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.

Ashland - 406

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*	60,410.00	-	22,938.81	10,910.00	11,317.00	30,000.00		135,575.81
1200 Supplemental Instruction (Title I) *1003(g) SIG*	-	-	-	-	-	-		-
2100 Non Instructional Support Services *1003(g) SIG*	31,518.00	26,628.00	30,742.13	-	-	-		88,888.13
2200 Professional Development *1003(g) SIG*	30,000.00	-	2,896.00	-	-	-		32,896.00
2600 Planning and Evaluation *1003(g) SIG*	-	-	-	-	-	-		-
3000 Community Services *1003(g) SIG*	-	25,750.00	14,568.55	-	-	-		40,318.55
Program Costs Subtotal *1003(g) SIG*	121,928.00	52,378.00	71,145.49	10,910.00	11,317.00	30,000.00		297,678.49
Indirect Costs								
Administrative Costs *1003(g) SIG*	45,986.00	4,173.00	17,685.00	1,545.00	364.00	-		69,753.00
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	45,986.00	4,173.00	17,685.00	1,545.00	364.00	-		69,753.00
GRAND TOTAL *1003(g) SIG*	167,914.00	56,551.00	88,830.49	12,455.00	11,681.00	30,000.00		367,431.49

NEW PAGE

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

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction		10				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	1					
Reading Recovery Teacher Leader						
School/Home Coordinator			2			
Language Translator						
Guidance Counselor				1		
Transition Case Manager						
Turnaround Officer						.667
TOTAL	per building Budget					

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 EA/district will use in each Tier I and Tier II school.

SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY) TU	RE	CL	TR
Ashland Elementary	29298002693	X			X			

Notes:

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

NEW PAGE

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR THREE STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*	
List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/District and each school the LEA/District has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.	
LEA/DISTRICT/BUILDING NAME ST. LOUIS PUBLIC SCHOOL DISTRICT/ASHLAND	COUNTY-DISTRICT - BUILDING CODE 115-115-4060

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG*	**Instructional Support Coach-Goal 3, Objective 4, Strategy 2&3**
1200 Supplemental Instruction (Title I)	**Academic Instructional Coach-Goal1, Objective 1, Strategy 1**
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003(g) SIG*	**Intervention Behavior Specialist-Goal 3, Objective 4, Strategy 2&3** **Social Worker- Goal 3, Objective 4, Strategy 3**
2200 Professional Development	**Goal 2, Objective 1,2,3, strategy 1,2,& 3**
2200 Professional Development *1003(g) SIG*	
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	
3000 Community Services	
3000 Community Services *1003(g) SIG*	**Parent educator- Goal 3, Objective1, Strategy 1 & 4; Obj. 4 Strategy 1** **Goal 3, Obj. 3, Strategy 1,2,3, and 4**
Administrative Costs	
Administrative Costs *1003(g) SIG*	**Goal 1, 2, 3, 4/ Objective 1/ Strategy 1: Office of Innovation staff to support schools and monitor progress and accountability.**

NEW PAGE

SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR TWO 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 two of the three year grant period.

LEA/DISTRICT/BUILDING NAME	Ashland (406)				COUNTY-DISTRICT-BUILDING CODE			115-115-406
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*	70,410.00	-	23,903.00	10,910.00	11,317.00	30,000.00		146,540.00
1200 Supplemental Instruction (Title I)	171,018.51	45,196.41	73,279.77					289,494.69
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	-	-	-	-	-	-		-
2100 Support Services - Pupils *1003 (g) SIG*	31,518.00	26,628.00	30,743.00	-	-	-		88,889.00
2200 Professional Development	-	-	-	-	-	-		-
2200 Professional Development *1003 (g) SIG*	20,000.00	-	1,930.00	-	-	-		21,930.00
2600 Planning and Evaluation	-	-	-	-	-	-		-
2600 Planning and Evaluation *1003 (g) SIG*	-	-	-	-	-	-		-
3000 Parent Involvement	-	-	-	-	-	-		-
3000 Parent Involvement *1003 (g) SIG*	-	25,750.00	14,569.00	-	-	-		40,319.00
Administrative Costs	-	-	-	-	-	-		-
Administrative Costs *1003 (g) SIG*	45,986.00	4,173.00	17,685.00	1,545.00	364.00	-		69,753.00
Program Costs Subtotal (Not including *1003 (g) SIG)*	171,018.51	45,196.41	73,279.77	-	-	-		289,494.69
***1003 (g) SIG* Subtotal**	167,914.00	56,551.00	88,830.00	12,455.00	11,681.00	30,000.00		367,431.00
Grand Total	338,932.51	101,747.41	162,109.77	12,455.00	11,681.00	30,000.00		656,925.69

NEW PAGE

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME ASHLAND (406)	BUILDING CODE 4060
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Instructional Support Coordinator	**60.410**
1 – FTE Social Work Specialist	**31,518**
Teacher Extra Service Pay for Extended Day Instruction 244 hours @ $25.52	**10,000**
Non-Cert Extra Service Pay for Extended Day Instruction 244 hours @ $15.00	
Teacher Extra Service Pay for Professional Development	**20,000**
Curriculum 248 hours @ $25.52	
Staff Development 248 hours @ $25.52	
Non-Cert Extra Service Pay for Professional Development	
Curriculum 248 hours @ $15.00	
Staff Development 248 hours @ $15.00	
.091 – 1 FTE Associate Superintendent of Innovation	**11,591**
.091 – 4 FTE Turnaround/Accountability Specialist	**25,036**
.091 – 1 FTE Director	**7,603**
.091 – .34 FTE Specialist	**1,756**
6100 Subtotal	**$167,914**
6150: Non-Certificated Salaries	
1 – FTE Family Educator	**25,750**
1 – FTE Behavior Intervention Specialist	**26,628**
.091 – 1 FTE Administrative Assistant	**4,173**
6150 Subtotal	**$56,551**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	**71,145**
Hourly Blended Benefits Rate (11%)	
Admin Benefits	**17,685**
6200 Subtotal	**$88,830**
6300: Purchased Services	
Instructional Consultants (SAMS)	**10,910**
Admin Professional Development	**1,545**
6300 Subtotal	**$12,455**
6400: Materials/Supplies	
Instructional materials and supplies(leveled library, student assessment portfolio materials)	**11,317**
Admin Professional Development materials and supplies	**364**
6400 Subtotal	**$11,681**
6500: Capital Outlay	
Instructional Technology (Math & Communication Arts Classrooms) 6 Promethean Boards @ $5,000	**30,000**
6500 Subtotal	**$30,000**
6100-6500 Subtotal	**$367,431**
Indirect Cost Optional (Restricted Rate: ____ % X Subtotal)	**$0**
TOTAL	**$367,431**

SECTION VII. – NARRATIVE

On March 4, 2011, I was appointed as Interim Principal at Ashland Elementary. The narrative provided is inclusive of dates from March 4, 2011 to the present. Ashland Elementary School is located in North City St. Louis. In 2011-2012, it served a population of 315 students in grades preschool through 6th. One hundred percent of those students were African-American. Ninety-seven percent of the students qualify for free and reduced lunch. While there is no English language learner population to report for the current school year, 10% of the students are classified for special education. Forty-three students are registered as living in transition or homeless. Special education services are provided for 12 self contained students and 28 resource students. Ashland's average daily attendance rate has increased to 91.27% and the mobility rate remains over 55%.

SECTION VII.A. – DISCUSSION OF YEAR TWO

Professional Development:

The SLPS Innovation Office, the principal, & the teaching learning facilitator and various external professional development providers offered mandatory job-embedded professional development throughout the school year in formats such as biweekly grade-level meetings, monthly cross-grade common planning periods, and quarterly small group sessions. Ashland supported its staff with additional professional development that surpassed district initiatives (Table 1).

Table 1

Professional Development	District Provided	Building Initiated		Professional Development	District Provided	Building Initiated
Classroom Management	✓	✓		Math Manipulative		✓
Communication Arts	✓	✓		Reading Street	✓	✓
Benchmark Assessments	✓	✓		Envision Mathematic	✓	✓
Data Team Protocol		✓		Instructional Support	✓	✓
Guided Reading	✓	✓		Technology	✓	✓

SRI: In January 2011, Scholastic Reading Inventory (SRI) was purchased and implemented as a reading progress monitoring tool. Baseline assessments were given in January and students were tested every four weeks after the initial assessment.[i] Students testing proficient from the initial administration in January 2011 as compared to the last administration in May of 2011 showed an overall increase of 9%. Students initially scoring in the lowest two tiers demonstrated decreases in both the basic and below basic categories. (Table 2). However, tables 3 illustrate progression from the lower tiers into the proficient tier in the 2011-2012 school year. Although the average Ashland student performed well below the initial expected grade level score, table 4 illustrates substantial growth in each grade level by surpassing SRI yearly average growth goals.

Table 2: 2010-2011

	January	February	March *	May
Advanced	0%	1%	0%	0%
Proficient	22%	26%	39%	31%
Basic	36%	34%	29%	31%
Below Basic	42%	39%	33%	38%

Table 3: 2011-2012

	August	October	February*	May
Advanced	0%	0%	2%	0%
Proficient	10%	14%	22%	36%
Basic	30%	33%	25%	37%
Below Basic	60%	53%	51%	27%

Average Growth Per Grade Level (Table 4)

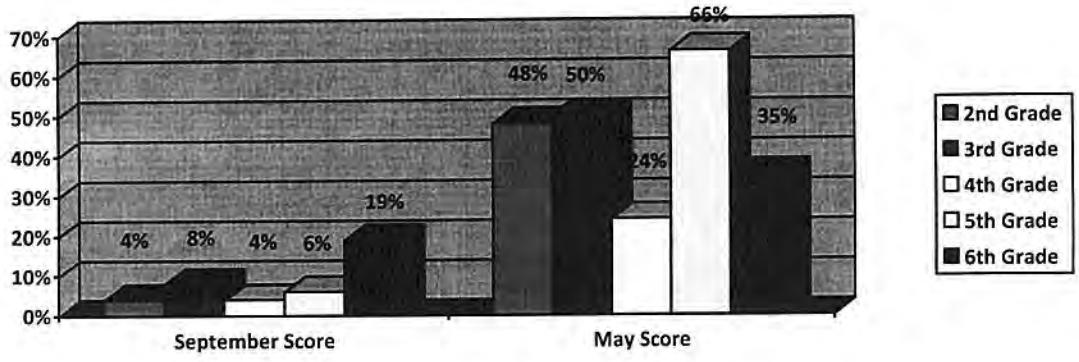
Grade	Desired Score	Initial September Score Average Lexile	May Score Average Lexile	2011-2012 Average Lexile Growth*
2nd	300	94	359	265
3rd	500	134	274	140
4th	600	356	482	126
5th	700	443	608	165
6th	800	643	734	91

- *On average, students are expected to grow approximately 75-100 Lexiles per year.*

Percentage of Students Performing at Grade Level (Table 6)

Grade	September Score	May Score
2nd Grade	*4%*	*48%*
3rd Grade	*8%*	*50%*
4th Grade	*4%*	*24%*
5th Grade	*6%*	*66%*
6th Grade	*19%*	*35%*

Percentage of Students Performing at Grade Level (Graph 1)



Acuity Benchmark Testing: Acuity benchmark testing is administered by the district three times per year to students at Ashland Elementary School. Trend data indicates that less than 50% of the multiple choice points were obtained per tested grade level in Communication Arts and Mathematics. Current Acuity C data in communication arts showed 4.5% increase over the prior year's data in grades 5 and 6. Teachers in both grades 5 and 6th were appointed to Ashland in the 2011-2012 school year. Although the same teacher was assigned to fourth grade in the 2010-2011 and 2011-2012 school year, a 6% decline was evident and may have been the result of an overcrowded classroom without additional support until January of the 2011-2012 academic school year. However, in 2010-2011 mathematics data indicates an overall decrease at all grade levels tested yet in 2011-2012 a 7% increase was indicated in grades 3 and 6. At closer examination, both mathematics and communication arts scores on Acuity Benchmark C indicate that Ashland is not on track to make adequate yearly progress, although significant progress has been made at each grade level with the exception of fourth grade.

Table 7

Acuity C						
	2010		2011		2012	
	Communication Arts	Mathematics	Communication Arts	Mathematics	Communication Arts	Mathematics
3rd	41%	42%	44%	35%	42%	42%*
4th	40%	46%	44%	44%	38%	39%
5th	42%	41%	43%	41%	47%*	39%
6th	50%	49%	42%	41%	47%*	48%*

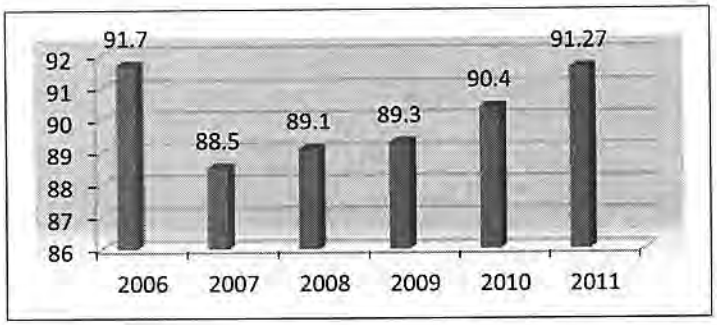
**Indicate an increase from the previous year.*

Attendance

Ashland has shown signs of improvement since its decline in 2007 form 91.7% to 88.5% in grades kindergarten

to sixth grade. Each year thereafter, attendance has improved by an average of .4 % prior to 2010. Both 2010 and 2011 school years attendance improved by average of .99%. Therefore yielding attendance to reach 91.27% with both active and withdrawn students in grades kindergarten to sixth grade yet summing 93.07% with the calculation of active students only. This almost meets Ashland's highest attendance recording in 2006.

(Table 8) Ashland Elementary Attendance 2011-2012
Active & Withdrawn Students



Challenges:

Looking at the school comprehensively, were able to highlight items that created the basis for change and improvement at Ashland Elementary.

Staffing-Although allocations for positions were afford to Ashland, we were not able to secure individuals for the position of full time social worker, reading & math specialists. In addition, due to health concerns our instructional coach required FMLA for half of the academic year, and it was not until January 2012 we were appointed a Teaching and Learning Facilitator.

Instruction- Teachers still struggle with questioning skill sets, differentiation, student-centered learning, and the ability to incorporate hands-on, project-base-learning activities.

Parent Involvement- Although more parents were involved in activities this year than prior years, the school-home connection still lacked substance as it relates to the purpose of academics.

Large Classroom-Size- Grades four and five continued to have enrollment larger than DESE guidelines. A teacher assistant was appointed to support grade four in January 2012.

Accomplishments:

- Professional Development
- Increase Community Partners
- Increase in attendance
- Increase in parent participation
- More positive school climate
- Improvement in reading
- Improvement on standardized scores
- **Analyzing and utilizing data to improve instruction**
- After School SES tutoring

MOSIG Monthly Progress Report—Running Record

District: **St. Louis Public Schools** School: **Ashland Elementary School**

How will we get there?			How will we know we are there?					*How can we keep it g
Date of Entry	**Specific Target**	**Actions/Strategies**	**Source of Measurement**	**Evidence of Change**	**No Improvement**	**Improvement**	*** Met**	**Next Steps**
Goal area:1 Objective: 1 Beginning in 2009 and beyond, all students and identified subgroups will make adequate yearly progress in Mathematics as defined by the DESE growth model.								
4/10/11	Target students identified in grades 3-6 will make adequate yearly progress in Mathematics	A 90 minutes mathematics block with time for MAP prep using released items and Buckle Down built into instructional block. Classroom reduction teacher providing small group instruction to students in grades K-3rd. Push up instruction for students in grades 4th, 6th	Data from CSR formative assessments, Acuity C	Continue professional development with examining student work, bulletin boards, begin with common assessments and standardizing rigor	X			Teachers will implemer MAP academic plan for communication arts foc on identified GLEs, co assessments and studen
9/10/11	Target students identified in grades 3-6 will make adequate yearly progress in Mathematics	Implement elements of RtI-universal screening in mathematics:	envision math assessment, Acuity,	Increase scoring on identified sckills			X	Identify specific skills f related arts teachers to a with the core
10/7/11	Target students identified in grades 3-6 will make adequate yearly progress in Mathematics	Implemented 90 minute Mathematics	observations	Increase in student scores on standardized tests			X	Provide coaching for teaching mathematics
11/1/12	Target students identified in grades 3-6 will make adequate yearly progress in Mathematics	Basic Math Acquisition in PreKG-6	Teacher created student tracking sheets	Number of students invited to attend math assemblies		X		

1/6/2011	Target students identified in grades 3-6 will make adequate yearly progress in Mathematics	MAP Assimilation	Student scores	Increase in student scores on standardized tests		x		Track student success v basic math acquisition
2/13/12	Target students identified in grades 3-6 will make adequate yearly progress in Mathematics	Math Coach	Student Scores Improvement in teacher instructional delivery	Increase in student scores on standardized test.				
3/1/2012	Target students identified in grades 3-6 will make adequate yearly progress in Mathematics	Identify MAP Skills using trend data and GLE frequency	Student Scores	Increase in student scores on standardized test.				Continue with MAP GI Calendar
Comments: A lack of data collection and implementation occurred in the 2010-2011 school year.								
Goal are: 1 Objective: 2 Beginning in 2009 and beyond, all students and identified subgroups will make adequate yearly progress in Communication Arts as defined by the DESE growth model.								
4/10/11	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Continue monthly SRI assessments and document student movement Monthly writing prompts to be taught and scored Classroom reduction teacher will provide pull-out instruction to students in grades K-3 Push up instruction will continue 4^{th}, 6^{th}	Data from SRI, writing prompt scoring guides record sheets And grade level data	SRI – 7% increase proficient, 4% increase basic readers, 4% decrease below basic readers		X		Continue monthly writi prompts, SRI reading assessments, and prepa teachers and students fc Spring administration o DRA2. Teachers will implement Post MAP academic plan for communication arts foc on identified GLEs, co assessments and studen work
8/30/2011	All teachers will be engaged in implementing guided reading with fidelity by 11/2011 Base Line:8out of 19	Daily walk-through data	19-19of teachers implementing guided reading strategies	Observations		X		Continue providing professional developme guided reading providing feedback rega ading practices

	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	RtI components will be implemented to establish base line date for all students to determine interventions that are needed	Communication Arts- SRI & DRA, AIM web & CBM	Quarterly SRI will result illustrate a decrease in scoring below basic		X		Establish interventions students based on their
	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Fontas & Pinell's Leveled Intervention Program will be used to provide support for those students scoring below basic 53% or 98 students below basic 39% or 72 students basic	Communication Arts- SRI & DRA, AIMSweb & CBM	Decrease in AIMweb & DRA		X		Continue to **address** th needs of students. Mon the success of the progr
	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Monthly writing prompt to be scored and graded using the 6+1 writing prompt	6+1 scoring guide Common assessments, Acuity	Students will score at least a 3 on the writing prompt		X		Provide professional development on 6+1 tra writing
	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	SES providers will focus on R3C	Acuity & AIMSweb, Provider assessment data	Increase in the number of students improving in items related to R3C		X		Data comparison betwe SES providers, Acuity& AIMSweb
	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Ashland Staff will engage in Saturday Professional Development to include Data Team Training Guided Reading Note-Taking High Yield Strategies for Student Engagement	Sign-In Sheet Reflected in daily walk thru data	Strategies will be reflected in classroom instruction		X		Continue to provide professional developme
10/7/11	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Implemented daily writing prompts and journal writing for grades 3-6	Writing check lists and 6+1 scoring rubric	Increase in students writing abilities according to grade improvements, standardized test scores, and common assessments		X		Develop monthly writir assessments
	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Implemented instructional design and delivery method of teaching for mastery , checking for understanding and re-teaching material not mastered	Lesson plan check list, MSIP observations and evaluations	Increased variety of instructional delivery methods according to observations		X		Continue professional development regarding instructional cycle and methods

11/11/11	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Provided professional development on note taking, classroom management, data team training, guided reading, literature circles	Lesson plan check list, MSIP observations and evaluations	Increased usage of instructional delivery methods and classroom management tool according to observations		X		DOK, 6+1Writing, Rig Relevance
	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	GLE focus by grade level	Data team weekly meetings	Meeting SMART Goals set by SMART goal formula		X		Continue using SMAR goals focusing on GLE
1/6/2012	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	MAP Assimilation	Student scores	Increase in student scores on standardized tests		x		Track student success v basic math acquisition
3/1/2012	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Identify MAP Skills using trend data and GLE frequency	Student Scores	Increase in student scores on standardized test.				Continue with MAP GI Calendar
4/1/2012	Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Complete Reading Cohort	Student Scores	Increase in student scores on standardized test.		x		Develop Pd summer se for all staff
Comments: 2010 Results: The Communication Arts block is prescriptive. It includes 20 minutes of independent reading for students for enjoyment. Teachers will begin meeting with their meetings being used for professional development. Multi-age classroom disbanded, along with Saturday School. Saturday School attendance, SRI scores and Acuity custom tests did not su minimal to no growth								
Goal area: 1 Objective: 3 By the end of 2010-2011 school year, Ashland will increase student attendance by 5% as evidenced by Pulse data in May/June 2011.								
4/10/11	Ashland Elementary School will meet and maintain a 95% attendance rate for the 2010-2011 school year.	Continue monthly truancy meetings with DJO and social worker. Student watch list for those who impact attendance most will be updated and given to BAEO Phone calls to parents will continue whose students are showing absent each day	Phone logs from PSCS and IMHOTEP (BAEO) Social Worker logs from truancy meetings SIS/PULSE attendance data	YTD attendance rate has increased 0.9% over last year as recorded in SIS Total number Students with over 5 absences Watch list has decreased	X			BAEO will work in conjunction with PS maintain attendance call logs Continue to monitor attendance watch list

8/30/11	Ashland Elementary School will meet and maintain a 95% attendance rate for the 2011-2012 school years.	Continue monthly truancy meetings, Implement new attendance process, school-wide,	Pulse and SIS	Document the attendance, absence and tardy procedures and processes, distribute to and in-service staff. Implement new process		X		Monthly Celebration: Positive Attendance
	Ashland Elementary School will meet and maintain a 95% attendance rate for the 2011-20112 school years.	Continue monthly truancy meetings, Family Center to be implemented by end of February	Logs from BAEO, attendance data	Continue monthly PTO meeting		X		Truancy Court to be l Ashland monthly
	Ashland Elementary School will meet and maintain a 95% attendance rate for the 2011-2012 school years.	Continue monthly truancy meetings, BAEO center room identified and contract approved by board.	Logs from BAEO, attendance data	2010-2011attendance for Phone calls, letters and truancy meetings should continue		X		Full implementation Family Center along having students
	Ashland Elementary School will meet and maintain a 95% attendance rate for the 2011-2012 school years.	Identify students with chronic absenteeism. BAEO will serve as mentor for these students.	3 day attendance reporting	Weekly records provided by BAEO		X		Submit referrals of students with attenda concern to social wor
	Ashland Elementary School will meet and maintain a 95% attendance rate for the 2011-2012 school years.	Positive Behavior Support Specialist will schedule events and performances to reward students who have	Increase the number of students participating in the recognition program by 10% each month	Increase of average daily attendance		X		Continue tracking stu with attendance conc and seek donations fr community for positi attendance rewards
10/7/11	Ashland Elementary School will meet and maintain a 95% attendance rate for the 2011-2012 school years.	Behavior Intervention Seminar for targeted students	Record of Attendance	Reduce the number of students with behavior concerns		X		Hire SIG Social Wor Positive Behavior Celebration Monthly
1/6/12	Ashland Elementary School will meet and maintain a 95% attendance rate for the	Weekly attendance Incentives for classrooms with 95% attendance	Daily attendance record	Schoolwide attendance average to increase to 95%		x		Continue attendance incentives

	2011-2012 school years.							
4/1/2012	Ashland Elementary School will meet and maintain a 95% attendance rate for the 2011-2012 school years.	Daily attendance prizes for teachers and students	Daily attendance Record	Schoolwide attendance average to increase to 95%		x		Continue attendance incentives

Comments: Current YTD attendance rate is 92.28% which is an increase over last year's 91.39%. March YTD attendance is 90.70%

Improvements from 2010-2011 school year

- Full implementation of BAEO center
- 6+1 Traits of Writing professional development scheduled for October 2011

Goal area: 3&5
Objective: Beginning in 2011, student and staff surveys will show a 5% increase over baseline measures in the areas of teaching and learning and safe and orderly schools.

4/10/11	Ashland Elementary School will establish a baseline for survey data and demonstrate a 5% increase in the areas of teaching and learning and safe and orderly schools.	Facilities repairs will be reported to appropriate offices. Student and staff surveys will be created and tracked Character education program will be implemented school wide on weekly basis.	Appearance of building Staff surveys Character education lessons and evidence of	Meeting with safety and security personnel, building and operations.		X		Follow-up on status o outstanding items of that were requested. Ashland has been pla on summer repair prc list Complete student anc survey /tally results Implement school-wi character education program weekly
10/7/11		Building Painted	N/A	Observation of building environment		X		Obtain painting for th stairwells
		Mural Painted by Art Teacher & Students	N/A	Observation of building environment		X		Mural painting in the cafeteria
		Plants Purchased and Entry Carpets as well as cleaned existing carpets	Purchase Orders	Observation of building environment		X		Purchase outdoor car for the entryways

11/11/11		Murals painted in the annex		Observation of building environment			x	District Supplied Ma
3/1/2012		Painted individual classrooms	N/A	Observation of building environment		x		District Painters
Comments: First floor painting has been completed, lights replaced and whole in cafeteria has been repaired. There are 3 outstanding items, that need to be completed from the original list. Second Floor & Pre-school wing has been painted.								

YEAR THREE TIME LINE			
Activity	*Implementation Date*	*Action Date(s)*	*Person(s) Responsible*
Redefine After School			• *Principal* • *After School Liaison* • *Teachers*
Develop a system to align student needs with academic interventions	*June 6-10*	*Recurring and on-going*	• *Principal* • *Teaching &Learning Facilitator*
Instructional Retreat	*July 9-16, 2012*	*Recurring and on-going*	• *Principal* • *Teaching & Learning Facilitator* • *Staff Members*
Use data to identify and implement an instructional program that is research based to support student achievement	*On- going*	*Recurring and on-going*	• *Principal* • *Teaching & Learning facilitator* • *Teachers*
Student Principal Conferences	*Quarterly*	*October 2012*	• *Principal* • *Parent Educator*
Establish School Wide Professional Calendar *Should include but not be limited to: Data Teams, Common Assesments, Aims Web, Guided Reading , Classroom Management Learning Centers, envision Math, Reading Street)*	*July2012-June 2013*	*Recurring and on-going*	• *Principal* • *Teaching & Learning Facilitator* • *Instructional Coach* • *Behavior Interventionist* • *Regional professional Development Center* • *Office of Innovation*
Identify Ideal Characteristics for Ashland Staff	*July16*	*Recurring and on-going*	• *Principal* • *Teaching & Learning Facilitator* • *Teachers*
Select New Staff *Reading Interventionist* *Math Interventionist* *Social Worker*	*June 2012-August 2012*	*Recurring and on-going*	• *Human Resources* • *Principal* • *Office of Innovation* • *Interview Panel*
Redefine Saturday School Criteria	*June 2012-August 2012*	*Recurring and on-going*	• *Principal* • *Teaching & Learning Facilitator* • *Teachers*
Identify Students for Saturday School	*October 2011*	*Recurring and on-going*	• *Teaching & Learning Facilitator* • *Teachers*
Identify Chronically Absent Students (10 or more days)	*June 2012*	*Monthly Report due the 5th of each month*	• *Social Worker* • *Parent Educator* • *Juvenile Officer*

Phase 1- Students meeting the criteria in 2010-2011 *Phase 2- Students absent 5 days per criteria each quarter*			• *Secretary*
Identify Chronic Behavior Students	*June 2012*	*Monthly Report due the 5th of each month*	• *Social Worker* • *Parent Educator* • *Juvenile Officer* • *Secretary*
Assign Mentors to Chronically Absent and Disruptive Students	*August 2012*	*Monthly Report*	• *Instructional Behavior Support Coach* • *Social Work* • *Parent Educator* • *Mentors*
Define Criteria for Recognition Ceremonies	*July 2012*	*Recurring and on-going*	• *Principal* • *Teaching & Learning Facilitator*

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

Albeit progress was made during the 2011-2012 school year, we are anticipating aggressive results during the 2012-2013 school year. We will continue to evaluate programs and methods as we create sustainability and "The Ashland Way."

LITERACY

Ashland will continue its work on the academic core with an emphasis on literacy. Five teachers were afforded additional training in reading due to a partnership with Lindenwood University and SIG funding. These teachers will serve in a training capacity for Ashland Elementary.

DATA TEAM TRAINING

All Ashland staff members will continue with training on using Data Team Protocols initiated September of 2011. As a result of these training participants will be able to engage in common assessments, identifying strengths and deficits in student learning, prescribe a learning plan to meet students' needs, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content.

ACADEMIC INTERVENTIONS

Although progress has been made in the academic core, there still resides a need to address interventions for the success of all students.

PROFESSIONAL DEVELOPMENT

We will continue providing staff with ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. Ashland will use the Curriculum and Benchmark Assessments and multiple informal assessments, to collect formative assessment data and equip teachers and school leaders with the skills to analyze assessment data, customize instructional interventions based on these data, and continuously monitor student progress towards proficiency.

STUDENT AND PARENT SCHOOL ENGAGEMENT

Along with the SLPS Office of Innovation, Ashland will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students. Ashland will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, PTO and parent advisory board meetings. The Office of Innovation will continue to provide professional development, sustained mentoring and support, as well as observations and data analysis to Ashland throughout the school year. External partners and Ashland students will be identified to develop and conduct school-wide campaigns to promote healthy choices and positive behavior. The effectiveness of the parent engagement piece willed be monitored by sign-in sheets and parent meeting minutes.

STAFFING CHANGES

There are no staff changes to date, for the third year of the School Improvement Grant.

[i] Due to MAP testing in April, SRI test not administered