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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	$405,145

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME			COUNTY-DISTRICT CODE
Gordon Parks Elementary School			048913 6935
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
Steve Fleming	3715 Wyoming Street	Kansas City, MO 64111	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
sfleming@gpes.org		816-753-6700	816-753-3436
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
Same as above			
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
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—

- ✓ 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;
- ✓ 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;
- ✓ 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;
- ✓ 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.

✓ 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:

✓ 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
Steve Fleming	6/19/13
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE

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SECTION IV. – LEA/DISTRICT YEAR TWO TOTAL BUDGET & SUPPORTING DATA (continued)

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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			1.0			
Language Translator						
Guidance Counselor						
Transition Case Manager					.5	
Turnaround Officer						
TOTAL	1		1		.5	

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
Gordon Parks Elementary	048913 6935	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.B. - LEA/DISTRICT/BUILDING YEAR TWO IMPLEMENTATION BUDGET TEMPLATE

(COPY AS NEEDED)

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.

NEW PAGE

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*	100,600	2,500	22,614		25,000			150,714
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*								
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*		80,000	28,431					108,431
2200 Professional Development *1003(g) SIG & Waiver*				90,000				90,000
2600 Planning and Evaluation *1003(g) SIG & Waiver*				52,000				52,000
3000 Community Services *1003(g) SIG & Waiver*					4,000			4,000
Program Costs Subtotal *1003(g) SIG & Waiver*								405,145
Indirect Costs								
Administrative Costs *1003(g) SIG & Waiver*								0
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*								0
GRAND TOTAL *1003(g) SIG & Waiver*	100,600 ~~180,600~~ CR.	82,500	51,045	142,000	29,000			405,145

NEW PAGE

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
GORDON PARKS ELEMENTARY	048913 6935

Budget Codes	Related Strategies and Activities
1100 Instruction	Goal #1 – Objective #1, Strategy #2 Action Step 2-Benchmark Assessments Goal #1 – Objective #1, Strategy #2 Action Step 11-Student Goals Goal #1 – Objective #1, Strategy #4 Strengthen Core Math Program Goal #1 – Objective #1, Strategy #6 Strengthen Core CA Program Goal #1 – Objective #1, Strategy #2 Action Step 9-Instructional Materials Goal #1 – Objective #5, Strategy #3 Non-Fiction Materials
1100 Instruction *1003(g) SIG & Waiver*	Goal #1 – Objective #1, Strategy #5 Extended School Day/Year Goal #1 – Objective #1, Strategy #5 Action Step 1-Stipends Goal #1 – Objective #1, Strategy #3 Literacy Materials Goal #1 – Objective #5, Strategy #5 Action Step 2 – Math Resources Goal #1 – Objective #5, Strategy #5 Action Step 1 – Task Force Goal #4-Objective #1-Strategy #2 Hire Teaching Methods Coach Goal #1 – Objective #1, Strategy #7 Action Step 2-Technology Coach
1200 Supplemental Instruction (Title I)	Goal #1 – Objective #1, Strategy #1 Action Step 1 – Data Teams Goal #1 – Objective #1, Strategy #4 Strengthen Core Math Program Goal #1 – Objective #1, Strategy #6 Strengthen Core CA Program
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	
2100 Non-Instructional Support Services	Goal #1 – Objective #1, Strategy #7 Action Step 5 – Tech Systems Resource
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	Goal #3-Objective #1-Strategy #1 Coordinator of Parent and Community Engagement
2200 Professional Development	Goal #1 – Objective #1, Strategy #2 Action Step 7 – RTI Support Goal #1 – Objective #1, Strategy #4 Strengthen Core Math Program Goal #1 – Objective #1, Strategy #6 Strengthen Core CA Program Goal #1 – Objective #1, Strategy #7 Differentiation Goal #1 – Objective #1, Strategy #8 Curriculum Development Goal #2 – Objective #3 Urban education, SPED, Trauma
2200 Professional Development *1003(g) SIG & Waiver*	Goal #4 – Objective #1, Strategy #2 PD for Special Education and Leadership Goal #4 – Objective #1, Strategy #3 Action Step 1- Program Evaluation Goal #1 – Objective #1, Strategy #4 PD Math Goal #1 – Objective #1, Strategy #6 PD Literacy Goal #1 – Objective #1, Strategy #8 Curriculum Development
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG & Waiver*	Goal #1 – Objective #1, Strategy #3 Action Step 1-Data Analysis Goal #4-Objective #1-Strategy #3 Action Step 4- Grant Administrator
3000 Parent Involvement	Goal #3-Objective #1-Strategy #5 Action Step 1 – Monthly PAC Meetings
3000 Parent Involvement *1003(g) SIG & Waiver*	Goal #3-Objective #1-Strategy #5 Action Step 1 – Parent STEAM Goal #3-Objective #1-Strategy #5 Action Step 1 – Monthly PAC Meetings; Family Academic Nights Goal #3-Objective #1-Strategy #1 Coordinator of Parent and Community Engagement
Administrative Costs	Goal #4-Objective #1-Strategy #3 Action Step 4- Grant Administrator

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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
GORDON PARKS ELEMENTARY	048913 6935

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	83,500	19,000	21,500		10,000			134,000
1100 Instruction *1003(g) SIG/Waiver*	100,600	2,500	22,614		25,000			150,714
1200 Supplemental Instruction (Title I)	113,000		25,000					138,000
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*								
2100 Non-Instructional Support Services		3,000	500					3,500
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*		80,000	28,431					108,431
2200 Professional Development				20,000				20,000
2200 Professional Development *1003(g) SIG/Waiver*				90,000				90,000
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG/Waiver*				52,000				52,000
3000 Community Services					800			800
3000 Community Services *1003(g) SIG/Waiver*					4,000			4,000
Administrative Costs	46,000	24,500	15,000					85,500
Administrative Costs *1003(g) SIG/Waiver*								
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	242,500	46,500	62,000	20,000	10,800	0		381,800
***1003(g) SIG/Waiver* Subtotal**	100,600	82,500	51,045	142,000	29,000	0		405,145
Grand Total	423,100	49,000	113,045	162,000	39,800	0		786,945

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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 **GORDON PARKS ELEMENTARY**	**COUNTY-DISTRICT - BUILDING CODE** **048913 6935**

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Teaching Methods Coach 1 FTE	$50,000
Extended School Day Pay for Certified Teachers (8 teachers = 350 per day x 9 days each)	$25,600
Teacher Incentive Program - Certified teachers	$25,000
6100 Subtotal	**$100,600**
6150: Non-certificated Salaries	
Extended School Day Pay – Non Certified Staff (2 paraprofessionals = 150 per day x 9 days each)	$2,500
Community and Family Health Coordinator 1 FTE	$50,000
Social Worker (Part Time) .5 FTE per Sec. IV CR	$30,000
6150 Subtotal	**$82,500**
6200: Employee Benefits *(optional categories)*	
FICA	$11,198
Medicare	$2,620
Retirement (Teacher or Non-Teacher)	$11,625
Health, Life, and/or Dental Insurance	$25,602
Other Benefits	
6200 Subtotal	**$51,045**
6300: Purchased Services	
Grant Administrator – Federal Compliance	$40,000
Instructional Technology Training	$30,000
Job embedded professional development in literacy, math, curriculum, assessment and behavior (Pathway to Reading Training; Conscious Discipline training; Missouri Charter Schools Conference; SIG Symposium)	$60,000
External Program Evaluation – Provide guidance and development in teacher evaluations; external evaluation of data and program implementation	$12,000
6300 Subtotal	**$142,000**
6400: Materials/Supplies	
Purchase literacy, mathematic, and science instructional materials (Reading A to Z materials to supplement reading with non fiction materials, math manipulative for RTI)	$15,000
Supplemental Assessment materials (Brigance, DRA) for 100 students	$10,000
Materials for Parent Program	$4,000
6400 Subtotal	**$29,000.00**
6100-6400 Subtotal	**$405,145.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$405,145.00**

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.

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.

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

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2013-2014 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

SECTION VII.D. – 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 one.

Section VII.A – Discussion of Year 1

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;

In August 2012, Gordon Parks received its MAP results prior to the implementation of the SIG Year 1. MAP data for the first year of SIG implementation is not available at this time.

Major findings:

- Percentage Proficient or Advanced in Communication Arts decreased from 21.2% in 2011 to 13% in 2012.
- Percentage Proficient or Advanced in Mathematics decreased from 20.2% in 2011 to 17% in 2012.

During the 2012-2013 school year, Gordon Parks assessed students utilizing STAR Reading and STAR Mathematics tests.

STAR Reading – Percentage of Students Performing At or Above Grade Level.

NOTE: Kindergarten and Grade 1 data is from the Early Literacy STAR Assessment.

	Baseline	End of Year
Kindergarten	64%	84%
Grade 1	62%	75%
Grade 2	30%	50%
Grade 3	33%	40%
Grade 4	34%	34%
Grade 5	26%	33%

STAR Mathematics – Percentage of Students Performing At or Above Grade Level

	Baseline	End of Year
Grade 1	30%	53%
Grade 2	31.4%	50%
Grade 3	21.4%	43.2%
Grade 4	37.8%	57.9%
Grade 5	28%	61.9%

-Increased student achievement in Reading, based on STAR Early Literacy and Reading data. 82% of students demonstrated more than average growth between the fall and spring assessment. This places the school above 91st percentile using Marzano's (2006) model for overall school and average teacher effectiveness.

-Increased student achievement in Math, based on STAR Math data. 88% of students demonstrated more than average growth between the fall and spring assessments. This places school above 99th percentile using Marzano's model (2006) for overall school and average teacher effectiveness.

In addition to the data generated through the STAR Assessments, Data Teams meet in weekly grade level teams and school-wide to analyze benchmark assessment data. Professional development is embedded into the data team process. Teachers are taught how to use the results of data analysis to make changes in programs, instruction, curriculum, and assessment. The chart below demonstrates the data sources the staff is currently using to evaluate and refine curriculum and instruction, as well as monitor student achievement.

Gordon Parks' Elementary Internal Benchmark Assessments

Grade	September	November	January	March	June
K	Brigance	STAR Early Literacy	STAR Early Literacy	Star Early Literacy	Brigance
	STAR Early Literacy	Running Record	Writing Prompt	Running Record	STAR Early Literacy
	Writing Prompt		TC Kindergarten Assessment		Writing Prompt
	Teacher's College (TC) Kindergarten Assessment (Letter ID and Running Record)				TC Kindergarten Assessment
1	Running Record	Running Record	Running Record	Running Record	Running Record
	STAR Early Literacy*`	STAR Early Literacy *	STAR Early Literacy *	STAR Early Literacy *	STAR Early Literacy *
	STAR Reading	STAR Reading	STAR Reading	STAR Reading	STAR Reading
	STAR Math	STAR Math	STAR Math	STAR Math	STAR Math
	Pathways Phonemic Awareness Assessment	Pathways Phonemic Awareness Assessment	Pathways Phonemic Awareness Assessment	Pathways Phonemic Awareness Assessment	Pathways Phonemic Awareness Assessment
	Writing Prompt				
			Writing Prompt		Writing Prompt
2	Running Record	Running Record	Running Record	Running Record	Running Record
	STAR Early Literacy	STAR Early Literacy *	STAR Early Literacy *	STAR Early Literacy *	STAR Early Literacy *
	STAR Reading	STAR Reading	STAR Reading	STAR Reading	STAR Reading
	STAR Math	STAR Math	STAR Math	STAR Math	STAR Math

	Word Study Inventory		Word Study Inventory		Word Study Inventory
	Writing Prompt		Writing Prompt		Writing Prompt
3-5	Running Record	Running Record	Running Record	Running Record	Running Record
	STAR Reading	STAR Reading	STAR Math	STAR Reading	STAR Reading
	STAR Math	STAR Math	STAR Reading	STAR Math	STAR Math
	Word Study Inventory		Word Study Inventory		Word Study Inventory
	Writing Prompt		Writing Prompt		Writing Prompt

*In First Grade, students transition from the STAR Early Literacy Test to the STAR Reading Test.

Other Data Sources: Formative Assessments

Gordon Parks used a variety of assessment practices, including formative assessments, to complete a feedback loop that informs teaching. GPES is committed to using the Common Core State Standards as a foundation for the learning outcomes in the school's academic performance. During curriculum writing work that took place during June 2012, teachers looked at the Common Core Standards, chose priority standards, and created units of study that included essential questions, skill statements, learning targets, and assessments. Teachers created Common Formative Assessments (CFA) that are aligned to each unit of study, to serve as a pre-test for each unit. Common Formative Assessments are created collaboratively and combine selected response items, written response items and a performance task. Common Formative Assessments are scored collaboratively. In doing so, teacher teams discuss how to adjust instruction so that all students achieve the desired outcomes. The CFA is then also used as a summative post-test at the end of the unit.

Additionally, a variety of formative assessments are utilized on a daily basis at GPES. This year the staff began implementing "I can" statements. "I can" statements are kid-friendly descriptions of a lesson's learning outcome. At the end of each lesson, students demonstrate mastery of an "I can" statement in a written format, typically an exit slip. Teachers use student responses to reflect on the lesson's effectiveness and plan future instruction.

Many other formative assessments are used regularly at GPES. Teachers keep Conferencing Notebooks and review anecdotal notes during Data Teams. Throughout the curriculum development process, teachers collaborated to develop observation checklists and other methods of capturing

student learning in the context of the classroom. Assessment results that are placed in the context of learning, connected to curriculum and instruction and document learning over time offer enhanced opportunities to develop comprehensive plans for the continued progress of individual, groups and instructional programs.

For the entire school year, the daily average attendance rate for the school year 2012-2013 was 93.3% as compared to 2011-2012 overall of 93.8%. We recognize that we have students who still continue to have chronic attendance problems. For example, when students miss the transportation provided, many times parents will not send the student to school. GPES is committed to hiring a Coordinator of Parent and Community Engagement to work with families and staff to address many of the attendance issues.

Percent of daily attendance									
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
2012-2013	95.2	93.8	93.2	91.7	93.4	90.5	92.7	93.0	93.6
2011-2012	94.8	93.4	93.7	93.8	92.6	92.5	93.7	92.7	92.6

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

At Gordon Parks, we focus on learning targets, focus statements, essential questions and the 'big idea' (GLE) to facilitate higher order thinking. *Collegial Collaboration* is the hallmark characteristic of our teachers. As such, tuning protocols are used to evaluate student work and measure student performance. This approach is also reinforced through the *Gordon Parks Professional Development Initiatives* that are sequenced and scheduled by student learning topic. Each topic is built around a targeted goal, specific initiative, and key measures. We firmly believe that the professional development of our teachers is integral to student success. We reflect this philosophy in our daily

planning and activities and by dedicating time and financial support to professional development throughout the year.

Data Teams ensure that professional development initiatives are implemented with fidelity to directly impact student achievement. Student data, combined with feedback from staff members, provide the information needed to identify problems as they arise. When problems arise, they are prioritized according to complexity and severity so resources can be allocated to correct the issues. For example, when third grade reading data showed inadequate progress, a special problem-solving team was designated to address the issue. The team, consisting of the third grade teachers, principal, reading resource teacher and a consultant, met to create a strategic plan to correct the problem. Among other things, the strategic plan included more frequent monitoring of student progress (weekly instead of monthly) and additional instructional support in the form of Co-Teaching between the reading resource teacher and the grade level teachers. The team will reconvene in four weeks to review student data and evaluate the effectiveness of the strategic plan.

During the 2012-2013 school year, Gordon Parks had a teacher incentive program through the year 1 SIG. This program required teachers to meet all four key areas to receive the entire incentive possible. If they met only three of the criteria, they would receive 75%, two areas would receive 50%, and one area would receive 25%. The evaluation criterion for teachers is as follows:

FOUR KEY AREAS OF EVALUATION FOR CLASSROOM AND SPECIAL TEACHERS

% of Total Incentive	Area of Evaluation
25% of Incentive	**SMART GOALS** Benchmark: Meet SMART goals at 75% as set by teacher – each teacher will have SMART goals tied to student achievement.
25% of Incentive	**PARENT CONTACT** Benchmark: 100% of Parents contacted in a calendar month Means: • Phone calls • Letter, notes home • Face to Face • At Home visits • Email
25% of Incentive	**PROFESSIONAL DEVELOPMENT** Benchmark: 100% participation (including alternative training) Means: • Outside training opportunities • Optional on site professional development • College / University work • Book Club • Required Wednesday meetings and scheduled professional development days
25% of Incentive	**TEACHER DELIEVERABLES** Benchmark: 100% compliance Means: • STAR Goal setting • RTI Individual Plans for Tier 2 and Tier 3 interventions • Running Records • Lesson Plans • Weekly newsletter • Learning Walks • Committee Work • Participation in grade level teams • Curriculum planning • BIST activities and participation • Record of Grades • Reporting of Attendance

3) **Describe the challenges and accomplishments in meeting your objectives in 2012-2013.**

Accomplishments:

- Teachers have positively reported that the curricular work undertaken during the 2012-2013 year was valuable professional development. UCM also noted progress in this area during their annual audit stating, "Gordon Parks Elementary has taken major steps to improve its English Language Arts curriculum in the 2012-2013 school year. While only a few units are near completion this year, teachers are steadily increasing in confidence and competency as the writing process continues and a framework for building solid unit design is taught and implemented in stages."
- Exceptional literacy growth in grade K-1. Despite the high turnover in staff at the end of the school year, the K-1 teachers have committed to the school's mission and will return in 2013-2014 and serve in many leadership roles.
- Increased student achievement in Reading, based on STAR Early Literacy and Reading data. 82% of students demonstrated more than average growth between the fall and spring assessment. This places the school above 91st percentile using Marzano's (2006) model for overall school and average teacher effectiveness.
- Increased student achievement in Math, based on STAR Math data. 88% of students demonstrated more than average growth between the fall and spring assessments. This places school above 99th percentile using Marzano's model (2006) for overall school and average teacher effectiveness.
- Data from the common classroom assessments and STAR reading and math assessments are reviewed and used to make instructional decisions both at the classroom and individual student levels.

- Classroom teachers have support from reading, math, technology, and behavioral specialists. In many classrooms, this support for the teachers and students is provided daily.
- There is ongoing, job-embedded professional development for all of the teaching staff.

Challenges:

- Strong classroom management skills allow teachers to focus their efforts on quality instruction. Discipline was problematic during the 2012-2013 school year. With the high turnover in staff for the 2013-2014 school year, this an optimal time for redefining school-wide behavior guidelines and expectations for classroom communities.
- Currently, the Balanced Literacy Program in does not contain an effective, research based phonemic awareness component of our Balanced Literacy program in every classroom.
- Much of the teaching staff is not returning for the 2013-2014 school year. The high-turnover in teaching staff means that the staff will need to invest time developing expectations for building-wide initiatives such as Balanced Literacy, RTI and Data Teams. Turnover in the teaching staff, administration, and student body has been very high in past two years.
- The process undertaken to develop curriculum to meet the rigor of the new Missouri Learning Standards is an intensive, but rewarding, process. This work will continue as the staff completes phase two (of four) in 2013-2014.
- BIST is not implemented with training and fidelity and may not be the appropriate program for student management.
- The student attendance rate has been low over time as measured by MSIP 5 standards.
- There is a need for formal, ongoing program evaluation to ensure effectiveness and efficiency of programs and practices.
- Even though text materials and assessment tools have surface alignment to the Missouri GLEs and Common Core State Standards, no detailed alignment and pacing guides have been developed.

- Although assessment data is used effectively in instructional planning and student remediation, other available data is not consistently gathered and reported, especially in evaluating adult behaviors, student attendance, and program effectiveness.
- Programs and processes in the school do not always work together to achieve the goals of the school and may, at times, interfere with achieving the goals.
- There are gaps in and problems with the communication channels in the school.
- There is no evaluative procedure in place to ensure that school leadership has the competencies necessary to be successful as a school turnaround leader.
- Special Education and the related services of vision and speech specialists are not monitored adequately and coordinated with the overall instructional plan at GPES.

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.**

ESTABLISH AND MAINTAIN STRONG LEADERSHIP TEAM

Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
Hiring of Teaching Methods Coach	August 8, 2013	August 15, 2013	October 2013, January 2013, and April 2013 - Classroom observation data, student performance data (STAR, DRA)
Hiring of Community and Family Health Coordinator	August 8, 2013	August 15, 2013	October 2013, January 2013, and April 2013 Student Attendance Data, Student Performance Data, Number of Health Screenings Performed
Hiring of Part Time Social Worker	August8, 2013	August 15, 2013	October 2013, January 2013, and April 2013 Student Attendance Data, Student Performance Data
Continue to employ School Based Technology Coach	August 8, 2013	August 15, 2013	3 times a year ending in May 2014 Student Attendance Data, Student Performance Data
Provide professional development to all staff in the areas of curriculum, instruction and teaching utilized under the SIG	August 2012	Ongoing	Implementation in fidelity observed daily and within formal evaluations and Board presentations Classroom Observations, Student Performance Data
Work with External Program Evaluator to provide ongoing guidance, oversight, technical, and implementation support in creating teacher evaluation and program implementation	July 1, 2013	Ongoing	January 2014 and June 2014 Teacher Evaluations conducted; monthly reports from consultant; data consults; monthly SIG reviews
Contract with Grant Administrator to be sure all elements of SIG and Federal Programs are in full compliance	July 2013	August 2013	Evaluation of work will be conducted at monthly MOSIG meetings and monthly to endure Federal Programs Compliance

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IMPROVE STUDENT PERFORMANCE

Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
To increase student attendance continue to make phone calls, home visits, personal conversations as well strengthen the data system and process to accurately and consistently account for all student attendance. Executive Director will review and revise the school day schedule and calendar	August 2013 August 2013	October 2013 August 21, 2013	Leadership will review the attendance weekly with staff to address individual attendance concerns; Formal evaluation of schedule and calendar will be conducted each spring
Strengthen core teaching in Communication Arts and Math in both regular education and special education	July 2012	July 2015	Weekly meetings with Teaching Methods Coach; review of student performance, discipline, and attendance data; Monthly Leadership Team meetings to review all data and update data wall
Schedule consultant to work with teachers Literacy and Math curriculum for all students	March 2012	June 2014	Observed daily through classroom observation and weekly at data team meetings; formally review monthly at Leadership data meetings
Purchase resources to enable effective teaching of communication arts and mathematics (ie purchase non-fiction books to support non-fiction reading and writing)	August 2013	January 2014	Each spring resources will be evaluated based on data and effective use in teaching. Supplemental hands-on materials such as dry erase boards, magnetic letters, Reading A to Z books for at-home extension will be used during guided reading and intervention to provide support and extension for students.
Continue to provide format for students to set personal academic goals and maintain data notebooks to measure progress towards meeting goals	August 2012	October 2013	Weekly at data team meeting; weekly meetings with Teaching Methods Coach; Monthly Leadership Team data meetings; classroom observations
Maintain benchmarking system for students 3 times a year for reading and math	August 2012	August 2013; January 2014, June 2014	STAR, DRA, Teacher College Reading & Writing Data, and Brigance Data will be reviewed weekly with teacher and monthly during to Leadership Team data meetings to monitor student progress
Schedule to reflect extended day to increase instructional time in core subjects	July 2013	August 2013	Ongoing evaluation of schedule will be observed daily; formally review each spring
Review and revise pay scale for teachers working extended day	July 2013	August 2013	April 2014 Executive Director will monitor each year based on staff growth and education
Review teacher evaluations for successful teaching • Leadership Team to develop effective teacher evaluations and	August 2013	September 2013	Work with external program evaluation to conduct ongoing evaluation of data collected through observations, student data and professional development plans for all instructional staff; data on successful

• Develop teacher incentives to attract, develop, and retain highly qualified staff • Continue to develop opportunities for teacher leadership and advancement	NEW PAGE		and program will be conducted in May 2014.

DEVELOP CURRICULUM AND IMPROVE CLASSROOM INSTRUCTION

Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
Continue the process of revising curriculum to meet the academic rigor of the Common Core Standards. **Alignment** Continue to update and align communication arts and mathematics curriculum to Common Core State Standards Continue to translate skill statements into daily lesson plans and consider what instructional strategies and resources will best help students meet the standard **Assessment** Continue to develop pre/post unit assessments. and utilize data from pre/post assessments and other assessments to make instructional decisions (Grade Level Teams, Vertical Data Teams, School as a Whole) – Create and Maintain Data Wall **Professional Development** Continue to address needs through review of current resources to identify needs. Review and research possible new resources based on alignment to learning goals, standards, and assessments. Create a formal written curriculum to include goals, objectives, activities, and assessments aligned to Missouri Core Academic Standards. Discuss implementation issues	August 2012	August 2013	Ongoing evaluation based on teacher collaboration, observations and student performance, attendance, and discipline data. Teachers will meet weekly with Teaching Methods Coach. The Leadership Team will meet monthly to review data.

and remediate areas of need. Provide professional development for new curriculum: standards/ learning goals, assessments, instructional units (including differentiation), student tracking, and strategies for instruction.			

DEVELOP 21ST CENTURY SKILLS FOR STUDENTS, TEACHERS, AND PARENTS

Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
Continue teachers training through job embedded professional development in use of Web 2.0 tools, SMART Boards, and utilization of technology to differentiate instruction.	June 2012	June 2015	Ongoing through observations, formal evaluations, and weekly instructional and data meetings with Teaching Methods Coach.
Utilize technology to assess students through student response systems.	June 2012	June 2015	Ongoing through observations, formal evaluations, and weekly data meetings
Continue to revise and develop classroom web pages	August 2013	October 2013	November 2013; Evaluated monthly for updates and accuracy
Activate parent component of student management software	August 2012	September 2012	Review August 2013 for any additional parent support needed to utilize system effectively

ENHANCE PARENT INVOLVEMENT IN GORDON PARKS EDUCATIONAL PROGRAMS

Intervention Strategy	Start Date	Full Implementation	Evaluation Dates
Expand parent programming for PAC meetings and for family academic nights.	August 2012	June 2015	Review parent evaluations and monthly attendance / participation in all meetings and activities
Leadership will continue to work with Parent Liaison to make home visits, work with attendance issues, work with parents and staff to develop and implement before school programs, and lead to facilitate more active participation in PAC.	August 2013	October 2013	Student attendance data, parent participation, evaluation of all meetings and programs will be evaluated for effectiveness and implementation with fidelity

Section VII.C – Discussion of the School Year 2013-2014

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2013-2014 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

The Gordon Parks learning model is built on Common Core State Standards at every grade level. We will continue to focus on what a child needs to know as priority standards of knowledge rather than nice to know concepts; translating learning skills to 21st century skill building during the 2013-2014 school year through a new grade configuration of Kindergarten through Second Grade. The staff is continuing the process of revising curriculum to meet the academic rigor of the Common Core Standards. The model contains the following key elements:

- *Monthly Pacing Guide* for the academic year
- Continuous Improvement Process: Pre-test → Learning Strategies → Measured Progress through Summative Assessments → Data Team Diagnostics → Refined Learning Strategies.
- Consistent Approach across all subjects and all K-2 grade levels

Gordon Parks instructional staff attributes the growth in STAR data to the implementation of *Balanced Literacy* at all grade levels during Year 1 of the SIG. *Balanced Literacy* develops devoted readers and eager writers. It is an instructional philosophy wherein all teachers use children's literature as the teaching tool to reach curricular goals, rather than traditional classroom textbooks. This technique focuses on the student and allows teachers to begin at the child's reading level, building skills and understanding throughout the year. During the 2013-2014 school year, Gordon Parks will continue to implement this model through *Pathways to Reading*. The primary focus of this program is to help teachers understand and apply the five core components of the reading process for beginning readers in grades K-2: phonemic awareness, phonics, fluency, vocabulary, and comprehension. July 31st through August 2nd, provided an opportunity for training. Currently we have one returning teacher in year 2 training which is designed as a practicum in which the instructor models with different ages of students in small group instructional settings. Two additional teachers began year one training this summer. During this training the teachers worked to understand

phonemic awareness and phonics and their relationship to the development of reading and spelling. The teachers earned to assess and teach phonemic awareness and phonics while integrating the instruction with other research based components of fluency, vocabulary, and comprehension.

The Math Curriculum at Gordon Parks is based on the Common Core State Standards. Our teachers use research-based strategies that allow students to experience and investigate mathematical concepts from a concrete, hands-on level. Teachers guide learning through questions to higher levels of understanding and provide opportunities for students to connect math to the real world. Students gain confidence and independence in their problem solving abilities, learn to question and defend their mathematical understanding, and become lifelong learners of mathematics. The Scott Foresman Investigations program is used as a resource when designing instruction.

The Math Curriculum at Gordon Parks embodies the vision of the rigorous national standards for mathematics developed by the National Council of Teachers of Mathematics (NCTM) and the new Common Core State Standards. Our teachers implement research-based strategies that allow students to experience and investigate mathematical concepts from the concrete, hands-on perspective. Teachers guide student learning through questions that inspire higher level of understanding and provide real world opportunities for students to connect mathematics to the world around them. Students gain confidence and independence in their problem solving abilities, learn to question and defend their mathematical thinking, and become lifelong learners of mathematics.

The Leadership Team and Instructional Staff will use three assessments to monitor and benchmark the progress and growth of all students. We will continue to utilize the STAR assessment as a monthly benchmark for early literacy, reading, and math. Staff members use the results of the norm-referenced test to categorize student performance as above, at, or below grade level, based on the STAR Grade Equivalency. Both STAR assessments generate reports that categorize students as: Tier 1 (at or above grade level), Tier 2 (monitor closely), or Tier 3 (intervention needed). Teachers create a diagnostic instructional plan for all students below grade level.

The DRA (Developmental Reading Assessment) may be used as a performance assessment administered by teachers to determine the instructional reading levels of students in grade 1 and 2. Teachers use DRA results, along with other assessments, to determine what appropriate instruction to provide to challenge and remediate students in small group, guided reading, and target interventions and supplemental support. This tool also guides teachers in selecting materials at the appropriate instructional levels.

The Brigance Screens will be utilized to assess the whole child, academics and social emotional behaviors. The goal of this assessment is to identify children who may have language, learning, or global development problems; identify children who may have academic talent or intellectual giftedness; provide teachers with individualized information about each student's performance; and assist professionals in monitoring selected aspects of children's progress over time.

Attendance continues to be a high priority for Gordon Parks. As we enter Year 2 of the SIG, we have begun looking closely at the procedures and processes in place to not only track the data, but to encourage students to attend school daily. The Leadership Team will work closely with all stakeholders and staff to review and revise the school day schedule and yearly calendar. All staff members will continue to encourage attendance by making phone calls, home visits, and personal conversations will families.

Gordon Parks will continue the use of job-embedded professional development as the leadership team works side by side with the instructional staff to collect, analyze and interpret data and make instructional decisions based on student results. Content-based lesson plans and interventions will be developed and refined utilizing research-based best practices to evaluate students' learning and consistently monitor students' growth through differentiated practices with the continued support of external providers. The leadership team will also help to support teachers and support staff in the implementation of Conscious Discipline. Conscious Discipline integrates classroom management strategies with social-emotional learning utilizing every day events within the curriculum. This program empowers the adults in the building to guide and

teach students to deal with every day conflict teaching critical life skills by being responsive instead of reactive.

Teacher Incentive pay has been redesigned to have more measurable objectives for teachers to present. The following in the template of requirements:

FOUR KEY AREAS OF EVALUATION FOR CLASSROOM TEACHERS

% of Total Incentive	Area of Evaluation
50% of Incentive	**STUDENT PERFORMANCE** Benchmark: Teachers must demonstrate through use of student performance data and data notebooks that 10% of students not reading at or above grade level move each quarter toward attaining mastery. Baseline data for these students will be collected the first two weeks of the school and used as the baseline for this measure. Benchmark: Teachers must demonstrate through use of student performance data and data notebooks that 10% of students not at or above grade level in mathematics move each quarter toward attaining mastery. Baseline data for these students will be collected the first two weeks of the school and used as the baseline for this measure.
25% of Incentive	**ATTENDANCE** Benchmark: Teachers will demonstrate their students meeting the 90/90 requirement of MSIP. This means, 90% of the students are present in class 90% of the time. This is measured through weekly attendance data tracking conducting by Leadership, student data notebooks, and Core data submitted to The Department of Elementary and Secondary Education.
12.5% of Incentive	**PROFESSIONAL DEVELOPMENT** Benchmark: Teachers will demonstrate attendance of professional development and implementation of trainings through weekly meetings with the Teaching Methods Coach; presentation of materials in staff development meetings; student performance data
12.5% of Incentive	**PARENT CONTACT** Benchmark: Teachers hold parent teacher conferences with 100% of the families assigned to their classrooms. Sign in sheet from conferences and antedoctal records will be used to demonstrate completion. Conferences may be held in person or by phone. Should a conference be conducted by phone, the signature of the Executive Director will need to be obtained for verification.

Aligned in the mission of Gordon Parks to meet not only the academic needs, but the physical and emotional needs of all our students, we are committed to hiring a full time Community and Family Health Coordinator and a part time social worker. The Community and Family Health Coordinator will provide preventive health services to facilitate the student's

optimal physical, mental, emotional, and social growth and development. He/she will provide services such as health education, referring and care in order to help prevent serious health problems which would later be more difficult and costly to address. They will support the education process by working to assure the health of students by conducting vision and hearing screenings and work with local organizations to conduct preventive dental screenings.

A part time social worker will be hired to work closely with the all families to provide aid in finding services or coping mechanisms to help in cases such as abuse, neglect, or other difficult family situations. They will utilize consultation data and social work experience to plan and coordinate care and follow through with each family to ensure efficacy. He/she will also provide access to families to services such as financial assistance, legal aid, housing, job placement, or education.

Through the use of the SIG funds, Gordon Parks will continue to have the capacity to support and expand the necessary human resources, external expertise for staff, and support programs to provide the services needed by our students and parents demonstrated in the improvement of student achievement.

Section VII.D – 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 one.

A new Principal and Executive Director were hired in March 2012, prior to the implementation of the Year 1 SIG. In Fall of 2012, 50 % of the staff was replaced due to teachers leaving for other job opportunities. During the implementation of Year 1, Gordon Parks had a change in executive leadership and special education department.

In regards to the staff for the 2013-2104 school year, the following positions will be revised:

1. Executive Director / Principal– currently have permanent Executive Director since March 2013
2. Principal – This position will be assumed under Executive Director.
3. Teaching Methods Coach will be hired. This position was not implemented during the 2012-2013 school year.
4. Community and Family Health Coordinator will be hired. This position was not implemented during the 2012-2013 school year.
5. Part time social worker will be hired. This position was not implemented during the 2012-2013 school year.
6. Grant Administrator – this position was contracted out during Year 1 and will continue to be contracted for Years 2 and 3 to add federal compliance support.
7. Due to our grade reconfiguration, we will staff 3 kindergarten teachers, 1 first grade teachers, 1 second grade teacher, 1 special education teacher, 1 music teacher, 1 physical education teacher, 1 art teacher, and 4 paraprofessionals.