Sigel (5860)

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

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

YEAR THREE 2012-13 SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	113,078.00	-	43,193.00	20,910.00	13,752.00	-		190,933.00
1200 Supplemental Instruction (Title I) *1003(g) SIG*	-	-	-	-	-	-		-
2100 Non Instructional Support Services *1003(g) SIG*	42,307.00	25,674.00	33,117.00	-	-	-		101,098.00
2200 Professional Development *1003(g) SIG*	5,623.00	-	542.00	-	-	-		6,165.00
2600 Planning and Evaluation *1003(g) SIG*	-	-	-	-	-	-		-
3000 Community Services *1003(g) SIG*	-	13,133.00	7,347.00	-	-	-		20,480.00
Program Costs Subtotal *1003(g) SIG*	161,008.00	38,807.00	84,199.00	20,910.00	13,752.00	-		318,676.00
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*	206,994.00	42,980.00	101,884.00	22,455.00	14,116.00	-		388,429.00

Sigel (5860)

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				1.5		
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
Sigel elementary	292928002000	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	COUNTY-DISTRICT - BUILDING CODE
ST. LOUIS PUBLIC SCHOOLS/SIGEL ELEMENTARY	**115-115-5860**

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG*	**Goal 1/Obj.1/Str.3; Goal 1/Obj. 2/Str.3; Goal 3 /Obj. 1 & 2: Instructional Support Specialist; Goal 1/Obj. 1&2 / Str. 1: Instructional Technology** **Goal 1/Obj/Str. 2: Reading Specialist ; Goal 1/Obj. 1/Str. 2; Purchase interventions**
1200 Supplemental Instruction (Title I)	**Goal 1/Obj. 1/Str.1**
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003(g) SIG*	**Goal 3/Obj. 1/ Strategy 1&2; Goal 4/Obj. 1/Strategy 1: Social Worker** **Goal 3/Obj. 1/Strategy 1&2; Behavior Intervention Specialist**
2200 Professional Development	
2200 Professional Development *1003(g) SIG*	**Goal 1/Obj. 1/Strategy 3: Guided Reading & RTI Writing Cosultant**
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	
3000 Community Services	
3000 Community Services *1003(g) SIG*	**Goal 3/ Obj. 3/Strategy 1,2,3, and 4 Family Educator to support community and parents of students to increase parent participation and awareness.**
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.**

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	Sigel (586)				COUNTY-DISTRICT-BUILDING CODE			115-115-586
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*	113,078.00	-	43,192.00	20,910.00	13,752.00	-		190,932.00
1200 Supplemental Instruction (Title I)	163,484.00	43,220.00	93,599.00					300,303.00
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	-	-	-	-	-	-		-
2100 Support Services - Pupils *1003 (g) SIG*	42,307.00	25,674.00	33,117.00	-	-	-		101,098.00
2200 Professional Development	-	-	-	-	-	-		-
2200 Professional Development *1003 (g) SIG*	5,623.00	-	543.00	-	-	-		6,166.00
2600 Planning and Evaluation	-	-	-	-	-	-		-
2600 Planning and Evaluation *1003 (g) SIG*	-	-	-	-	-	-		-
3000 Parent Involvement	-	-	-	-	-	-		-
3000 Parent Involvement *1003 (g) SIG*	-	13,133.00	7,347.00	-	-	-		20,480.00
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)*	163,484.00	43,220.00	93,599.00	-	-	-		300,303.00
***1003 (g) SIG* Subtotal**	206,994.00	42,980.00	101,884.00	22,455.00	14,116.00	-		388,429.00
Grand Total	370,478.00	86,200.00	195,483.00	22,455.00	14,116.00	-		688,732.00

NEW PAGE

SECTION VI.C. 1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET	
BUILDING NAME SIGEL (586)	BUILDING CODE 5860
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Instructional Support Coordinator	**46,448**
1 – FTE Reading Specialist	**61,007**
1 – FTE Social Work Specialist	**42,307**
Teacher Extra Service Pay for Extended Day Instruction 140 hours @ $25.52	**5,623**
Non-Cert Extra Service Pay for Extended Day Instruction 140 hours @ $15.00	
Teacher Extra Service Pay for Professional Development	**5,623**
Curriculum 68 hours @ $25.52	
Staff Development 68 hours @ $25.52	
Non-Cert Extra Service Pay for Professional Development	
Curriculum 68 hours @ $15.00	
Staff Development 68 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	**$206,994**
6150: Non-Certificated Salaries	
1 – FTE Behavior Intervention Specialist	**25,674**
.5 – FTE Family Educator	**13,133**
.091 – 1 FTE Administrative Assistant	**4,173**
6150 Subtotal	**$42,980**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	**84,199**
Hourly Blended Benefits Rate (11%)	
Admin Benefits	**17,685**
6200 Subtotal	**$101,884**
6300: Purchased Services	
Instructional Consultants (SAMS)	**20,910**
Admin Professional Development	**1,545**
6300 Subtotal	**$22,455**
6400: Materials/Supplies	
Instructional materials and supplies (leveled library, student assessment portfolio materials)	**9,752**
Admin Professional Development materials and supplies	**364**
Computers (Math & Communication Arts Classrooms) 5 @ $909	**4,000**
6400 Subtotal	**$14,116**
6100-6400 Subtotal	**$388,429**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$388,429**

SECTION VII. – NARRATIVE

In an effort to continue the implementation of the turnaround plan, Sigel's Leadership Team annually conducts needs analysis using multiple data sources (MAP Assessments, Acuity, DRA, and AimsWeb scores; discipline and attendance data; student, teacher, and parent surveys). The key findings of the assessment data as well as latest survey results revealed that student achievement in reading and math, as evidenced by MAP scores for the past six (6) years, has lagged significantly below the district and state passing averages. In addition, teachers require intensive professional development opportunities to address the individual needs of each teacher, better align the curriculum, build teachers effective use of curriculum resources, train teachers in differentiated instruction, improve teacher instruction for basic and below basic students, and strengthen their analysis and use of student data. As evidenced by current assessment data, teachers' use of targeted academic support opportunities for students was insufficient to meet the needs of all students. During 2010-2011 school year, Sigel Leadership Team and school staff showed significant commitments to the creation and implementation of the comprehensive turnaround plan to accelerate high levels of student achievement utilizing best practices. During 2011-2012 school year, Sigel continued to work on the key areas of need expanding the depth and breadth of school improvement efforts. These efforts were focused on the organizational framework that established committees and teams responsible for brining change and improving student achievement. Sigel teachers utilized Data Team meetings to analyze data from Acuity, DRA, AimsWeb, developed and used teacher-made assessments to identify student needs, designed appropriate instruction for each student group, and monitored student progress in the area of Communication Arts and as well as in Mathematics. Another focus was on differentiated instruction utilizing Daily 5 and Cafe strategies based on the comprehensive literacy approach and on-going teacher feedback, guidance, and individualized instruction. Sigel continued implementation of Positive Behavior Support increasing the opportunities for student recognition and praise of positive student actions. Moreover, Sigel

teachers continued to receive support through ongoing job-embedded professional development opportunities which included, but were not limited to, reading consultant's support and teachers' work in Data Teams.

SECTION VII.A. – DISCUSSION OF YEAR TWO

Objective 1: Differentiated instruction will be provided to 100% of students a minimum of five days a week as evidenced by lesson plans and classroom walkthroughs.

To address this objective during 2011-2012 school year, Sigel continued to focus and expand the following initiatives: guided reading, learning centers, reading room, and Data Teams.

Guided Reading

Weekly lesson plan review showed that 100% of classrooms had evidence of planned guided reading instruction. Sigel Classroom Observation Form used for walkthroughs showed that in 80% of classrooms guided reading was used as part of their Communication Arts block. Examining the comparative data from 2010-2011 school year, the increase in the use of guided reading practices is evident. Analyzing the lesson plan template and the walkthrough form used during 2010-2011 school year, we realized that these forms were not aligned and, therefore, unable to provide us with the needed data. This challenge was addressed during 2011-2012 school year. Sigel's leadership team developed a lesson plan template and a walkthrough form that allow us to capture the data that speaks to the implementation of guided reading.

Learning Centers

Weekly lesson plan review showed that 100% of classrooms planned to utilize learning centers in Communication Arts and Mathematics. In Communication Arts, learning centers were based on Daily 5 (Read to Self, Read to Someone, Work on Words, Work on Writing, Listen to Reading). In Mathematics, learning centers were focused on the idea of differentiation based on the students' understanding of the current topic.

At the beginning of 2011-2012 school year, walkthrough data showed a much smaller percentage of classroom implementing learning centers than stated on the lesson plans. Analyzing potential causes of this discrepancy, Sigel's Leadership Team developed and implemented a focused walkthrough schedule as well as identified time frames for learning centers within Communication Arts and Mathematics blocks. In addition, the new walkthrough form proved conducive for capturing the use of learning centers.

Reading Room

To address early literacy, during 2010-2011 school year Sigel implemented a Reading Room Pilot using whole class small group instruction following the 5 day plan. Reading Room was expanded to address early literacy in six classrooms (Kg-2 gr.) during 2011-2012 school year. Four instructors were involved in the Reading Room. The classroom teacher worked with the classroom reduction teacher, reading specialist, and an ESOL teacher to insure that small group reading instruction was delivered based on each student's reading level using leveled books.

Among the challenges of the pilot, participating teachers named the need for more training in Phonemic Awareness, the need for a rich collection of leveled books for instructional and independent reading in the reading room (about 240 books/week), and the need for staffing that would insure that individuals working in the reading room were trained in providing literacy interventions. These considerations will be taken into account in Year Three.

Data Teams

In Year One, Sigel used Data Team Protocol in Communication Arts. In Year Two, Data Team work was expanded to address not only Communication Arts, but also Mathematics. Teams used MAP data for 3-6 gr., Acuity for 2-6 gr. and AimsWeb for KG-6 gr. to pinpoint students' needs and identify skills that need

improvement and can be addressed through Data Teams. Each grade level worked as a team to create teacher-made assessments. Using them as a pre-test, the teams analyzed students' work identifying strengths and weaknesses, and prioritized the instructional needs for 4 groups of students:

- proficient or higher
- close to proficient
- far from, but likely to become proficient
- far from and not likely to become proficient

The teams set SMART goals, outlined common instructional strategies, and used student work to monitor and adjust their instruction for each of the 4 groups of students. To support the work of data teams, several professional development opportunities focused on refining teachers' skills in writing assessment items, utilizing distractors during instruction, and involving students in self-assessment using reflection tables.

One of the challenges of Data Teams during 2011-2012 school year was the fact that Sigel started out with 6 teachers who were not familiar with the Data Team protocol and required initial training. To address this challenge, teachers were trained in the use of the data team protocol during their initial Data Team meetings. In addition, teams that struggled were provided with more support during each step of the process.

Overall, teachers' reflection logs show that some of the successes of the data team process were:

- teacher's focus on students' needs
- rich discussions related to commonalities and differences in student performance
- increased teacher cooperation
- discussions related to instructional strategies became more meaningful
- student work analysis allowed to address specific student needs

The review of Data Team Step 4 documents, which display the choice of instructional strategies for each of the 4 groups of students show that 100% of teams differentiated their instruction. We estimate that 85% of teachers became intentional in their use of instructional strategies to address the focus skill.

The effects of the above mentioned instructional initiatives on the student achievement were monitored using the following assessments: district-wide Acuity Benchmarks, school-wide DRA (Developmental Reading Assessment), AimsWeb, and the Data Team protocol.

Acuity Benchmark Assessments

Classroom teachers utilized individual student scores to monitor student movement within the same Acuity tier and to the next Acuity tier. In 3rd grade Communication Arts, from Acuity A to Acuity B, 25% of students increased their score within the same tier and another 35% of students moved to a higher tier, whereas from Acuity B to Acuity C, there was a slight decrease in the percentage of students who moved up to a higher tier. In 4th grade Mathematics, from Acuity A to Acuity B, 42% of students increased their score within the same tier and another 15% moved to a higher tier, whereas from Acuity B to Acuity C, the parentage of students who moved up within the same tier remained the same and the percentage of students who moved to a higher Acuity tier decreased.

Classroom teachers also analyzed and used students' itemized scores that reflected their skill mastery. Examining students' skill mastery, 5th grade students reached 85% on R1H: author's purpose, 60% in R1E: context clues, and only 25% in R3C: cause and effect, predictions, and problem/solution. Such itemized tracking of skill mastery was used by classroom teachers in creating their intervention plan schedules that outlined the skill and the students who need to revisit the skill during the intervention time either through a whole class focus lesson or through small group mini lessons. The skill mastery data was also used to create a

MAP plan that allowed teachers to zoom in on the skills their students needed.

DRA

Developmental Reading Assessment was conducted 3 times during 2011-2012 school year to monitor students' reading levels. This assessment was administered to students in grades KG to 6th grade Teachers used the results of this assessment to group students for their guided reading in Communication Arts. Comparing our beginning and end of year DRA scores, we were able to identify percentage of students who made progress during the year. This was due to the administration of the DRA 2 times during the school year. Two highest percentages of growth were 96% in Kindergarten and 95% in 1st grade, while the lowest percentage of reading growth was 36% in 4th grade.

AimsWeb

Developmental Reading Assessment was conducted 3 times during 2011-2012 school year to monitor students' reading levels. This assessment was administered to students in grades Kindergarten to 6th grade. This Assessment data allowed teachers to see student performance using the RTI framework. Assessment prompts equipped teachers with precise data on essential literacy and mathematics skills and helped teachers identify not only specific skills that need extra attention and additional instruction, but also allowed teachers to pinpoint individual students who need interventions.

Data Team Data

Examining the number of SMART goals met by grade level teams using the Data Team Protocol, CA and MA SMART Goals were met 5 out of 8 times during cycle 3. Some of the reasons why the SMART Goal were not met in all cases were the overall difficulty reading on-level text experienced by many students as well as relatively small repertoire of instructional strategies used by the teachers. These challenges will continue to

be addressed in Year Three.

Objective 2: Establish a safe and supportive learning environment to support the academic and social success of all students by decreasing referrals by 50%.

☐ 2011-2012 school year was the first year of PBS (Positive behavior Support) implementation at Sigel. Sigel has a functional PBS team which meets by-monthly. Check In/Check Out program is used as Tier II intervention. What do Targeted Interventions do?

- Increase access to adult attention
- Increase access to peer attention
- Increase access to activity choice
- Acceptable options for avoiding aversive activities
- Acceptable options for avoiding aversive social
- Increased structure (prompts for appropriate behavior)
- Structured times for feedback (5 per day)
- Enhanced home-school communication
- Development of self-management skills

The partnership with Big Brothers Big Sisters which started in Year 2 continued in Year Three. The program currently serves approximately 50 students and has attributed to our decrease in discipline referrals. In addition, During year two Sigel started the partnership with the Mental Health Program. The Sigel Healthy Kids Connection Project, a work in progress, is one step towards the development of an interconnected

framework for communities and schools to use as they work in partnership to build more responsive and effective systems that connect mental health and schools. Our goal was to identify the family's strengths and needs using a collaborative, team-based approach to delivering services by engaging all stakeholders in developing an operational plan of support for the student. The outcomes of such a program for schools are children are healthy and ready to succeed, students and their families have early access to quality services and supports, students are engaged and feel safe and supported, are able to support the learning needs of all students and strong family-school-community partnerships for student success. I must say we started the partnership six months ago and in an attempt to meet these outcomes we have referred 33 students to the case manager, 27 received assessments for wraparound services and 6 students/families have been referred. Our discipline referrals have dropped and our attendance has increased as a school by 1.5% as compared last school year. In short we have seen success in improved academic performance, improved attendance, and reduction in school suspensions, improved resources to the school, increased collaboration and coordination among educators and service providers. The benefit of early intervention assist us in better meeting the needs of children who are experiencing social, emotional, or behavioral difficulties, and to build the capacity of our staff to prevent the escalation of academic and mental health problems. Sigel currently has a monthly school-wide student recognition assembly.

In Year Three, PBS Team will address bus behavior by adding the Bus Rider of the Month in addition to the Student of the Month, Most Improved Student, and Attendance awards. The PBS team implemented frequent student recognition award program and class awards on a monthly basis. As a result of PBS implementation, student referrals in Year two decreased significantly (from 589 in 2010-2011 to 148 in 2011-2012), which makes up 74.88% decrease in referrals. In Year Three, additional work will be done on increasing positive language usage by teachers for redirecting and pre-correcting behaviors.

Objective 3: Provide extended day and extended year learning opportunities for students.

During 2010-2011 school year, Sigel had after-school learning labs. This after school initiative utilized Study Island GLE Mastery and MAP preparation program. The after-school instruction was delivered in small groups which insured close monitoring of the effects of the interventions used on student progress.

Saturday academy was another opportunity students had for supplemental instruction. Sigel partnered with University of Missouri-St. Louis to develop this initiative. UMSL provided student-teachers, who taught Saturday academy classes. The interns used a GLE schedule that outlined the Power GLEs to address in Communication Arts and in Mathematics. Cross-content instruction was a major emphasis of Saturday Academy.

Sigel students had a chance to participate in Supplemental Education Services (SES) Sylvan program. To address the development of social skills, Sigel conducted Junior Achievement, basketball, and cheerleading programs).

Objective 4: Parent Involvement

The most important success in the area of parent involvement is the increase in the number of volunteers. The number of parent volunteers increased from 13 in 2010-2011 to 23 in the 2011-2012 school year. The Fall Parent conferences showed 194 students represented, which is a slight decrease from 204 in 2010-2011 school year. Monthly Family Events held during the 2011-2012 school year were attended by 10 or more families per event on average. Partnerships with outside agencies, such as Big Brothers Big Sister and BAEO assisted with increasing the number in attendance at the monthly family events.

SECTION VII.B. – YEAR THREE TIMELINE

(See attached)

- See Year 3 Timeline attached.

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 1: 50% of student in Grades Pre-K 6 will demonstrate academic progress in Communication Arts

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July-Sept	Oct - Dec	Jan-Mar	Apr-May
1.1: All classroom teachers will provide differentiated instruction in reading	a. Classroom teachers will provide guided reading instruction 5 days a week utilizing research based learning strategies b. Classroom teachers will utilize communication arts learning centers (Daily 5) c. Classroom teachers will provide 5 days of focused interventions d. Classroom teachers will participate in data teams and implement differentiated strategies related to Comm. Arts focus GLE outlined by data team protocol e. Classroom teachers will utilize technology to differentiate instruction (e.g. Promethean technology)	Classroom Teachers	X	X	X			
			Evaluation Measures and Timelines Monthly					
			Data team scoring guides, walkthrough data, lesson plans					

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July-Sept	Oct - Dec	Jan-Mar	Apr-May
1.2: An Early warning system will be developed to identify students in need of reading support/interventions (Response to Interventions)	a. Reading Specialist will implement a 4 day small group instruction in grades Kg-3 b. Reading Specialist will provide Tier 2 & 3 reading intervention to students in gr. 3-6 c. Teachers and Reading Specialists will utilize Aims Web probes, Focus Forward and LLI to support Tier 2 & 3 students	Teacher, Rdg. Specialist			X	X		
			Evaluation Measures and Timelines Quarterly					
			AIMS Web & DRA data					

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July-Sept	Oct - Dec	Jan-Mar	Apr-May
1.3: All classroom teachers will provide writing instruction to students utilizing 6+1 Traits of Writing	a. Writing consultant will provide teachers with 6+1 Traits of Writing professional development b. AIC will provide PD in 6+ 1 Traits of Writing c. AIC and principal will conduct weekly walkthroughs and provide feedback to teachers d. AIC will conduct weekly lesson plan reviews and provide feedback to teachers	Teachers, Principal, AIC, Writing Consultant,				X		
			Evaluation Measures and Timelines Quarterly					
			walkthrough data, lesson plans, AIMS Web Data, student work					

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July-Sept	Oct - Dec	Jan-Mar	Apr-May
1.4: Academic Instructional Coach **(AIC)** and Principal will provide job-embedded assistance to 100% of classroom teachers including, but not limited to professional development, walk-through and lesson plan feedback	a. AIC and principal will provide job-embedded professional development through Data teams, coaching b. AIC will provide PD in guided reading, learning centers, and writing AIC and principal will conduct weekly walkthroughs and provide feedback to teachers c. AIC will conduct weekly lesson plan reviews and provide feedback to teachers	Principal, AIC, Reading Consultant, Instructional Support	X	X	X			
			Evaluation Measures and Timelines Quarterly					
			walkthrough data, lesson plans, data team agendas, professional development agendas					

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July-Sept	Oct - Dec	Jan-Mar	Apr-May
1.5: Classroom teachers will analyze data to guide their instructional decisions	a. Teachers will utilize data team meetings to analyze data from teacher-made assessments, DRA, Aims web, & Acuity to monitor student progress and place them into the appropriate instructional groups and to identify students who need interventions	Teachers	X	X	X			
			Evaluation Measures and Timelines Quarterly					
			Data team scoring guides, walkthrough data, lesson plans, teacher survey, student smart goal progress					

- Objective 2: 50% of students in Grades Pre-K-6 will demonstrate academic progress in Mathematics

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July-Sept	Oct - Dec	Jan - Mar	Apr-May
2.1: All classroom teachers will provide differentiated instruction in mathematics	a. Teachers will provide small group instruction in Math 5 days a week utilizing research-based learning strategies b. teachers will utilize mathematics learning centers c. teachers will provide 5 days of focused intervention d. Teachers will participate in data teams and implement differentiated instruction strategies related to math focus GLE outlined by data team protocol e. Classroom teachers will utilize technology to differentiate instruction (e.g. Promethean technology)	Teachers, Math Specialist			X	X		
			Evaluation Measures and Timelines Monthly					
			Data team scoring guides, walkthrough data, lesson plans,					

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July-Sept	Oct - Dec	Jan - Mar	Apr-May
2.2: Mathematics Specialist will provide supplemental instruction in Mathematics	a. Hire mathematics specialist b. Purchase Math intervention program c. Math specialist will provide supplemental small group interventions for Tier 2 & 3 students	Math Specialist				X		
			Evaluation Measures and Timelines Quarterly					
			Data team scoring guides, walkthrough data, lesson plans					

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July-Sept	Oct - Dec	Jan - Mar	Apr-May
2.3: Academic Instructional Coach **(AIC)** and Principal will provide job embedded assistance to 100% of classroom teachers including, but not limited to professional development, walkthrough, and lesson plan feedback	a. AIC and principal will provide job-embedded professional development through data teams and coaching b. AIC and principal will provide professional development in math instruction and learning centers c. AIC and principal will conduct weekly walkthroughs and provide feedback to teachers d. AIC will provide weekly lesson plan reviews and provide feedback to teachers	Teachers, AIC, Math Specialist, Principal, Instructional Support Specialist			X	X		
			Evaluation Measures and Timelines Quarterly					
			walkthrough data, lesson plans, data team agendas					

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July-Sept	Oct - Dec	Feb - Mar	Apr-May
2.4: Classroom teachers will analyze data to guide their instructional decisions	a. Teachers will utilize data team meetings to analyze data from teacher-made assessments, Aims web, & Acuity to monitor student progress and place them into the appropriate instructional groups and to identify students who need interventions	Teachers			X	X		
			Evaluation Measures and Timelines Quarterly					
			Data team scoring guides, walkthrough data, lesson plans, teacher survey, AIMS Web, Acuity					

- Objective 3: 100% of students will be afforded the opportunity to participate in extended learning opportunities.

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July - Sept	Oct - Dec	Jan - Mar	Apr-May
3.1: All students will be afforded the opportunity to participate in Saturday Academy and/ or Before/Afterschool tutoring that will provide support in reading and math skills.	a. transportation will be provided to participating students b. After school liaison will work in conjunction with SES and after-school programming to offer tutoring to students, monitor assessments of students, and provide a communication link between the school, parents, and programming, as evidenced by after-school liaison logs, time sheets, and student data reports. c. Supplemental Education Services (SES) will be provided to all eligible students.	Principal, leadership team	X		X		X	
			Evaluation Measures and Timelines Semester (Jan and June)					
			Student Attendance, Pre-Post Test, Aims web, Acuity					

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July - Sept	Oct - Dec	Jan - Mar	Apr-May
3.2: Community partnerships (parents, tutors, volunteers) will provide supplemental interventions to identifiable students.	a. school will continue partnership with UMSL pre-service teachers & interns to provide academic support for Tier 2 & 3 students b. Oasis, St. Timothy's tutors and parent volunteers will be utilized to provide academic support	principal, leadership team, dist. Volunteer office	X		X		X	
			Evaluation Measures and Timelines Yearly (Jan and June)					
			Surveys, sign-in sheets					

Goal 2: 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 1: By the end of the 2012-2013 school year, 100% of teachers will become highly qualified as measured by NCLB standards as evidenced by DESE certification guidelines.

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July - Sept	Oct - Dec	Jan - Mar	Apr- May
1.1: All teachers will be recognized as highly qualified.	a. TFA teachers will take praxis exam b. Develop collaboration with colleges and universities c. Book studies will be utilized using a differentiated approach to address individual staff members needs	Principal, leadership team, HR	X	X				
			Evaluation Measures and Timelines Yearly (May)					
			Professional Development Plans & Logs					

Goal 3: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

- Objective 1: To increase student achievement by increasing time in the classroom and decreasing time outside of the classroom for students during the school day.

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr .2	July-Sept	Oct - Dec	Jan-Mar	Apr-May
1: School-wide implementation of PBS (Positive Behavior Support).	a. Behavior Intervention Specialist will utilize Check in/Check out process for Tier 2 students b. Social worker will provide small group and/or individual counseling for Tier 2 & 3 students c. PBS team will meeting monthly to review data and plan interventions Professional development will be provided to staff members regarding school-wide expectations	PBS team, teachers, social worker, behavior intervention specialist, Instructional support specialist	X	X	X			
			Evaluation Measures and Timelines Quarterly					
			Student Discipline Data					

	c. Care team will be utilized for students who show academic or behavioral deficits		

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr .2	July-Sept	Oct - Dec	Jan-Mar	Apr-May
2: Persistent absences will be decreased by 50%.	a. Social worker will conduct home visits of students who are absent more than 5 days. b. Nurse will address all persistent absences related to health concerns and provide support as needed to families c. Parent Educator will make daily phone calls to the home of each absent student.	Instructional Support Specialist, Behavior Intervention Specialist, Social Worker, Parent Educator	X	X	X			
			Evaluation Measures and Timelines Monthly					
			Student Attendance & Suspension Data, suspension data					

Goal 4: Parent and Community Involvement

- Objective 1: Parent and community involvement will increase 20% from the 11-12 to the 12-13 school year as evidenced by Parent/Teacher Conference attendance, parent attendance at school events and assessed level of community involvement.

Strategy/Indicator	Action Steps	Person Responsible	Year 3 Timeline					
			Yr .1	Yr. 2	July - Sept	Oct - Dec	Jan - Mar	Apr- May
1: Create positive partnership between home and school.	a. Parent workshops will be offered to provide skills to parents to enhance/increase student achievement. b. Parents will be informed and updated about their child's curriculum, forms of academic assessment used to measure student progress, educational	Parent Educator, Teachers, Social Worker, Counselor, Leadership Team	X	X	X			
			Evaluation Measures and Timelines Semester (Jan and May)					

	programs and school events through the use of quarterly newsletters, school reach telephone system and school Website. c. Parent Educator will organize monthly parent meetings to stimulate conversations about student achievement and school data strategies to help students at home d. Parent Educator will be retained to promote and improve parent and community involvement c. Positive phone calls home		Parent sign in sheets from parent activities, parent surveys	

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

Although we have laid the foundation and seen improvement in student academics, teacher data analysis, teacher use of guided reading and learning centers (differentiation) instructional strategies, parental involvement, we have identified academics and behavioral areas that we must strengthen. We have identified a need for additional teacher professional development and support in the implementation of universal screening and utilization of diagnostic tools to prescribe interventions. In addition, we need to address writing, which we plan to do by hiring a Writing consultant that will provide ongoing professional development and support to teachers in the use of 6+1 Traits of Writing. We have identified the need for additional instruction and interventions for students in mathematics. We plan to hire a math specialist who will provide instructional supports for Tier 2 & 3 students. We have identified the need for the development of a three tiered Response to Intervention Model that will identify universal screenings, progress monitoring, and research based interventions for all students. We plan to hire another Reading Specialist to provide small group interventions for Tier 2 & 3 students and purchase Tier 2 & 3 interventions (LLI). We will continue to

provide ongoing professional development in the analysis of student data by utilizing Data Team protocol during weekly professional learning communities (PLC's). To continue implementing PBS, we will explicitly teach our school-wide expectations (universals-Tier I) to students the first week of school and throughout the school year. Teachers will continue to use classroom interventions and recognize students who are doing the right thing on an ongoing basis. Check in/Check Out program will continue to function as out Tier II intervention, while CARE team meetings with the families of Tier III students will be used to develop behavior success plan. Our school will continue the partnership with the Big Brother & Big Sister Program that provides mentors for up to 50 of our at-risk students. Further, we will continue to offer extended learning opportunities for all students to include before and after-school tutoring, Saturday Academy, and enrichment activities (Basketball, Computer Classes, Junior Achievement, Cheerleading).

SECTION VII.D. – STAFFING CHANGES

Upon completion of Year Two, Sigel lost 3 TFA teachers who completed their 2-year service, 2 teachers are placed on 18-week plan, 3 teachers are on Performance Improvement Plans. Teachers' strengths and weaknesses inform the reassignment of teachers to different grade levels in year Three. Currently, Sigel has several vacancies: one (1) ESOL teacher, one (1) ESOL TA, one (1) Library Assistant, two (2) ICAs, one (1) ECEE teacher, two (2) PreK teachers, and three (3) regular classroom teachers. Part-time Math Specialist will be hired using school improvement grant funding. Math Specialist will assist in the development of a school-wide early warning system in which Tier 2 & 3 targeted students will be identified and provided with academic interventions. In addition, Academic Instructional Coach will possibly be hired to assist teachers in planning and implementing research-based instruction in Communication Arts and Mathematics as well as use data to inform instruction and capture student progress. We will maintain the following SIG positions: Instructional Support Specialist, Social Worker, Parent Educator, Reading Specialist, and Behavior Intervention Specialist.