



FEDERAL GRANTS AND RESOURCES
 MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 PO BOX 480, JEFFERSON CITY, MO 65102-0480
 FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003 (G) OF ESEA
 Project Dates: July 1, 2011 to June 30, 2012

DIRECTIONS

Mail the completed form postmarked or delivered by Monday, June 13, 2011 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplisig2010@dese.mo.gov; Visit The Department's website at: dese.mo.gov

THE DEPARTMENT'S APPROVAL - FOR DESE USE ONLY

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
CRAIG RECTOR	<i>Craig Rector</i>	7-1-11	\$740,532

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE		
Benjamin Banneker Charter Academy of Technology	048-911		
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
Dr. Marian Brown	6401 Rockhill Road	Kansas City, MO 64131	
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	
mbrown9139@msn.com	816-926-0426	816-926-0115	
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
Dr. Marian Brown	6401 Rockhill Road	Kansas City, MO 64131	
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	
mbrown9139@msn.com	816-926-0426	816-926-0115	
NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP	
Tony Dickerson	6401 Rockhill Road	Kansas City, MO 64131	
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	
tdickerson_bbcatt@yahoo.com	816-926-0426	816-926-0115	

SECTION II. - ASSURANCES

The LEA/district must include the following assurances in its application for a School Improvement Grant.

Check the boxes in this table to include the assurances in this application.

The LEA/district must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/district commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- Report to the SEA the school-level data required under section III of the final requirements.

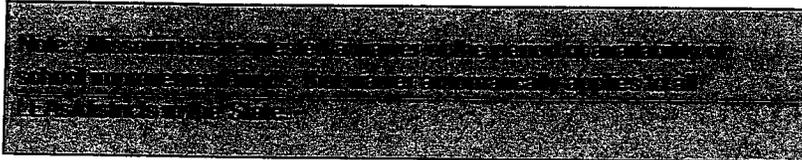
The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 7th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

SECTION III. - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's/district's School Improvement Grant, an LEA/district must indicate which of those waivers it intends to implement.

The LEA/district must check each waiver that the LEA/district will implement. If the LEA/district does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA/district must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.



- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA/district approval for The Department to provide direct services:

- The LEA/district approves The Department's use of grant funds to provide improvement services directly to the LEAs/districts and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE

Marcia Brown

DATE
06/13/2011

SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)

Marcia Brown

DATE
06/13/2011

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

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

YEAR TWO 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	168,000	48,000	12,000	135,536	28,000			391,536
1200 Supplemental Instruction (Title I) 1003 (g) SIG	40,000	86,000		46,464	30,000			202,464
2100 Non Instructional Support Services 1003 (g) SIG								0
2200 Professional Development 1003 (g) SIG	50,000	12,000		11,532				73,532
2600 Planning and Evaluation 1003 (g) SIG		45,000						45,000
3000 Community Services 1003 (g) SIG		28,000						28,000
Program Costs Subtotal 1003 (g) SIG	258,000	219,000	12,000	193,532	58,000	0		740,532
Indirect Costs								
Administrative Costs 1003 (g) SIG								0
ADMINISTRATIVE COSTS SUBTOTAL 1003 (g) SIG	0	0	0	0	0	0		0
GRAND TOTAL 1003 (g) SIG	258,000	219,000	12,000	193,532	58,000	0		740,532

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	3.25	1				
Preschool	0	2				
Class Size Reduction	0					
Neglected/Delinquent Institution Supplemental Instruction	0	0		0		
Instructional Coach	1					
Reading Recovery Teacher Leader						
School/Home Coordinator			1.5			
Language Translator						
Guidance Counselor				0		
Transition Case Manager					0	
Turnaround Officer						0
TOTAL	4.25	3	1.5	0	0	0

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.

SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					TU	RE	CL	TR
Benjamin Banneker Charter		X			X			
Academy of Technology								

- 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.B. - LEA/DISTRICT/BUILDING YEAR TWO IMPLEMENTATION BUDGET TEMPLATE (COPY AS NEEDED)

Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school for year two of the three year grant period.

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT - BUILDING CODE			
Year Two 2011-12	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	1,087,221	455,440	542,153		20,000			2,104,814
1100 Instruction 1003 (g) SIG	168,000	48,000	12,000	135,536	28,000			391,536
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) 1003 (g) SIG	40,000	86,000		46,464	30,000			202,464
2100 Non Instructional Support Services				298,400	35,500			333,900
2100 Non Instructional Support Services 1003 (g) SIG								
2200 Professional Development	25,000			31,000				56,000
2200 Professional Development 1003 (g) SIG	50,000	12,000		11,532				73,532
2600 Planning and Evaluation								
2600 Planning and Evaluation 1003 (g) SIG		45,000						45,000
3000 Community Services								
3000 Community Service 1003 (g) SIG		28,000						28,000
Administrative Costs								
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG)	1,112,221	455,440	542,153	329,400	55,500			2,494,714
1003 (g) SIG Subtotal	258,000	219,000	12,000	193,532	58,000			740,532
Grand Total	1,370,221	674,440	554,153	522,932	113,500			3,235,246

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR TWO 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
Budget Codes	Related Strategies and Activities	
1100 Instruction	Paraprofessionals(2) in Pre-K Education UCM Higher Education, System 44 and Read 180 Educational support, Language Arts Specialist	
1100 Instruction 1003 (g) SIG	Analyst to analyze data for staff professional development; develop, grade and present common assessment	
1200 Supplemental Instruction(Title I)	Instructional technologist to support computerized educational programs, present programs to parents, track and monitor home computer usage.	
1200 Supplemental Instruction(Title I) 1003 (g) SIG	Extended Day instruction from certified/ non-certified teachers and staff	
2100 Non Instructional Support Services		
2100 Non Instructional Support Services 1003 (g) SIG		
2200 Professional Development		
2200 Professional Development 1003 (g) SIG	Professional Development for certified/ non-certified teachers and staff and RPDC Professional Development	
2600 Planning and Evaluation		
2600 Planning and Evaluation 1003 (g) SIG	Planning and evaluation data, explain culture of teachers staff, student, and parents to project data images to community.	
3000 Community Services		
3000 Community Services 1003 (g) SIG	Linking students to positive role models, bringing cultural and community events to campus.	
Administrative Costs		
Administrative Costs 1003 (g) SIG		

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION (COPY AS NEEDED)		
LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE	
B. Banneker	048-911	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries - 1 FTE Chief Data Analyst, 5 days a week @ \$6,250 per month, \$75,000 per annual. - 1 FTE Language Arts Specialist, 5 days a week @ \$3,666.66 per month, \$44,000 per annual. - Performance pay for 22 teachers and staff= \$49,000. - Professional Development for certified staff= \$50,000. - Extended Day Cost \$40,000.		
6100 Subtotal		\$258,000
6150: Non-certificated Salaries - 2 FTE Paraprofessionals, 5 days a week, \$24,000 each, \$48,000 per annual - Professional Development for Non-Certified \$12,000 - Extended Day Professionals (1 Coordinator at .5 FTE and 6 Teachers at 2.25 FTE) \$86,000 - 1 FTE Math Instructional Assistant/ Paraprofessionals at 1 FTE and 5 days a week @ \$3,750.00 per month, \$45,000 per annual. - Community Program Specialist at 1 FTE \$28,000		
6150 Subtotal		\$219,000
6200: Employee Benefits (optional categories) FICA: \$1,150.00 per 3= \$3,450 Medicare: \$880 per 3= \$2,640 Retirement (Teacher or Non-Teacher) \$1,348.00 per 3= \$4,044 Health, Life, and/or Dental Insurance = \$622 per 3= \$1,866 Other Benefits		
6200 Subtotal		\$12,000
6300: Purchased Services - Pre-K, Professional Development, \$10,000-UCM - 1 Full-time Professor and Benefits, \$66,000 UCM - Higher Education: 8 teachers @ \$968.00 per class, 6 classes per year, \$46,464.00 - 1 Tech Data Analyst \$45,000 - 1 Speech Language Service Pre-K \$14,536 - 1 RPDC Professional Development= \$11,532		
6300 Subtotal		\$193,532
6400: Materials/Supplies - Reading and Robotics Lab, \$28,000.00 - Read 180/System 44 Tier I/ Tier II, \$30,000		
6400 Subtotal		\$58,000
6100-6400 Subtotal		\$740,532
Indirect Cost Optional (Restricted Rate: _____% X Subtotal)	\$	
6500: Capital Outlay		
6500 Subtotal		\$
TOTAL		\$740,532

SECTION VII. – NARRATIVE

The responses to Sections VII.A. – D. are limited to 20 pages of double spaced 10-12 point font.

Describe progress made toward each objective approved in the 2010-2011 application.

- 1) Provide a summary of MAP and other relevant data to document progress toward meeting objectives;
- 2) Provide a summary of measurable data explaining progress toward meeting professional development objectives;
- 3) Describe the challenges and accomplishments in meeting your objectives in 2010-2011.

NOTE: See attached pages, 1-18, for questions: VII. A-D.

Describe the year two timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/district commits to serve. All planned activities were included in the original plan submitted with your first application.

- 1) Provide a LEA/district timeline that includes specific dates for implementation of all components of the selected intervention;
- 2) Provide a timeline that is reasonable, achievable, and reflects urgency;
- 3) Provide a timeline that includes implementation and evaluation dates.

NOTE: See attached pages, 1-18, for questions: VII. A-D.

Discuss the 1003(g) School Improvement Grant (SIG) program as it will be implemented during the 2011-2012 school year. Include information about how the district will support 1003(g) SIG efforts programmatically and fiscally.

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year two.

NOTE: See attached pages, 1-18, for questions: VII. A-D.

Section VII.A. DISCUSSION OF YEAR ONE: Assessment Summary

Benjamin Banneker Charter Academy of Technology

- 1) **Directive:** Provide a summary of MAP and other relevant data to document progress toward meeting objectives;

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Objective: By 2013, 80 percent of students will score at or above Proficient in communication arts and 70 percent of students will score at or above Proficient in math as evidenced by the MAP.

I. 2010 MAP Results

Baseline: Communication Arts 17%

Baseline: Mathematics 18%

II. Fall to Fall SAT 10 Results

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Fall '09 Reading		2.2	2.6	2.5	3.1	2.2
Fall '10 Reading	2.4	3.01	3.6	4.0	4.1	6.2
	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Fall '09 Math		2.3	2.6	2.8	3.5	3.8
Fall '10 Math	2.4	2.9	3.5	4.3	5.1	6.3

III. Fall to Spring NWEA Results

Math	3A	3B	4A	4B	5A	5B	6 th	7 th	8 th
Fall 2010	181.0	175.7	193.9	190.3	200.2	206.7	204.7	206.3	210.0
Winter 2011	189.3	183.5	198.2	191.8	199.7	206.9	207.4	208.6	221.0
Spring 2011	197.2	190.5	198.8	196.2	204.8	205.0		211.9	224.1
Reading	3A	3B	4A	4B	5A	5B	6 th	7 th	8 th
Fall 2010	179.3	175.9	189.6	190.0	189.8	199.4	196.5	195.7	206.3
Winter 2011	188.7	181.4	197.2	193.1	198.4	201.3	203.1	204.7	215.7
Spring 2011			201.6			199.3	203.9	205.8	224.1

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IV. Common Assessment

NEW PAGE

A. Communication Arts

GR	2010 Score	Focus	Date: 1/27/11	+/-	Focus	Date: 2/10/11	+/-	Focus	Date: 3/29/11	+/-	Focus	Date: 4/15/11	+/-
3 rd	688.60	Fiction	706.50		NonF	781.00	+92.4	NonF	681.00	-7.6			
4 th	705.30	NonF	648.00	-57.3	Fiction	742.50		NonF	702.50	-2.8			
5 th	700.00	NonF	695.50	-4.5	Fiction	680.00	-20.0	NonF	670.00	-30.0	NonF		
6 th	675.00	NonF	748.50	+73.5	Fiction	702.50		Fiction	651.00	-24.0			
7 th	691.30	NonF	738.00		Fiction	722.00		NonF	616.00	-75.3			
8 th	712.90	NonF	796.00	+83.1	Fiction	781.00	+68.1	Fiction	703.00	-9.9			

B. Mathematics

GR	2010 Score	Focus	Date: 1/27/11	+/-	Focus	Date: 2/10/11	+/-	Focus	Date: 3/29/11	+/-	Focus	Date: 4/15/11	+/-
3 rd	688.60	Fiction	706.50		NonF	781.00	+92.4	NonF	681.00	-7.6			
4 th	705.30	NonF	648.00	-57.3	Fiction	742.50		NonF	702.50	-2.8			
5 th	700.00	NonF	695.50	-4.5	Fiction	680.00	-20.0	NonF	670.00	-30.0	NonF		
6 th	675.00	NonF	748.50	+73.5	Fiction	702.50		Fiction	651.00	-24.0			
7 th	691.30	NonF	738.00		Fiction	722.00		NonF	616.00	-75.3			
8 th	712.90	NonF	796.00	+83.1	Fiction	781.00	+68.1	Fiction	703.00	-9.9			

2) Directive: Provide a summary of measurable data explaining progress toward meeting professional development objectives;

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: By 2013, Banneker will have a comprehensive system for identifying teacher professional learning needs that are aligned with improvement priorities, delivering ongoing job-embedded professional development to meet identified needs, and monitoring the implementation of strategies; 100 percent of teachers will report that they are “satisfied” or “highly satisfied” with this system and that it is “connected” or “closely connected” with activities related to improved student achievement.

I. MOSIG Standards and Rubrics for School Improvement Survey

Question 1.1: There is a shared philosophy of commitment, ownership, vision, mission, and goals that promote a culture of excellence. 30.6% Exceeds Standards; **47.2%** Meets Standards; 19.4% Approaches Standards; 2.8% Falls Below Standards.

Question 1.4: There is leadership, staff, and community involvement in the development and implementation of safety plans that meet state requirements. 13.9% Exceeds Standards; **69.4%** Meets Standards; 13.9% Approaches Standards; 0% Falls Below Standards.

Question 1.8: A culture of respect exists where relationships, trust, communication, and collaborations are valued with the entire school community. 27.8% Exceeds Standards; **38.9%** Meets Standards; 22.2% Approaches Standards; 5.6% Falls Below Standards; 5.6% Did Not Meet Standards.

II. MOSIG Curriculum, Assessment and Instruction Survey

Question 1: Collaborative curriculum planning and decision making exist within the school. 0.0% Exceeds Standards; **75.0%** Meets Standards; 20% Approaches Standards; 5.0% falls Below Standards.

Question 17.3: Summaries of student performance are shared with all staff to assist in developing action plans and alternatives. 38.9% Exceeds Standards; **44.4%** Meets Standards; 11.1% Approaches Standards; 5.6% Falls Below Standards.

Question 19.5: Once a month, student work (graded and ungraded papers) is reviewed and discussed by teachers at a team meeting. 11.1% Exceeds Standards; **50%** Meets Standards; 16.7% Approaches Standards; 22.2% Falls Below Standards.

Question 28.3: All staff receives feedback and recommendations on performance on a regular basis. 16.7% Exceeds Standards; **61.1%** Meets Standards; 5.6% Approaches Standards; 5.6% Falls Below Standards; 11.1% Did Not Meet Standards.

Question 29.4: Supervision and evaluation procedures are written and intended to help teachers work toward professional growth goals. 22.2% Exceeds Standards; **50%** Meets Standards; 11.1% Approaches Standards; 11.1% Falls Below Standards; 5.6% Did Not Meet Standards.

Question 30.5: There is an on-going program of staff development based on established needs for instructional improvement. **44.4%** Exceeds Standards; **38.9%** Meets Standards; **16.7%** Did Not Meet Standards.

Question 37.11: There is a focus on higher order thinking activities. **11.1%** Exceeds Standards; **50%** Meets Standards; **33.3%** Approaches Standards; **5.6%** Falls Below Standards.

3) Directive: Describe the challenges and accomplishments in meeting your objectives in 2010-2011.

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Challenges: The 2010-2011 was a “turn around” year for Banneker. Any induction of new staff to a school has its challenges. The challenges of turning over 50% of your staff may seem formidable to some. Challenges of creating a culture of excellence and rigor that is conducive to learning were all first on our list. Based on our needs assessment, one focus was that the communication arts curriculum lacks specific action steps, assessments, objectives and activities. Additional needs included the need for new textbooks, formative test, and reading program. Finally, the staff felt a need to look at data in more comprehensive ways that helped teachers receive immediate feedback to help students earlier than summative year-end testing would allow.

Accomplishments: The 2010-2011 academic year opened with a two-week induction program, followed by 90 days of support from the HR department. Induction into the MOSIG process was begun over a series of Saturday sessions whereby the entire staff poured over the grant, broke apart the strategies, and began implementation of grant objectives and strategies. PLCs were instructed to include MOSIG strategies and concepts into each team meeting. Weekly staff development were focused on the goals of the SIG grant. Data Folders were created for all students in grades 3rd – 8th. These folders included an updated version of the Individual Education Action Plan (IEAP) which included all formative and summative data sources. Students were identified in grades 4th – 8th grade as Advanced, Proficient, Basic and Below Basic and data folders reflected these achievement levels.

Summative assessments included not only the MAP, but Fall and Spring SAT-10. Formative assessments included the NWEA for Fall, Winter, and Spring in Reading and Mathematics. A common assessment calendar was created and common assessments in communication arts and mathematics were given twice monthly. Teachers and students reviewed the results of the common assessments on a regular basis and instructional decisions were made based on individual and class results. Data teams were formed to review all of the data points and refinements in data (assessment) practices have begun. For the summer session, grades 2nd – 8th grade will participate in Destination Success: Summer Common Assessment Program. Teachers in each grade level met with the Chief Data Officer to identify key goals to improve over the summer session. Students will take a pre-test in June and a post test in August. The curriculum for the summer session will be driven by the results of the pre-test.

Data Teams have begun meeting the induction program for August. Data practices will be examined and refined to include best practices for 2011-2012. To ensure that students’ personal, academic, and career goals are met, teachers will explore the use of Missouri Connections that was used for 8th graders this academic year. Missouri Connections is “a web-based resource to help Missouri Citizens determine their career interests, explore occupations, establish education plans, develop job search strategies, and create resumés. Sponsored by the Department of Elementary and Secondary Education and the Department of Economic Development, Missouri Connections is available to students, parents, guidance counselors, educators, and job seekers at no charge.”

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.

Challenges: With a young staff (average years of service 2), the challenge was to retain and train a highly qualified staff needed to work with a high at risk student population. Training in communication arts, mathematics, data integration, textbook usage, and classroom management—with the need for a schoolwide behavior management system--were at the top of the concerns for the year. Academic rigor was a concern and a challenge over the course of the year. Professional development on a regular basis with a focus on teacher support (mentor) and collaboration was seen as a needed skill. Additionally, a formalized system of new-teacher support was seen as a need.

Accomplishments: A rigorous recruitment process was developed by an outside source to attract and hire highly qualified staff. All staff participated in a highly structured two-week induction program; with new staff given an additional 90 days of support and training. Training in communication arts and mathematics was done on a weekly basis. Outside professionals Data integration was introduced during a series of MOSIG trainings which took place on full Saturdays, half-day staff trainings, and during vertical team meetings. Model classrooms were created to meet the needs of new teacher job-embedded training conducted by UCM professors. The regular school day included common release time for vertical teams and ½ day Fridays for staff development. Staff attended conferences about acquiring concepts and strategies to enhance the ability of departments, grade-level groups, and entire schools to produce tangible changes in workplace practice affecting student learning. Teams will be trained on how to dialogue and collaborate to meet the goals and objectives set forth by the MOSIG grant.

The Schoolwide Positive Behavior Management Team has been organized and has begun training. A training manual has been identified and is being utilized by the 12-member group that includes teachers, staff, and administration. Training for the summer at UCM will take place July 18th and 19th.

A job description, curriculum and training materials, and a schedule have been developed for a structured mentoring program for the 2011-2012 academic school year. A professional development calendar will be developed that focuses on needs as identified on the 2010-2011 asset mapping and MOSIG Teacher/Staff surveys.

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

Challenges: Teachers have created and utilized the Individual Education Action Plan for a number of years at BBCAT. Typically, teachers have created the IEAP at the beginning of the year, and then checked the document to review student growth at the end of the year.

Accomplishments: The curriculum facilitator and instructional coach provided intricate support on the writing the IEAPs for the year. Staff provided teachers with best examples of effective planning for student goal setting. The Chief Data Officer provided teachers with feedback from common assessments and other formative testing on a regular basis. The Superintendent and Chief Academic Officer created a schedule of revision for the IEAP that included revising the document three times during the academic year. These revisions provided teachers with data that impacted instructional practices for individual and whole groups of students. An additional area of support came from the data teams that drilled down data per grade, teacher, and student.

In addition, a community program specialist with the responsibility of planning, implementing and analyzing public relations and marketing strategies that advance our organization's mission and goals. Projects may include event planning (i.e. open houses, informational events about our school's clubs and academic organizations and fundraisers), volunteer coordinating and community outreach programs. Community programs specialists will nurture connections with our students and businesses or organizations that help support academic goals. This person may also be responsible for managing and utilizing social media to coordinate community relations and other supports systems for our low socioeconomic population.

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

Challenges: Focus group and survey data suggested that there was an inconsistent level of communication with parents. The challenge included ensuring that parents received the main source of communication (school newsletter) and felt a high level of support and inclusion in the school's educational programs.

Accomplishments: In an initial survey given during the 1st trimester, 83% of our surveyed parents reported that they Agreed or Strongly Agreed that they were "informed about my child's progress." 72% of our parents "liked the report cards/progress reports." 100% of the parents surveyed stated that they "feel welcomed at my child's school." And 75% of the parents stated that their child's teacher "assists me in helping my child at home." In a subsequent survey during the third trimester, 96% of the parents surveyed indicated that the school "supplies a written Title I parent involvement policy that is jointly developed with parents that outlines the partnership among the student, parent, and school." 89.5% of the parents agreed that the school "encourages and provides opportunities for parental input into the design and development of the school-parent compact." 88% of the parents surveyed indicated that the school "provides opportunities for parents to have input in the operations of the school." And 88% of the parents surveyed indicated that the school "uses information from parent and family surveys to design or change school procedures and programs."

Goal 5: Governance: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students.

Challenges: The initial challenge for this goal was to develop "turnaround" competencies and then hire a Chief Academic Officer with those competencies to lead Banneker's change to ensure student proficiency in communication arts (80%) and mathematics (70%).

Accomplishments: The Superintendent developed the "turnaround" competencies needed to attract, hire, and train a Chief Academic Officer for the 2010-2011 academic year.

~~parent and school." 89.5% of the parents agreed that the school "encourages and provides opportunities for parental input into the design and development of the school-parent compact." 88% of the parents surveyed indicated that the school "provides opportunities for parents to have input in the operations of the school." And 88% of the parents surveyed indicated that the school "uses information from parent and family surveys to design or change school procedures and programs."~~

~~**Goal 5:** Governance: Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students.~~

~~**Challenges:** The initial challenge for this goal was to develop "turnaround" competencies and then hire a Chief Academic Officer with those competencies to lead Bannaker's change to ensure student proficiency in communication arts (80%) and mathematics (70%).~~

~~**Accomplishments:** The Superintendent developed the "turnaround" competencies needed to attract, hire, and train a Chief Academic Officer for the 2010-2011 academic year.~~

Section VII.B – YEAR TWO TIMELINE

<p><i>MO Goal Area: Student Achievement</i></p> <p>By 2013, the Principal/Chief Academic Officer and Dean of Students will implement an effective school-wide positive behavior support plan, measured by an 80 percent decrease in student referrals to the office.</p>	<p>In SY 2011-2012 with staff input, the Chief Academic Officer, Dean of Students and the Positive Behavior Management Officer will lead the design and implementation of a behavior management plan and accompanying professional development materials.</p>	<p>X</p>	<p>August 2011</p>	<p>June 2012</p>
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<p>MO Goal Area: Student Achievement By 2013, 80 percent of students will score at or above Proficient in Communication Arts and 70 percent of students will score at or above Proficient in Mathematics, as evidenced by the MAP.</p>	<p>Teachers will work with the Curriculum Facilitator and their grade-level teammates to develop and utilize formative and summative assessments aligned to GLEs for Communication Arts and Mathematics.</p>	<p>X</p>	<p>August 2011</p>	<p>December 2011 and On-going</p>
<p>MO Goal Area: Student Achievement By 2013, 100 percent of students will be reading on or above grade level, as evidenced by appropriate assessments (Scholastic Reading Inventory and NWEA's Making Academic Progress [MAP]).</p>	<p>The instructional staff will ensure horizontal and vertical alignment of the reading curriculum</p>	<p>X</p>	<p>August 2011</p>	<p>December 2011 and on-going</p>
<p>MO Goal Area: Student Achievement By 2013, the Board of Directors will have participated in three retreats to review progress made toward achieving AYP and to make recommendations for the Superintendent's consideration and implementation.</p>	<p>The board will review the kinds of data monitored at the school, will review student achievement levels as reflected by each kind of data, and will make recommendations for next steps.</p>	<p>X</p>	<p>September 2011</p>	<p>N/A</p>
<p>MO Goal Area: Highly Qualified Staff By 2013, Banneker will have a comprehensive induction and mentoring system, with an emphasis on teaming, and 100 percent of teachers will report that they are "satisfied" or "highly satisfied" with this system.</p>	<p>With appropriate personnel, the Chief Academic Officer and Curriculum Facilitator will design and implement a comprehensive induction and mentoring program and an accompanying evaluation system.</p> <p>The Chief Academic Officer and Curriculum Facilitator will evaluate the induction program and revise it, as appropriate.</p>	<p>X</p>	<p>August 2011</p>	<p>July 2012</p>
			<p>December 2011</p>	<p>Quarterly thru July 2012</p>

<p><i>MO Goal Area: Highly Qualified Staff</i></p> <p>By 2013, Banneker will have a comprehensive system for identifying teacher professional learning needs that are aligned with improvement priorities, delivering ongoing job-embedded professional development to meet identified needs, and monitoring the implementation of strategies; 100 percent of teachers will report that they are "satisfied" or "highly satisfied" with this system.</p>	<p>All instructional staff will participate in ongoing, job-embedded professional learning and implement the practices in their respective classrooms.</p>	<p>X</p>	<p>December 2011</p>	<p>Quarterly thru July 2012</p>
<p><i>MO Goal Area: Highly Qualified Staff</i></p> <p>By 2013, Banneker will have in place a plan so that the 100 percent of the school's teachers have been identified as "high performing."</p>	<p>The C & I Team will administer a survey and convene focus groups to evaluate the program's effectiveness.</p>	<p>X</p>	<p>May 2011</p>	<p>June and July 2012</p>
	<p>With approval of the Superintendent, the school will contract with the Human Resources consultant to execute tasks associated with the recruitment, retention, evaluation, reward, and replacement of staff.</p>	<p>X</p>	<p>June 2011</p>	<p>August 2011</p>
	<p>Annually, the Chief Academic Officer's cabinet will review the system and make recommendations for adjustments as needed.</p>	<p>X</p>	<p>June 2011</p>	<p>June 2011</p>
	<p>The Superintendent will develop and implement internal and external communications plans around the issue of teacher quality, so as to build stakeholder support.</p>	<p>X</p>	<p>April 2011</p>	<p>June 30, 2011</p>

<p><i>MO Goal Area: Facilities, Support, and Instructional Resources</i> By 2013, 100 percent of students will have a multi-year Individualized Education Action Plan (IEAP), one that is reflective of their academic, socioemotional and behavioral progress and that spans the duration of their Banneker tenure.</p>	<p>Current practices for developing IEAPs will be reviewed, revised, and expanded to facilitate family and student goal setting.</p>	<p>X</p>	<p>August 2011</p>	<p>June 2012</p>
<p><i>MO Goal Area: Facilities, Support, and Instructional Resources</i> By 2013, learning time for Banneker students will increase by 15 percent.</p>	<p>The Chief Academic Officer, Dean of Students, and Curriculum Facilitator will annually review the school's IEAP program for effectiveness.</p>	<p>X</p>	<p>August 2011</p>	<p>June 2012</p>
<p><i>MO Goal Area: Parent and Community Involvement</i> When the school's parent satisfaction survey is given in 2013, 100 percent of parents who complete the survey will be "very satisfied" or "satisfied" with communications with the school.</p>	<p>The Chief Academic Officer, Counselor, Dean of Students, and Curriculum Facilitator will monitor and review the time increase and its impact on student learning and will make revisions, as needed.</p>	<p>X</p>	<p>September 2010</p>	<p>On-going thru June 2013</p>
<p><i>MO Goal Area: Parent and Community Involvement</i> By 2013, Banneker will expand its network considerably, as evidenced by effective partnerships with eight external partners, which may include professional development providers, other charter schools in the region, and potential donors.</p>	<p>The school's leadership team will evaluate the communication plan annually and modify the plan based on this feedback.</p>	<p>X</p>	<p>September 2010</p>	<p>On-going thru June 2013</p>
<p><i>MO Goal Area: Parent and Community Involvement</i> By 2013, Banneker will expand its network considerably, as evidenced by effective partnerships with eight external partners, which may include professional development providers, other charter schools in the region, and potential donors.</p>	<p>The Director of Development will create a plan that delineates different outreach strategies targeted to appropriate stakeholder groups. At the end of each school year, the Director of Development will measure the effectiveness of each partnership, as evidenced by an evaluation system, and determine next steps.</p>	<p>X</p>	<p>October 2011</p>	<p>June 2012</p>
		<p>X</p>	<p>June 2012</p>	<p>June 2013</p>

<p><i>MO Goal Area: Parent and Community Involvement</i> By 2013, Banneker will have implemented a plan to communicate to 100 percent of stakeholders all activities related to its turnaround work, as measured by a survey to these stakeholders.</p>	<p>The Superintendent will create and implement this communications plan, ensuring that outreach strategies are targeted to appropriate stakeholder groups.</p>	X	June 2010	June 2013
	<p>The Superintendent will assess the success of this communications plan and will revise it, as appropriate.</p>	X	June 2011	June 2013
<p><i>MO Goal Area: Governance</i> By August 2010, the school will hire a new Principal/Chief Academic Officer, with "turnaround" competencies.</p>	<p>The Superintendent will advertise, interview and select a Chief Academic Officer in keeping with the competencies needed to lead Banneker's change.</p>	X	June 2011	August 2011
	<p>The Superintendent will mentor and coach the newly hired Turn-Around Leader to escalate goal attainment.</p>	X	August 2011	On-going thru 2013
	<p>Annually, the Superintendent and Chief Academic Officer will review the initial set of competencies, revise them as needed, and communicate any changes to all stakeholders.</p>	X	April 2011	On-going thru 2013

Section VII.C . DISCUSSION OF SCHOOL YEAR 2011-2012

Goal One: Student Achievement

We will recruit and hire a Chief Academic Officer who will lead the school team in maintaining AYP status. He/She will provide coaching and mentoring to embrace faculty strengths resulting in positive outcomes related to student achievement and faculty and staff retention. Central to reaching student support goals focused on student discipline and removal, the School-wide Positive Behavior Officer will be added to the school's administrative staff. He/She will design and implement strategies contributing to a positive school climate, increased student attendance, and increased parent involvement.

The retention of a highly qualified counselor will enable the school to provide supportive services to students and families with social (food, clothing and shelter), mental and health needs. Implementation of the school guidance curriculum will provide students with the skills to problem solve, to make informed decisions, to self-assess and to identify appropriate resources for meeting personal goals.

Continuous focus on use of assessments will contribute to increasing student achievement.

Goal Two: Highly Qualified Staff

The employment of Highly Qualified staff has made a positive difference in the school environment. With the employment of additional teachers and implementation of mentoring and coaching professional development, it is anticipated that students' MAP scores will meet and exceed expectation. Continued use of focus groups coupled with surveys is a practice that holds promise for teacher and parent "buy-in" for the continuous improvement process. (We administered and discussed 4 surveys this school year.)

Goal Three: Facilities, Support and Instructional Resources

The use of IEAPs will be reviewed, revised, and expanded to increase student academic achievement. Several times during the course of the school year, the IEAPs will be developed with student and parent input and revised as necessary. Peer review will be a part of this process.

Goal Four: Parent and Community Involvement

A part-time development director will be hired to develop, implement and evaluate outreach strategies targeted to all stakeholders groups. The IEAPs will be used to gain participation of parents in the education of their children. Partnerships will be strengthened and the goal of engaging in at least 4 new ones is set.

Goal Five: Governance

A new Chief Academic Officer will be hired to devote 100% of his/her time to academic instruction, delivery, assessment and evaluation. This person will be supported by the Superintendent as mentor. The Board will continue in its role of oversight. The partnership with the University of Central Missouri will be continued.

Local School Support to the SIG Grant

Benjamin Banneker will continue to use it's financial and human resources in the manner described in the original SIG proposal. Some of the school's outstanding successes that will continue for Year II include:

(Programmatic support)

- The development of Common Assessments for mathematics and Communication Arts (SIG finance; School's human resources);
- Implementation of job embedded PD to meet teachers' identified needs (School and SIG);
- Use of data dash boards throughout the school (School);
- Extended Day Program offering academic and other support services before and after school (School and SIG);
- The development of an asset teacher observation form (School);
- Implementation of a school schedule that included common planning time for grade level teams (School and SIG);
- Implementation of the Partnership with UCM Sponsor – the Professional Development Collegiate Campus, the Teacher Technology Network and the Pre-K Laboratory (SIG);
- Increased learning time (SIG).

An additional support to the grant is the employment of a Data Analyst who is paid from local funds. This job function includes:

- A monthly publication of common assessment data to teachers and staff;

- Trimester publication to parents and community members;
- Communicates the school's accountability plan to parents and community members;
- Provides attendance and academic data charts for public consumption;
- Provides leadership to the school's academic advisory committee;
- Attends the MO-Sig monthly grant recipients' meeting as a school representative.

Section VILD – STAFFING CHANGES

Describe any changes made in the teaching staff/and/or instructional leaders at the building and/or District levels in SIG served buildings for year two.

The employment and retention of Highly Qualified teaching and coaching staff remains a challenge. Several teaching positions and instructional support positions have or will become vacant no later than June 30, 2011 resulting in staffing changes for the 2011-12 school year. A summary of staffing changes follow.

Pre-school Program

- **None.** The teacher and two Instructional Assistants will be retained for the 2011-12 school year.

Partnership with University Sponsor

- **None.** University personnel providing the Professional Development Collegiate Campus (MSE cohort program), pre-K Laboratory and professional development.

Elementary -- Grades One through Five

Grade One

- None.

Grade Two

- None.

Grade Three

- None.

Grade Four

- **One.** One teacher is a Teach for America recruited employee. She has decided to take advantage of the

opportunity to teach in the People's Republic of China for the 2011-2012 school year. This loss of this
MO 500-XXXX (05-11)

teacher is **significant** as she was the trained READ 180 and System 44 reading teacher. The second teacher was not willing to commit to the time requirements to teach in a school populated by an at-risk population.

Grade Five

- **One.** One of the two 5th grade teachers has requested to be assigned to a Primary grade to teach. It is highly likely that her request will be granted.

Middle School Team -- Grades 6 – 8

- **Science teacher.** This teacher's performance was evaluated as Unsatisfactory and she was allowed to resign.
- **Social Studies teacher.** This teacher asked to be assigned to teach Drama. It is highly likely that the request will be granted. (See below.)

Instructional Coach

This teacher was evaluated by DESE as not Highly Qualified for this leadership role. The teacher lacked experience and certification in reading. The employee will be assigned to teach grades 6-8 social studies.

Reading Specialist

One. The reading specialist position is for the Partnership with Voyager. Two different teachers have been employed for this position to no avail. The first teacher's cancer came out of remission. The second teacher's performance was evaluated as Unsatisfactory and she was released.

Guidance Counselor

One. This employee's performance was evaluated as Unsatisfactory and she was released.

Extended Day Program

None. This staff member is certified and manages a team of certified teachers who teach and coach students in the before and after-school program.