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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 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*	16,960.00	-	1,638.00	63,286.00	-	-		81,884.00
1200 Supplemental Instruction (Title I) *1003(g) SIG*	-	-	-	-	-	-		-
2100 Non Instructional Support Services *1003(g) SIG*	-	102,696.00	58,201.00	-	-	-		160,897.00
2200 Professional Development *1003(g) SIG*	16,960.00	-	1,638.00	-	-	-		18,598.00
2600 Planning and Evaluation *1003(g) SIG*	-	-	-	-	-	-		-
3000 Community Services *1003(g) SIG*	-	31,457.00	15,947.00	-	-	-		47,404.00
Program Costs Subtotal *1003(g) SIG*	33,920.00	134,153.00	77,424.00	63,286.00	-	-		308,783.00
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*	79,906.00	138,326.00	95,109.00	64,831.00	364.00	-		378,536.00

SECTION IV. – LEA/DISTRICT YEAR TWO 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	4					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			1			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						.667
TOTAL						

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
Vashon High School	292928000287	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 SCHOOLS/ VASHON	COUNTY-DISTRICT - BUILDING CODE 115-115-1830
Budget Codes	**Related Strategies and Activities**
1100 Instruction	
1100 Instruction *1003(g) SIG*	Reading Resources for reading lab (Goal 1: Objective 1.1) Math Resources for Math Lab (Goal 1: Objective 1.2)
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*	Intervention Specialist (4FTE) will work with students and staff to meet behavior objectives, and work with RTI in regards to instruction, attendance, and discipline. (Goal 2: Objective 2.1)
2200 Professional Development	
2200 Professional Development *1003(g) SIG*	Professional Development will be provided on RTI, Differentiated Instruction, and Depth of Knowledge. (Goal 1: Objectives 1.1, 1.2, and 1.3)
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	
3000 Community Services	
3000 Community Services *1003(g) SIG*	Safety & Attendance Family Specialist (1 FTE) will work to help increase the attendance rate. (Goal 1: Objective 1.8)
Administrative Costs	
Administrative Costs *1003(g) SIG*	Goal 1, 2, 3, 4/ Objective 1/ Strategy 1: Office of Innovation staff to support schools and monitor progress and accountability.

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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	Vashon (183)				COUNTY-DISTRICT-BUILDING CODE			115-115-183
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*	16,960.00	-	1,639.00	63,286.00	-	-		81,885.00
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*	-	102,697.00	58,201.00	-	-	-		160,898.00
2200 Professional Development	-	-	-	-	-	-		-
2200 Professional Development *1003 (g) SIG*	16,960.00	-	1,638.00	-	-	-		18,598.00
2600 Planning and Evaluation	-	-	-	-	-	-		-
2600 Planning and Evaluation *1003 (g) SIG*	-	-	-	-	-	-		-
3000 Parent Involvement	-	-	-	-	-	-		-
3000 Parent Involvement *1003 (g) SIG*	-	31,456.00	15,946.00	-	-	-		47,402.00
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*)	63,712.00	-	23,736.00	-	-	-		87,448.00
***1003 (g) SIG* Subtotal**	79,906.00	138,326.00	95,109.00	64,831.00	364.00	-		378,536.00
Grand Total	143,618.00	138,326.00	118,845.00	64,831.00	364.00	-		465,984.00

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SECTION VI.C. 1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET	
BUILDING NAME VASHON (183)	BUILDING CODE 1830
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Teacher Extra Service Pay for Extended Day Instruction 421 hours @ $25.52	**16,960**
Non-Cert Extra Service Pay for Extended Day Instruction 421 hours @ $15.00	**16,960**
Teacher Extra Service Pay for Professional Development	
Curriculum 208 hours @ $25.52	
Staff Development 208 hours @ $25.52	
Non-Cert Extra Service Pay for Professional Development	
Curriculum 208 hours @ $15.00	
Staff Development 208 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	**$79,906**
6150: Non-Certificated Salaries	
4 – FTE Behavior Intervention Specialists	**102,696**
1 – FTE Safety & Attendance Family Specialist	**31,457**
.091 – 1 FTE Administrative Assistant	**4,173**
6150 Subtotal	**$138,326**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	**77,424**
Hourly Blended Benefits Rate (11%)	
Admin Benefits	**17,685**
6200 Subtotal	**$95,109**
6300: Purchased Services	
Instructional Consultants (Scholastic & SAMS)	**63,286**
Admin Professional Development	**1,545**
6300 Subtotal	**$64,831**
6400: Materials/Supplies	
Admin Professional Development materials and supplies	**364**
6400 Subtotal	**$364**
6100-6400 Subtotal	**$378,536**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$378,536**

SECTION VII. NARRATIVE

SECTION VII.A. – DISCUSSION OF YEAR TWO

Vashon High School is a 9-12th comprehensive high school located in the Jeff Vander Lou Neighborhood in North St. Louis City. The high school opened in its original address at 3026 Laclede Avenue (the current location of Harris-Stowe State University) on September 6, 1927. In the early 1960's, the enrollment of Vashon had severely declined. The St. Louis Board of Education voted to relocate Vashon High School due to the cost of maintaining the location at the Laclede site.

At the beginning of the 1963-1964 school year, Vashon re-opened at 3405 Bell Avenue. The declining condition of the building on Bell Avenue prompted the community to petition for a new school to be erected. The ground breaking ceremony for the new Vashon School was held on May 3, 1999. On September 3, 2002, after fifteen years of struggle and waiting, Vashon High School opened in its third location at 3035 Cass Avenue. When the new facility opened, the enrollment increased to nearly twelve hundred students. In order to accommodate the growing number of students, the Vashon Ninth Grade Center was opened during the second semester of the 2005/2006 school year. However, the enrollment began to diminish, and the ninth grade staff and students returned to Vashon during the 2008/2009 school year. The current principal, Derrick Mitchell, is the sixth principal at the new location. He will be entering his third year as principal in the 2012/2013 school year.

Currently, the school enrolls 520 students of which 98% are African American. Twenty-six percent of the students are classified as special education; seventy-three percent of all students are eligible for free and reduced lunch.

Attendance

An Attendance Team comprised of the Data Processing Specialist, Parent/School/Community Specialist, Counselors, Social Workers, Intervention Specialists, and Assistant Principal was created to develop strategies and initiatives to increase the average daily attendance. At the end of the 2010/2011 school year, the average daily attendance was

91.38% which was an increase from 79.2% during the previous school year. The attendance rate for 2011/2012 showed a slight decrease from the previous school years, 90...%.

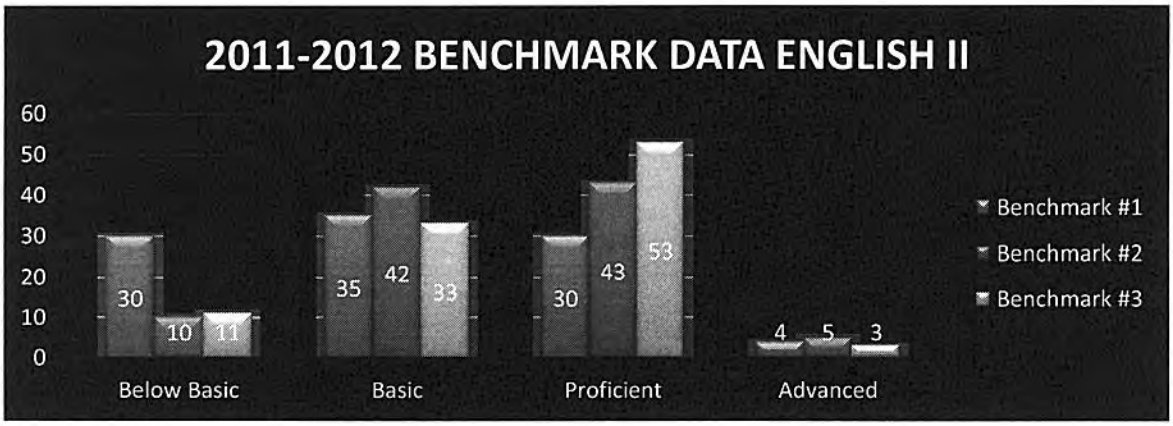
Academics

Vashon has shown an increase over the past three years in Communication Arts on the End of Course Examination. In 2010, 38% of students taking the test were proficient compared to 25% the previous year. Vashon made AYP in Communication Arts according to Safe Harbor Targets in 2010. Scores in Communication Arts improved in 2011 to 42.3%. In Mathematics, scores increased in 2009 to 15%, but decreased in 2010 to 8.2%. However, there was an increase in 2011 to 21% proficiency in Algebra 150. For the 2011/2012 school year, the position of Instructional Support Coordinator was eliminated and a Ninth Grade Coordinator position was created. The Teaching and Learning Facilitators worked with teachers to improve the overall instruction in the classroom. Professional Learning Communities were created throughout all the discipline areas, and teachers worked on Data Driven Instruction and creating Objective Mastery Systems, Project-Based Instruction, and Marzano's strategies to improve student engagement and create student-centered classrooms.

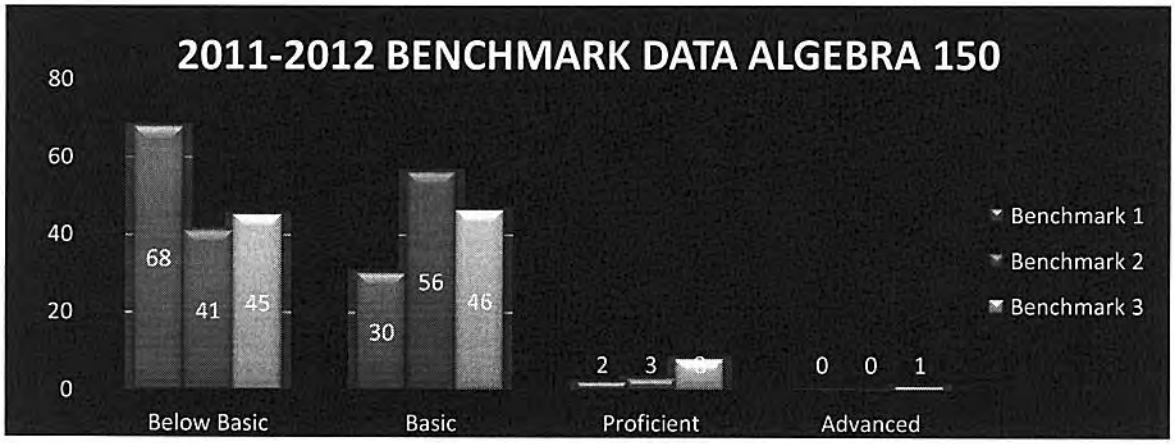
Teachers in the End-of-Course Areas created 30 day plans of instruction to use before and after the EOC Test. Additionally, the Principal, TLF's and teachers conducted pull-out groups with students who were in End-of-Course Classes. During 2011/2012 school year, students showed steady improvement of the district's benchmark examinations in World Literature, Biology, American Government and Algebra 150.

VASHON (183)

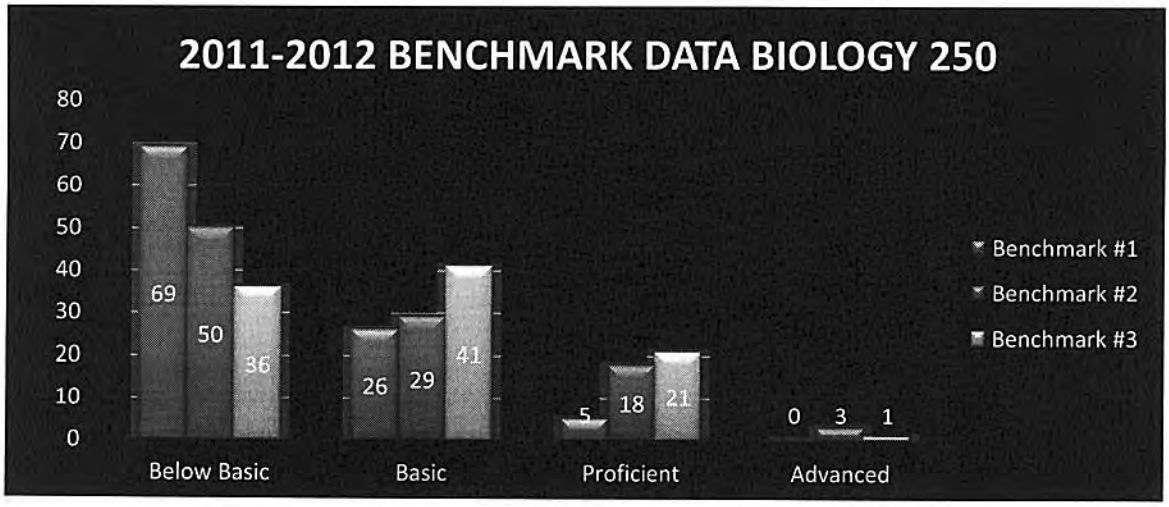
Communication Arts



Algebra 150



Biology



VASHON (183)

Section VII. A – Discussion of Year Two

Accomplishments/Challenges:

During the 2010/2011 school year, Vashon showed significant improvement in attendance, a decrease in discipline from the previous school year, and gains in academics on the district's benchmark examinations. During the 2010/2011 school year, A "No Suspension Policy" was created for students who did not warrant ten day suspension. Due to this policy, the referrals for suspensions decreased from 1857 in 2009/2010 school year to 84 in 2010/2011school year. During the 2011/2012 school year, there were a total of 148 suspensions. Although higher than the first year of implementation, we are still substantially below the baseline, prior to receiving the assistance of SIG funding. Additionally, students showed steady improvement on the district's benchmark assessments during the school year. Please view the relative table and charts for the 2011/2012 school year, and outlining progress made towards those objectives.

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 1.1 : Implement the managed curriculum by the end of year one. **MET** **Actions for 2012/2013: Continue walk-through process, monitor instructional practices, provide instructional methods, and support teachers with the hiring of Teaching and Learning Facilitators.**
Objective 1.2: By the end of 2011/2012 school year, 50% of the sophomores successfully completing the English II courses will meet or exceed the annual proficiency rate targets measured by the EOC which will result in a score meeting Safe Harbor. **Scores Pending** Actions for 2012/2013: Professional Development will be provided starting in July of 2012 related to "Digging Deeper with Data," Project-Based Instruction, Implementing Advisory Periods, and Vocabulary and Reading Strategies in the all of the content areas. Professional Development will be consistent and continuous throughout the 2012/2012 school year. A new teacher will be teacher World Literature for the 2012/2013 school year, due to the previous teacher leaving the district.
Objective 1.3: By the end of 2011/2012 school year, 30% of the students successfully completing the Algebra 150 courses will meet or exceed the annual proficiency targets measured by the EOC which result in a score meeting Safe Harbor.

Scores Pending

Actions for 2012/2013: Professional Development will be provided starting in July of 2012 related to "Digging Deeper with Data," Project-Based Instruction, Implementing Advisory Periods, and Vocabulary and Reading Strategies in the all of the content areas. Professional Development will be consistent and continuous throughout the 2012/2013 school year.

Objective 1.4: By the end of 2011/2012 school year, 27% of the students successfully completing the Biology courses will meet or exceed the annual proficiency targets measured by the EOC which will result in a score meeting Safe Harbor

Scores Pending

Actions for 2012/2013: Professional Development will be provided starting in July of 2012 related to "Digging Deeper with Data," Project-Based Instruction, Implementing Advisory Periods, and Vocabulary and Reading Strategies in the all of the content areas. Professional Development will be consistent and continuous throughout the 2012/2013 school year.

Objective: 1.5: By the end of the 2011/2012 school year, 10% of the students successfully completing American Government courses will meet or exceed the annual proficiency targets measured by the EOC which will result in a score meeting Safe Harbor.

Scores Pending

ctions for 2012/2013: The American Government Course will be offered for only a few students during the 2012/201 school year due to the fact that the course changing from a freshman level course to a junior level course. Only students who failed the course in their freshman year will be taking the course in the 2012/2012 school year. A new teacher has been hired for this course, due to the previous teacher leaving the district. : Professional Development will be provided starting in July of 2012 related to "Digging Deeper with Data," Project-Based Instruction, Implementing Advisory Periods, and Vocabulary and Reading Strategies in the all of the content areas. Professional Development will be consistent and continuous throughout the 2012/2012 school year.

Objective 1.6: Increase the use of data as instructional tool over the three year period.

Improvement

Actions for 2012/2013: Professional development was started in the 2011/2012 school year related to developing Objective Tracking and Mastery Systems. Professional Development will be continued this school year starting with a Professional Development sessions titled, "Digging Deeper with Data." In this session, teachers will identify specific CLE's that they would like to focus on for the year. This sessions will provide hands-on strategies to help teachers develop a plan before the start of 2012/2013 school year.

Objective 1.7: Implement a challenging and rigorous program that includes student centered instructional methods beginning in year one and ongoing.

Improvement

Actions for 2012/2013- Continue with individualized instruction with pull-out groups based on Benchmark scores and teacher recommendation. Professional Development will be provided starting in July of 2012 related to "Digging Deeper with Data," Project-Based Instruction, Implementing Advisory Periods, and Vocabulary and Reading Strategies in the all of the content reas. Professional Development will be consistent and continuous throughout the 2012/2013 school year.

Objective 1.8: 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 district's improvement plan and the

parameters as reviewed by the School Improvement Grant. Complete by the end of year one, and monitor in ensuring Years.

Improvement

Actions for 2012/2013- : Professional Development will be provided starting in July of 2012 related to "Digging Deeper with Data," Project-Based Instruction, Implementing Advisory Periods, and Vocabulary and Reading Strategies in the all of the content areas. Professional Development will be consistent and continuous throughout the 2012/2013 school year.

Objective 1.9: By the end of the 2010/2011 school year, the average daily attendance will increase from 79% to 85%.

Improvement: Attendance for 2011/2012 school year was 90.0% from 90.3% in 2010/2011.

Actions for 2012/2013 – Continue with the attendance team utilizing methods to improve student attendance. An Attendance Specialist will be hired to work with the Attendance Team to help improve attendance. Weekly meeting will be held related to improving attendance. Students who have attendance issues will be placed on attendance contracts. The Positive Behavior Specialists will work with Community Stakeholders to offer incentive prizes for students. Advisory Periods will added so that teachers can work with Response to Intervention (RTI) related to helping improving attendance for students.

Objective 1.10: Decrease the number of dropouts by 25% annually over the next three years to reach a reduced dropout rate of no more than 3% (state target) in 2012/2013 school year.

Improvement – The Dropout rate has been decreasing. Two Check and Connect Counselors were hired to work specifically o decrease dropout rates and improve attendance.

Actions for 2012/2013 – Continue working with the Check and Connect Counselors, and the Dropout Suspension Specialist that was hired by the District. Advisory Periods will be added to work with students are "At Risk" for dropping out of school. Teachers will use the Response to Intervention (RTI) to provide support for students.

Goal 2: Facilities, Support, and Instructional Resources Provide and Maintain appropriate instructional resources, support services, and functional and safe facilities.

Objective 2.1: Provide student support system to improve self esteem issues and to improve self confidence.

Improvement

Actions for 2012/2013- Create Advisory Periods for all the grade levels in order for teachers to do Response to Intervention related to: Academics, Behavior, Attendance and Enrichment. Teachers will work with the Intervention Specialist and the Positive Behavior Specialist to improve student achievement in all the intervention areas listed above.

Objective 2.2: Provide opportunities for extended day and extended year learning activities for all three years.

MET

Actions for 2012/2013: Continue providing opportunities for after school credit recovery, tutoring, and Saturday School.

Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out LEA (Local educational agency) District mission, goals, and objectives.

)bjective 3.1: Remove Staff as mandated under the Turnaround guidelines.

MET – Fifty percent of staff was not retained at the start of the 2010/2011school year.
Objective 3.2: Establish a recruitment and retention plan to ensure high quality, highly qualified teachers in all classrooms during year one. **Improvement** **Actions for 2012/2013:** Monitor and review teacher certifications at the school to ensure high quality, highly qualified teachers are in all in classroom. Recruit highly qualified teachers for vacancies in the building.
Objective 3.3: Develop a teacher evaluation system that includes performance indicators for year one. **Improvement** **Actions for 2012/2013:** The Principal and Assistant Principal will work with the Assistant Superintendent of SIG School, and SIG HR Designee to create a system for evaluations.
Objective 3.4: Provide leadership support to the principal in the development of school leadership teams and Turnaround advice during the first year and determine if retention is warranted for year two. **MET** **\ctions for 2012/2013: Continue to work with the Assistant Superintendent of SIG Schools utilizing effective strategies for school leadership.**
Goal 4: Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community involvement in LEA District educational Programs.
Objective 4.1: Increase parent involvement as an ongoing priority. **Improvement** **Actions for 2012/2013: Continue to increase parental involvement in the school, develop a parent handbook, provide afterschool and evening opportunities for parents and communities, and create a Parent Resource Room.**
Objective 4.2: Increase meaningful community partnerships within the school. **MET** **Actions for 2012/2013:** Continue working to build more community partnerships, and continue to work with existing community partners.

Professional Development for 2011/2012

Date	Topic	Hours	Number of Staff Attending
July, 2011	Project-Based Instruction Data Driven Instruction Response to Intervention	12	36
August, 2011	District (Classroom Management)	12	Entire Staff
August, 2011	Project-Based Data Driven Instruction	6	Entire Staff
September, 2011	District Level	4	Entire Staff
February, 2012	Building Level	6	Entire Staff
April, 2012	District Level Instructional Strategies	6	Entire Staff

SECTION VII.B YEAR THREE TIMELINE

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,	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by

hiring, and retaining high-quality staff		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

Vashon 2012/2013 Timeline

Goal	Strategy	Timeline	Progress Toward Goal
Instruction/Professional Development	The Principal, Assistant Principal, Ninth Grade Facilitator, and Academic Instructional Coaches will provide professional development to staff starting the first week of school and continuing throughout the school year. Additionally, staff members will receive professional development from contracted vendor. Professional Development will be focused on: Digging Deeper with Data, Project Based Instruction, Advisory Periods, and Vocabulary and Reading Strategies in the Content Area. The Principal, Assistant Principal, Ninth Grade Coordinator, and Academic Instructional Coaches will conduct daily walk-throughs and provide timely feedback to improve classroom instruction.	**July 2012 – May 2013**	Principal, Assistant Principal, Ninth Grade Coordinator and Academic Instructional Coaches will attend professional development on Data Driven Instruction, Project Based Instruction, Vocabulary and Reading Strategies, and Response to Intervention.
Implement a Reading Lab	Have all 9th and 10th grade students tested using SRI during registration. Students who score more than three grade levels below will be placed in a Reading Intervention Class. The Reading Intervention Teacher will utilize resources in the Reading Lab to help improve the reading levels of students who are reading below grade level. The AIC will work with the Reading Intervention Teacher and Communication Arts Teachers providing modeling of reading strategies and coaching of effective instructional strategies.	**August 2012 – May 2013**	The Reading Specialist will attend Professional Development Related to Read 180 and Expert 21. Read 180 and Expert 21 Program were purchased. Sets of novels, listening centers, and Laptops were purchased for student and teacher use in the Reading Lab.

Implement a Math Lab	Test all ninth grade students entering Vashon during registration using the Renaissance Math Program. Students who test more than one grade level below in math will be placed in a double dose Renaissance Math Class. The Academic Instructional Coach will work with the Algebra 150 teachers utilizing the math lab using the Renaissance Math Program. Additionally, using the different resources in the Math Lab to help improve the math levels of students. The TLF will provide coaching and modeling to help improve instruction.	**August 2011 – May 2013**	An Academic Instructional Coach will hired to work with Math, 30 laptops and computers and computer cart was purchased, promethean board purchased, and calculators purchased for the lab. Additionally math resources will be purchased.
Parental Involvement	A Parent and Community Center will be set up in the building for parents and community members to work with Vashon Staff to create programs to better assist students and parents in the community.	**August 2012 – May 2013**	Three desktop computers were purchased, pamphlets on different parental issues related to parenting and education were purchased, and a room was identified for the Parent Center.
Response to Intervention (RTI)	The Intervention Specialist will continue to work with teachers using the RTI to improvement academics, decrease discipline issues, and improve attendance. Teachers will develop an Individual Academic Plan for students who are not being successful in the classroom due to academics, discipline, or attendance.	**August 2012 - 2013**	Two (FTE) Intervention Specialists will be hired to assist students and teachers. Positive Behavior Specialist will be hired to work with students and Community Partners

Section VII.C. Discussion of School Year 2012/2013

The second year (2011-12) SIG implementation proved to be successful for Vashon, as we sustained a high retention of the staff members, and scores improved on the district's benchmarks and EOC's. Additionally, project-based instruction, data driven instruction, and student centered classrooms were more evident in the building. We intend to make every effort to continue to improve with the support of The Office of Innovation through the creation and support of systemic

processes such as walk-through, professional development, and resources provided to improve instruction in the classroom.

Five new positions were created from the SIG funds which included: One Instructional Support Coordinator, two Intervention Specialists, one Positive Behavior Intervention Specialist, and one Attendance Specialist. With the hiring of the five new staff members, Vashon had an opportunity to begin to implement the Response to Intervention Model (RTI). Students will continue to receive extra support to become successful in the classroom. Additionally, teachers received extra support in regards to effective instructional strategies and behavior intervention with students will further support our desire to ensure all students have an opportunity for success at Vashon. Two Check and Connect Counselors were hired, and they worked with the Intervention Specialist, Attendance Specialist, and Positive Behavior Intervention Specialist helping to improve attendance, decrease the dropout rate, and improve academics. Intervention Specialists worked with the Principal and Assistant Principal, and there was a significant decrease in the number of out-of-school suspensions. Thus, we intend to leverage this model further going into year 3 to ensure no students slip through the cracks by creating a Dean of Student position and adding two Intervention Specialists.

The Teaching and Learning Facilitators(TLF's) and Instructional Support Coordinator will continue their work with teachers to improve instruction in the classroom. The TLF's will present professional development on Data Driven Instruction, Project Based Instruction, and Response to Intervention as done previously with the intention to leverage model the success demonstrated in the Communication Arts and Math departments in prior years of SIG implementation. As a result of the implementation of the Data Driven Instruction (Objective Tracking Systems) more students were able to follow their growth within the classrooms. Additionally, students were able to verbal their progress on the different assessments that were being used in class. Thus, TLF's will work to strengthen the Professional Learning Communities in all of the disciplines modeled after the effective implementation of the Communication Arts Department.

Vashon High School received Title I Funds in addition to funds from SIG; we were able to purchase sixty laptop computers for a Reading and Math Lab that will continue to be used to leverage the growth seen to date. We purchased leveled reading books, books on tape, and supplemental reading materials for the Reading Resource Teacher. Additionally, we were able to purchase seven Promethean Boards to be placed in the classrooms of EOC teachers to help improve instruction using technology. Professional development with the staff, will be targeted and specific to the needs of teachers and students, foremost. We will have five Saturdays of professional development with teachers. The six desktop computers purchased for the Parent and Community Room, along with literature and pamphlets for the Parent Center will also be sustained and replenished. In sum, we will continue to leverage the resources provided by SIG and to build capacity and sustain a trajectory of growth consistent with our progress to date.

Section VIII. D Staffing Changes

For the 2012/2013 school year, we have the following staffing changes:

- Creation of an Dean of Discipline
- Elimination of the Instructional Coach Position
- Addition of two Intervention Specialist Positions