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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480

ORIGINAL

FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA
Project Dates: July 1, 2013 to June 30, 2014

DIRECTIONS

Mail the completed form postmarked or delivered by Friday, June 21, 2013 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: webreplysiggrants@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector	Craig Rector	July 1, 2013	$326,071

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME			COUNTY-DISTRICT CODE
Charleston R-1 School District			067-061
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Tony Watkins	ADDRESS 1014 South Main Street	CITY, STATE, ZIP Charleston, MO 63834	
E-MAIL ADDRESS twatkins@charleston.k12.mo.us		TELEPHONE NUMBER (573)683-3776	FAX NUMBER (573)683-2909
NAME OF GRANT CONTACT **Darrell Hoppe**	ADDRESS 1014 South Main Street	CITY, STATE, ZIP Charleston, MO 63834	
E-MAIL ADDRESS dhoppe@ charleston.k12.mo.us		TELEPHONE NUMBER (573)683-3776	FAX NUMBER (573)683-2909
NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER

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—

X Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA/District commits to serve consistent with the final requirements;

x Establish annual goals for student achievement on the State's assessments in both English/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds, and establish goals (approved by the State Education Agency (SEA)) to hold accountable its Priority schools that receive school improvement funds;

☐ If it implements a restart model in a Priority 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;

X Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

x Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and

☐ Report to the SEA the school-level data required under section III of the final requirements.

SECTION III. - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's/District's School Improvement Grant (SIG). 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.

X Extending the period of availability of school improvement funds.

> Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/Districts in the State.

☐ "Starting over" in the school improvement timeline for Priority, Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Priority, 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:

X 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	DATE
Tony Watkins	June 14, 2013
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE

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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 2013-14 SIG & WAIVER 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 & Waiver*					46,530			46,530
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*								
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*								
2200 Professional Development *1003(g) SIG & Waiver*	64,338		12,569	193,400	1,140			271,447
2600 Planning and Evaluation *1003(g) SIG & Waiver*								
3000 Community Services *1003(g) SIG & Waiver*		6,500	944		650			8,094
Program Costs Subtotal *1003(g) SIG & Waiver*	64,338	6,500	13,513	193,400	48,320			326,071
Indirect Costs								
Administrative Costs *1003(g) SIG & Waiver*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*								
GRAND TOTAL *1003(g) SIG & Waiver*	64,338	6,500	13,513	193,400	48,320			326,071

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						
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	1.0					
Reading Recovery Teacher Leader						
School/Home Coordinator			0.43			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	1.0		0.43			

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
Charleston Middle School	290867001780		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 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	**1. Professional Learning Communities/PLC Leadership Teams** **2. Curriculum Development/Pacing Guides** **3. After school instructional program** **4. On-line learning –assessment programs**
1100 Instruction *1003(g) SIG & Waiver*	**1. Laptops on carts for on-line instructional and assessment programs (STAR math, accelerated math)** **2. RTI supplies for academic interventions** **3. Rewards for student achievement**
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	
2100 Non-Instructional Support Services	**1. Full time guidance counselor** **2. School nurse** **3. Resource officer** **4. 1.5 Professionals** **5. Assistant Principal**
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	
2200 Professional Development	**1. Various workshops to increase student achievement** **2. Common core student training**
2200 Professional Development *1003(g) SIG & Waiver*	**1. 1.0 Instructional coach to develop assessments, provide job-embedded professional development, and support analysis of data** **2. JBHM Education Group: vendor that provided extensive on-site strategies for sustainable school transformation (122 days)** **3. Vann-Ray – Dr. Sarah Odon: vendor that provides on-site professional development in organizing class work around reading and writing in all subject areas (10 days)** **4. Substitute teachers for teachers attending professional development activities** **5. Southeast Regional Professional Development Center- provides professional development: e.g. Response to Intervention (RTI)** **6. Materials for book study: e.g. Visible Learning for Teachers**
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG & Waiver*	**.43 School Liaison will help bridge the gap between the school and community and develop lasting relationships**
Administrative Costs	
Administrative Costs *1003(g) SIG & Waiver*	

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 2013-14	**6100 Certificated Salaries**	**6150 Noncertificated Salaries**	**6200 Employee** Benefits	**6300 Purchased Services**	**6400 Materials/ Supplies**	**6500 Capital Outlay**	**6600 Other**	**TOTAL**
1100 Instruction	673,500	23,400	183,600		32,500			913,000
1100 Instruction *1003(g) SIG/Waiver*					46,530			46,530
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*								
2100 Non-Instructional Support Services	31,000		4,201		2,500			37,701
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*								
2200 Professional Development	60,000		10,740	15,200	1,500			87,440
2200 Professional Development *1003(g) SIG/Waiver*	64,338		12,569	193,400	1,140			271,447
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG/Waiver*								
3000 Community Services								
3000 Community Services *1003(g) SIG/Waiver*		6,500	944		650			8,094
Administrative Costs								
Administrative Costs *1003(g) SIG/Waiver*								
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	764,500	23,400	198,541	15,200	36,500			1,038,141
***1003(g) SIG/Waiver* Subtotal**	64,338	6,500	13,513	193,400	48,320			326,071
Grand Total	828,838	29,900	212,054	208,600	84,820			1,364,212

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SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION *1003(g) AND WAIVER FUNDS ONLY*
(COPY AS NEEDED)

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
CHARLESTON R-1 – CHARLESTON MIDDLE SCHOOL	067-061 3000

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1. Instructional Coach – 52,320 FTE:1.0	52,320
2. After school professional development (23 teachers x 16 hrs. x 21.00 per hour	7,728
3. Substitute teachers to replace teachers attending professional development activities (11 subs x 65 x 6)	4,290
6100 Subtotal	**$ 64,338**
6150: Non-certificated Salaries	
1. School Liaison : .43 FTE =6,500	6,500
6150 Subtotal	**$ 6,500**
6200: Employee Benefits *(optional categories)*	
FICA 1,763	**1,763**
Medicare	**9,500**
Retirement (Teacher or Non-Teacher) 9,500	**2,250**
Health, Life, and/or Dental Insurance 2,250	
Other Benefits	
6200 Subtotal	**$ 13,513**
6300: Purchased Services	
JBHM Education Group – (DESE Approved vendor) – 122 days – 183,000	**183,000**
Von Ray – Dr. Sarah Odom – on site professional development in organizing class work around reading and writing – 10 days – 8,000	**8,000**
Southeast Regional Professional Development Center – registration fees for professional development workshops (e.g. Response to Intervention- RTI) 2,400	**2,400**
6300 Subtotal	**$ 193,400**
6400: Materials/Supplies	
2 laptop carts @ 950 = 1,900 & 48 laptops @ 668.75 = 32,100 Total = 34,000 -3,000 (other funds), 31,000	**31,000**
Ten Marks online, premium math - 2352	**2,352**
Remedial supplies for RTI – 11,400	**11,400**
Parent Involvement Supplies – 1,778	**1,778**
Book study (e.g. Visible Learning for Teachers) – 1,140	**1,140**
Various supplies for school liaison (paper and ink, etc.)	**650**
6400 Subtotal	**$ 48,320**
6100-6400 Subtotal	**$ 326,071**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$**
TOTAL	**$ 326,071**

SECTION VII. – NARRATIVE

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

SECTION VII.A. – DISCUSSION OF YEAR ONE

Describe progress made toward each objective approved in the 2012-2013 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; and
3) Describe the challenges and accomplishments in meeting your objectives in 2012-2013.

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 1: The percentage of students attaining proficient/advanced on MAP communication arts scores will increase by 10% annually. MAP mathematics scores will increase by 10% annually.

MAP	Baseline	Actual Achievement Goals				Target Goals	
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-201
6-8 Communication Arts	39.8	32.0	34.0	41.0			
6-8 Math	26.4	27.9	31.7	31.7			

The MAP scores for the 2012-2013 school year are not available until late July or early August. At that time the data will be disseminated and analyzed to determine whether the goal for 2012-2013 year was reached and the goal for 2013-2014 will be determined.

ACUITY	Baseline	Achievement Goals
	2011-2012	2012-2013
6-8th Grade Communication Arts	46.6	54.7
6th Grade Communication Arts	33.8	40.8
7th Grade Communication Arts	45.3	68.0
8th Grade Communication Arts	60.0	56.9
6-8th Grade Math	31.7	41.4
6th Grade Math	46.6	56.7
7th Grade Math	23.8	29.3
8th Grade Math	23.6	37.3

Acuity Predictive C Communication Arts scores for 2011-2012 predicted that 46.6% of students in grades 6-8 would score proficient or advanced on the MAP test. 2012 MAP data scores show 41.0% of students scored proficient or advanced. Acuity Predictive C showed that 33.8% of 6th grade students would score proficient or advanced on the MAP and 39.7% actually reached that level. Acuity Predictive C showed that 45.3% of 7th grade students would score proficient or advanced on the MAP and 49.2% actually reached that level. Acuity Predictive C showed that 60.0% of 8th grade students would score proficient or advanced on the MAP and 35.5% actia;;u reached that level.

Acuity Predictive C was administered in March 2013 and indicated that 54.7% of 6-8th grade students would score proficient or advanced on the MAP test. This breaks down to 40.8% of 6th grade students, 68.0% of 7th grade students, and 56.9% of 8th grade students. This data will be compared to the 2013 MAP scores in July or early August.

The 2011-2012 Acuity Predictive C Math Scores indicated that 31.7% of students in grades 6-8 would score proficient or advanced on the 2012 MAP test. Actual MAP scores show the 31.7% of 6-8 grades did, in fact, score proficient or advanced on the 2012 MAP test. Acuity predictive C indicated 46.6% of 6th graders would score proficient or advanced on the 2012 MAP test, with 38.4% actually reaching the goal. Acuity Predictive C indicated 23.8% of 7th grade students would score proficient on the 2012 MAP test, with 23.8% of 7th graders actually reaching the goal. Acuity Predictive C indicated that 23.6% of 8th graders would score proficient or advanced on the 2012 MAP test, with 22.4% of 8th graders scored actually reaching the goal.

Based on Acuity Predictive C Math Scores for 2012-2013, 41.4% of CMS 6-8 grade students should score at the proficient or advanced levels on the 2013 MAP test. This is indicated by the following percentages scoring proficient or advanced on the Acuity Predictive C Math Test: 6th graders - 56.6%; 7th graders – 29.3%; and 8th graders – 37.3%. After the Predictive C tests were taken, teachers used the data collected from the reports to re-teach some of the GLEs with which students struggled in hopes of increasing the percentage of students mastering the objectives.

Objective 2: The number of D's or F's earned by students in course work will decrease by 25% annually.

Assessment	Baseline	Achievement Goals			Target Goals	
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Classroom Failure Rate						
6th Grade	335	252	407	285	213	160
7th Grade	348	261	327	428	321	240
8th Grade	329	246	226	148	111	83

The total number of D's and F's decreased overall by 10.3% goal. 6th grade decreased by 30% and 8th grade decreased by 34.5%. However the 7th grade D's and F's increased by 23.6%.

Goal 2 Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

Objective 1: The percentage of core courses taught by highly qualified teachers will increase to 100% by 2014.

Assessment Measure	Baseline	Actual Achievement Goals			Target Goals	
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Core Courses Taught by Highly Qualified Teachers	88%	97%	95%	100%	100%	100%

The Charleston R-1 Board of Education adopted into policy that all teachers hired by the district will be highly qualified teachers. Therefore the achievement and target goals will always be 100%.

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

Objective 1: The number of minutes of student learning time will increase by 174 hours, from 64,170 in 2009 to 72,000 in 2012—2014.

Number of Minutes Within the School Year	Baseline	Actual Goals			Target Goals	
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Missouri Required Minutes (actual pupil attendance)	62,640	62,640	62,640	62,640	62,640	62,640

CMS Minutes of Instruction (actual pupil attendance)	64,170	64,530	65,250	69,234	71,034	72,000

The number of minutes of student learning will increase by 1,800 minutes for the 2013-2014 school year. The additional learning time will be to help students in specific areas of need.

Objective 2: The percentage of students suspended out of school for ten or more consecutive days will decrease from 3.5% in 20012-13 to 2% in 2014-15.

Percentage of Students Suspended Out-of-School for Ten or More Consecutive Days	Baseline	Actual Goals			Target Goals	
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Missouri Average Percentage	1.8	1.7	1.7	—	—	—
CMS Percentage	17.5	14	9.7	3.5	6	2

The number of students suspended out of school for ten or more consecutive days decreased by 6.2% from 2011-2012 to 2012-2013. Eight students were suspended for ten or more consecutive days during the 2012-2013 school year.

Objective 3: Develop support systems for students at-risk for repeated suspensions, grade level retention and/or dropout.

Percentage of Students Whose Attendance Was Less Than 80%	Baseline	Actual Goals			Target Goals	
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Charleston Middle School	6%	7.5%	4.5%	3.8%	2%	0%

The number of students whose attendance was below 80% was hugely contributed to students with repeated absences. District policy was followed regarding contacting parents and referring to law enforcement. However, little cooperation was given from the Prosecuting Attorney's office regarding truancy.

Percentage of Students Who Were Retained in Grades 6-8	Baseline	Actual Goals			Target Goals	
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Charleston Middle School	4%	5%	4%	(estimated) 2.4%	2%	0%

The 2012-2013 school year showed a huge decrease in the percentage of students suspended 10 consecutive days or longer over the 2011-2012 school year. Counseling of students and interventions made on their behalf contributed to the decrease

Percentage of Students Who Earned Multiple Course Failures	Baseline	Actual Goals			Target Goals	
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Charleston Middle School	25%	27%	22%	15.7%	7%	0%

The percentage of students with multiple course failures dropped by 6.3% for the 2012-2013 school year. The extra minutes added to the daily schedule for the 2012-2013 school year allowed students that were struggling to receive extra instruction in order to be more successful.

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

Objective 1: Charleston Middle School will increase the amount and quality of parental participation.

Indicators of Parent Involvement	Baseline	Baseline	Actual	Actual	Target	Target
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of parents who attend parent teacher conferences	—	—	32	54.3	80	90

Parent participation in conferences greatly improved 25.7%. We attribute this to better communication with the parents by the staff.

Indicators of Parent Satisfaction/3 Point Scale	Survey Results		Target
	2011-12	2012-13	2013-14
Good place to learn	2.5	2.54 (2.75)	
Teachers / staff friendly	2.5	2.58 (2.75)	
Know expected behavior	2.4	2.85 (2.7)	
Child safe at school	2.87	2.50 (2.9)	
Parents feel welcome	2.87	2.81 (2.9)	
Talk easily to teachers	2.87	2.46 (2.9)	
Teachers enforce rules	2.87	2.38 (2.9)	
Discipline has been fair	2.6	2.23 (2.8)	
Comfortable with principal	2.87	2.81 (2.9)	
Parents kept informed	2.6	2.27 (2.8)	

The overall results of the parent survey showed an improvement in three categories from the 2011-2012 school year. The staff will heed the results to make improvements for the 2013-2014 school year in the areas that fell short of projections.

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

Objective 1: The Charleston R-1 School District and Charleston Middle School will meet or exceed the SEA's criteria for implementation and evaluation of the school improvement plan and measurement of leading indicators; SIG funding can be renewed for 2012 and 2013.

Objective 2: The percent of instructional staff rated at performance levels below "Meets Expectations" on the staff

evaluation tool will decrease to zero by 2013.

Measure	Baseline		Actual and Target Goals			
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of teachers rated at the lowest performance level			10%	12%	0%	0%

Teachers rated at performance levels below meets expectations were at 12% for the 2012-2013 school year. None of those teachers will return for the 2013-2014 school year.

SECTION VII.B. – YEAR TWO TIMELINE

Describe the year two timeline for implementing the planned activities for the selected interventions in each Priority, 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; and
3) Provide a timeline that includes implementation and evaluation dates.

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 1: The percentage of students attaining proficient/advanced on MAP communication arts scores will increase by 10% annually. MAP mathematics scores will increase by 10% annually.

- Strategy 1: **Implement a research-based, data-informed instructional program aligned to standards** (Required)

Alignment to Needs Analysis: *Student Performance and Curriculum Development & Learning Management*

Implementation Assessment:

- Action Step 1: Continue the development of curricula, pacing guides and assessment tools. Review curriculum guides and assessments to insure alignment with state standards.

Implementation & Progress Monitoring Timeline:

- August 2013: Teachers will participate in professional development activities designed to address methods for deconstructing standards, aligning curricula and providing rigorous instruction
- Monthly: Review curriculum alignment and lesson planning documentation to determine staff implementation progress; provide individual technical assistance to staff as needed to ensure implementation
- Monthly: Conduct classroom observations; transformational specialist and instructional coaches will conduct one-on-one meetings with instructional staff to ensure instructional improvement
- Quarterly: Assess curriculum mapping documents for vertical and horizontal alignment and ensure implementation standards based instruction

- Action Step 2: Develop an understanding and effective implementation of Webb's Depth of Knowledge.

Implementation & Progress Monitoring Timeline:

- August 2013: Teachers will participate in professional development activities designed to address

methods for deconstructing standards, aligning curricula and providing rigorous instruction
- Monthly: Instructional staff will develop comprehensive lesson plans using the external provider's template. Lesson plans will contain bell ringers, objectives that can be stated to the class, rigorous instruction, guided and independent practice, assessment and closure.
- Monthly: Review lesson plans and assessment tools to determine the level of rigor expected
- Monthly: Develop and implement an assessment review protocol to be used by professional learning communities teams for review of assessment tools

- Action Step 3: **Use student achievement data—diagnostic, formative, and summative—to inform classroom instruction.** (Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 3).

Implementation & Progress Monitoring Timeline:

- August 2013: Establish student achievement goals
- August 2013—June 2014: Utilize transformational specialist, instructional coach and PLC team leaders to provide assistance in gathering and interpreting data to inform instruction.
- Weekly: Utilize various data sources, including the benchmark scores, STAR Reading Computer-Adaptive Test , Acuity Informative Assessment, student work, and classroom assessments to examine student performance data; identify related outcomes, practices, and inputs; make adjustments in classroom instruction
- Quarterly: Track student progress toward competency

Objective 2: The number of D's or F's earned by students in course work will decrease by 25% annually.

- Strategy 1: Implement a comprehensive Response to Intervention program as part of **an "early warning system"** to identify and support at-risk students.

Alignment to Needs Analysis: *Student Performance and Safe—Secure—Engaging Environment*

Implementation Assessment:

- Action Step 1: Continue to provide a system of "tiered support" differentiated for

  individual student needs, through Response to Intervention strategies

Implementation & Progress Monitoring Timeline:

- August 2013-December 2013: Develop an RTI program, process and Pyramid of Interventions. Provide staff development on the implementation of the RtI process.
- August 2013-June 2014: Implement the RTI process and Pyramid of Interventions. (linked to Goal 3, Objective 2, Strategy 1)
- Monthly: Refer students for RTI based upon a review of grade reporting data and the identification of students with failing grades in one or more classes
- Monthly: Review RTI placement data
- Quarterly: Research additional interventions as identified by staff; determine effectiveness and possible delivery mechanisms
- Quarterly: Review the percentage and direction of student movement from one RTI tier to the next. This includes the number and percentage of students who exit the program.

- Action Step 2: **Conduct review of diagnostic and formative assessment data as part of an "early-warning system" for academic achievement.** (Required)

Implementation & Progress Monitoring Timeline:

- Weekly: Identify and refer students for RTI, as needed
- Monthly: Review student placement on the Pyramid of Interventions, movement from one tier to the next, or release, as appropriate
- Monthly: Report the number/percent of students failing one or more courses, student placement on the Pyramid of Interventions, and student progress toward academic goals to PLC teams
- Quarterly: Review student work, classroom assessments, and quarterly benchmark assessment data;

refer students for RTI (links to Goal 1, Objective 1, Action Step 3)

- Action Step 3: **Conduct ongoing review of indicators (including attendance/truancy, and discipline referrals) for at-risk students as part of an "early warning system" for failure.** (Required)

Implementation & Progress Monitoring Timeline:

- Weekly: Refer students for RTI, as needed
- Monthly: Review of leading indicators (attendance, truancy, discipline referrals, in-school and out-of-school suspensions); RTI referrals
  - Monthly: Review student progress regarding attendance, truancy, discipline referrals, in-school and out-of-school suspensions; determine changes in RTI placement, as needed (links to Goal 1, Objective 1, Action Step 3)
- Monthly: report data regarding leading indicators and student placement in RTI to transformational specialist and PLC teams

- Strategy 2: Use appropriate and accurate measures to determine students at-risk for possible retention

Alignment to Needs Analysis: *Student Performance and Safe—Secure—Engaging Environment*

Implementation Assessment:

- Action Step 1: Develop and implement accurate measures of possible retention.

Implementation and Progress Monitoring Timeline:

- July—August 2013: Convene administrative team to discuss retention policies and determine methods for determining accurately those students at-risk of being retained as early as possible.
- Quarterly: Gather data to determine those students at-risk of being retained
- Quarterly: Meet individually with at-risk students to review retention policies and develop individualized improvement plans for successful completion of required coursework.

Goal 2 Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

Objective 1: The percentage of core courses taught by highly qualified teachers will increase to 100% by 2014.

- Strategy 1: **Continue to implement a system for recruiting and retaining highly qualified staff**. (Required) Strengthen and expand the current efforts.

Alignment to Needs Analysis: *Student Performance, Safe—Secure—Engaging Environment, and Human Resources*

Implementation Assessment:

- Action Step 1: **Refine and implement a rigorous staff evaluation system.** (Required). (links to Goal 5, Objective 2, Strategy 1, Action Step 1)

Implementation & Progress Monitoring Timeline:

- August 2013: distribute staff evaluation tool; review the staff evaluation tool with staff; define performance levels and indicators
- Weekly: conduct classroom observations; provide immediate, specific feedback; arrange for instructional coaches to provide one-on-one technical assistance for targeted improvement goals
- Quarterly: compile teacher attendance data; examine correlation to teacher performance

- Action Step 2: **Provide job-embedded high quality professional development to create and support capacity in staff.** (Required)

Implementation & Progress Monitoring Timeline

- August 2013: The external provider, with the administrative team, will coordinate professional

development in the following areas:
    - Classroom management
    - Deconstruction of state standards, GLE's and CLE's
    - Effective lesson planning
    - Depth of Knowledge and Rigor
- August 2013-June2014: utilize the instructional coach and the external provider to provide one-on-one technical assistance to staff and support acquisition of effective instructional practices
- August 2013-June 2014: implement planned professional development, including:
    - New teacher-mentoring program for new staff
    - Meeting the needs of struggling learners
    - Meeting the needs of special services students
    - Data driven decision making
    - Differentiating instruction
    - Common Core State Standards
- Quarterly: transformational specialist and the instructional coach collect student performance and student engagement data for analysis and distribution to departments for departmental review and action planning (links to Goal 1,Objective 1,Strategy 1,Action Step 3)

- Action Step 3: Develop and implement a system for measuring changes in instructional practices resulting from professional development.

Implementation & Progress Monitoring Timeline:

- August 2013: The external service provider will provide each faculty member with copies of the classroom observational tools, explain their purpose and provide the criteria for marking evidenced.
- August 2013: The external service provider will begin using observational tools to assess the effect of professional development relative to instructional practice.
- June 2014: Review the effectiveness data prepared by the external provider; determine the impact to changes in instructional practice. (Implementation Assessment)

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

Objective 1: The number of minutes of student learning time will increase by 174 hours, from 64,170 in 2009 to 72,000 in 2014-2015.

- Strategy 1: **Establish schedules and strategies that provide increased learning time by using people strategically and time intentionally.** (Required)

Alignment to Needs Analysis: *Student Performance and Safe—Secure—Engaging Environment*

Implementation Assessment:

- Action Step 1: Alter the daily and/or academic year schedule to provide more instructional time and increase student time on task.

Implementation and Progress Monitoring Timeline:

- May 2013: Convene a committee of staff, students, parents and stakeholders to research and discuss the changes in the academic year schedule and explore additional modifications.
- April 2014: Adopt an altered daily and/or academic year schedule for implementation in the 2014-2015 school year
- May 2014: Communicate the future changes and impact to all stakeholders; hold informational meetings for students, parents, community members to review possible schedules and provide additional input

Objective 2: The percentage of students suspended out of school for ten or more consecutive days will decrease from 3.5% in 2013.

- Strategy 1: Establish a supportive school climate and an effective approach to discipline.

Alignment to Needs Analysis: *Safe—Secure—Engaging Environment*

Implementation Assessment:

- Action Step 1: Implement, with fidelity, clear and just policies and procedures.

Implementation and Progress Monitoring Timeline:

- August 2013: Establish PLC team responsibilities regarding discipline data review.
- September 2013-May 2014: Research, discuss and come to a conclusion regarding implementation of the Missouri School-Wide Positive Behavior Support System
- Quarterly: PLC teams review established policies and procedures; review statistics for disciplinary infractions and suspensions; determine patterns and trends; determine the need to revise policies or procedures

- Action Step 2: Monitor to ensure fidelity of implementation.

Implementation and Progress Monitoring Timeline:

- August 2013: Provide training to staff to ensure knowledge and understanding of school/classroom policies and procedures and the expectation of 100% implementation
- August 2013-June 2014: Observe/monitor staff adherence to implementation and enforcement of school/classroom policies and procedures; identify noncompliant staff for immediate corrective action

- Action Step 3: Provide support structures through Response to Intervention strategies for students to develop self-discipline skills needed to comply with policies and procedures.

Implementation and Progress Monitoring Timeline: (linked to Goal 1, Objective 2, Strategy 1, Action Steps 1—3)

- August 2013-June 2014: Utilize the RTI structure to provide a system of "tiered support" differentiated for individual student needs.
- Monthly: Conduct ongoing review of diagnostic and formative assessment.
- Monthly: Conduct ongoing review of indicators (including attendance/truancy, and discipline referrals) for at-risk students.
- January 2014: Provide PLC teams with semester summary data for student discipline incidents, disciplinary actions taken, attendance, grades and results of RTI placements and progress. The teams, with assistance from the administrative team and the transformational specialist, will identify trends and evaluate classroom disciplinary interventions to determine their effectiveness.

- Strategy 1: Implement strategies that build relationships.

Alignment to Needs Analysis: *Safe—Secure—Engaging Environment* Implementation

Assessment:

- Action Step 1: Review the guidance curriculum for alignment with the Missouri Model Guidance recommendations. Revise the curriculum and develop a plan for implementation that maximizes student exposure while minimizing loss of instructional time.

Implementation and Progress Monitoring Timeline:

- August 2013: Review and revise guidance curriculum
- September 2013: Meet with staff to discuss the importance of the guidance curriculum, review content and discuss the implementation strategy
- September 2013-May 2014: Implement the curriculum, including student satisfaction surveys (Implementation Assessment; linked to Goal 1, Objective 1, Strategy 1)
- September 2013-May 2014: Use PLC team structure to research the "Check and Connect" Curriculum developed by the College of Education at the University of Minnesota

- Action Step 2: Develop and implement a summer transition program for incoming 6th graders.

Implementation and Progress Monitoring Timeline:

- January 2014-February 2014: The guidance counselor and PLC teams work to develop the summer transition program
- March 2014-May 2014: The guidance counselor and the PLC teams develop strategies for informing students and parents about the summer transition program and ensure their participation.
- August 2014: Implement the program

- Action Step 3: **Implement an "early warning system" to identify students in need of support or intervention.** (Required) (This Action Step links to and duplicates Goal 1, Objective 2, Strategy 1; it is included here to reinforce the connection to strengthening student relationships)

Implementation and Progress Monitoring Timeline: (see Goal 1, Objective 2, Strategy 1: Action Steps 1—3)

- August 2013: Develop a RTI program, process and Pyramid of Interventions. Provide staff development on the implementation of the RtI process.
- August 2013-June 2014: Implement the RTI process and Pyramid of Interventions. (linked to Goal 3, Objective 2, Strategy 1)
- Monthly: Refer students for RTI based upon a review of grade reporting data and the identification of students with failing grades in one or more classes
- Monthly: Review RTI placement data
- Quarterly: Research additional interventions as identified by staff; determine effectiveness and possible delivery mechanisms
- Quarterly: Review the percentage and direction of student movement from one RTI tier to the next. This includes the number and percentage of students who exit the program.

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

Objective 1: Charleston Middle School will increase the amount and quality of parental participation.

Strategy 1: **Provide ongoing mechanisms for family and community engagement.** (Required)

Alignment to Needs Analysis: *Parent & Community Involvement*

Implementation Assessment:

- Action Step 1: Develop and implement a system for tracking communication between staff, students, and parents.

Implementation and Progress Monitoring Timeline:

- September 2013: Use SIS system for tracking communications between staff, students and parents. The system will track teacher contacts regarding grades, behavior and class participation. The system will track both positive and negative contacts.
- Semi-annually: Review the number and types of contacts made by teachers. Also review the parents' responses to those contacts.

- Action Step 2: Host a Family Fun Night to facilitate parents becoming more familiar with the school. This event will be held annually along with other parent events that will be scheduled throughout the year.

Implementation and Progress Monitoring Timeline:

- September 2013: MAP Family Night Event recognizing and rewarding advanced/proficient
- January 2014: Utilize staff to plan the Family Night event
- February or March 2014: Publicize and host the Family Night event; collect and compile attendance data; calculate number/percent of parents in attendance

- Action Step 3: Publish and distribute school newsletters.

Implementation and Progress Monitoring Timeline:

- September 2013: Parent Liason will publish a parent newsletter with the assistance of teachers, students, parents, community patrons in writing articles and contributing to the newsletter's production
- Quarterly: Publish and distribute newsletters in print and online
- Annually: Survey students and parents regarding their opinions of the effectiveness of the newsletter as a communications tool

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

Objective 1: The Charleston R-1 School District and Charleston Middle School will meet or exceed the SEA's criteria for implementation and evaluation of the school improvement plan and measurement of leading indicators; SIG funding can be renewed for 2012 and 2013.Notification of SIG funding renewal on May 7, 2013

- Strategy 1: **The Central Office Staff and the Board of Education will provide support to the building principal and teachers to allow for operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase student achievement.**(Required)

Alignment to Needs Analysis: *Student Performance, Curriculum Development & Learning Management, Professional Development, Human Resources, and Leadership & Governance*

Implementation Assessment:

- Action Step 1: **Execute contracts with the external provider and agree to their choice of a transformational specialist who will facilitate and monitor reform efforts.** (Required)

Implementation and Progress Monitoring Timeline:

- July 2013: Document the execution of contracts with the external provider who will provide the transformational specialist.
- August 2013: Examine the Academic Review and Analysis submitted by the external provider
- August 2013: Kickoff meeting with the district administrative team, external provider and staff.
- Weekly: Examine implementation progress reports submitted by transformational specialist; determine progress toward meeting school improvement plan implementation goals (Implementation Assessment)
- Monthly: Examine student performance and engagement data
- Quarterly: Examine staff effectiveness data (e.g., rating on classroom observations, personal improvement plans and staff evaluation tool)

- Action Step 2: Approve and allocate funding for implementation of the strategies and activities outlined in the school improvement plan.

Implementation and Progress Monitoring Timeline:

- August 2013: Review the budget with the administrative team
- Monthly: examine financial records; monitor expenditures (Implementation Assessment)
- March 2014: Plan for 2014-2015 school year budget
- June 2014: Prepare financial update for the board of education; review expenditures

- Action Step 3: **Ensure that the school receives ongoing, intensive technical assistance and related support to implement transformation strategies.** (Required)

Implementation and Progress Monitoring Timeline:

- April 2013: Execute the external provider's contract for the pre-implementation academic review and analysis
- July 2013: Execute the external provider's contract for the 2012-2013 school year
- August 2013: Meet with the external provider's transformation specialist to discuss the responsibilities of the district and the provider.
- Weekly: Examine implementation progress reports submitted by the external provider.
- Monthly: Share the external provider's progress reports with the board of education. (Implementation Assessment)

- Action Step 4: Confer with the administrative team to identify needs for additional operational flexibility and/or other LEA/District support.

Implementation and Progress Monitoring Timeline:

- Monthly: Meet to examine the implementation progress reports submitted by the transformational specialist; identify, discuss, and apply problem-solving strategies to remove circumstances that hinder implementation progress (Implementation Assessment)

Objective 2: The percent of instructional staff rated at performance levels below "Meets Expectations" on the staff evaluation tool will decrease to zero by 2013-2014 school year.

Strategy 1: Remove ineffective staff. (Required)

Alignment to Needs Analysis: Student Performance, *Curriculum Development & Learning Management, Professional Development, Human Resources, Leadership & Governance*

Implementation Assessment:

- Action Step 1: **Develop and utilize a rigorous staff evaluation system.** (Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 1)

Implementation & Progress Monitoring Timeline:

- August 2013: Publish policies and procedures for removal of instructional staff consistently performing below "Meets Expectations" (Implementation Assessment)
- August 2013: Distribute staff evaluation tool; review the staff evaluation tool with staff; define performance levels and indicators; communicate expectation that all instructional staff performing at levels "Meets Expectations" will be provided targeted coaching, increased monitoring and evaluation; distribute published policies regarding removal of instructional staff consistently performing at levels below "Meets Expectations" (Implementation Assessment)
- Weekly: Conduct and document classroom observations; provide immediate, specific feedback; arrange for the transformational specialist and the instructional coach to provide one-on-one technical assistance for targeted improvement goals for instructional staff needing assistance (Implementation Assessment)
- Quarterly: Use operational data, including classroom observations and student performance and engagement data to identify instructional staff needing targeted assistance
- August 2013-March 2014: Follow policies and procedures to remove ineffective staff (Implementation Assessment)

- Action Step 2: **Research performance-based compensation systems.** (Required) (links to Goal 2, Objective 1, Strategy 1, Action Step 2)

Implementation & Progress Monitoring Timeline:

- October 2013-May 2014: The PLC committee will research and identify priority areas for incentives (e.g., non-negotiable instructional practices in regard to classroom management, school policies and procedures, instructional strategies, curriculum development, and assessment strategies as well as student performance goals); determine expected outcomes and success indicators; determine

appropriate incentive amounts and how these will be awarded; develop a written policy for board approval (Implementation Assessment)

- June 2014: Board of education considers the adoption of the policy on performance based compensation system (Implementation Assessment)

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2013-2014

As the Charleston Middle School closed the school year and the last meeting staff meeting was held, the 2012-2013 school year was reflected upon. Everyone agreed the year was a valuable learning experience. Teachers and administrators were quick to express their feelings of accomplishments and quick to express their feelings of disappointments that occurred throughout the year. Before adjourning, everyone knew the importance of continuing the school improvement plan but implementation would have to be next year with fidelity. In addition for the school to succeed, everyone would have to be held accountable. Below are the some of the activities that need to be continued and some that will be added.

Continue JBHM Education Group (SIG): Specialists will provide on-site, job-embedded consultation, for approximately **122 days** during the 2013-14 school year. The services provided will include the following various support areas. The levels of support from each area will be determined through an initial review of the school and will be based upon each school's needs for support.

JBHM Education Group: uses a school transformational approach to assist school partners in immediately beginning to change the school culture from low expectations and failure to high expectations and student success. With implementation of their proven process, school staff and students begin to experience success.

The JBHM group uses multiple rubrics which address all of the key roles in the school district. They are designed to move the entire school system to "best practices" over time. The rubrics are used daily to mold and assess the school's transformation and to set the standard for performance in the classroom and the administration.

The Foundation: 5 Essential Practices

The successful work of JBHM Education Group draws on the body of research by Lawrence Lezotte, Ph.D., and others that identifies five essential practices of effective schools. Steeped in knowledge of how effective schools serve their students, JBHM Education Group performance specialists assist their school partners in adopting and consistently assuring these practices:

Guaranteeing an Essential Curriculum - The board-approved curriculum is aligned with the state and national standards. District and school policies, procedures, and practices ensure that all students are provided the opportunity for success on state and national assessments.

Providing a School Culture and Climate Conducive to Learning - The climate of the school system, including each school and classroom, reflects high expectations for student behavior, clean and orderly facilities, and safe, secure environments conducive to learning.

Maximizing Academic Learning Timé - Classroom instruction reflects the protection and effective use of instructional time, high expectations for all students, positive teacher-student interactions, engaging students in meaningful learning activities, and an understanding of student learning needs and differences.

Monitoring Student Achievement - Student progress is monitored frequently, using assessment strategies that reflect the rigor of those used by the state and national assessment standards. Assessments and questioning techniques are used to strengthen students' higher-level thinking skills and problem-solving abilities.

Promoting Professional Practice - The school system's policies, practices, and procedures require and support all personnel in participating in development opportunities to improve and implement

current educational best practices. The school staff's implementation of best practice strategies is a part of annual personnel evaluation.

Teacher Coaching
Specialists will provide on-site support and one-on-one consultation for teachers, shared among the core subject areas, to include the following activities:

- Supporting instruction through classroom-embedded mentoring and coaching; working with teachers, individually and small groups; modeling best-practice lessons; assisting with teacher's planning; and guiding teachers in using state resources to improve student achievement
- Assessing the extent to which current curriculum and instructional practices align with the state curriculum frameworks, student performance standards, and test objectives
- Providing professional development for classroom teachers to include strategies for teaching the test objectives, student performance standards, rubrics, and interventions
- Providing classroom teachers with performance feedback through classroom observation, modeling, and debriefing
- Updating the superintendent and school board through weekly written reports, as appropriate

Struggling Learners General Support
- Determine supports in place for struggling learners via a review of school resources, interviews with teachers and classroom observations
- Train teachers and assistants in effective strategies for working with struggling learners
- Provide performance feedback to classroom teachers through classroom observation, modeling and debriefing
- Submit written reports detailing the results of the above work, including recommendations of a course of action for the progression of the school's struggling learners' population.

Continue Professional Learning Communities: The Charleston Middle School started the first year of implementing the PLC project during the summer of 2011. Next school year will be our third year of training and full implementation of the program. Teachers and administrators report that everyone seems to have a greater sense of responsibility and commitment and everyone is working together for student achievement, and teachers feel less isolated and are able to share their ideas and concerns. Below is an outline of next year's training:

New Administrator's Training: June 24, 2013

Outcomes:

To gain an understanding of the Administrator's responsibility in supporting PLC implementation

To understand the key components of PLCs

To examine monitoring methods of PLC implementation

To explore topics of leadership

To apply tipping point leadership components to a change effort

Network with other leaders around leading a PLC

Summer Academy: July 23, 24, 25, 2013

Mtg 1: Sept 18, 2013

Outcomes:

Examine the Seven Norms of Collaboration, Recognize the need for a school-wide response to students, Evaluate the current reality of your core program,Develop a plan to strengthen your core program

Mtg 2: Oct. 23, 2013

Outcomes:

Determine if you are ready to effectively implement tier 2 levels of support, Understand why it's important to implement tier 2 levels of support, Examine different ways to implement tiered levels of support, Develop a plan for implementing tier 2 levels of support

Mtg 3: Dec. 12, 2013

Outcomes:

Determine if you are ready to effectively implement tier 3 levels of support, Understand why it's important to implement tier 3 levels of support, Examine different ways to implement tiered levels of support, Develop a plan for implementing tier 3 levels of support

Mtg 4: Feb. 26, 2014

Outcomes:

Connect year 1, 2, & 3 accomplishments to your mission and vision, Assess your current reality using the MO PLC Implementation Rubric, Survey the meaning of deep implementation, Determine next year's focus and create an action plan, Develop rubrics

Mtg 5: March 19, 2014

Outcomes:

Assess current reality of PLC implementation, Analyze the state data from the BAT, Network around the 8 PLC strands, Understand the process for school reviews

Continue Southeast Regional Professional Development Center (SIG): The Southeast Regional Professional Development Center provides a wide range of services to meet the needs of teachers and administrators. The Southeast RPDC's mission is to improve student achievement for all students in Southeast Missouri by providing appropriate and timely professional development to school communities. The Charleston Middle School will utilize this service in many areas but listed below is what has been identified as needed professional development.

Response to Intervention (RTI) Institute

RTI is a method of academic intervention used in to provide early, systematic assistance to children who are having difficulty learning.

This Institute will focus on practical and innovative strategies for developing a Response to Intervention system that will support the Common Core State Standards (Missouri Learning Standards). RTI and MLS implementation can present some distinct challenges to schools. During the course of this institute, participants will be given tools and resources needed to firmly establish a multi-tiered system of support that embeds the MLS at every level of support. The main goals include: understanding practices that increase student achievement, experience the application of the process and tools (evidence-based practices, screening tools, progress monitoring tools) for data-based decision-making within a problem solving framework and gain knowledge of the Missouri Learning Standards and specific research-based instructional and intervention strategies for English Language Arts and Mathematics. Meeting dates: June 25, 2013 June 26, 2013 September 30, 2013 November 5, 2013 January 21, 2014 and March 26, 2014.

Continue Acuity Assessment Training: this program is designed to support both interim and formative assessment program with a unique integration of classroom-friendly assessments, instructional resources, reporting and customization opportunities.

Since Acuity is aligned with the Missouri Assessment Program (MAP), CMS will use the data to inform classroom instruction in an effort to increase learning and student achievement in the areas of communication arts and mathematics.

There are a total of seven tests Charleston Middle School will utilize within the Acuity program. Students will take three predictive tests during the school year. The Acuity predictive tests allow us to measure student progress relative to the

MAP. Acuity Diagnostic Tests will be given four times throughout the year and will be used to assess and benchmark students on grade level skills taught in the classroom. Using Acuity's component maps, instructional coaches worked with middle school teachers to create pacing guides aligned to the MAP test. The diagnostic tests were created using these pacing guides. The Diagnostic Test results are being used to help determine students who will be targeted for remediation and students who should be enriched.

Continue Instructional Coaches: The purpose of this job is to provide leadership in developing, achieving and maintaining quality educational programs and services to improve student achievement.

Duties: These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Provides direct service to classroom teachers.
- Works with teachers in their respective classrooms to improve the quality of instruction.
- Works with new teachers to ensure their success during the first few years of teaching.
- Observes teachers to determine ways to improve instruction.
- Demonstrates teaching techniques, skills and new concepts.
- Assists classroom teachers in selecting instruments for assessing learner needs.
- Provides tips in classroom management and discipline as needed.
- Consults and works with staff to coordinate and teach the total curriculum.
- Provides follow-up for teachers who have participated in professional development activities to assure skills are implemented in the classroom.
- Assists in evaluation, assessment and curriculum development.
- Analyzes student performance data and makes recommendations for remediation and enrichment.
- Assists classroom teachers in identifying learner needs and makes recommendations to meet those needs.
- Assists teachers in making modifications for identified student learning problems.
- Assists in the development and revision of benchmark assessments.
- Assists in the development and revision of curriculum.
- Assists in the development, selection and /or adjustment of curriculum and materials.
- Assists in the correlation and dissemination of curriculum information and materials.
- Supports professional development.
- Provides information to teachers both individually and through workshops on current research in education.
- Plans and directs professional development training to teachers.
- Provides professional development to ensure all students have the opportunity to achieve success on state-mandated tests and state content standards and student performance standards.
- Serves on district professional development committee.

Vann-Ray – Dr. Sarah Odon (SIG): vendor that provides on-site professional development (10 days) in implementing the common core state standards in communication arts and mathematics.

Goals:

- Organizing class work around reading and writing in all subject areas (10 days)
- Differentiated instruction
- Unit design lesson plans

Valued – Based Teacher Evaluation System: The administration will work with the Middle School's Academic Cadre to develop an evaluation system for teachers. The Missouri's Educator Evaluation System will be considered for implementation for the upcoming school year. Teacher data gathering will become an integral part of the teacher evaluation. In addition, the academic cadre will develop a plan for recognizing and rewarding highly effective teachers and administrators.

Response to Intervention (RTI) (SIG): supplemental education materials to help remediate student who are having difficulty learning.

The STAR Math Enterprise assessments include new skills-based test items, and new in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as a Core Progress learning progression and Student Growth Percentile measurements. With new tools and enhanced content, STAR Math can help you improve instruction.

- You can screen your entire class in minutes to reveal which students need help to reach benchmark, and to help group students by proficiency levels.
- With a simple interface, it's easy for teachers to administer and very intuitive for students.
- STAR Math delivers a wealth of valid, reliable, and actionable RTI data.

Accelerated Math helps teachers personalize math practice, differentiate instruction, monitor progress, and make data-driven decisions to guide each student to success.

- With a lower level of "math anxiety," students will actually look forward to practicing math each day. This can electrify the classroom atmosphere.
- Accelerated Math Live creates individualized practice assignments at each student's level, allowing teachers to keep every student motivated and challenged.
- Accelerated Math Live makes the practice component of your curriculum more effective and supports existing instructional materials and textbooks.
- With Accelerated Math Live, personalized assignment creation, scoring, and reporting are done with relative ease—allowing far more time for instruction and practice.
- Teachers can interpret data immediately to inform and guide instruction.

School Liaison (SIG): will work to establish partnerships between parents and school. The liaison may visit parents or contact them in other ways and organize events, so parents can feel welcome in the school. In doing so, they form relationships with parents, so the process of furthering a student's education can be collaboration between the student and his teachers and parents.

SECTION VII.D. – STAFFING CHANGES

Prior to the start of the 2012-2013 school year, the Charleston Middle School worked diligently toward obtaining the School Improvement Grant. The Board of Education had unanimously voted their support, teachers, parents, and community meetings were held to discuss the application and one hundred percent buy-in occurred. The SIG application was written, submitted and approved for the upcoming school year. The building principal and other school personnel attended training sessions during the summer in preparation for the opening day of school. When the opening day came, everyone was anxious to have a big kick-off celebration and start the work towards the implementation of school improvement as outlined in the grant. Then came the terrible news of a morning tragedy that occurred just minutes before the opening day meeting, the unbelievable death of our principal. It was a sad day for the students, parents, community members and his family. No one will ever know what impact his death had on this school year.

- August 2012 – A new principal was hired and this individual went to work. The Board of Education and central office administration realized the importance of this grant and how hard it would be for a new principal to implement the goals and objectives as outlined in the grant; especially without any training. Due to the commitment of the board, it was decided that an assistant principal would be hired.

- A Social Studies teacher was moved to replace the position held by the principal and a highly qualified teacher was hired to replace him.

- An in-school-suspension teacher was hired to replace the position held by the assistant principal.

- April 2013 – The following teachers: 6th grade communication arts teacher, 7th grade social studies teacher, physical education teacher and 8th grade science teacher were not recommended to be employed for the 2013 – 2014 school year. Upon the recommendation of the superintendent, the board of education allowed all teachers to offer a letter of resignation.

- May – June, 2013 – A teacher has been hired to teach 6th grade science and social studies. The teacher who had taught these classes was move to communication arts. Both teachers are highly qualified.

- The seventh grade math teacher retired at the end of this school year. At the time of the writing for this grant, no candidate has been hired. Interviews are being scheduled.

- Presently, there are no plans to fill the position of the physical education teacher.