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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 Rector	Craig Rector	7-1-12	$ 950,040

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
Riverview Gardens School District	096-111

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
Clive Coleman	1370 Northumberland	St. Louis, Missouri 63137	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
ccoleman@rgsd.k12.mo.us		314-869-2505 x2515	314-388-6002
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
Joycelyn Pugh	1160 St. Cyr Road	St. Louis, Missouri 63137	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
jpugh@rgsd.k12.mo.us		314-869-2505 x1422	314-388-6079
NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP	
Tamara Sunkett	1370 Northumberland	St. Louis, Missouri 63137	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
tsunkett@rgsd.k12.mo.us		314-869-2505 x2424	314-388-6002

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)	DATE 6-15-12

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

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

YEAR THREE 2012-13 SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction (Title I) *1003(g) SIG*	199,400.00		35,230.00	195,000.00	8,800.00			438,430.00
2100 Non Instructional Support Services *1003(g) SIG*				7,425.00	2,000.00			9,425.00
2200 Professional Development *1003(g) SIG*	270,000.00		52,630.00	20,000.00	6,743.00			349,373.00
2600 Planning and Evaluation *1003(g) SIG*		84,800.00	12,360.00	38,700.00				135,860.00
3000 Community Services *1003(g) SIG*				2,000.00	6,992.00			8,992.00
Program Costs Subtotal *1003(g) SIG*	469,400.00	84,800.00	100,220.00	263,125.00	24,535.00	0.00		942,080.00
Indirect Costs								
Administrative Costs *1003(g) SIG*	6,600.00		1,360.00					7,960.00
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	476,000.00	84,800.00	101,580.00	263,125.00	24,535.00	0.00		950,040.00

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	3	3				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	4					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	7	3				

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
Riverview Gardens High			X		X			
Central Middle			X		X			
Westview Middle			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
RIVERVIEW GARDENS SCHOOL DISTRICT	096-111

Budget Codes	Related Strategies and Activities
1100 Instruction	G1:01:Extend the school day for PBIS/Intervention. Implement the DEA Benchmark for baseline and probes for monitoring. Establish individual learning plans.
1100 Instruction *1003(g) SIG*	
1200 Supplemental Instruction (Title I)	G1:O1:Implement a Literacy Intervention program (3) Supplemental Teachers to provide intervention services (TitleI)
1200 Supplemental Instruction *1003(g) SIG*	G1:02 Implement ACT Prep Course G4:02: Dual Enrollment G1:02 Gateway to College G1:02 Implement ACT/assessments (3) Supplemental Teachers to provide intervention services Summer Transition /Academic Academies (incoming 6th & 9th graders)
2100 Non Instructional Support Services	Implement a Career mentoring program during the SY Implement a 5th & 8th grade transition program during the SY Implement CARE TEAM process to provide academic, social & emotional
2100 Non Instructional Support Services *1003(g) SIG*	G1:02 Implement College/Career Fair Transition Team Building Summer Academic/Extended Learning Opportunities
2200 Professional Development	PD in formative and summative assessments, PBIS, parent comm & Literacy PLC Training (Title IIA) Late Start Wednesdays utilized for Data Teams Create Individual Professional Development Plans (IPD) Teacher Resource Library materials (3) Instructional Coaches to provide job embedded PD (Title I) PD 360 Web videos utilized for teacher resource, enrichment and intervention
2200 Professional Development *1003(g) SIG*	G2:02: Professional Development Week – Teachers/Administrators. (4) Instructional Coaches to provide job embedded PD Data Team Training sessions w/RPDC *Literacy PD *Teacher resources
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	G2:02: (3)School Administration Manager (SAM) project (3) SAMS Coaches
3000 Community Services	G3:01 Parent University workshops and survey to determine needs
3000 Community Services*1003(g) SIG*	G3:01 Parent University – Training/Strategies for Parents
Administrative Costs	
Administrative Costs *1003(g) SIG*	(3) Summer Transition Site Supervisor

NEW PAGE

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

(COPY AS NEEDED)

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
RIVERVIEW GARDENS HIGH SCHOOL	1050

Budget Codes	Related Strategies and Activities
1100 Instruction	G1:01: Implement the DEA Benchmark for baseline and probes for monitoring. Establish individual learning plans.
1100 Instruction *1003(g) SIG*	
1200 Supplemental Instruction (Title I)	G1:O1:Implement a Literacy Intervention programs (1) Supplemental Teacher to provide intervention services
1200 Supplemental Instruction (Title I)*1003(g) SIG*	(1) Supplemental Teacher to provide intervention services Summer Transition/Academic Academies Dual Enrollment Program Gateway To College G4:02: ACT Prep Courses ACT/ Assessments
2100 Non Instructional Support Services	G1:O1:Implement a 8th grade transition program during the SY Implement CARE TEAM process to provide academic & social supports Implement Career mentoring program FASFA Frenzy
2100 Non Instructional Support Services *1003(g) SIG*	College & Career Fair
2200 Professional Development	G2:02PD in formative/summative assessments, PBIS, parent comm & literacy PLC Training (Title IIA) Late Start Wednesdays utilized for Data Teams Create IPD plans (1)Instructional Coach to provide job embedded PD. (Title I) PD 360 web videos utilized for teacher resource, enrichment and intervention
2200 Professional Development *1003(g) SIG*	G2:02: (2) Instructional Coaches to provide job embedded PD. PD Week (Admin/Teachers) Teacher Resource Center
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	G2:02: Implement the School Administration Manager (SAM) project (1) SAM Coach
3000 Community Services	G3:01 Use survey to design & implement parent involvement strategies Parent University workshops/materials/strategies for parents
3000 Community Services*1003(g) SIG*	Parent University workshops/materials/strategies for parents Parent literature and resources
Administrative Costs	
Administrative Costs *1003(g) SIG*	Summer Transition/Academic Academy Site Supervisor

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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
CENTRAL MIDDLE SCHOOL	3000

Budget Codes	Related Strategies and Activities
1100 Instruction	~~G1:01:~~ ~~Implement the DEA Benchmark for progress monitoring.~~ ~~Establish individual learning plans.~~
1100 Instruction *1003(g) SIG*	
1200 Supplemental Instruction (Title I)	G1:O1:Implement a Literacy Intervention program Supplemental Teacher to provide intervention (Title I)
1200 Supplemental Instruction *1003(g) SIG*	Supplemental Teacher to provide intervention services Summer Transition Academy
2100 Non Instructional Support Services	G1:O1: Implement a Career mentoring program during the SY Implement a 5th grade transition program during the SY Implement CARE TEAM process to provide academic, social & emotional
2100 Non Instructional Support Services *1003(g)*	Summer Academy Extended Learning Opportunities
2200 Professional Development	G2:02:PD in formative/summative assessments, PBIS, parent comm & literacy PLC Training (Title IIA) Late Start Wednesdays utilized for Data Teams Training for Teachers on Parent Communication Create IPD plans Hire an Instructional Coach to provide job embedded PD (Title I). PD 360 web-based PD content videos for teacher resource and intervention.
2200 Professional Development *1003(g) SIG*	G2:02: Instructional Coach to provide job embedded PD (Title I). Data Team Training
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	G2:02: Implement the School Administration Manager (SAM) project SAM Coach
3000 Community Services	G3:01Design & distribute a survey to determine the needs of parents Use survey to design & implement parent involvement strategies Parent University – Training/Strategies for Parents (Title I)
3000 Community Services*1003(g) SIG*	Parent University – Training /Materials/Strategies for Parents
Administrative Costs	
Administrative Costs *1003(g) SIG*	Summer Academy Site Supervisor

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
WESTVIEW MIDDLE SCHOOL	4040

Budget Codes	Related Strategies and Activities
1100 Instruction	~~G1:01:~~ ~~Implement DEA Benchmark for baseline and probes for monitoring.~~ ~~Establish individual learning plans.~~
1100 Instruction *1003(g) SIG*	
1200 Supplemental Instruction (Title I)	G1:O1:Implement a Literacy Intervention program Hire a Supplemental Teacher to provide intervention services
1200 Supplemental Instruction (Title I) *1003(g) SIG*	Hire a Supplemental Teacher to provide intervention services G4:02: Summer Transition Academy
2100 Non Instructional Support Services	G1:O1: Implement a Career mentoring program during the SY Implement a 5th grade transition program during the SY Implement CARE TEAM process to provide academic & social support
2100 Non Instructional Support Services *1003(g) SIG*	Summer Academy Extended Learning Opportunities Transition Team Building
2200 Professional Development	G2:02: PD in formative/summative assessments, PBIS, parent comm & literacy PLC Training Late Start Wednesdays utilized for Data Teams Create IPD plans Hire an Instructional Coach to provide job embedded PD (Title I). PD 360 web videos utilized for teacher resource and intervention.
2200 Professional Development *1003(g) SIG*	G2:02: Hire an Instructional Coach to provide job embedded PD Data Team Training Literacy PD
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	G2:02: Implement the School Administration Manager (SAM) project SAM Coach
3000 Community Services	G3:01Design & distribute a survey to determine the needs of parents Parent University – Training/Strategies for Parents (Title I)
3000 Community Services *1003(g) SIG*	Parent University – Training /Materials/Strategies for Parents
Administrative Costs	
Administrative Costs *1003(g) SIG*	Summer Academy Site Supervisor

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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
RIVERVIEW GARDENS SCHOOL DISTRICT	096-111

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 (Title)				50,000.00	2,000.00			52,000.00
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction (Title I)	205,000.00	40,000.00	49,000.00	12,000.00	278,700.00	28,000.00		612,700.00
1200 Supplemental Instruction *1003(g) SIG*	199,400.00		35,230.00	195,000.00	8,800.00			438,430.00
2100 Non Instructional Support Services		60,000.00	24,000.00		7,300.00			91,300.00
2100 Non Instructional Support Services *1003(g) SIG*				7,425.00	2,000.00			9,425.00
2200 Professional Development (Title)	295,000.00	7,000.00	60,400.00	87,000.00	9,900.00			459,300.00
2200 Professional Development *1003(g) SIG*	270,000.00		52,630.00	20,000.00	6,743.00			349,373.00
2600 Planning and Evaluation (Title)								
2600 Planning and Evaluation *1003(g) SIG*		84,800.00	12,360.00	38,700.00				135,860.00
3000 Community Services (Title)	2,300.00		460.00	3,700.00	8,300.00			14,760.00
3000 Community Service *1003(g) SIG*				2,000.00	6,992.00			8,992.00
Administrative Costs								
Administrative Costs *1003(g) SIG*	6,600.00		1,360.00					7,960.00
Program Costs Subtotal (Not including *1003(g) SIG*)	502,300.00	107,000.00	133,860.00	152,700.00	306,200.00	28,000.00		1,230,060.00
***1003(g) SIG* Subtotal**	476,000.00	84,800.00	101,580.00	263,125.00	24,535.00	0.00		950,040.00
Grand Total	978,300.00	191,800.00	235,440.00	415,825.00	330,735.00	28,000.00		2,180,100.00

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

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LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
RIVERVIEW GARDENS HIGH	096-111 - 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				50,000.00	2,000.00			52,000.00
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction (Title I)	50,000.00	20,000.00	14,000.00		192,800.00	12,500.00		289,300.00
1200 Supplemental Instruction (Title I) *1003(g) SIG*	86,400.00		18,280.00	195,000.00	7,000.00			306,680.00
2100 Non Instructional Support Services		20,000.00	8,000.00		3,300.00			31,300.00
2100 Non Instructional Support Services *1003(g) SIG*				1,625.00	2,000.00			3,625.00
2200 Professional Development	120,000.00	3,000.00	24,600.00	25,000.00	4,900.00			177,500.00
2200 Professional Development *1003(g) SIG*	140,000.00		29,400.00	5,000.00	6,743.00			181,143.00
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*		28,800.00	6,760.00	12,900.00				48,460.00
3000 Community Services				1,500.00	4,500.00			6,000.00
3000 Community Service *1003(g) SIG*				1,000.00	4,000.00			5,000.00
Administrative Costs								
Administrative Costs *1003(g) SIG*	2,700.00		560.00					3,260.00
Program Costs Subtotal (Not including *1003(g) SIG*)	170,000.00	43,000.00	46,600.00	76,500.00	207,500.00	12,500.00		556,100.00
***1003(g) SIG* Subtotal**	229,100.00	28,800.00	55,000.00	215,525.00	19,743.00	0.00		548,168.00
Grand Total	399,100.00	71,800.00	101,600.00	292,025.00	227,243.00	12,500.00		1,104,268.00

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
CENTRAL MIDDLE SCHOOL	096-111 - 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								
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction (Title I)	94,000.00	20,000.00	22,800.00	12,000.00	39,000.00	10,000.00		197,800.00
1200 Supplemental Instruction (Title I) *1003(g) SIG*	56,500.00		8,475.00		1,800.00			66,775.00
2100 Non Instructional Support Services		20,000.00	8,000.00		2,000.00			30,000.00
2100 Non Instructional Support Services *1003(g) SIG*				2,000.00				2,000.00
2200 Professional Development	95,000.00		19,000.00	32,000.00				146,000.00
2200 Professional Development *1003(g) SIG*	70,000.00		11,615.00	2,500.00				84,115.00
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*		28,000.00	2,800.00	12,900.00				43,700.00
3000 Community Services	2,000.00		400.00	700.00	2,000.00			5,100.00
3000 Community Service *1003(g) SIG*				500.00	1,496.00			1,996.00
Administrative Costs								
Administrative Costs *1003(g) SIG*	1,950.00		400.00					2,350.00
Program Costs Subtotal (Not including *1003(g) SIG*)	191,000.00	40,000.00	50,200.00	44,700.00	43,000.00	10,000.00		378,900.00
***1003(g) SIG* Subtotal**	128,450.00	28,000.00	23,290.00	17,900.00	3,296.00	0.00		200,936.00
Grand Total	319,450.00	68,000.00	73,490.00	62,600.00	46,296.00	10,000.00		579,836.00

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
WESTVIEW MIDDLE SCHOOL	096-111 - 4040

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								
1100 Instruction *1003(g) SIG*								
1200 Supplemental Instruction (Title I)	61,000.00		12,200.00		46,900.00	5,500.00		125,600.00
1200 Supplemental Instruction (Title I) *1003(g) SIG*	56,500.00		8,475.00					64,975.00
2100 Non Instructional Support Services		20,000.00	8,000.00		2,000.00			30,000.00
2100 Non Instructional Support Services *1003(g) SIG*				3,800.00				3,800.00
2200 Professional Development	80,000.00	4,000.00	16,800.00	30,000.00	5,000.00			135,800.00
2200 Professional Development *1003(g) SIG*	60,000.00		11,615.00	12,500.00				84,115.00
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*		28,000.00	2,800.00	12,900.00				43,700.00
3000 Community Services	300.00		60.00	1,500.00	1,800.00			3,660.00
3000 Community Service *1003(g) SIG*				500.00	1,496.00			1,996.00
Administrative Costs								
Administrative Costs *1003(g) SIG*	1,950.00		400.00					2,350.00
Program Costs Subtotal (Not including *1003(g) SIG*)	141,300.00	24,000.00	37,060.00	31,500.00	55,700.00	5,500.00		295,060.00
***1003(g) SIG* Subtotal**	118,450.00	28,000.00	23,290.00	29,700.00	1,496.00	0.00		200,936.00
Grand Total	259,750.00	52,000.00	60,350.00	61,200.00	57,196.00	5,500.00		495,996.00

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
RIVERVIEW GARDENS SCHOOL DISTRICT	**096-111**

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
(4) Instructional Coaches	$270,000.00
(3) Supplemental Teachers	$140,000.00
Summer Transition /Academic Academies (6th & 9th)	$59,400.00
(3) Summer Transition Academy Site Supervisor Stipends	$6,600.00
6100 Subtotal	**$476,000.00**
6150: Non-certificated Salaries	
(3) SAMS Coaches	$84,800.00
6150 Subtotal	**$84,800.00**
6200: Employee Benefits *(optional categories)*	
FICA	
Medicare	$101,580.00
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	**$101,580.00**
6300: Purchased Services	
School Administration Manager Program	$38,700.00
Dual Enrollment Program	$25,000.00
ACT Prep	$60,000.00
PD Week – Administrators and Teachers	$5,000.00
Parent University	$2,000.00
Assessments – Preparing students for ACT/SAT	$30,000.00
Gateway to College	$80,000.00
College & Career Fair	$1,625.00
Data Team Training	$5,000.00
Summer Academic/Extended Learning Opportunities	$3,300.00
Literacy PD	$10,000.00
Transition Team Building	$2,500.00
6300 Subtotal	**$263,125.00**
6400: Materials/Supplies	
Dual Enrollment Materials	$7,000.00
College/Career Fair	$2,000.00
PD Week for Principals/Teachers	$2,443.00
Parent Resource Materials	$6,992.00
Teacher Resource Library	$4,300.00
Summer Academy Supplies	$1,800.00
6400 Subtotal	**$24,535.00**
6100-6400 Subtotal	**$**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$**
TOTAL	**$950,040.00**

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
RIVERVIEW GARDENS HIGH SCHOOL	1050

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
(2) Instructional Coaches	$140,000.00
Supplemental Math Teacher	$ 60,000.00
Summer Transition Academy (5 days x 16 Teachers x 6 hrs x $25 per hr) June 3-7	$13,200.00
Summer Academic Academy (6 days x 16 Teachers x 6 hrs x $25 per hr) June 10-14	$13,200.00
Summer Transition/ Academy Site Supervisor Stipend (2 weeks)	$2,700.00
6100 Subtotal	**$229,100.00**
6150: Non-certificated Salaries	
SAM Coach	$28,800.00
6150 Subtotal	**$28,800.00**
6200: Employee Benefits *(optional categories)*	
FICA	$55,000.00
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	**$55,000.00**
6300: Purchased Services	
School Administration Manager Program	$12,900.00
Dual Enrollment Program	$25,000.00
ACT Prep	$60,000.00
PD Week – Administrators and Teachers	$ 5,000.00
Parent University	$ 1,000.00
Assessments – Preparing students for ACT/SAT	$30,000.00
Gateway to College	$80,000.00
College & Career Fair	$1,625.00
6300 Subtotal	**$215,525.00**
6400: Materials/Supplies	
Dual Enrollment Materials	$7,000.00
College/Career Fair	$2,000.00
PD Week for Principals/Teachers	$2,443.00
Parent Resource Materials	$4,000.00
Teacher Resource Library	$4,300.00
6400 Subtotal	**$19,743.00**
6100-6400 Subtotal	**$**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$548,168.00**
TOTAL	**$548,168.00**

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
CENTRAL MIDDLE SCHOOL	3000

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Instructional Coach	$70,000.00
Supplemental Teacher	$40,000.00
Summer Transition Academy (CA/MA Teachers) 11 days x 10 Instructors x $25 per hr. x 6 hrs	$16,500.00
Summer Transition Academy Site Supervisor Stipend – June 3-14	$1,950.00
6100 Subtotal	**$128,450.00**
6150: Non-certificated Salaries	
SAMS Coach	$28,000.00
6150 Subtotal	**$28,000.00**
6200: Employee Benefits *(optional categories)*	
FICA	$23,290.00
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	**$23,290.00**
6300: Purchased Services	
School Administration Manager Program	$12,900.00
Parent University	$500.00
Data Team Training	$2,500.00
Summer Academy Extended Learning Opportunities	$2,000.00
6300 Subtotal	**$17,900.00**
6400: Materials/Supplies	
Parent Resource Materials	$1,496.00
Summer Academy Supplies	$1,800.00
6400 Subtotal	**$3,296.00**
6100-6400 Subtotal	**$200,936.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$200,936.00**

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
WESTVIEW MIDDLE SCHOOL	4040

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Instructional Coach	$60,000.00
Supplemental Teacher	$40,000.00
Summer Transition Academy (CA/MA Teachers) 11 days x 10 Instructors x $25 per hr. x 6 hrs	$16,500.00
Summer Transition Academy Site Supervisor Stipend – June 3-14	$1,950.00
6100 Subtotal	**$118,450.00**
6150: Non-certificated Salaries	
SAMS Coach	$28,000.00
6150 Subtotal	**$28,000.00**
6200: Employee Benefits *(optional categories)*	
FICA	$23,290.00
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	**$23,290.00**
6300: Purchased Services	
School Administration Manager Program	$12,900.00
Parent University	$500.00
Literacy PD (Guided Reading, Small Group Instruction, Literacy Workstations - $2500 x 4)	$10,000.00
Data Team Training	$2,500.00
Summer Academy Extended Learning Opportunities	$1,300.00
Transition Team Building	$2,500.00
6300 Subtotal	**$29,700.00**
6400: Materials/Supplies	
Parent Resource Materials	$1,496.00
6400 Subtotal	**$1,496.00**
6100-6400 Subtotal	**$200,936.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$200,936.00**

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 SY 2012-2013

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2012-2013 SY. 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.

Riverview Gardens High School

Section V.II.A – Discussion of Year Two

1. Provide a summary of EOC and other relevant data to document progress toward meeting objectives

The high school tested students with the End of Course Exam (EOC) model in the following areas: Algebra I, English II, Biology and United States Government. The following table outlines students' scores.

Test Given	Advanced	Proficient	Basic	Below Basic
English II	2.7%	30.6%	55.2%	11.4%
Algebra I	.4%	6.9%	48.3%	44.4%
Biology	.5%	10.7%	62.8%	26.0%
Government	.2%	12.8%	57.9%	29.2%

The high school additionally tested students with the Discovery Education Assessment in all classes involving English, Mathematics and Biology. The following table outlines students' scores.

	Advanced	Proficient	Basic	Below Basic
English II	11.6 %	25.7%	37.3%	25.3%
Algebra I	1.9%	16.5%	33.7%	47.9%
Biology	1.6%	17.4%	39.9%	41.1%

The high school also tested students with the Scholastic Reading Inventory outlining students' ability to read on grade level.

High School	Above Grade Level	On Grade Level	One Year Below Grade Level	Two Years or More Below Grade Level
9th Grade	11%	18%	44%	27%
10th Grade	10%	33%	43%	14%
11th Grade	11%	27%	48%	14%
Total	10%	26%	44%	20%

The high school created an intervention program specifically geared to address students identified as "close to proficient" in the areas of English II and Algebra I. The following table outlines those students' scores.

Test Given	Advanced	Proficient	Basic	Below Basic
English II	0.0%	16%	66%	18%
Algebra I	0.0%	23%	67%	10%

The data from the EOC table showed that students' performance was not sufficient to earn the Annual Performance Report academic performance point. In fact, the students' performance did not make the Adequate Yearly Progress target even for the "safe harbor" provision in which 10% of the students moved to the proficient or advanced quartile. This emphasized the need for continued and expanded intervention.

The data from the DEA table showed that students' performance was in-line with the EOC results. These combined results further emphasized the need for continued and expanded intervention. Further data from the students who received intervention support indicated a marked increase in the percentage of students who were moved from below basic to basic and from basic to proficient in Mathematics. The data did not show growth in Communication Arts.

The data tables are supported by the SRI table which outlined student reading levels as being significantly skewed toward the below grade level by one and by two years or more areas. These data indicated that pronounced need for a literacy program that is comprehensive and cross-curricular.

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

Teacher utilization of the professional development website PD360 was measured by the reports generated by the website. The following table outlines the usage:

School	Registered Users	Users Who have Viewed	Programs Viewed	Segments Viewed
Riverview Gardens High School	97	63	513	822

The data table showed a significant amount of use. Over 65% of the staff utilized the program averaging eight programs and 13 segments viewed. Despite these data and the anecdotal data from the intervention of the Instructional Coach, district and building professional development, administrative walk through and feedback sessions and walk through data from the Missouri School

Improvement Grant monthly visits, the teaching staff did not manifest a significant increase effectiveness as witnessed by the Performance Based Teacher Evaluation process. The major emphases for professional development were rigor and relevance throughout the first semester while assessment and instructional technique were the focus for the second semester.

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

The 2011-2012 SY began with 10 vacancies in the teaching staff including Mathematics, Science, Communication Arts, Family and Consumer Science, French, In School Suspension, Instructional Coach and Supplemental Instructional positions for Communication Arts and Mathematics. In addition, the Principal position was vacant. The Principal was hired and began August 29, 2011. The vacancies in the leadership team and teaching staff persisted until October 11, 2011 when several positions were hired yet other vacancies remained.

Initial staff mapping and subsequent walk through observations noted multiple core subject teachers had glaring deficiencies. Professional Improvement Plans (PIPs) were drafted with a focus on improving instructional practice. Walk through data from the building, district, and state was shared in an effort to improve teaching and learning. Those teachers identified as the most critical in terms of need were assigned to the Principal. Other staff were assigned to the Assistant Principals for evaluation. Core area teachers, numbering 36, were evaluated and 20 of those staff members retired, resigned, or were non-renewed. The district has an agreement with Teach for America in which many of the vacancies will be filled, however, with teachers who have limited background and experience in the area of education. The challenge from this information is that hiring highly-qualified staff and professional development of all existing staff, with emphasis on the first-year participants, is a pronounced necessity in the 2012-2013 school-year.

Professional Learning Communities were created to address several areas of focus for the High School. These teams included student engagement, rigor/relevance, attendance, discipline, Response to Intervention/Positive Behavior Instruction Support and instructional focus. The challenge from this information is that development of the leadership team for PLCs and the administrative team is critical to the long-term success of the school. The PLC teams were minimally effective and will need reconstitution for the 2012-2013 SY.

With regard to student achievement and intervention, at the beginning of the year, no process was in place to identify students' success levels in previous academic years or to identify students in need of interventions. There was no process in place to provide teaching staff with information on using formative assessments during instruction to provide data for next steps planning. There was no process in place to develop interventions, monitor interventions, or plan for next steps. Teachers were not receiving supports to improve instructional techniques or repertoire. Additionally, students were not being given opportunities to successfully integrate from the two middle school facilities to the high school campus through a systematic process of integration. The challenge from this information was to create processes whereby students' achievement was utilized for instructional intervention, differentiation, next steps planning and whereby students receive a summer learning experience that successfully integrates them into the high school.

By the end of the year, there were processes put in place for identification of students who were in need of remediation in tested subject areas as well as using the Professional Learning Communities Data Teaming process for teachers to learn how to use formative assessments to drive instruction. These techniques were mildly successful and will need further development and expansion in the 2012-2013 SY.

Section VII.C

Discuss how the SIG plan will be implemented during the 2012-2013 SY

The plan consists of hiring two instructional coaches, one for communication arts and one for mathematics. These staff will work with administration, the Professional Learning Community Data Teams and individual teachers to focus, plan and follow through with plans for improving teacher strategies, student activities and the collection and use of assessment data. The plan also consists of hiring a supplemental teacher to be used in mathematics classrooms. This teacher will work with small groups of students as well as assist the classroom teacher with strategies and students with activities in the whole-group setting.

The plan consists of a Summer Learning Academy for students in grades (incoming) 9 and 10. These students will receive direct instruction in the EOC tested areas specifically as well as computer literacy skills. The SIG funds will provide needed materials for classroom instruction, the stipends for educators who will work with the students and the site supervisor who will oversee the program.

The plan consists of a Summer Transition Program for students in grade (incoming) 9. These students will receive direct instruction in EOC tested area specifically as well as leadership, team-building, organizational skills and becoming acclimated to the high school campus and processes. The SIG funds will provide needed materials for classroom instruction and the stipends for the educators who will work with the students.

The plan consists of hiring a School Administrative Manager (SAM). This staff will assist the high school principal with managing the daily calendar and how the time is utilized toward instructional pursuits. The SAM also assists the principal by channeling all manner of parental, district, building staff and student requests to the proper avenues allowing the principal to concentrate on issues of curriculum, instruction and assessment. The SIG funds will provide needed salary for the position and for the professional development for the administration and SAM.

The plan consists of providing multiple opportunities for students to persist toward graduation and participate in post-high school settings such as collegiate and career-oriented. The high school will offer duel-enrollment opportunities, American College Test preparation and testing costs, the Gateway to College initiative, where students finish their high school program while earning an associate degree and staging two College and Career Fair opportunities. Additionally, the high school will continue to collaborate

with the parents and the community at large through the Parent University. The SIG funds will provide needed resource materials and provide monies to pay for the costs associated with the programs/initiatives.

The plan consists of providing teachers with additional resources. These resources include professional lending materials and additional professional development opportunities with administration centered around building initiatives. The SIG funds will provide needed resource materials and stipends for staff to attend the professional development after normal contracted hours.

Section VII.D – Staffing Changes

The high school experienced multiple changes in staffing during the 2012-2012 school-year. The following table outlines the changes.

Department	Number of Staff Resigned/Retired/Non-renewed	
Communication Arts	5 of 11 staff	1 staff hired during the school year
Mathematics	5 of 10 staff	1 staff hired during the school year
Science	5 of 9 staff	2 staff hired during the school year
Social Studies	4 of 8 staff	1 staff hired during the school year
Foreign Language	1 of 3 staff	1 staff hired during the school year
CTE	1 of 10 staff	1 staff hired during the school year
Other	1 of 1staff in ISS	1 staff hired during the school year

The other information concerning staff during year two involves the Instructional Coach and Supplemental Teacher positions. When the principal was hired there was one Instructional Coach (IC) and no Supplemental Teachers (ST). During the year the initial IC was moved to ST and a new IC was hired. There was an additional ST hired during the year. The third year will begin with no IC (due to resignation) and no ST (both positions were moved into classroom settings).

SECTION VII. – CENTRAL MIDDLE NARRATIVE

SECTION VII.A. – DISCUSSION OF YEAR TWO

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

2010 - 2011 Central Middle School Data Summaries ~ MAP, DEA, SRI

Grade	Subject	Year	% Students Prof. or Adv. 2011 MAP	DEA Test 1 % Proficient or Advanced	DEA Test 2 % Proficient or Advanced	DEA Test 3 % Proficient or Advanced	Spring 2011 SRI Prof & Ad	% Safe Harbor Target
6	CA	2011	15.5	17.4	15.7	14.7	41.0	
7	CA	2011	20.3	17.9	19.7	15.9	37.0	
8	CA	2011	21.6	18.9	29.0	24.3	49.0	
School-wide Averages	CA		19.1	17.8	21.5	18.3	42.3	28.36
6	Math	2011	10.9	22.7	16.1	15.9	NA	
7	Math	2011	19.9	20.8	16.6	15.8	NA	
8	Math	2011	15.2	25.8	22.6	25.6	NA	
School-wide averages	Math		46.0	23.1	18.4	19.1	NA	23.77

Grade	Subject	Year	% Prof & Adv 2010 MAP	DEA Test 1 % Proficient or Advanced	DEA Test 2 % Proficient or Advanced	DEA Test 3 % P or A	% Safe Harbor Target
6	CA	2010	21.0	23.1	15.7	16.9	
7	CA	2010	14.2	30.3	12.8	18.3	
8	CA	2010	17.2	24.9	22.5	15.0	
School-wide Averages	CA		17.5	26.1	17.0	16.7	25.8
6	Math	2010	18.9	11.9	8.9	11.8	
7	Math	2010	14.6	24.2	10.9	12.8	
8	Math	2010	11.0	15.2	5.1	6.8	

Using the DEA data for Communication Arts, Central's 6th and 7th graders decreased slightly over the course of the SY, while the 8th graders increased slightly. Despite the slight increase at the 8th grade level, DEA does not predict that Central Middle school will make

the 2012 Safe Harbor targets in Communication Arts. SRI data suggests that students are reading at an average of 42.3 percent scoring in the Proficient and Advanced categories, which is promising.

Using the DEA data in Mathematics, Central's 6th and 7th graders showed a decrease in proficient and advanced scores, while the 8th grade scores were more consistent. According to the DEA scores of Test 3, the 8th grade students exceed the Safe Harbor target.

In comparing the 2010 data to the 2011 data, it shows that despite the low scores for the 2011-2012 DEA Test 3, they far exceed the end of the year scores from 2010-2011. In Communication Arts, there is an increase of a 1.6% average, while in Mathematics there is a dramatic increase of 9.4% from 2010-2011 to 2011-2012.

2. **Provide a summary of measurable data explaining progress toward meeting professional development objectives.**
   - All content area staff was initially trained in using the Building Your Own Curriculum tool at the beginning of the year. 100% percent of core content staff utilized this platform for lesson design. This will be an ongoing process for all core teachers in the upcoming SY.
   - All staff was trained in the PLC process as Central Middle School began a PLC restart to year one during the 2011-2012SY. CMS staff participated in a book study of Dufour's Learning by Doing with all members presenting sections during Late Start Wednesday professional development days. As a result of this 10 weeks of study, post book study, 100% (up from 85%) staff members stated they had a sound understanding of the PLC process. (via consensus survey in February).
   - All staff participated in collaborative team planning two times per week. A total of 56 sessions were held with core content teams in the PLC Center under the guidance of the instructional coaches. All content area teachers participated in weekly, job-embedded professional development in the PLC Center with the instructional coaches. (24 teachers x 1 hour /week (28 weeks) = 28 hours of PD/teacher in the PLC Center. As a part of this instructional coaching two Marzano Instructional strategies per month were selected for staff to practice. This process evidenced an increase of more than 25% in proficiency in researched based instructional practice.
   - Staff utilized the PD360 program during PLC Meeting times with Instructional Coaches as well as independently. A total of 5 sessions were viewed in the PLC Center with the IC's. Some staff persons were assigned specific PD360 sessions as a result of PIP's or specific instructional needs. A total of 35 CMS staff members viewed at least on or more segments of PD360. Ten staff members were assigned specific segments to watch per needs as identified through observation. There were a total of 349 segments of PD360 viewed by CMS Staff and the reflection questions were responded to a total of 70 times. Teach for America teachers viewed a total of 61 segments combined and responded to reflections 17 times. This implementation as well, contributed to the evidenced increase of more than 25% in

proficiency in researched based instructional practice. As well, this implementation resulted in a more than 50% reduction in classroom level disciplinary referrals.

- Instructional coaches attended and participated in the MOSIG Coaches Cohort as well as Jim Knight Coaches Training. They attended a total of 31 workshops/and presentations. Principal attended and participated in the MOSIG Administrator's Cohort on a monthly basis.
- PLC Leadership team attended the PLC Cohort meetings through the Regional Professional Development Center 5 times during the SY in order to implement the PLC process on a school-wide basis. The RPDC also provided on-site training and collaboration as well.
- CMS hosted five sessions with Cutting Edge Learning as an ongoing professional development with presenters Heidi Shaver and Ron Coniglio. PD was in the area of Differentiated Instruction. This ongoing professional development focus was literacy strategies, differentiated instruction, and reading instruction.
- Fourteen staff members attended professional development workshops through Cooperating School District in areas of classroom management, instructional strategies, and cooperative learning. This training was critical to address the support needs of the numerous first year or novice teachers. The impact of this training was evidenced in the use of cooperative learning strategies in the classroom.

According to observation data from the MOSIG Observation Team, Central Middle School improved in all seven categories observed. We feel this was a direct correlation to ongoing, job-embedded professional development.

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

Staffing continued to present as one of the major challenges during the 2011-2012 SY. The staff breakdown consisted of nineteen of the forty-six staff members being new to profession, new to building, or both. Considerable support in the areas of classroom management, instructional strategies, and cultural awareness were identified needs.

Another area of staffing where CMS faced challenges was in the ratio of student support personnel, assistant principals and counselors. CMS had two assistant principals, one and a half counselors serving the needs of 700+ students over three grade levels. It was very difficult to be proactive with student discipline and carrying out student educational plans such as CARE Team, IEP's, 504 plans, etc. with the existing student/staff ratios. It forced a reactive rather than proactive approach to student needs.

Another key challenge for Central Middle School was in the area of student attendance. Effectively communicating the importance of student attendance and its connection to student achievement was difficult. Despite multiple sources of parent communication

regarding the importance of student attendance, our overall attendance saw a 1.9% decrease in school wide attendance. Central Middle Staff have developed a plan to address attendance and meet AYP targets.

Central Middle School highlights accomplishments in several areas:

- By using the PLC process, CMS teachers were successful in fully implementing the data team process and will be on track to enter the fy13 school year at year 2 implementation stage. It is expected that any new staff members to the teams will be able to assimilate to the process very quickly through job-embedded PD from coaches and fellow team members.
- The addition of Supplemental Math and Communication Arts teachers provided intervention for students who were within ten points above and/or ten points below proficiency. The identified students were given targeted instruction and demonstrated gains as measured by the DEA test given in the Spring of 2012.
- 49%of the 8th graders at CMS were reading at a Proficient or Advanced level according to the spring SRI scores.
- All 8th grade CMS students were able to participate in a extended learning opportunities to area colleges to increase awareness to post secondary educational opportunities.
- Central Middle School teachers participated in collegial learning walks to observe cross-curricular content area teachers, ffering opportunities to observe best practices in instructional strategies, development of student/teacher rapport, and classroom management.
- The implementation of the SAM model assisted the principal in time management, teacher observation and mini-conferences schedule , resulting in an increased focus on instruction.

SECTION VII.C. – DISCUSSION OF SY 2012-2013

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

We will continue to use Instructional Coaches to provide embedded PD to all staff in focus areas as it pertains to student achievement. (i.e. lesson planning and design, instructional strategies, student engagement, classroom management, modeling lessons, providing immediate feedback, and PLC's and the data team process).

Teachers will continue to have collaborative team times to participate in the data team. Teachers will also utilize collaboration for long/short term planning, work in horizontal and vertical teams, conduct parent/student conferences, observe one another, participate in book studies, and receive ongoing PD in building focus areas and district initiatives (PLC, PBIS, Literacy).

An additional supplemental teacher will be hired in order to facilitate the implementation READ 180 Reading Intervention program. This program will specifically target students who are identified as reading two or more levels below their current grade level. At the end of the 2011-2012SY, according to SRI testing, there were approximately 200 students meeting this criteria, evidencing a critical need area for Central Middle School.

The Student Academic Center will be available as an additional resource for students.

The principal will continue to use funding to support the SAM project. This will ensure the principal's focus can remain on teaching and learning towards high levels of student achievement at Central Middle School.

The summer transition academy will familiarize incoming sixth grade students with the academic regimen of middle school, bridge to social development, and acclimate them to building processes.

The calendar of Parent University workshops will be continued as a support for parents in the areas of academics and social/emotional development.

SECTION VII.D. – STAFFING CHANGES

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

Central Middle School's staff consisted of 24 core teachers, 10 elective teachers, 1.5 counselors, .5 Social Worker, 1 Librarian, 1 Nurse, and 2 Instructional Coaches.

There were no new hires in Social Studies, 2/6 new hires in CA, 1/6 new hires in Math, 5/6 new hires in Science, 4/10 new hires in electives, 1 new librarian, 2 newly hired Interventionists, 2 newly hired I.S.S. staff, 1 new counselor, and 1 new school nurse. We had 19 new out of 46 total staff members. For the upcoming 2012-2013 SY, Central Middle School will hire 2 teachers in the area of Social Studies, 1 in Math, and 1 in Science. The supplemental teacher will be utilized to implement the new READ 180 Intervention program, providing learning support to students.

SECTION VII. – WESTVIEW MIDDLE NARRATIVE

SECTION VII.A. – DISCUSSION OF YEAR TWO

VII.A Provide a summary of MAP and other relevant data to document progress toward meeting objectives:

1.) Westview's Data Sources: MAP, DEA, SRI

We utilized the Discovery Education Assessment (DEA) as our universal Benchmark 3 times this year to determine critical areas of focus in literacy and numeracy. The initial assessment provided evidence as to the skills mastered during the previous year. The second and third assessments provided strengths and critical areas of focus. This assessment has a 75% to 80% predictor of anticipated MAP results.

Grade	Subject	Year	% of students Proficient or Advanced on 2010 MAP	DEA Test 1 Proficient or Advanced	DEA Test 2 Proficient or Advanced	DEA Test 3 Proficient or Advanced	Safe Harbor Target
6	CA	2011	27	30.3%	15.7%	20.5%	19.31%
7	CA	2011	41	22.2%	22.4%	17.9%	24.80%
8	CA	2011	30	8.2%	28.2%	23.2%	18.69%
6	Math	2011	18	27.6%	32%	21%	18.39%
7	Math	2011	32	21.2%	15.9%	12.9%	22.07%
8	Math	2011	17	24.7%	16.8%	23.2%	16.63%

Grade	Subject	Year	% of students Proficient or Advanced on 2010 MAP	DEA Test 1 Proficient or Advanced	DEA Test 2 Proficient or Advanced	DEA Test 3 Proficient or Advanced	Safe Harbor Target
6	CA	2010	21%	23.1%	15.7%	16.9%	28.90%
7	CA	2010	14.20%	30.3%	12.8%	18.3%	22.88%
8	CA	2010	17.20%	24.9%	22.5%	15.0%	25.58%
6	Math	2010	18.90%	11.9%	8.9%	11.8%	27.00%
7	Math	2010	14.60%	24.2%	10.9%	12.8%	22.34%
8	Math	2010	11.00%	15.2%	5.1%	6.8%	19.90%

DEA Results for Top 2 levels

	2010-2011 Communication Arts	2011-2012 Communication Arts	2010-2011 Mathematics	2011-2012 Mathematics
6th	17.2%	20.5%	7.3%	21%
7th	15.1%	17.9%	12.4%	12.9%
8th	14.0%	23.2%	9%	23.2%

After analyzing the DEA results and providing direct intervention we experienced the following results:

- 6th CA- increase of 3.3% in advanced/proficient students from 17.2% to 20.5
- 7th grade CA increase of 2.8% from 15.1% to 17.9%
- 8th grade CA increase of 9.2% in advanced/proficient students from 14% to 23.2%
- 6th grade math increase of 13.7% in advanced/proficient students from 7.3% to 21%
- 7th grade math increase of .4% in advanced/proficient students from 12.4 to 12.9%
- 8th grade math increase of 14.2% in advanced/proficient students from 9% to 23.2%

Our overall DEA B results for 11-12 (grades 6-8) indicate that we made progress in each area as compared to DEA Test B for 2010-11. We have 20.6% (130 students) of students scoring in advanced/proficient for CA and 19.2% (122 students) of our students scoring advanced/proficient in Math. Consequently according to the DEA data we will not meet our AYP/Safe Harbor targets set for 11-12 which is 24.13% in CA and 20.53% in Math.

WMS Scholastic Reading Inventory Results 11-12

According to the SRI which was administered in the spring, 34% of students are reading on grade level. There are 31% at 6th grade, 29% at 7th grade,40% at 8th grade. Since we only administered this assessment once we don't have comparison data at this time.

Westview	Overall	
Performance Standard	#	%
Advanced	30	6
Proficient	143	28
Adv/Pro	173	33
Basic	216	42
Below Basic	128	25

Westview	6th Grade	
Performance Standard	#	%
Advanced	9	5
Proficient	49	26
Adv/Pro	58	31
Basic	90	48
Below Basic	39	21

Westview	7th Grade	
Performance Standard	#	%
Advanced	9	6
Proficient	37	24
Adv/Pro	46	29
Basic	66	42
Below Basic	44	28

Westview	8th Grade	
Performance Standard	#	%
Advanced	12	7
Proficient	57	33
Adv/Pro	69	40
Basic	60	34
Below Basic	45	26

Section VII.A

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

- All content area staff was initially trained in using the Building Your Own Curriculum tool at the beginning of the year. 100% of the staff used this process for designing lessons to meet their student's individual needs.
- All staff was trained in the PLC process as Westview Middle School began a PLC restart to year one during the 2011-2012 SY. 100% of the staff participated in a book study (Learn By Doing). These members presented a summary of the identified chapters during Late Start Wednesday professional development days. It was evidenced by implementation throughout the year that all staff understood the PLC process.
- 100% of the staff participated in book studies on Marzano's Instructional Strategies and Behavior Management that Works and it was evidenced that approximately 50% the staff improved their behavior management skills and their delivery of instructional strategies.
- All staff participated in collaborative team planning each week and all content areas implemented the data team process with fidelity under the guidance of the Instructional Coach and evidenced by the data binders in which all the documents are maintained.
- Staff utilized the PD360 program during PLC meeting times with Instructional Coach as well as independently. Some staff persons were assigned specific PD360 sessions as a result of PIP's or specific instructional needs.
- Instructional coach attended and participated in the MOSIG Coach Cohort as well as attending Jim Knight Coaches Training. The instructional coach attended a total of 31 workshops/and presentations.

- Principal attended and participated in the MOSIG Administrator's Cohort on a monthly basis to support the seven critical areas of instruction that were monitored throughout the year.
- PLC Leadership team attended the PLC Cohort meetings 5 times during the school year in order to implement the PLC process on a school-wide basis. As we enter the FY 2012-13 school year, we are on track to enter Year II at the implementation stage of the PLC process.
- WMS hosted five sessions with Cutting Edge Learning as an ongoing professional development with Heidi Shaver, literacy consultant. PD was in the areas of Differentiated Instruction, Guided Reading, and DRA. All staff members were able to implement literacy strategies in their classroom as measured by reviewing their weekly lesson plans. This PD also supports the progress that teacher's made in the seven critical instructional areas that were monitored throughout the year.
- According to observation data from the MOSIG Observation Team, Westview Middle School improved in all seven categories observed as measured by the MOSIG observation forms for the six site visits. We feel that the progress made from our teachers was directly related to the ongoing, job-embedded professional development provided by our Instructional Coach, PD360 videos and Literacy Consultant.

3.) Accomplishments and Challenges:

- We continue to non-renew staff members based upon skill and/or will. This year 4 staff were non-renewed (3 teachers and 1 administrator). This hinders our programming/progress due to the lack of a consistency of staff members from year to year.
- Although we decreased the number of office referrals by approximately 900 referrals; we still had over 2000 referrals. We continue to have 43% of our students engage in disrespectful speech and/ or conduct; therefore, we will provide specific support in this area of concern.
- We have 1.5 counselors for 686 students and this creates a hardship when students need social/emotional services. We continue to need additional counseling support to address the whole child (academic, behavior and social/emotional).
- Although we had 60% of parents attend our for Fall/Spring PT conferences; we must continue to try innovative ways to increase parental involvement at our school.
- WMS had an increase in overall attendance from 10-11 to 11-12 from 88.8% to 90.7%.
- WMS had an increase in each grade level in proficient/advanced on Test B from 10-11 to 11-12 and we also decreased at each grade level the number of students in basic/below basic.
- According to SRI, 33% of the students are currently reading on grade level.

VII. C. DISCUSSION OF SCHOOL YEAR 2012-2013

Discuss how the SIG plan will be implemented during the 2012-2013 school year. Include information about how the district will support SIG efforts programmatically and fiscally.

We will use the Instructional Coaches to continue to provide PD to all staff in the focus areas as it pertains to increasing student achievement. (i.e. lesson planning, instructional strategies, modeling lessons and providing immediate feedback, facilitating CARE team process and Data team process)

We will contract with a literacy consultant to provide ongoing support to our Instructional Coaches and our teachers with research based literacy practices. We will also receive Data Team training to ensure that our staff understand the process and can show evidence of implementation throughout the school year.

We will hire an additional Supplemental teacher to assist with providing interventions to identified students as identified through MAP and DEA results. We will also hire a supplemental teacher to work with students on the two recently purchased Literacy and Numeracy computer programs to use as interventions for our students.

Teachers will continue to have weekly collaboration time to analyze student work, analyze data results in data teams and development SMART goals both short term and long term, plan lessons as a grade level and by vertical teams, participate in vertical teams, conduct parent/student conferences, observe in classes of the master teachers, participate in book studies and to receive ongoing PD on specific areas of concern and or district initiatives (PLC/PBIS/Literacy).

These funds will be utilized for me to participate in the SAM project and to hire an Administrative Assistant to help me stay focused as the instructional leader in the building in order to ensure that teaching and learning is the focus at Westview Middle School.

We will provide our 8th grade students with a Fall/Spring transition session in order to team build, meet/greet each other and to build relationships with their fellow students at Central Middle School prior to attending RGSD as one. These interactions are an attempt to be proactive by putting some preliminary activities/strategies in place to assist with the integration of both middle schools at RGSD in fall of 2013. The high school principal will be a part of these transitional sessions at the middle school level and has agreed to continue some activities/strategies over the summer prior to combining both schools in the fall.

We will also have a 2 week summer Academy for our incoming 6th graders to get them acclimated to our building processes/ procedures, provide them with the academic regiment that they will encounter during middle school. They will have 8 days of academic rigor in CA/MA and 2 days of field experiences to provide them with the structure of 6th grade.

We will continue to provide our parents with the necessary skills and information in order for them to assist their students while at home. We will also survey our parents in August on their specific needs and host sessions throughout the year to accommodate the survey results.

VII.D. 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.

This year we had 25 core teachers and 10 elective teachers, 1.5 counselors, 1 Social Worker, 1 Librarian, 1 Nurse, 1 Instructional Coach, 2 Assistant Principals, 1 Principal. For 2012-13, we will have 1 new administrator to replace a non-renewal. There will be 1 new secretary and 1 new full-time counselor. Due to some internal shifting and non-renewal of staff members we need to hire 1 Science teacher, 1 PE/HE teacher, 1 Music teacher, 1 Instructional Coach, 2 Math teachers, 1 Supplemental teacher to assist with the newly purchased Literacy and Numeracy computer based programs and a SAM Coach who will serve as assistant to the Principal.

SECTION VII.B – YEAR THREE TIMELINE

PROJECTED DATE		RESPONSIBLE PARTY
May, 2012	Collect and analyze parent survey data to prepare Parent University activities	Principal/Turnaround Specialist
June 4-5, 2012	MOSIG Planning Retreat/Administrators & Leadership Team Session I	Principal/Turnaround Specialist
June 7-9, 2012	PLC Summer Institute	Principal and Leadership Team
June 13-14, 2012	MOSIG Forum	MOSIG Leaders/Principals/Turnaround Specialist
June 10-11, 2012	District Retreat- Focus "Breakthrough" School Improvement Measures	Federal Grants Director/Superintendent
June 20-21, 2012	MOSIG Planning Retreat/Administrators/Leadership Team & Teacher Leaders Session II	Principal/Turnaround Specialist
August	DEA Initial Assessment Test P	Data Director/Administrator
August	Data Team Training	Regional Professional Development Center
August	Parent University	Counselor/Administrator
August	Late Start Wednesday – PLC Overview and Creating Norms	Leadership Team/IC
August (ongoing)	Literacy Professional Development	Principals/Consultants
August (ongoing)	Pedagogy Teaching and Learning Center	Turnaround Specialist
September	PLC Training	Leadership Team
September	Parent University	Counselor/Administrator
September	Training for SAM /Principal	Principal/Turnaround Specialist
September	Practical Parenting Partnerships Parent communication training	Secretaries and Leadership Team

October	Practical Parenting Partnerships Parent communication training	PTO representatives
October	8th (Central/Westview) Transition	Principals/Counselors
November	PLC Training	Leadership Team/Carolyn Neal
December	DEA Test A	Data Director
January	PLC Training	Leadership Team/Carolyn Neal
February	Parent University	Counselor/Administrator
March	PLC Training DEA Test B	Leadership Team Data Director/Administrators
April	MAP	Data Director/Principal
April	Middle School Administrators visit feeder schools for transition	Administrators
May	PLC Training	Leadership Team/Carolyn Neal
May	Algebra EOC	Data Director/Principal
May	5th graders visit campus for tour	Administrators/Counselors
May	Transfer of teacher comments for incoming 5th graders and outgoing 8th graders	Counselors/Turnaround Specialist
May	Saturday or Evening Transition Open House for overview of campus	Incoming 5th graders and families/teachers/administrators
May	8th (Central/Westview) Transition	Principals/Counselors
June 3-14, 2013	5th/6th grade Transition	Principals/Counselors

Ongoing: PLC Leadership Team and Grade Level Meetings Weekly, Parent University activities, monthly PD360 monthly focus