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

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

YEAR THREE 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*	59,355.00	-	22,457.00	10,910.00	-	-		92,722.00
1200 Supplemental Instruction (Title I) *1003 (g) SIG*	-	-	-	-	-	-		-
2100 Support Services - Pupils *1003 (g) SIG*	77,744.00	40,800.00	53,679.00	-	-	-		172,223.00
2200 Professional Development *1003 (g) SIG*	1,572.00	-	151.00	-	-	-		1,723.00
2600 Planning and Evaluation *1003 (g) SIG*	-	-	-	-	-	-		-
3000 Community Services *1003 (g) SIG*	-	26,265.00	14,693.00	-	-	-		40,958.00
Program Costs Subtotal 1003 (g) SIG	138,671.00	67,065.00	90,980.00	10,910.00	-	-		307,626.00
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	184,657.00	71,238.00	108,665.00	12,455.00	364.00	-		377,379.00

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

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

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
Columbia Elementary	29292800269	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.

Columbia (4420)

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

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/COLUMBIA	COUNTY-DISTRICT - BUILDING CODE 115-115-4420
Budget Codes	**Related Strategies and Activities**
1100 Instruction	
1100 Instruction *1003 (g) SIG*	Instructional Specialist (1 FTE) will work with small groups with research based interventions. (Goal 1: Objective 1.1: Strategy 1) Contracted Math Specialist (PT) will deliver small group instruction in math to targeted students in all grade levels. (Goal 1: Objective 1.2: Strategy 1) Guided Reading resources will be purchased to facilitate guided reading as an intervention. (Goal 1: Objective 1.1: Strategies 3 & 4) Research Based Interventions purchased for math and reading labs. (Goal 1: Objective 1.1 : Strategy 2 & Objective 1.2: Strategies 1, 2, & 3)
1200 Supplemental Instruction(Title I)	Academic Instructional Coach to support teachers in implementing effective instruction (Goal 1, 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*	Positive Behavior Intervention Specialist (1FTE) will work with students individually to set behavioral goals. (Goal 4: Objective 4.1: Strategy 6) Social Worker (1 FTE) will work with students in small groups and individually as part of the Character Education and RtI programs. (Goal 4: Objective 4.1: Strategies 1, 4, & 5) Counselor (1FTE) will work with students in small groups and individually as part of the Character Education and RtI programs. (Goal 4: Objective 4.1: Strategies 1, 4, 5)
2200 Professional Development	
2200 Professional Development *1003 (g) SIG*	Professional Development will be provided on RtI, Marzano, Guided Reading, Professional Learning Communities, and Data Teams. (Goal 3: Objective 3.1: Strategies 1, 2, & 4) Increase the use of data and progress monitoring. Purchase AIMSweb, Study Island and SRI for each student. (Goal 2: Objective 2.1: Strategies 1 &3)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003 (g) SIG*	
3000 Community Services	
3000 Community Services *1003 (g) SIG*	Family Educator (1FTE) will work in the Family Center to facilitate parental engagement activities and increase parental involvement within the school. (Goal 4: Objective 4.1: Strategy 4)
Administrative Costs	
Administrative Costs *1003 (g) SIG*	Goal 1, 2, 3, 4, 5/ Objective 1/ Strategy 1: Office of Innovation staff to support schools and monitor progress and accountability.

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SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR THREE IMPLEMENTATION BUDGET TEMPLATE

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	Columbia (442)				COUNTY-DISTRICT-BUILDING CODE			115-115/442
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*	59,355.00	-	22,457.00	10,910.00	-	-		92,722.00
1200 Supplemental Instruction (Title I)	121,255.00	20,622.00	59,313.00					201,190.00
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	-	-	-	-	-	-		-
2100 Support Services - Pupils *1003 (g) SIG*	77,744.00	40,800.00	53,679.00	-	-	-		172,223.00
2200 Professional Development	-	-	-	-	-	-		-
2200 Professional Development *1003 (g) SIG*	1,572.00	-	152.00	-	-	-		1,724.00
2600 Planning and Evaluation	-	-	-	-	-	-		-
2600 Planning and Evaluation *1003 (g) SIG*	-	-	-	-	-	-		-
3000 Parent Involvement	-	-	-	-	-	-		-
3000 Parent Involvement *1003 (g) SIG*	-	26,265.00	14,692.00	-	-	-		40,957.00
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*)	121,255.00	20,622.00	59,313.00	-	-	-		201,190.00
***1003 (g) SIG* Subtotal**	184,657.00	71,238.00	108,665.00	12,455.00	364.00	-		377,379.00
Grand Total	305,912.00	91,860.00	167,978.00	12,455.00	364.00	-		578,569.00

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SECTION VI.C. 1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME COLUMBIA (442)	BUILDING CODE 4420
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Instructional Support Coordinator	**57,783**
1 – FTE Social Work Specialist	**31,518**
1 – FTE Counselor	**46,226**
Teacher Extra Service Pay for Extended Day Instruction 39 hours @ $25.52	**1,572**
Non-Cert Extra Service Pay for Extended Day Instruction 39 hours @ $15.00	
Teacher Extra Service Pay for Professional Development	**1,572**
Curriculum 19 hours @ $25.52	
Staff Development 19 hours @ $25.52	
Non-Cert Extra Service Pay for Professional Development	
Curriculum 19 hours @ $15.00	
Staff Development 19 hours @ $15.00	**11,591**
.091 – 1 FTE Associate Superintendent of Innovation	**25,036**
.091 – 4 FTE Turnaround/Accountability Specialist	**7,603**
.091 – 1 FTE Director	**1,756**
.091 – .34 FTE Specialist	
6100 Subtotal	**$184,657**
6150: Non-Certificated Salaries	
1 – FTE Family Educator	**26,265**
1 – FTE Positive Behavior Support Specialist	**40,800**
.091 – 1 FTE Administrative Assistant	**4,173**
6150 Subtotal	**$71,238**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	**90,980**
Hourly Blended Benefits Rate (11%)	
Admin Benefits	**17,685**
6200 Subtotal	**$108,665**
6300: Purchased Services	
Instructional Consultants (SAMS)	**10,910**
Admin Professional Development	**1,545**
6300 Subtotal	**$12,455**
6400: Materials/Supplies	
Admin Professional Development materials and supplies	**364**
6400 Subtotal	**$364**
6100-6500 Subtotal	**$377,379**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$377,379**

SECTION VII. – NARRATIVE

Columbia Elementary School is a Pre School through 6th grade Elementary school located in the Jeff Vanderlou area of north St. Louis City. Presently, Columbia is home to 226 students, all of whom are African American. The current enrollment shows an increase of 15 students since the 2010-2011 school year. Of these students, 14.2% receive Special Education services. 97% of all students are eligible for free or reduced-price lunch. Columbia's average daily attendance rate has increased from 91.8 in 2009-2010 to 93.28% in 2010-2011. For the year 2011-2012, the attendance rate 94.1%.

Improvements

Until recently, Columbia's three subgroups had not made any gains towards proficiency on the state standardize MAP assessment. Over the past five years, the gains towards proficiency have drastically decreased. In the 2008-09 school year, only 8.1% of the students were proficient in Communication Arts and only 1.2% of the students were proficient in mathematics. The 2009-2010 MAP assessment showed a slight increase, with students scoring 9% proficient in Communication Arts and 2.6% proficient in Math. However in 2010-2011, 22.4% of Columbia students scored proficient and/or advanced in Communication Arts and 27.1% in Mathematics. Because of this, Columbia made Annual Yearly Progress for the 2010-2011 school year. The scores for 2011-2012 MAP assessment will not be released until late summer of 2012.

In preparation for the MAP, a three stage Mock assessment was administered to students in grades 3-6. 3rd grade Communication Arts scores indicated 18.8% growth and Mathematics indicated a 20.4% growth. 4th grade Communication Arts indicated 10.2 % growth and Mathematics indicated 14.3% growth. 5th grade Communication Arts indicated 13.9%growth and Mathematics indicated 7.6% growth. 6th grade Communication Arts indicated a 14.1% growth and Mathematics indicated 9% growth.

Columbia students also participate in the SLPS Acuity benchmark assessments and Scholastic Reading Inventory (SRI) diagnostics. Analysis of 2010-2011 Acuity Benchmark Assessments indicates that students in grade 6 are moving toward the proficient rate, compared to state targeted data and several students in grade 5 are moving toward individual Growth targets. Analysis of 2011-2012 Acuity Benchmark indicates that students in grades 3-6 have made improvements in Communication Arts and Mathematics. Additionally, analysis of Scholastic Reading Inventory (SRI) data indicates average growth of .68% for 3rd graders, 2.1% growth for 4th grade, .59% for 5th, and .68% for 6th grade.

Further examination of overall Acuity results during the 2011-2012 school year showed a wide-range of results in each grade level, however individual student growth was also evident. There were clear indicators of continuous improvement.

Chart One: Columbia Elementary Performance on MAP assessment

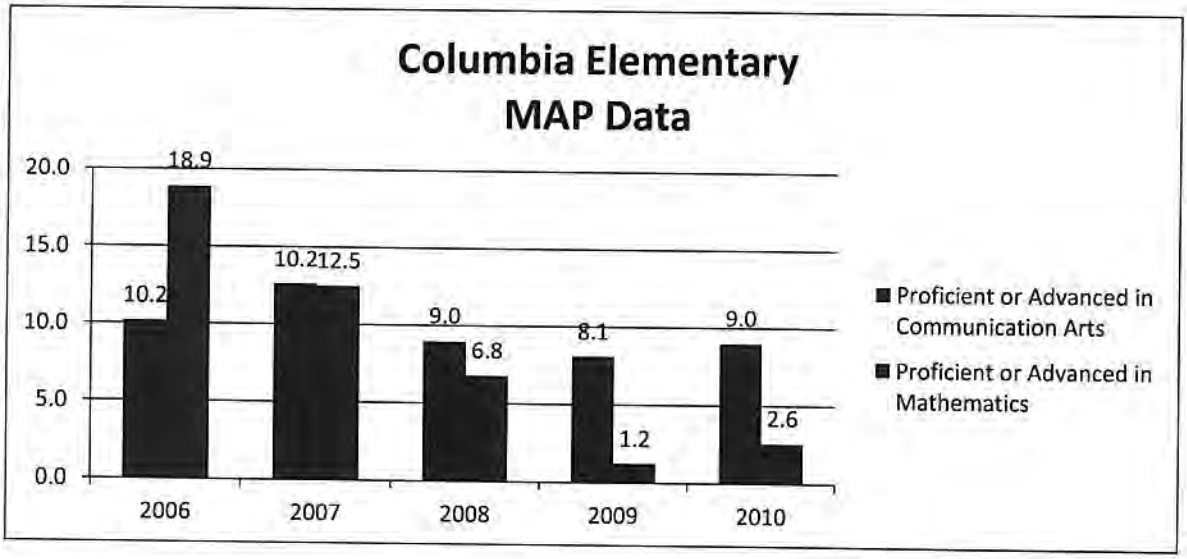


Chart Two: Columbia Elementary Acuity Growth Comparison for Communication Arts

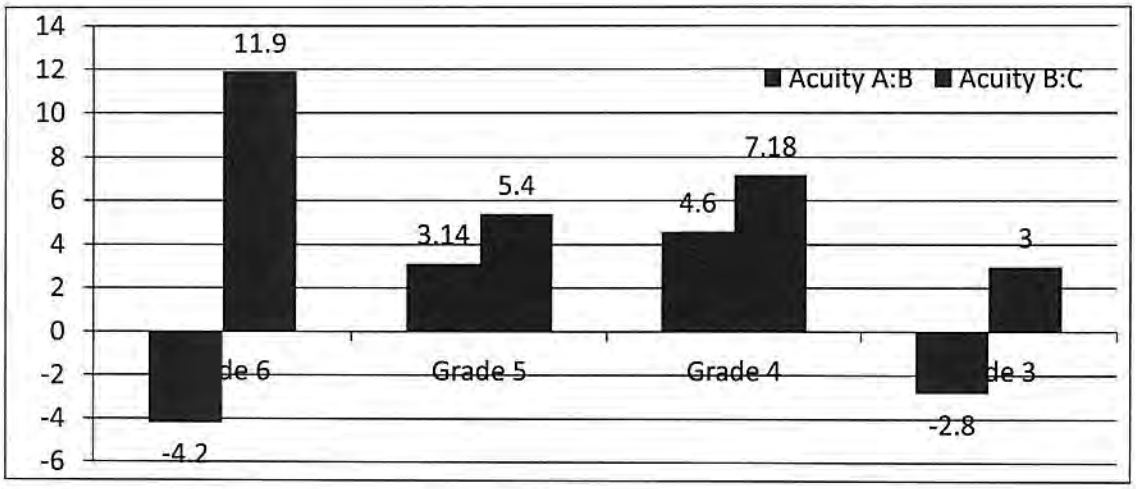
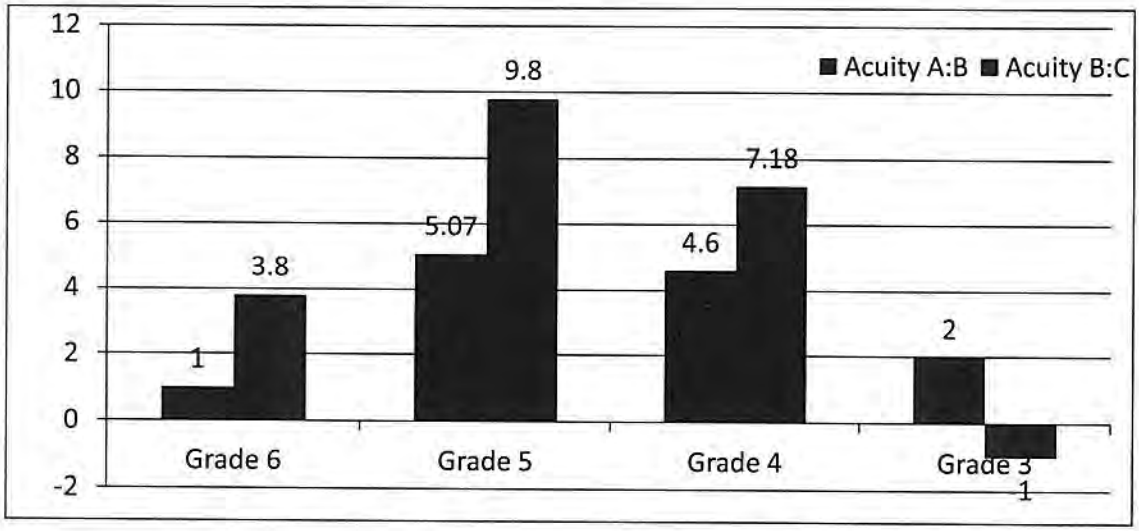


Chart Three: Columbia Elementary Acuity Growth Comparison for Math



Positions

The instructional and support teams continued to bring more success through the school year. The Instructional Specialist (IS) worked with targeted students in small groups, one on one instruction, and after school tutoring

programs. Furthermore, the IS was responsible for organizing testing for students. Grade- level test were created and implemented to drive instruction in the classroom. Based on testing data the appropriate academic interventions were put in place. All of the students in grades 3rd through 6th grade at Columbia received Tier II interventions. Additionally, 10% of the same students received Tier II and Tier III interventions in reading and/or math.

A Social Worker, Counselor, and Behavior Intervention Specialist continued to help students work out problems and on-going conflicts. During these sessions, students learned positive ways to resolve conflict instead of physical confrontation. Because of the on- going relationships that these staff members built with students, the students are more comfortable seeking them out for assistance.

The analysis of recent parent and student survey results indicated that all stakeholders believe that Columbia is a safe school this year.

Parent Participation

The Parent Resource Center continued to be an asset to the parents of Columbia. Because of this, parent participation continued to skyrocket. Columbia held three parent nights, monthly school activities, and fundraising events. Additionally, the Parent Resource Center assisted families with external counseling support, finding stable housing, and employment.

Discipline

In 2010, discipline at Columbia was a challenge. Combined efforts from the administration, support staff, and parents, we have seen a decline in the amount of suspensions during second semester in all grades but 4th. School administrators followed and implemented the SLPS Code of Conduct Discipline Policies, in conjunction with the implementation of more student conferences where students examined the cause and effect of their actions. Lastly, an effort that made a significant difference was the initiation of Parent Sit- ins. The administration began asking parents to spend a few hours with their misbehaving students in the classrooms, in lieu of suspending students. At first parents felt inconvenienced, possibly having the lose time at work. After candid conversations with parents of chronically misbehaving students, all parties agreed that it was better that students be allowed to stay and have the benefit of working with their parents, than be suspended.

In regard to the 4th grade classroom, after a root of cause analysis of continuous disciplinary problems in the 4th grade classroom, we found that the influx of 6 new students in January 2011 caused the class to revert back to behavior exhibited earlier in the school year. The Counselor, Social Worker as well as the Positive Behavior Intervention Specialist targeted this class for their group sessions on girl fights and bullying, which helped eventually decrease the amount of physical altercations arising from the group.

In January 2012, Columbia again faced similar problems being that we received another influx of 5 students. The addition of the 5 new students caused the others to once again display inappropriate behaviors. Again the Counselor, Social Worker and PBIS targeted this class. Between the PBIS, Counselor and Social Worker, group activities as well individual activities where held with the targeted students. Again these interventions helped decrease the amount of physical and verbal altercations.

Attendance and Enrollment

While attendance was not a specific goal under the SIG plan for the 2010-2011 school year, it was nonetheless at the forefront of lists of concerns. During the current year, Columbia's YTD attendance went from 91.8% to 93.28%. Additionally, the enrollment increased by the addition on 17 new students, enabling the school's enrollment to peak at 217 students. This success is attributed to the collective efforts of the Parent Resource Center staff, who made daily attendance calls and recruited new students throughout the school year, as well as the Counselor, Social Worker and SLPS Parent School Community Specialist who conducted home visits. They all reached out to the families on a routine basis to ensure that parental and student needs were being met. For the 2011-2012 school year, Columbia's attendance rate was at 94.1%. The current enrollment showed an increase of 15 students since the 2010-2011 school year. Of these students, 14.2% received Special Education services, 7% of which were identified as having learning disabilities. None of which were diagnosed with having behavior disorders. 97% of all the students were eligible for free and or reduced lunch.

Scholastic Reading Inventory (SRI)

Columbia teachers administered the Scholastic Reading Inventory monthly, to monitor data on students reading progress. The chart below indicates the average growth for students reading in grades 3 through 6, as well as the progression of growth throughout the school year. Teachers also were required to keep updated and on-going running records of their students' growth and to administer the Developmental Reading Assessment (DRA) 3 times yearly.

Summer Science Academy

After a close analysis of student survey data, it was apparent that students were satisfied with the quality of instructional experiences that they were being exposed to, but felt neglected in the area of Science. Students indicated that they wanted more science in their classroom and eventually would like to participate in more laboratory experiments. Last summer, Columbia participated in Science of Our City Summer Camp. Because the camp was so successful, the instructional team decided to implement the camp for summer 2012. The camp targeted Columbia students who were not attending SLPS mandated summer school, and is open to students across the district. However, the camp is open to students in all area schools. Students range from Kdg through 6th, and will spend four weeks studying Earth Systems, Living Systems, Matter and Energy, and Force and Motion. The teachers use inquiry and the scientific method to teach the students. Students conduct daily experiments, in which they infer, draw conclusions, make predictions, measure and calculate, and journal to reinforce cross curricular content and home skills needed for academic success. The academy is the true representation of cross curricular, hands on differentiated instruction that is highly engaging. Although the attendance has not reached full capacity, the attendance continues to grow daily.

Partnerships

Strong relationships with the community are essential to the success of a school and its students. This year, Columbia benefitted from a plethora of strong partnerships that enabled us to have a more successful school year. Organizations, such as Big Brother Big Sisters St. Louis, Herbert Hoover Boys and Girls Club of St. Louis, The St. Louis Dream Center, Academic Behavior and Consultants, Breeze Barber Shop, Book Source, Schiller's Technology, Mentor St. Louis, The Little Bit Foundation, St. Peters A.M.E. Church, The 100 Black Men of Metropolitan St. Louis, Oasis Tutoring, and many others implemented and/or contributed to various programs throughout the school year, all of which were greatly appreciated by the administration, staff and students.

Challenges

Progress Monitoring and Professional Learning Communities

A major problem throughout the 2010-2011 school year was the lack of one central system to monitor progress.

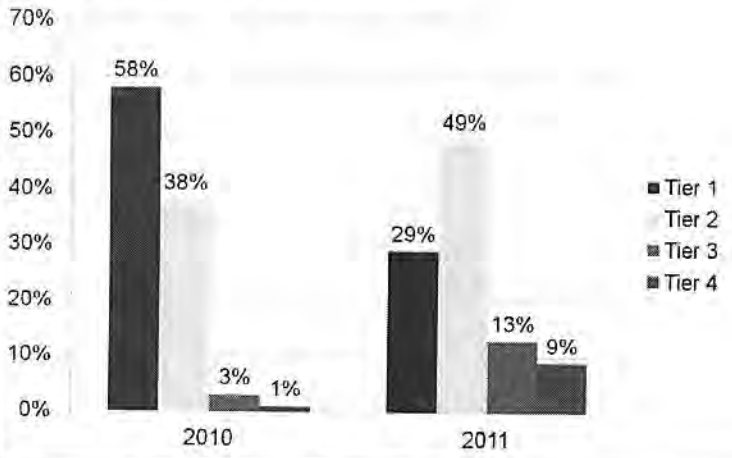
Aside from the SLPS Acuity Benchmarks, administered only three times per year, Columbia did not use one continuous system to monitor progress. Aside from Acuity, and SRI data, no clear indication of progress or lack thereof, could be made. Since then, during the 2011-2012 school year, Columbia was able to implement the following progress monitoring tools: DRA, quarterly Mock MAP assessments and bi-weekly and monthly common assessments, in addition to Acuity and SRI. Moving forward, the lack of formal PLC and Data teams were also issues, but with the continued support of both an instructional consultant and Columbia's instructional team, teachers received on-going training; although neither process has been 100% mastered nor implemented. In monthly meetings with Drs. Taylor and Dorsey, conversations and planning around how to make systemic changes to better support these area continue to be at the forefront.

In July 2011, Columbia staff worked with the Missouri Professional Learning Communities Project to learn the formal PLC and Data Teams Process. These processes have continued throughout the school year.

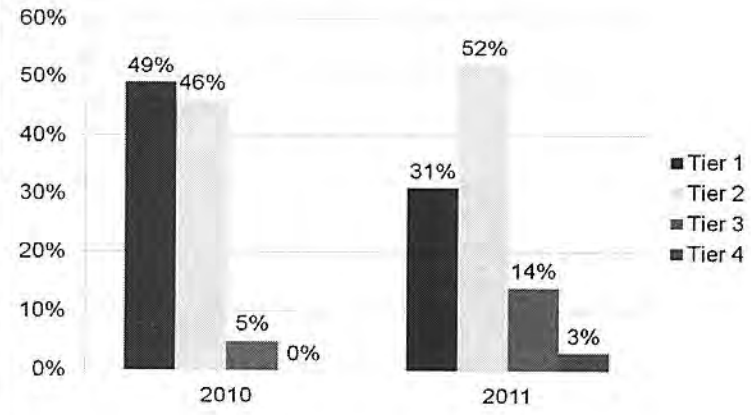
Population Increase During Testing

The population at Columbia is highly transient. In fact, in 2009-2010, the mobility rate was 54%. Many students live in unstable housing with relatives, parents change locations depending on resources and jobs, and students transfer from one SLPS school to the next. Much of this is expected, and we have no problem accommodating these families. However, in April 2011, we received an influx of 16 students from charter schools the week prior to and the week of MAP testing. Ordinarily, this wouldn't have been a problem, but the timing was more disruptive than usual because of test preparation for the upcoming MAP assessment. Even though the influx was highly unexpected, Columbia was able to successfully assess each student

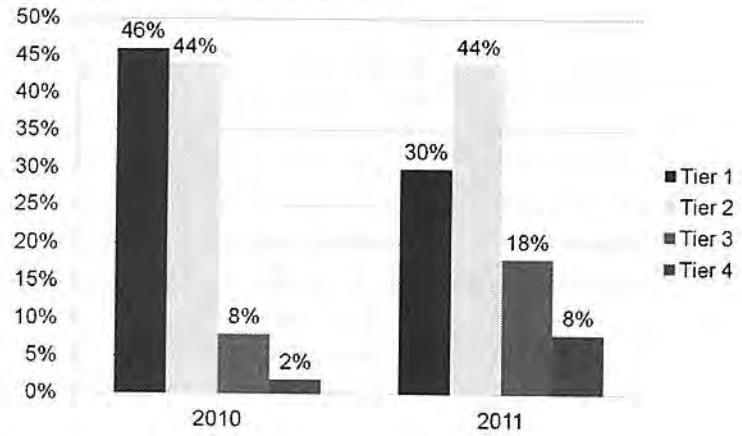
Grade 3 CA Acuity C Tier Comparison



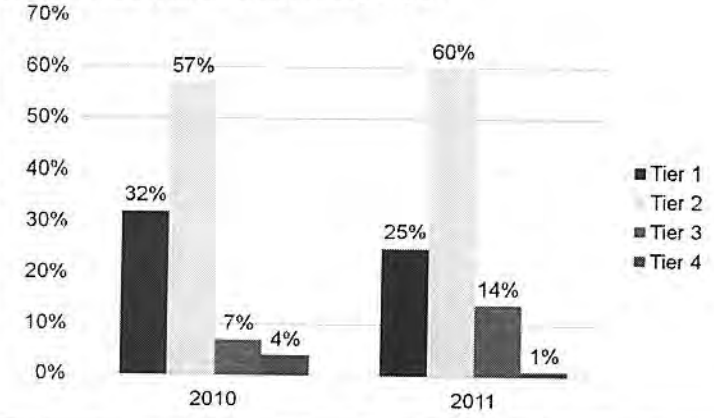
Grade 3 Math Acuity C Tier Comparison



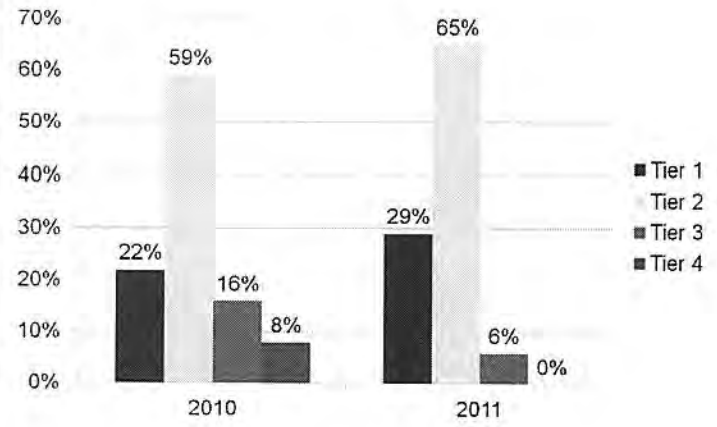
Grade 4 CA Acuity C Tier Comparison



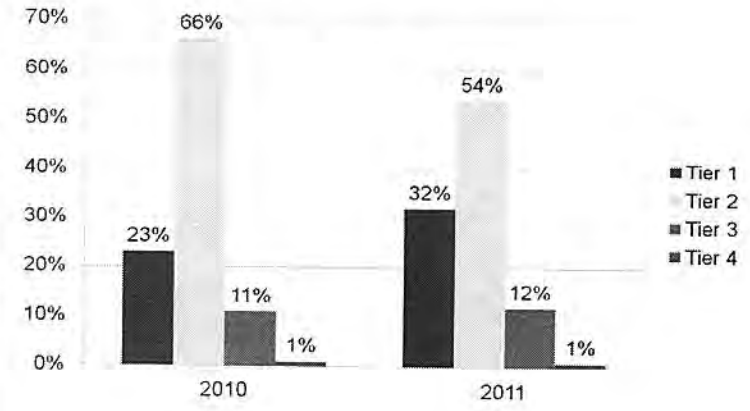
Grade 4 Math Acuity C Tier Comparison



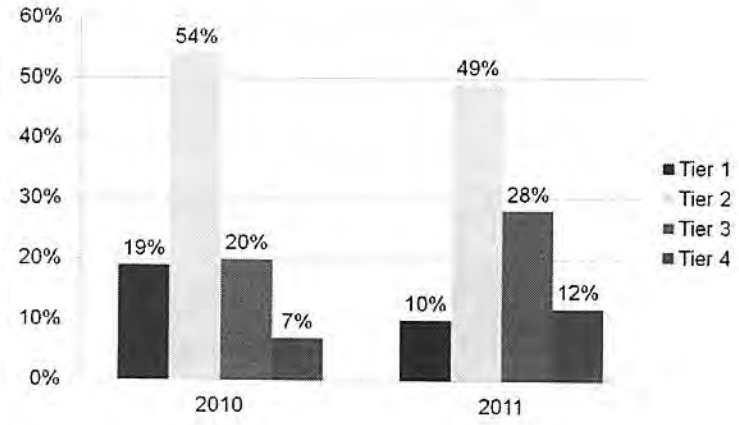
Grade 5 CA Acuity C Tier Comparison



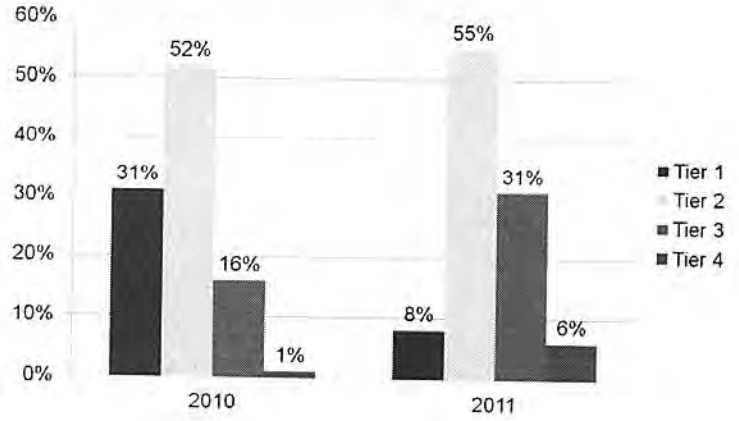
Grade 5 Math Acuity C Tier Comparison



Grade 6 CA Acuity C Tier Comparison



Grade 6 Math Acuity C Tier Comparison



SECTION VII.A. – DISCUSSION OF YEAR TWO

Columbia's big goals for the 2011-2012 school year was to build a solid foundation that we could build on for 2012-2013. During each monthly meeting with Drs. Dorsey and Taylor, we chose measurable that would ultimately help us achieve our big goals.

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.		
Objective: The percentage of students scoring Proficient or Advanced on the MAP will increase by 10%		
Met:X	Not Met:	Improvement:
Actions Taken to Meet Goal: • Instructional Specialist hired to conduct small group instruction with targeted students in math and communication arts and coordinate extended learning programs. 41% participation rate of students in grades 3-6. (Refer to SIG Plan Goal 1.1 and 1.2; Tasks 1 & 2) • Scholastic Reading Inventory (SRI) used to progress monitor reading growth for students in grades 3-6. Avg growth of 1.5 years in reading for students in grades 3-6. (Refer to SIG Plan Goal 1.1; Task 2) • Buckle Down assessment preparation materials used during daily intervention block, and integrated within class lessons. (Refer to SIG Plan Goal 1.1; Task 2)		
Comments: 2011 Communication Arts scores increased from 9.1% to 22.4% and Math scores increased from 2.6% to 27.1%. MAP scores for 2012 are not back yet.		
Objectives: 20% of students scoring below grade level as evidenced by MAP and other diagnostic data will participate in after school extended learning programs, as evidenced by student enrollment rosters and teacher reports.		
Met: X	Not Met:	Improvement:X
Actions Taken to Meet Goal: • 56% of Columbia students participated in an after school tutoring program in the 2010-2011school year. (Refer to SIG Plan Goal 1.4; Task 1) • Voluntary Summer Camp implemented in June 2012. (Refer to SIG Plan Goal 1.4; Task 2)		
Objectives: 100 % of staff will use student achievement data to inform classroom instruction, as indicated by meeting minutes and lesson plan review.		
Met: X	Not Met:	Improvement: X
Actions Taken to Meet Goal: • Monthly meetings with TLF to analyze Acuity and student diagnostic data.		
Comments: See Goal 3		
Goal 2 Facilities, Support, and Instructional resources provide and maintain appropriate instructional resources, support services, and functional and safe facilities.		
Objective: 80% of Columbia students in the 2011-2012 school year, with a 10% increase for the next two years, will participate in community service activities.		
Met: X	Not Met:	Improvement:
Actions Taken to Meet Goal: • Student council was established in March 2012. (Refer to Plan Goal 2; Task 2) • Pre-school thru fifth grade students participated in at least one collaborative lesson with the garden staff person from the St. Louis Mennonite Peace Center. Columbia students in all grades participated in Garden Day in May 2011. (Refer to Plan Goal 2; Task 1)		
Comments: Certificated staff attended 7 additional PD sessions than provided by the district.		
Goal 3 Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency) District mission, goals, and objectives.		
Objective: 100% of Columbia teachers will participate in high quality, job-embedded professional development with a central		

research-based instructional focus and apply learning as evidenced by attendance rosters, review of lesson plans and analysis of walk-through data		
Met: X	Not Met:	Improvement: X
Actions Taken to Meet Goal: • Instructional Consultant hired to conduct Data Analysis and Behavior Management trainings. Staff participated in a total of 8 sessions, which led to the creation of a Mock Map test. Behavior Management training led to creation of classroom management plans and behavior RtI plans for students. (Refer to Plan Goal 3; Tasks 1 & 2) • Teachers and staff will learn the PLC model, along with receiving data team training through the Missouri Professional Learning Communities Project		
Comments: Certificated staff attended 8 additional PD sessions than provided by the district.		
Goal 4: Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.		
Objective: Parental involvement and community partnerships will increase by 30% annually from 2010 to 2014, as evidenced by meeting attendance and event rosters.		
Met: X	Not Met:	Improvement: X
Actions Taken to Meet Goal: • PTO was established in January 2011. (Refer to Plan Goal 4; Tasks 3 & 7) Parent meeting attendance has shown a steady increase since December 2011. • Parent Resource Center was established in February 2011. (Refer to Plan Goal 4; Task 1 & 2) Assisted with employment of three parents as of June 2011. Hosted three workshops aimed at increasing math skills for parents.		
Comments:		

SECTION VII.B. – YEAR TWO TIMELINE

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
   a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
   b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
   c. Review the schools that had declined the most over consecutive years
   d. Place new principals in schools identified for the Turnaround Model
   e. Place new principals in schools identified for the Transformation Model
   f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school
   Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
   a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application
   Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
   a. Hire Associate Superintendent for the Office of Innovation

b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
    i. Develop process to manage and monitor each schools through:
        1. Project management dashboard with benchmarks and timelines for accountability
        2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
        3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions
        Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders
Date: June 2010 – On going through out funding period, at least quarterly

Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
    - Teachers are expected to infuse common process standards into every classroom, everyday
    - At any time, staff should be able to query students regarding the process standards
- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.
- Teachers will....
    - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
    - Develop lessons using the identified strategy for the first quarter
    - Practice the strategy within the PLC/Grade level meeting
    - Teach the strategy
    - Observe other colleagues using the strategy and provide feedback
    - Analyze student work on the strategy
    - Reflect and revise the implementation of the strategy
    - Provide opportunities for extra support for students who have not mastered the strategy
    - Add the next strategy
    - Continue the cycle

EA/District Implementation Timeline

Teachers and School Leader Effectiveness		
Strategy and/or Activity	**Time Frame**	**Action**
Replace the principal	2011	Implemented in June 2010 and completed in July 2010
	2012	No further action necessary
	2013	No further action necessary
Implement strategies for recruiting, hiring, and retaining high-quality staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Use rigorous, transparent, and equitable evaluation systems	2011	Implementation will begin immediately. The period of evaluation is 90 days.
	2012	Ongoing with quarterly evaluations conducted
	2013	Ongoing with quarterly evaluation conducted
Identify and reward effective staff and remove ineffective staff	2011	Implementation will begin immediately.
	2012	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
	2013	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
Provide ongoing, high quality, job-embedded professional development	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Comprehensive Instructional Reform		
Strategy and/or Activity	**Time Frame**	**Action**
Implement a research-based, data-informed instructional program aligned to standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Increased Learning Time and Community-Oriented Schools		

Strategy and/or Activity	Time Frame	Action
Establish schedules and strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide ongoing mechanisms for family and community engagement	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs
Operational Flexibility and Sustained Support		
Strategy and/or Activity	**Time Frame**	**Action**
Provide operational flexibility	2011	Implementation will begin immediately. Progress will be monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Provide ongoing, intensive technical assistance	2011	Implementation will begin immediately. Progress will be initially monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly planning and evaluation
	2013	Ongoing with quarterly planning and evaluation

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

Goals and Elements	Tasks/Action Steps	Lead Person/Position	Time Period	Progress Monitoring/Evidence
The percentage of students scoring proficient on the Communication Arts MAP test will increase by 10% annually through the use of tiered academic	1. Instructional Specialist will provide targeted small group instruction for students in grades 1-6 and support differentiated instruction in the classroom as a Tier 2 and Tier 3 intervention. 2. Use Scholastic Reading	**Instructional Specialists, Principal, Teachers , Consultant, TLF**	**Year 1 Year 2 Year 3 Aug. 2012**	Schedules and SRI Diagnostic data, Student goals progress SRI diagnostic data, Progress reports from intervention

interventions and supports.	Inventory (SRI) diagnostic for targeted (at-risk and nearing proficient) students in grades 1-6 during both individual instruction and in extracurricular programs. Reading Intervention and Writing labs will be used to house the reading programs. 3. Classroom leveled libraries will be used to support differentiated instruction, guided reading groups and literature circles. 4. Classroom teachers will utilize technology to differentiate instruction. 5. Instructional consultant will provide guidance in creating tiered academic interventions for struggling students.			programs Lesson plans, Observation and Walk thru data Lesson plans, Observation and Walk thru data Agendas, schedules, lesson plans and observation data
The percentage of students scoring proficient on the Math MAP test will increase by 10% annually through though the use of tiered academic interventions and supports.	1. Purchase additional resources for the math and science lab to reinforce differentiated instruction and cross curricular instruction. Teachers will use the lab at least one time per week to support Tier 1 instruction. 2. Classroom teachers will use math interventions at each grade level to support Tier 2 and Tier 3 instruction. 3. Teachers will utilize math learning centers within the	**Principal, Teachers, Math Specialist, TLF, consultant**	**Year 1 Year 2 Year 3 Aug. 2012**	Lab schedule and lesson plans Lesson plans Progress monitoring records from intervention programs and lesson plans

	classroom. 4. Classroom teachers will utilize technology to differentiate instruction. 5. Instructional consultant will provide guidance in creating tiered academic interventions for struggling students.			Schedules, Student goals progress and progress monitoring data Lesson Plans, Walk- through data, Assessment data Lesson Plans and Walk-through data Agendas, schedules, lesson plans and observation data
All Staff will use student achievement data- diagnostic, formative, and summative- to inform classroom instruction as indicated by meeting minutes and lesson plan review.	1. Teachers will use diagnostic information from Acuity and SRI to target skills that needs to be refined. 2. Use Acuity data and create a Grade Level Expectation calendar that focused on targeted skills. 3. Principal and TLF will conduct weekly grade-level meetings to assist teachers with instructional planning centered on targeted skills. 4. Assessment measures and data to be used to group students for effective instructional programming include running records and analysis of lexile growth with more formal diagnostic	Teachers, TLF, Instructional Specialist, Principal, Math Specialist	**Year 1 Year 2 Year 3 Aug. 2012**	Lesson Plans, Diagnostic Results, Acuity Test Data, teacher-made assessments Progress monitoring data, student goals progress Agenda, minutes, and instructional plans SRI data, teacher-made assessments Agendas, schedules, lesson plans and observation data

	assessments. 5. Create teacher-made assessments based on targeted skills. 6. Instructional consultant will conduct monthly sessions and staff meetings to analyze prior years' MAP data. 7. Classroom teachers, Counselor, and Instructional team will maintain Individual Academic Plans on targeted students.			Student files and Student goals progress
20% of Columbia students scoring below grade level as evidenced by MAP & DRA/running record scores will participate in After school extended learning programs as evidenced by student enrollment rosters and teacher reports.	1. After School Instruction – The principal will work with community partners to design an academic after school program that focus on targeted instruction that is aligned to the Grade-Level Expectations. Transportation and meals will be provided. 2. Remedial and Enrichment Summer School will be provided – voluntary for all students/mandatory for at-risk students. Transportation and meals will be provided.	**Teachers, TLF, Principal, Instructional Specialist, Associate Sup't**	**Year 1 Year 2 Year 3 Aug. 2012**	GLE Mastery Charts, diagnostic and assessment data Assessment data
Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities				
80% of Columba students in the 2010-2011 school	1. Further develop Columbia's community garden, through collaboration with community and consulting agencies.	**Principal, TLF, Teachers, Consultants,**	**Year 1 Year 2 Year 3 Aug. 2012**	Curricular assessments designed from the integrated curriculum

year with a 10% increase each year for the next three years will participate in community service oriented activities as evidenced by club rosters.	2. A student council will be established who will identify further community service project opportunities for each grade level.	**Students, Community Agencies**		Agendas and Long-range plan
Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.				
Elements and Goals	**Tasks/Action Steps**	**Lead Person/Position**	**Time Period/Cost**	**Progress Monitoring/Evidence**
100% of Columbia staff will participate in high quality, job-embedded professional development with a central research-based instructional focus and apply learning as evidenced by attendance rosters, review of lesson plans and analysis of walk-through data	1. Utilize consultants to implement a monthly site-based professional development model that encompasses research-based strategies that are tailored to the instructional needs of the teachers and students. 2. Teachers and staff will learn the PLC model, along with receiving data team training through the Missouri Professional Learning Communities Project 3. Principal, TLF and Consultants will provide job-embedded professional development through data teams, PLCs and coaching. 4. Principal and TLF will	**Building Principal, TLF, Teachers and Staff, Consultants, SLPS PD Office**	**Year 1 Year 2 Year 3 Aug. 2012**	Agenda, Presentation, D Log, Daily walk-throughs will be used to monitor use of effective strategies Agendas, SMART Goals, Weekly PLC schedule Agendas, SMART Goals, Weekly PLC schedule Presentation, lesson plans, observation data

	provide professional development on guided reading and literature circles. 5. Principal and TLF will conduct weekly classroom observations and provide feedback and resources to teachers.			Walk through data, data team agendas, and lesson plans

Goal 4: Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Elements and Goals	Tasks/Action Steps	Lead Person/Position	Time Period/Cost	Progress Monitoring/Evidence
Parental involvement and community partnerships will increase the 2009-2010 baseline by 30% annually through 2010-2014 as evidenced by meeting attendance and community	1. The Family Educator, along with the Counselor and Social Worker will make daily attendance calls to increase 2012-2013 ADA. 2. The Family Educator will provide educational literature for parents and the community, consisting of tips and strategies to support students academically while	**Building Principal, Family Educator, Behavior Intervention Specialist, Nurse, Counselor, Social Worker and Staff**	**Year 1 Year 2 Year 3 Aug. 2012**	Contact Logs Calendar and Newsletter

partnership rosters.	at home. 3. The Principal and Leadership Team will provide opportunities for parents to be actively involved and engaged in the decision making process of the school by establish an active PTO. 4. The Family Educator, Counselor and Social Worker will provide quarterly workshops and monthly meetings for parents on academic skills, such as Interactive MAP Practices, to support students instructionally and emotionally. 5. The school nurse will support parent communication by contacting parents in regard to health concerns. 6. The Behavior Intervention Specialist, Counselor and Social worker will implement a Character Education program to support Tier 2 and Tier 3 behavioral interventions.			PTO agenda, minutes and calendar of events Calendar and attendance log Contact Log Discipline data

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

During the 2012-2013, we propose to make several changes in the structure of our instructional day, addition of instructional support staff and in the number of assessments given throughout the school year. We believe these changes will ensure our staff can accommodate the anticipated growth and needs of our students.

Area	2011-2012 school year	Proposed 2012-2013 change
Assessment	-SRI, Acuity, Terra Nova -Teacher - Made Assessments -MOCK MAP Assessments	-Data Teams -District Benchmarks
Instructional Schedule	-90 minute school wide literacy block, 90 minute math daily -TLF, ISC and Principal split weekly grade level meetings -Professional Learning Communities -Small group Interventions for Tier II - One on One instructions for Tier III -After School Tutoring	-90 minute block for Reading and Math -Vertical Planning
Support Staff	-ISC - Social Workers - TLF -Building Substitute	- Family Resource Center - Part time counselor -Behavior Interventionist to assist with emotional and social growth
Behavior Intervention Specialist and Counselor	-Implement school store to reward positive behavior -Classes on positive character traits and conflict resolutions	Both positions will participate in Character Education trainings to develop RTI program to support behavioral concerns. Positions will also work with Family Resource Center to reinforce conflict mediation amongst students and families
Professional Development	-Used consultant for DATA Analysis and Behavior Management Training - Develop SMART goals through PLC	Entire staff participates in Missouri Professional Learning Communities Project from June 2011-May 2013. Project introduces staff to the PLC structure, as well as additional Data team training

SECTION VII.D. – STAFFING CHANGES

There will be at least 7 changes in core staff due to retirement and the expiration of TFA commitment and choosing to leave. Additionally, there will be leadership changes for 2012-2013 school year. Thus, four classroom teachers and three support staff positions will be needed for the upcoming school year (class size reduction position was eliminated). In addition to staff replacement, Columbia seeks to add a Family/Parent Support Specialist to accommodate the absence of support previously provided by Black Alliance of Education Opportunities (BAEO)