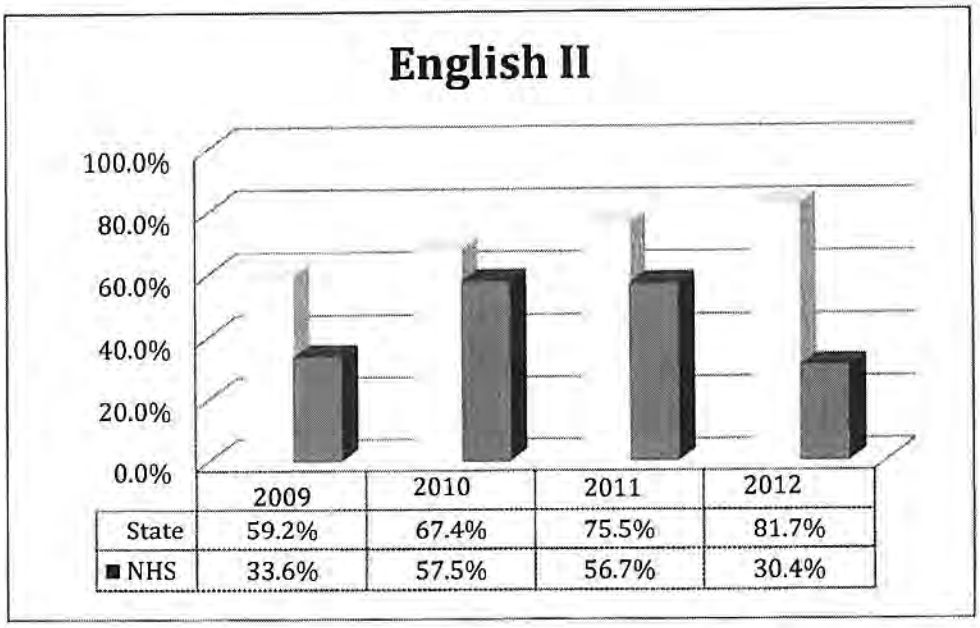
Objective: By the end of the 2012 school year, 80% of all identified subgroups will meet proficiency on the Algebra I End of Course Exam through state formulas (i.e., Safe Harbor, Growth Model, or Confidence Interval).



	2009	2010	2011	2012
State	54.1%	63.3%	72.5%	83.7%
NHS	3.1%	9.6%	17.9%	25.3%

The 2012 Adequate Yearly Progress state proficiency target in Algebra I was 83.7% At Normandy High School 25.3% of the students scored in the top two proficiency levels. Normandy High School missed the state target by 61.1%. Normandy High School did not make Adequate Yearly Progress however; there has been a 22.2% increase in the number of students scoring in the top two proficiency levels since 2009.

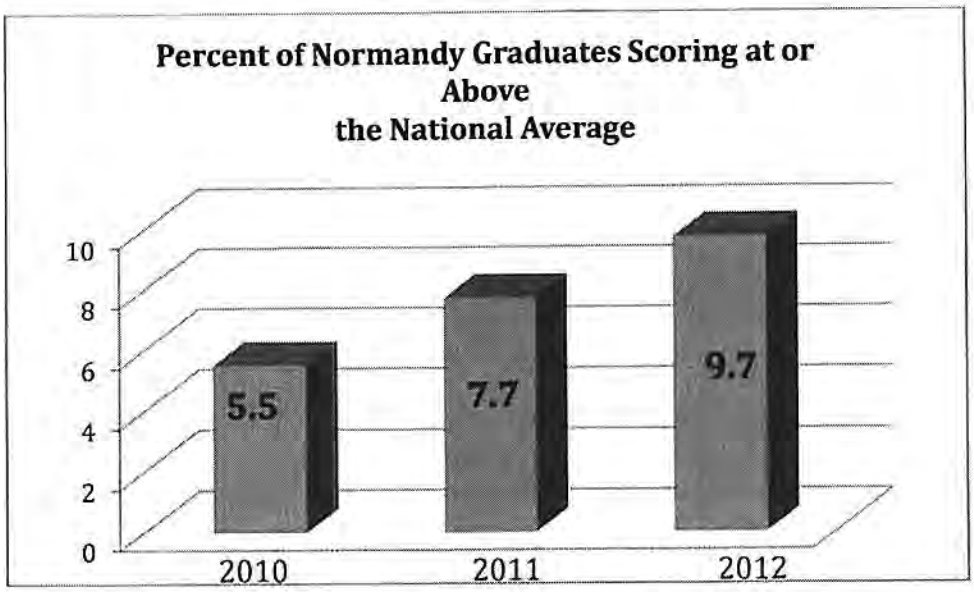
Objective: By the end of the 2012 school year, 80% of all identified subgroups will meet proficiency on the English II End of Course Exam through state formulas (i.e., Safe Harbor, Growth Model, or Confidence Interval).



	2009	2010	2011	2012
State	59.2%	67.4%	75.5%	81.7%
NHS	33.6%	57.5%	56.7%	30.4%

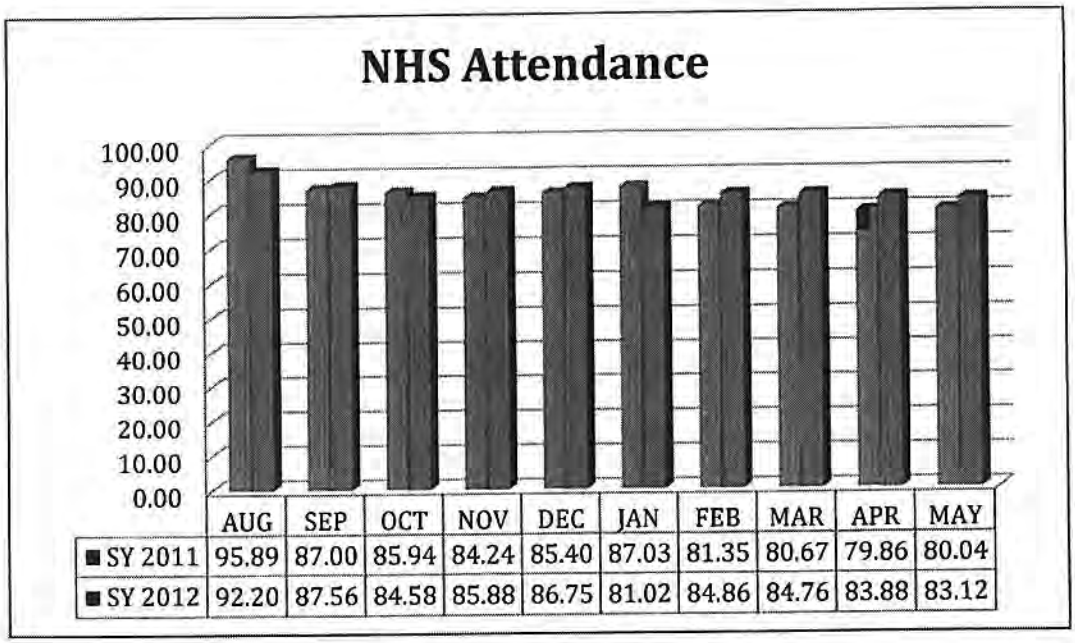
The 2012 Adequate Yearly Progress state proficiency target in English II was 81.7% At Normandy High School 30.4% of the students scored in the top two proficiency levels, which is a decrease of 26.3%. Normandy High School missed the state target by 51.3%. Normandy High School did not make Adequate Yearly Progress.

Objective: By the end of the 2012 school year increase the number of seniors by 25% taking the ACT and scoring a minimum of 21.



- A total of 162 students took the ACT in the 2011 –2012 school year
  - Seniors – 11 of 113 scored a 21 or above
  - Juniors – 6 of 49 scored a 21 or above
- Continue to administer the EXPLORE and PLAN to determine curriculum content / student strengths and weaknesses
- Continue to strengthen the core content areas
- Offer ACT preparation to all students
- Encourage more students to prepare for and take the ACT

Objective: Increase the Average Daily Attendance rate to 90% by the end of the 2011-2012 school year.



	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
SY 2011	95.89	87.00	85.94	84.24	85.40	87.03	81.35	80.67	79.86	80.04
SY 2012	92.20	87.56	84.58	85.88	86.75	81.02	84.86	84.76	83.88	83.12

- Identified students with attendance concerns from to 2010-2011 school year
- Conducted weekly attendance reviews of students with 2010-2011 attendance concerns
- Identified students in the danger zone (5 or more absences)
- Identified students with 1-3 absences
- Sent warning letters home to students with attendance concerns at the end of each quarter
- Conducted mandatory parent conferences for students with attendance concerns at the end of each quarter

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

- Provide professional development on rigor, differentiated instruction, measurable learning objectives, unwrapping the CLEs, and data teams which will result in collective strategies designed to be used as measurable tools that all teachers will utilize.

- Monitor teacher use of instructional strategies gained through professional development through classroom walkthroughs and formal/informal observations.

During the 2011-12 school year professional development for teachers and parents were more precise and structured than the previous school year. Teachers gave their input on the design and implementation of professional development trainings needed through surveys, discussions after monthly MOSIG Site Visits, one on one conversations, and mentor and mentee feedback sessions. Parents demonstrated their need of trainings during parent sessions biweekly and Parent Teacher Organization (PTO) meetings. We implemented data teams, supported teachers with ongoing support after data collection, and introduced the Common Core State Standards. Not only did we focus on precision with our procedures, but we also improved on monitoring the effectiveness of all school practices and structures and their impact on student learning. We provided professional development in the areas listed below. The progress measured can be found in several data collection tools i.e. MOSIG Site Visit, teacher evaluations, monthly data dashboards that include leading indicators, our staff mapping chart, student achievement results on benchmark and district assessments. We continued to observe progress in our high yield instructional strategies: measurable learning objectives, explicit direct instruction, higher level thinking strategies, rigorous lessons. Teachers were held accountable for posting the measurable learning objective or student daily learning goal(s) that aligned to the state standards, was relevant, and correlated with planned lesson activities. At the beginning of the school year, teachers were categorized into four areas; 1.) High Will/Low Sill, 2.) High Will/High Skill, 3.) Low Will/High Skill and 4.) Low Will/High Skill. Teachers were placed in the four categories according to their performance levels (1, 2, 3, or 4) based on measurable learning objectives, student/teacher engagement, content knowledge, classroom management, instruction, and assessment data. By the end of the year there was a 25% increase in the number of our teachers (not including Special School District) scoring a 3 or 4. With the assistance of a math instructional coach, purchased with the SIG grant, math teachers received assistance with planning lessons, delivery of instruction, developing common/benchmark assessments, and analyzing data. In the area of Parental Involvement, the California Parent Institute (CPI) and district office representatives assisted our campus Parent Liaison in improving best practices to gain more parental support with our instructional goals. Our parent participation data was collected monthly by the Parent Liaison. There was a5% increase in our parental involvement.

2011-2012 Professional Development Topics:

- Staff Focus Walks
- Improving Teacher Effectiveness
- Job-embedded communication arts and mathematics professional development
- Explicit direct instruction
- Higher level thinking

- Rigor
- The ability to differentiate instruction within the classroom
- Writing quality measurable learning objectives (MLOs)
- Developing unit plans that address multiple CLEs
- Unwrapping the Standards
- Developing Unit Plans
- Data Team Training
- SSD Co-Teaching Workshop
- STAR Math Training
- Algebra I Acuity Training
- Probing Questioning

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

Challenges:

- Changes in the instructional leadership team:
  Several changes were made to the instructional leadership team during the first semester. At the end of the first semester two assistant principals where reassigned and two new assistants were added to the instructional leadership team.

- Focus Walks:
  In September, we initiated campus focus walks with teachers during the planning periods on Tuesdays to observe instructional strategies being implemented this school year. Initially teachers resisted participating in the walks and felt they were being asked to evaluate their peers. As we worked through the process, teachers became more appreciative of the walks and the opportunity to watch colleagues utilize the instructional strategies.

Accomplishments:

- Attendance Rate:
  As a result of revised standard operating procedures for student attendance accounting During the 2011-2012 school year our attendance rate increased over the previous year. (2010-2011= 84.74%) and (2011-2012 = 85.46%).

- Data Teams:
  During the 2011-2012 school year NHS staff participated in data team training and began implementing department data teams. As a result of data collected from Benchmark Assessments, Study Island, STAR Math Assessments, Algebra I Acuity Assessments, and SRI Reading Assessments Algebra I and English I/II interventions and enrichment was offered.

5) Provide a timeline that is reasonable, achievable, and reflects urgency.

July – August

- Plan and coordinate for benchmark assessments
- Work with new teachers to understand:
    1. Curriculum
    2. Lesson plan format
    3. Course syllabus
    4. Black Board Configuration
    5. School wide expectations
    6. State standards (CLEs)
    7. Measurable Learning Objectives (MLOs)
    8. Instructional and assessment tools that mirror EOC
- Assist new teachers set up classrooms and develop structures to establish a safe and orderly classroom:
    1. Classroom management plan
    2. Expected classroom norms
    3. Websites and relevant websites to support effective classroom management

August – October

- Develop criteria and protocols for administering benchmark assessments
- Develop and administer Benchmark I
- Analyze benchmark data and adjust instruction
    1. Determine SMART goals for departments based on benchmark data
    2. Develop lesson plans including measurable objectives
    3. Differentiate instructional delivery based on individual student needs
- Preparations for Fall EOC

November – January

- Develop and administer Benchmark II and III
- Analyze benchmark data and adjust instruction
    1. Determine SMART goals for departments based on benchmark data
    2. Develop lesson plans including measurable objectives
    3. Differentiate instructional delivery based on individual student needs
- Final preparations for and administer Fall EOC/MAP
- Begin preparation for Spring EOC

February – March

- Develop and administer Benchmark IV and V
- Analyze benchmark data and adjust instruction
    1. Determine SMART goals for departments based on benchmark data

2. Develop lesson plans including measurable objectives
3. Differentiate instructional delivery based on individual student needs

- Final preparation for Spring EOC
- Begin preparation for 2013-2014 school

April – May

- Administer Spring EOC/MAP
- Continue planning for the 2013-2014 school year
- Course requests for students in 9th-11th grades
- Pre-registration for the 2013-2014 school year

June

- Reflect on the 2012-2013 school year
- Analyze 2012-2013 data for planning for upcoming year

6) Provide a timeline that includes implementation and evaluation dates.

Cumulative Benchmark Assessments:
These assessments are cumulative and cover ALL CLEs taught since the first day of school. All assessments should have 35 items with the exception of Government which should have 40 items. The assessments must mirror EOC assessments and each item include the CLE being assessed.

Assessment Dates (Week of:)	Data Due Dates	Data Team Meeting Dates
Week of: September 24, 2012	Monday, October 1, 2012	Tuesday, October 2, 2012
Week of: November 5, 2012	Monday, November 12, 2012	Tuesday, November 13, 2012
Week of: December 17, 2012	Tuesday, January 2, 2013	Tuesday, January 2, 2013
Week of: February 11, 2013	Tuesday, February 19, 2013	Tuesday, February 19, 2013
Week of: March 25, 2013	Tuesday, April 2, 2013	Tuesday, April 2, 2013

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

Normandy School District is committed to providing the experiences and support necessary for students to become life-long learners who are productive, contributing members of society. In the midst of transition and transformation, Normandy School District is genuinely invested in implementing an aggressive plan of comprehensive reform. During the upcoming school year we will dig deeper within our data driven planning and more focused instructional practices that will be strategically implemented with fidelity.

It is no secret that during the process of reorganization, we acquired new campus leadership and the support of a full time DESE staffer who has taken a hands- on approach in the day to day decision making and planning that drives instructional change and academic progress. Currently we are beginning to observe evidence that the courageous decisions made over the school year are making a difference as it relates to student outcomes.

Our district leadership team, external partners and community will continue to collaborate and integrate resources to maximize student outcomes.

Section VIID. Staffing Changes in teaching and leadership during Year 2

The following staffing changes occurred at Normandy Middle School:

Grade six teachers were transferred to the campus during the month of August as part of an accelerated timeline. The teachers' placement assignments were based upon skills, specifically in the core content areas of communication arts and mathematics. There was also a change in the leadership configuration that occurred in January 2012. The middle school instructional coach and an assistant principal were transferred to the high school to adjust critical mid-year staffing needs. The instructional coach was replaced by a secondary instructional support administrator and the assistant principal was relocated to the high school. In addition, an administrator from the alternative center was assigned to the middle school.

At Normandy High School, two administrators and five core content area teachers must be replaced.