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*	99,350.00	-	39,968.00	47,033.00	26,833.00	20,000.00		233,184.00
1200 Supplemental Instruction (Title I) *1003 (g) SIG*	-	-	-	-	-	-		-
2100 Support Services - Pupils *1003 (g) SIG*	-	40,800.00	18,203.00	-	-	-		59,003.00
2200 Professional Development *1003 (g) SIG*	5,000.00	-	483.00	-	-	-		5,483.00
2600 Planning and Evaluation *1003 (g) SIG*	-	-	-	-	-	-		-
3000 Community Services *1003 (g) SIG*	-	-	-	-	-	-		-
Program Costs Subtotal 1003 (g) SIG	104,350.00	40,800.00	58,654.00	47,033.00	26,833.00	20,000.00		297,670.00
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	150,336.00	44,973.00	76,339.00	48,578.00	27,197.00	20,000.00		367,423.00

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	1					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	1					
Reading Recovery Teacher Leader						
School/Home Coordinator			1			
Language Translator						
Guidance Counselor						
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)			
SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
L'Ouverture Middle School	292928001954	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

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- L'OUVERTURE	COUNTY-DISTRICT - BUILDING CODE 115-115-328

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG*	Goal 3, Strategies 1-4, all action steps- Goal 1, Objective 1, Strategy 1, Action Step 2- **Instructional Support Coordinator to support teacher evaluation and development** Goal 1, Objective 2, Strategy 2, Action Steps 1-6 : **Continue with a full time Instructional Support Coordinator who works with groups of students on target skills, models lessons, co-teaches, mentors teachers in data and assessment use and works to reduce the failure rate and discipline events.** Goal 1, Objective 1, Strategy 1 and 2- **Purchase a Math Specialist. This personnel will work specifically with groups of students on high yield skills, provide weekly professional development to math and provide school wide support on use of data.** Goal 1, Objective 1, Strategy 1- **Continue with the use of the Scholastic Reading Suite**
1200 Supplemental Instruction (Title I)	Goal 1, Objective 1, strategy 1: Academic Instructional Coordinator to provide instructional support to teachers and support students in small group settings.
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003(g) SIG*	Goal 2, Objective 1, strategy 1 Purchase Positive Behavior Specialist to work with students with chronic behavior issues, supporting and tracking behavior plans, working with each homeroom in character education, and ensuring that students do not miss instructional time due to behavior issues.
2200 Professional Development	
2200 Professional Development *1003(g) SIG*	Goal 2, Objective 1, Strategy 1- **Professional development for teachers on Data Teams and teaching for mastery, as identified areas of needs through the walk through forms, as well as the end of the year survey.**
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	
3000 Community Services	
3000 Community Services *1003(g) SIG*	
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.

L'Ouverture (3280)

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	L'Ouverture (328)				COUNTY-DISTRICT-BUILDING CODE			115-115-328
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*	99,350.00	-	39,968.00	47,033.00	26,833.00	20,000.00		233,184.00
1200 Supplemental Instruction (Title I)	63,712.00		23,736.00					87,448.00
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	-	-	-	-	-	-		-
2100 Support Services - Pupils *1003 (g) SIG*	-	40,800.00	18,203.00	-	-	-		59,003.00
2200 Professional Development	-	-	-	-	-	-		-
2200 Professional Development *1003 (g) SIG*	5,000.00	-	483.00	-	-	-		5,483.00
2600 Planning and Evaluation	-	-	-	-	-	-		-
2600 Planning and Evaluation *1003 (g) SIG*	-	-	-	-	-	-		-
3000 Parent Involvement	-	-	-	-	-	-		-
3000 Parent Involvement *1003 (g) SIG*	-	-	-	-	-	-		-
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)*	63,712.00	-	23,736.00	-	-	-		87,448.00
***1003 (g) SIG* Subtotal**	150,336.00	44,973.00	76,339.00	48,578.00	27,197.00	20,000.00		367,423.00
Grand Total	214,048.00	44,973.00	100,075.00	48,578.00	27,197.00	20,000.00		454,871.00

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SECTION VI.C. 1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET	
BUILDING NAME LOUVERTURE (328)	BUILDING CODE 3280
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Instructional Support Coordinator	**56,100**
1 – FTE Math Specialist	**38,250**
Teacher Extra Service Pay for Extended Day Instruction 124 hours @ $25.52	**5,000**
Non-Cert Extra Service Pay for Extended Day Instruction 124 hours @ $15.00	
Teacher Extra Service Pay for Professional Development	**5,000**
Curriculum 61 hours @ $25.52	
Staff Development 61 hours @ $25.52	
Non-Cert Extra Service Pay for Professional Development	
Curriculum 61 hours @ $15.00	
Staff Development 61 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	**$150,336**
6150: Non-Certificated Salaries	
1 – FTE Positive Behavior Support Specialist	**40,800**
.091 – 1 FTE Administrative Assistant	**4,173**
6150 Subtotal	**$44,973**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	**58,654**
Hourly Blended Benefits Rate (11%)	
Admin Benefits	**17,685**
6200 Subtotal	**$76,339**
6300: Purchased Services	
Instructional Consultants (Scholastic & SAMS)	**47,033**
Admin Professional Development	**1,545**
6300 Subtotal	**$48,578**
6400: Materials/Supplies	
Instructional materials and supplies (leveled library, student assessment portfolio materials)	**6,833**
Computers (Math & Communication Arts Classrooms) 22 @ $909	**20,000**
Admin Professional Development materials and supplies	**364**
6400 Subtotal	**$27,197**
6500: Capital Outlay	
Instructional Technology 4 Promethean Boards @ $5,000	**20,000**
6500 Subtotal	**$20,000**
6100-6500 Subtotal	**$367,423**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$367,423**

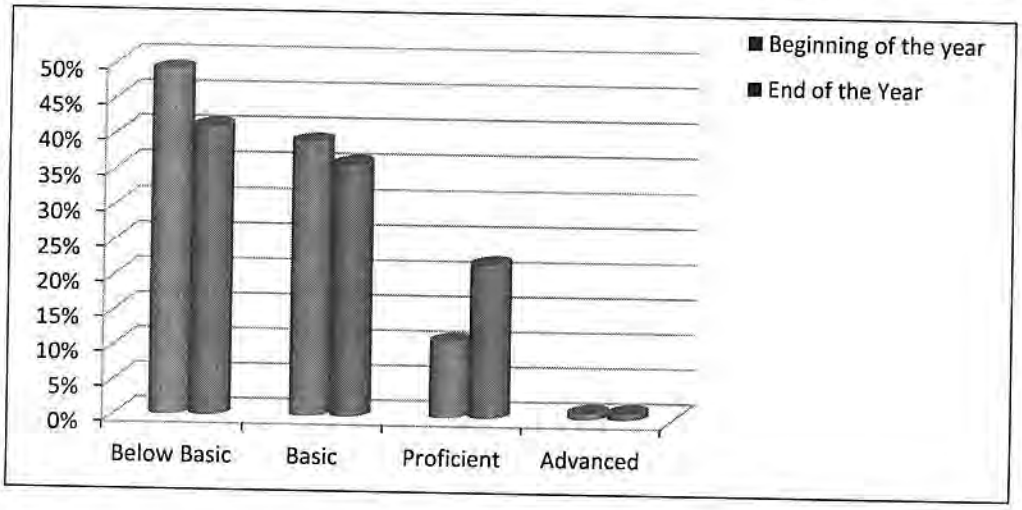
SECTION VII. – NARRATIVE

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

In the year 2011-2012, we made progress towards meeting all goals in the School Improvement Grant for L'Ouverture. School wide, several structural changes were made. The schedule change from Year 1 was maintained so that all students receive reading instruction through the Scholastic Suite (Expert 21 for on/above grade level students, Read 180 for students 1-3 years behind, System 44 for students more than 3 years behind). The eighth grade saw a huge increase in students eligible for the Expert 21 class (from 22 proficient/advanced students at the beginning of the year, to 52 proficient or advanced students at the end of the year)! Additionally, all students received math intervention through a combination of means- Renaissance math, Acuity math (all students), one on one tutoring for seventh grade target students. During intervention math periods (2 to 3 times a week for seventh grade, 5 days a week for eighth grade), Renaissance Math was used in a rotation with independent work and small group instruction from the teacher. By doing this, we ensured that each student received instruction in both communication arts and mathematics that was tailored to their individual needs to enable them to meet grade level expectations and master content.

Mathematics Growth for YEAR TWO
Achievement Level Rankings as Measured by STAR Math Scale Scores- Schoolwide 2011-2012



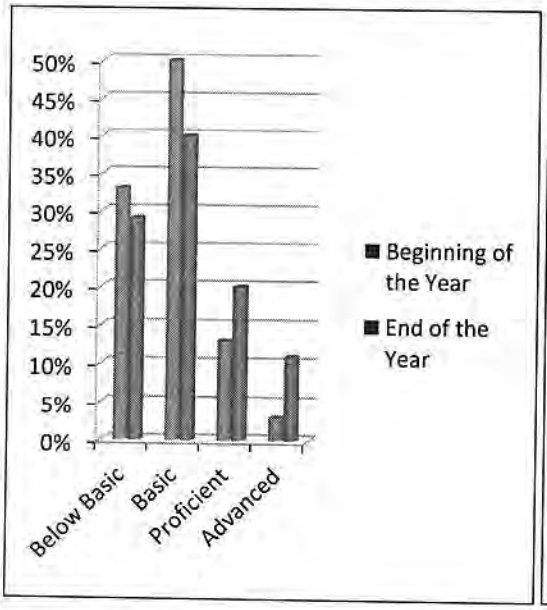
For Communication Arts, we were able to continue the use of the Scholastic Suite and all supporting materials as well as professional development and coaching for teachers. We were only able to implement this program beginning in

December, however, students showed significant gains in their reading lexile scores. L'Ouverture students averaged a year or more growth (100 points) in Lexile scores in just one semester. For L'Ouverture, students had a mean gain of 100 Lexile points in half a year. 70 points of Lexile grows is identified as being average for a year's growth. Further, having such a focus on the individual needs of each student in reading transformed the culture of the school.

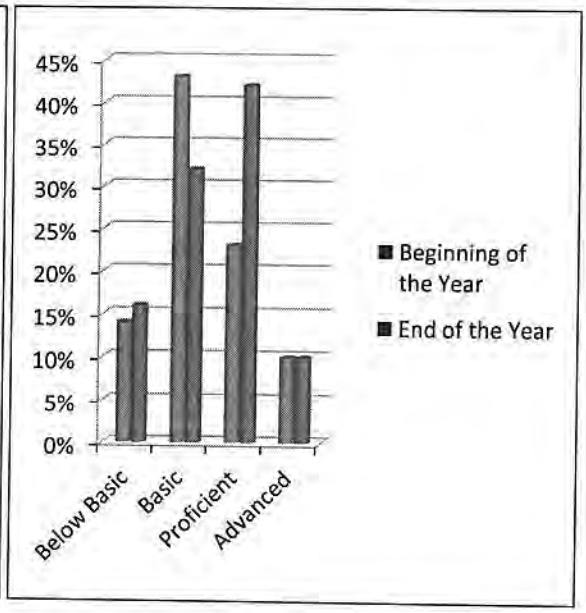
Communication Arts Growth by Grade Level for Year TWO

Achievement Level Rankings as Measured by the Scholastic Reading Inventory- 2011-2012

Seventh Grade



Eighth Grade



We were also able to maintain the position of an Instructional Support Coordinator (ISC). The ISC focused on supporting instruction in the classroom, with a special focus on increasing student engagement and teacher instructional proficiency in the classroom, to result in a decrease in the number of discipline events as evidenced by out of school suspensions, and an increase in student engagement as evidenced by a decrease in the failure rate. The way that ISC is focused on influencing the discipline rate at L'Ouverture is by coaching and supporting the instructional proficiency in the teachers (teacher actions) so as to effect student engagement and student actions- which will result in a decrease, overall of disciplinary events in the school. L'Ouverture's out of school suspensions decreased this year by **36%.** Although we still experienced a high number of suspensions we worked very hard to stabilize a situation at the school, after years of operating with a culture of violence and apathy. We were dramatically able to reduce fights, and major discipline events.

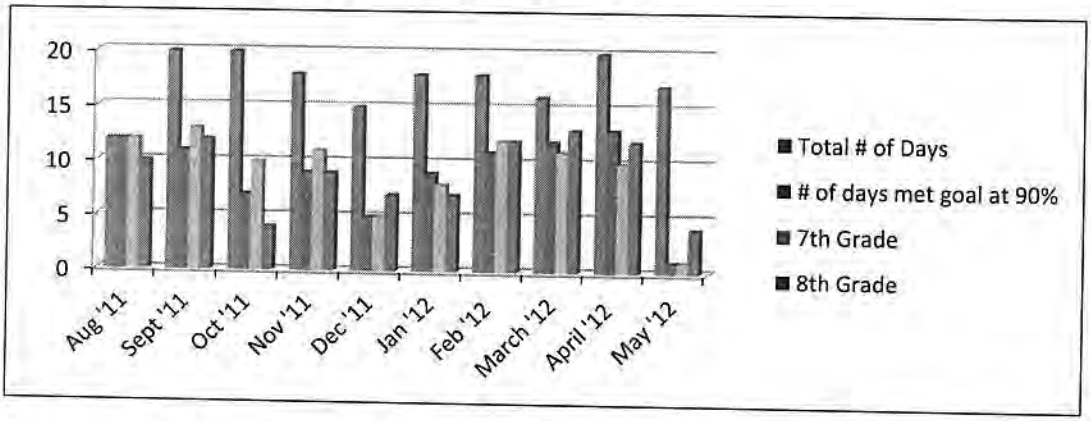
L'Ouverture serves students that have difficult home circumstances and need mental health support. We are working to partner with organizations in Year 2 to ensure that families have additional resources and each student has a mentor. In order to attend to our students' needs better, we added the position of Positive Behavior Support Specialist this year. This person worked to partner with outside agencies, such as Wells Fargo, the Sixth Ward, Lutheran Family Services, and UrbanFUTURE, to obtain extra support and incentives for our students, specifically focusing on attendance and discipline. This person also planned special events, recognition, and field trips for students of the month and "teacher pleasers". On the other side, this person also planned and implemented two rounds of a Character Education Intervention Academy, which began in January. This program focused on our most chronically disruptive students and included a 10 day intensive intervention with group counseling, character education, team building, and a focus on math and communication arts and then provided students with support and behavioral contracting when they returned to their regular schedule. Given the success of this program (as measured by OSS events in the months of January and February), we will expand this program for the Year III, with the first round beginning after the first five weeks of school.

Discipline Comparison Data
SIG Goal: Out of School Suspensions (OSS) will decrease by 50% each year.

MONTH	09-10 Number of OSS Events	10-11 Number of OSS Events	11-12 Number of OSS Events	Percent decrease bt 2010 and 2011	Percent decrease bt 2009 and 2011
August/ September	72	46	37	**20%**	**49%**
October	50	35	22	**38%**	**56%**
November	46	23	13	**44%**	**72%**
December	12	8	11	+ 27%	**8%**
January	12	14	5	**64%**	**58%**
February	38	11	7	36%	81.6%
March	30	25	7	76%	76%
April	53	14	6	57%	88%
May	34	28	23	18%	32%
Total OSS Events	337	204	131	35%	61%

With the SIG, we placed a special emphasis on attendance. Our goal was to increase attendance by 3%. We ended the year with a 89.17% ADAD, compared to last year's rate of 87.86%. This was an increase of 1.28% over the 2010-2011 school year and 3.14% increase over the 2009-2010 school year. For most of the year, we maintained an attendance rate of 90% each month, which was meeting our goal. We have realized that we have a special challenge in the month of May, when our attendance did not exceed for more than 3 days. The month of May posed a challenge last year, as well as this year- and this year was the clear dip in our attendance.

Graph 1: Attendance data for the 2011-12 school year



SECTION VII.B. – YEAR THREE TIMELINE

SEE ATTACHED Year 3 Narrative TIMELINE for L'Ouverture 2012-13 school year

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 <image002.png>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

LEA/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	201	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

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

For the school year 2012-2013, initiatives started under the SIG in year 2010-2011 will continue. In refining our efforts, more specialized support will be provided to staff and students, as opposed to the more structural/school wide changes. Further, we will begin a school wide focus on Writing Across the Curriculum and Vocabulary Development. **See attached L'Ouverture Middle School Year 3 Timeline.** We will continue to work closely with Mr. Haggen and the Office of Innovation Staff to provide specific training and support to teachers around the areas of assessment, mastery, planning, and differentiation.

Each classroom will continue to implement the structures put in place this year to support that- the BBC, mastery objective trackers, and lesson plans that use 5 steps, and continued focus from year 2 on Student Engagement as achieved through Questioning Strategies. In year 3, we will begin using a Unit Plan Template that was developed with the support of our MOSIG partner, Dick Hellweg, as well as individual GLE mastery tracking for each objectives and mini maps beginning in the first quarter. The leadership team, and especially the principal, will continue to be in classes each day to provide feedback around the school's target areas. As we move forward to Year 3, the focus in classroom visits will be on use of time, questioning strategies, and quick and flexible response to students' needs.

Mathematics has continued to be a struggle for L'Ouverture. Although 69% of our students showed improvements in their math grade level equivalency, according to the STAR math test, many are still struggling to master GLEs. As a result, we have allocated for a Math Specialist. This person will work with students during the school day in small groups on targeted skills, support math teachers in their planning and implementation, and provide math specific professional development for math and science teachers.

Our attendance initiative will continue, with the incentives starting from the beginning of the year this year (as opposed to mid year). Further, we will work more closely with the social worker to really put the pressure and support in place for families who continuously fail to send their students to school daily.

Discipline events are way down in the school, with a major decrease of both OSS and expulsions; however, we still have work to do. The discipline structure of the school will be changed, in using the CEIP program (discussed above) and a Lunch Bunch program where students meet with the counselor and PBIS person during their lunch time for behavior contracting and discussion, in place of ISS or OSS. In year 3, we wish to purchase a Positive Behavior Support Specialist. This person would be responsible for personally and intensely supporting our chronically misbehaving students-

SECTION VII.D. – STAFFING CHANGES

Staffing changes for year 2012-2013: L'Ouverture's SIG funded positions will remain intact, with funding for a Math Specialist, Positive Behavior Intervention Specialist, and Instructional Support Coordinator. We seek to hire core staff the areas of seventh grade math, eighth grade science, school counselor and 1 cross categorical position. Also, it is likely that L'Ouverture's grade configuration will change from grades 7 and 8 to grades 6-8 due to demonstrated academic success evidenced by formative assessment. This configuration change will create additional openings in the future.

Section VII.B.- Year 2 Timeline				
Goal/Objective	**Strategy/Action Step**	**Person(s) Responsible**	**Timeline**	**Target hit 2011-2012**
	Strategy 1, Implement the rigorous curriculum including the Scholastic Reading Programs and Renaissance Mathematics	Principal TLF Communication Arts Teachers Scholastic Coaches ISC	By the end of year 1, and maintain in year 2 and 3.	In year 2, target was hit for Communication Arts and math. Focus for year 3 will be in refining our practices, and implementing for 6 grade.
	ACTION STEP 1 Continue curriculum and assessment development and review to ensure rigorous, standard-based curriculum and alignment to readiness for freshman level courses.	ALL teachers/TLF/ISC TLF/ISC/Principal	Begin July 2012 and ongoing	Yes. Focus year 3 on Backwards Planning with Assessment, Questioning Strategies, and Writing Across the Curriculum with Language and Vocabulary Development
	ACTION STEP 2 Use student achievement data to inform classroom instruction • Train teachers on individual objective mastery tracking and use • Review the objective tracking of each teacher to ensure that students are being re-taught and reassess to mastery • Teachers will meet in PLCs to analyze classroom and student data to find trends and use the data to plan minilessons and flexible target	TLF and ISC TLF/ISC/Teachers	July 2012, and on going	yes, continued for year 3, with a more precise look at objective tracking by students, as well as school wide common benchmarks.

	groups of students			
	Strategy 2, Develop comprehensive coordinated, high quality, job embedded, professional development for all school based staff, coordinated under the goals of the district as identified by the needs assessment, the DSIP, and the parameters as reviewed by SIG.	District SIG Coordinator	By the end of year 1	Yes, continued year 3.
	Strategy 1,Create a system by which every student absence is monitored and receives some type of response from school staff	Principal/Counselor/ Social Worker/ Classroom Teachers, Parent Support Specialist	2010-2013	Yes, continue- this is now done by our PBIS.
	ACTION STEP 1 Consistent message about the importance of attendance via morning meetings, home room conversations and grade level meetings	ALL	Beginning of the school year/continuous	yes
	ACTION STEP 2 Review attendance data	Parent Support Specialist and Counselor	beginning of each day	yes
	ACTION STEP 3 Call each absent student to determine reason for absence and any barriers that are affecting the student's attendance. List will be copied and given to principal and social worker	Parent Support Specialist and Counselor and Social Worker	Everyday	yes
	ACTION STEP 4, Parent will receive a letter from the principal and social worker indicating the importance of attendance and possible consequences of continued poor attendance. On the 3rd absence the social worker will meet with the student and personally deliver a letter	Parent Support Specialist and Counselor and Social Worker, Principal	After the 3rd, 5th and 7th absence	Happened more predictably in Year 2, but not 100%. Goal for year 3 is 100%, with PBIS support.

	ACTION STEP 5, Make parent contact (positive and negative) to student to discuss student progress and possible attendance issues. Documented on a call list and turned in to principal every Wednesday.	Homeroom Teachers	Biweekly	Yes
	ACTION STEP 6, Post and publically track daily attendance for their homeroom	Homeroom Teachers	Daily	Yes
	ACTION STEP7, Track and post weekly homeroom attendance averages. Principal will target the three lowest homerooms for intervention	Parent Support Specialist/Principal	Quarterly /Weekly	No, must be streamlined for year 3. Responsibility PBIS
	ACTION STEP 8, Identify a "target group of attendance students each quarter and interact with that group on a Weekly basis.	Parent Support Specialist/ Principal	Weekly	No, focus for year 3
	ACTION STEP 9, Students will earn a point (Leopard Spots) for every day they attend school. Will be tracked by homeroom during advisory. Students get to use their spots to participate in activities such as Fun Fridays, dances, field trips, other incentives	Homeroom Teachers/Students/ TLF	Daily	yes, Leopard Spot calendar already set for Year 3
	Strategy 2, Increase academic engagement by reducing the failure rate of students in core content areas by 25% as measured by quarterly report card grades	ISC	Quarterly	Yes
	ACTION STEP 1, Each teacher will adhere to a five step daily lesson structure that includes checks for understanding and is also reflected within the BBC and monitored by ISC	Teacher/ISC	Daily	Yes
	ACTION STEP 2,	CWC/Special		Not with fidelity

	CWC/Special Education teachers will plan with their co-teacher. All pull out or self-contained special education environments will utilize differentiated centers.	Education teachers		
	ACTION STEP 3, Teachers will include differentiation in each unit, including choice assignments, leveled assignments, thematic instruction, centers, menus, etc. The differentiation will be informed by data collection (pre-assessment) at the beginning of the unit.	Teachers	Beginning of the unit	Beginning, focus for Year 3
	ACTION STEP 4, Teachers will produce weekly grade reports for all students to be handed out each Friday	Teachers	Weekly	Yes
	ACTION STEP 5, Each homeroom teacher and team, with the support of the ISC , will complete targeted goal sheets with every student at each marking period	Homeroom teacher/ ISC	Every 5 weeks	Yes, but not with fidelity, must be stronger
	ACTION STEP 6, Daily ISC monitoring of intervention classes and Leopard Spots	ISC/PBIS	Daily	Yes
	Strategy 1: Increase student engagement by utilizing alternative measures to decrease discipline referrals and out of school suspensions by 50%	Principal/TLF/ISC/ Classroom teachers/Counselor/ ISS monitor	2012-2013	Progress, but not met (39% reduction overall)
	ACTION STEP 1, Leadership team will provide professional development on creating a management plan and teaching expected behaviors	Principal/ISC/TLF	July 24-26 2012, and throughout the year	yes
	ACTION STEP 2, Data will be collected by the ISS monitor/disciplinarian on	ISC/ISS	Weekly	No, focus for Year 3

	the highest number of referrals by homeroom, teacher and student each Friday			
	ACTION STEP 3, Meet with the teachers and homerooms with the highest number of referrals to determine necessary interventions	Principal/ ISC/TLF/ Counselor	Biweekly	Yes, this goal morphed into our CEIP program which will be continued Year 3
	ACTION STEP 4, Students who are referred to ISS will complete a reflection sheet which must be read and approved by the ISS monitor, then the student must make an appointment to meet with the referring teacher to "negotiate "their way back into class	ISS/Teacher/Student	Daily	Sporadic
	ACTION STEP 5, Follow a daily schedule with at least one 30 minute character lesson per day and basic skill practice. Each student assigned to ISS will have a folder where they chart their infractions, and must complete their checklist in order to be released back to regular class	ISS monitor	Daily	No
	ACTION STEP 6, Create and enforce school wide rules and expectations	Leadership Team and teachers *Begin schoolwide PBIS	July 2012	Yes
	ACTION STEP 7, Professional development on appropriate use and documentation of referrals. Referrals will be on a tiered system	Principal/ISC	Beginning of school year, August, 2012	Yes
	ACTION STEP 8, Review of referral and disciplinary action data for identifying patterns and problems	Teachers	Monthly at staff meetings	Yes
	ACTION STEP 9, Provide a lesson to each homeroom on age appropriate social skills	Counselor	Monthly	No

	ACTION STEP 10 Construct and implement a management plan which includes procedures on movement, material distribution, enter/exit, time management, and rules/consequences/incentives	Teachers	At the beginning of school year, August, 2012 and review/revise as needed	Yes
	ACTION STEP 11, Construct a team wide behavior plan to outline consequences for students with minor offenses and reward those who comply	Grade level teams	At the beginning of school year, August, 2012 and review/revise as needed	Yes
	ACTION STEP 12, The homerooms with the highest number of discipline referrals will have an extended morning meeting with an administrator for one week.	Homeroom teachers/ students	Ongoing	Yes
	ACTION STEP 13, Schedule appointments to re-teach desired behavior for those 3 classes until mastery is reached (as measured by reduction of number of referrals/discipline actions)	Counselor	Two times per week for at least one week	No
	ACTION STEP 14, Re-teach procedures to be documented in lesson plans and observed by administration, counselor, and/or social worker	Homeroom teacher/TLF/Counselor, Social worker		Yes
	ACTION STEP 15, Teachers with the highest number of discipline referrals will meet with administration to reevaluate their management plan and rewrite as necessary	Teacher/Administration	As needed	Yes
	ACTION STEP 16, The top 10% of students with discipline referrals will meet with the counselor	Students/Counselor	Weekly	Yes
	ACTION STEP 17, Referral to	CARE team(parent,	As needed	Yes, beginning

	CARE team to conduct a functional behavior assessment and create a behavior improvement plan.	home room teacher, counselor, social worker, administrator, nurse, psychological examiner if necessary)		process to be continued and refined in Year 3
	ACTION STEP 18, Student assigned to Professional Behavior Academy with a behavior contract, must meet goal to return to class	Student/Counselor/ Social Worker/ISS monitor	As needed	Yes (CEIP)
	ACTION STEP 19, Referral to faith partner or Big Brother/Big Sister for mentor	Students/Faith partners/Big Brothers/Big Sisters	As needed	Yes
	Strategy 2, Provide opportunities for extended day and extended year learning activities for all three years		SY 2010-2011 SY 2011-2012 SY 2012-2013	Yes
	ACTION STEP 1, Parents will receive a monthly newsletter from the principal and grade level teams.	ALL (students, teachers, administrators)		No, will be implemented by PBIS in year 3
	ACTION STEP 2, Parents will receive phone calls from the homeroom teacher to personally invite them to open house.	Teachers		Yes
	ACTION STEP 3, Hold monthly PTO meeting on the 3rd Thursday of each month; Parents will receive a flyer reminding them of each meeting	School Leaders		Yes
	ACTION STEP 4, Create a Parent Advisory Council of at least 5 and no more than 10 parents to meet with monthly to plan programming for parents, discuss concerns, and	Principal/School Leaders		Yes

	support work of students and teachers			
	ACTION STEP 5, Create a master parent email list to get news and announcements to parents easily. Homeroom teachers will send home a parent information form and will offer incentives to all who return the form.	PSCS		No