048-074

☐ ORIGINAL

MOSIG

2011 – 2012

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LEA/DISTRICT SCHOOL IMPROVEMENT APPLICATION

GRANDVIEW C-4 MIDDLE SCHOOL

SUBMITTED
DECEMBER 16, 2011

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

GRANDVIEW MIDDLE SCHOOL
MOSIG 2011-2012
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SECTION

I & II

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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
1003(g) SCHOOL IMPROVEMENT GRANT (SIG)
Project Dates: February 29, 2012 to June 30, 2013
CFDA Number 84.388A
Federal Award Number S388A100026A

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DIRECTIONS

Mail the completed form postmarked or delivered by Friday, December 16, 2011 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysig2010@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DESE USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			$

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
Grandview C-4 School District		048-074
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	**ADDRESS**	**CITY, STATE, ZIP**
Lisa Walker	13015 10th Street	Grandview, MO 64030
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**
Lisa.walker@csd4.k12.mo.us	(816) 316-5004	(816) 316-5060
NAME OF GRANT CONTACT	**ADDRESS**	**CITY, STATE, ZIP**
Lisa Walker	13015 10th Street	Grandview, MO 64030
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**
Lisa.walker@csd4.k12.mo.us	(816) 316-5004	(816) 316-5060
NAME OF LEA TURNAROUND OFFICER (if known)	**ADDRESS**	**CITY, STATE, ZIP**
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**

SECTION II. - ASSURANCES

A local educational agency (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—

- ☑ If selected, attend the mandatory Capacity Interview held January 31, 2012 in Jefferson City, MO with the required LEA/District personnel;
- ☑ Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/District commits to serve consistent with the final requirements;
- ☑ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- ☑ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- ☑ Report to the SEA the school-level data required under section III of the final requirements.

SECTION

III

SECTION III. - WAIVERS

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

e **LEA/District must check each waiver that the LEA/District will implement.** If the LEA/District does not intend to implement ..e 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 Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA/District approval for the Department to provide direct services:

☑ The LEA/District approves the Department's use of grant funds to provide improvement services directly to the LEAs/Districts and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
Lisa L. Walker	12/13/11
SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)	DATE
Ralph Teran	12/13/11

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

SECTION

IV

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

This is the total of Year One Pre-Implementation, Implementation and Administration budgets for all building and district activities.

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*			$14,444	$142,400	$20,000			$176,844
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services *1003(g) SIG*				$30,000				$30,000
2200 Professional Development *1003(g) SIG*	$98,660			$31,090	$23,980			$153,730
2600 Planning and Evaluation *1003(g) SIG*	$6,732							$6,732
3000 Community Services *1003(g) SIG*		$9,900			$21,000			$30,900
Program Costs Subtotal *1003(g) SIG*								$398,206
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*								

SECTION IV. - LEA/DISTRICT YEAR ONE 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)
Instructional Staff						
Supplemental Instruction						
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Other Staff						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL						

SECTION V. - SCHOOLS TO BE SERVED

An LEA/District must include the following information with respect to the schools it will serve with a School Improvement Grant. An LEA/District must identify each Tier I, Tier II, and Tier III school the LEA/District commits to serve and identify the model that the LEA/District will use in each Tier I and Tier II school.

					INTERVENTION (TIER I AND II ONLY)			
SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
Grandview Middle School	291314000551		X					X

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. An 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

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR ONE 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. Include the Year One Pre-implementation Budget in this grid, if applicable.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GRANDVIEW MIDDLE SCHOOL	048-074

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG*	**Math & Communication Arts consultants to provide job embedded professional development and support and analyze data/after school tutors.**
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG*	**Student Incentives** **Transportation**
2200 Professional Development	
2200 Professional Development *1003(g) SIG*	**PBIS Training through KCRPDC; Co-Teaching Training;** **Project CRISS Training** **Summer Institute**
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	**Stipends for teacher planning** **Stipends for consultants providing fidelity checks**
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG*	**Parent/Community outreach materials** **Parent meetings and incentives** **Professional Development for parents** **Parent liaison hourly wage**
Administrative Costs	
Administrative Costs *1003(g) SIG*	

SECTION VI.B. - LEA/DISTRICT/BUILDING 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 each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☑PRE-IMPLEMENTATION	☐YEAR ONE IMPLEMENTATION	☐YEAR TWO IMPLEMENTATION	☐YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GRANDVIEW MIDDLE SCHOOL	048-074

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG*			**$1,540**					**$1,540**
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development								
2200 Professional Development *1003(g) SIG*	**$8,800**			**$11,690**	**$5,180**			**$25,670**
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*	**$1,980**							**$1,980**
3000 Community Services								
3000 Community Services *1003(g) SIG*								

Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)								
***1003(g) SIG* Subtotal**								
Grand Total	**$10,780**		**$1,540**	**$11,690**	**$5,180**			**$29,190**

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 each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐PRE-IMPLEMENTATION	☑YEAR ONE IMPLEMENTATION	☐YEAR TWO IMPLEMENTATION	☐YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GRANDVIEW MIDDLE SCHOOL	048-074

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG*			**$12,904**	**$142,400**	**$20,000**			**$175,304**
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*				**$30,000**				**$30,000**
2200 Professional Development								
2200 Professional Development *1003(g) SIG*	**$89,860**			**$19,400**	**$18,800**			**$128,060**
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*	**$4,752**							**$4,752**
3000 Community Services								
3000 Community Services *1003(g) SIG*		**$9,900**			**$21,000**			**$30,900**
Administrative Costs								

Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)								
***1003(g) SIG* Subtotal**								
Grand Total	**$94,612**	**$9,900**	**$12,904**	**$191,800**	**$59,800**			**$369,016**

SECTION VI.B. - LEA/DISTRICT/BUILDING 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 each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐PRE-IMPLEMENTATION	☐YEAR ONE IMPLEMENTATION	☑YEAR TWO IMPLEMENTATION	☐YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GRANDVIEW MIDDLE SCHOOL	048-074

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG*			**$10,088**	**$142,400**	**$25,000**			**$177,488**
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*				**$30,000**				**$30,000**
2200 Professional Development								
2200 Professional Development *1003(g) SIG*	**$71,556**			**$21,600**	**$9,000**			**$102,156**
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*	**$4,752**							**$4,752**

3000 Community Services								
3000 Community Services *1003(g) SIG*		**$9,900**			**$21,000**			**$30,900**
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)								
***1003(g) SIG* Subtotal**								
Grand Total	**$76,308**	**$9,900**	**$10,088**	**$194,000**	**$55,000**			**$345,296**

SECTION VI.B. - LEA/DISTRICT/BUILDING 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 each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐PRE-IMPLEMENTATION	☐YEAR ONE IMPLEMENTATION	☐YEAR TWO IMPLEMENTATION	☑YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT – BUILDING CODE
GRANDVIEW MIDDLE SCHOOL	048-074

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG*			**$7,520**	**$130,400**	**$12,052**			**$149,972**
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*				**$30,000**				**$30,000**
2200 Professional Development								
2200 Professional Development *1003(g) SIG*	**$48,924**			**$550**	**$3,000**			**$52,474**
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*	**$4,752**							**$4,752**
3000 Community Services								
3000 Community Services *1003(g) SIG*		**$3,300**			**$6,000**			**$9,300**

Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)								
***1003(g) SIG* Subtotal**								
Grand Total	**$53,676**	**$3,300**	**$7,520**	**$160,950**	**$21,052**			**$246,498**

SECTION VI.B.i. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter the school year 2011-2012 detailed school budget (the year before interventions are implemented and supported by SIG funds). Funds listed would include all Federal, state and local revenue sources.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GRANDVIEW MIDDLE SCHOOL	048-074

	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	$1,660,299	$37,207	$456,190	$30,950	$91,387	$20,000		$2,296,033
1200 Supplemental Instruction(Titlel)	$383,752	$91,660	$152,148		$3,900			$631,460
2100 Non-Instructional Support Services	$125,161	$120,209	$78,841		$275			$324,486
2200 Professional Development	$90,803.72		$17,563	$800	$15,892			$125,058.72
2600 Planning and Evaluation								
3000 Community Services				$1,000	$1,000			$2,000
Administrative Costs	$367,327	$32,211	$99,400					$498,938
Program Costs Subtotal								
Grand Total	**$2,627,342.72**	**$281,287**	**$804,142**	**$32,750**	**$112,454**	**$20,000**		**$3,877,975.72**

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR ONE BUDGET ITEMIZATION *(COPY AS NEEDED)*			
Check the box below that applies to this budget itemization. (Check only one box)			
☑PRE-IMPLEMENTATION	☐ PRE-IMPLEMENTATION ADMINISTRATIVE COSTS	☐ YEAR ONE IMPLEMENTATION	☐ YEAR ONE IMPLEMENTATION ADMINISTRATIVE COSTS

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT – BUILDING CODE
GRANDVIEW MIDDLE SCHOOL	048-074

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Stipends for staff training for PBIS (14 hours @ $22 pre hour for 10 man team)	$ 3,080.
Stipends for team meetings for PBIS (10 man team – 9 hours @ $22 per hour)	$ 1,980.
Stipends for BIST training (10 hours @ $22 per hour for 26 staff members)	$ 5,720.
6100 Subtotal	**$10,780.**
6150: Non-Certificated Salaries	
6150 Subtotal	**N/A**
6200: Employee Benefits *(optional categories)*	
FICA	
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	$ 1,540
6200 Subtotal	**$ 1,540.**
6300: Purchased Services	
PBIS Trainer (2 day training)	$ 100.
BIST Trainer (10 hours training)	$ 3,000.
BIS Consultant (30 hours @ $60 per hour)	$ 1,800.
Registration for Data Meeting	$ 6,790.
6300 Subtotal	**$11,690.**
6400: Materials/Supplies	
Expenses for Meeting	$ 5,180.
6400 Subtotal	**$ 5,180.**
6100-6400 Subtotal	**$29,190**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**N/A**
6500: Capital Outlay	
6500 Subtotal	**N/A**
TOTAL	**$29,190.**

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR ONE BUDGET ITEMIZATION *(COPY AS NEEDED)*			
Check the box below that applies to this budget itemization. (Check only one box)			
☐ PRE-IMPLEMENTATION	☐ PRE-IMPLEMENTATION ADMINISTRATIVE COSTS	☑ YEAR ONE IMPLEMENTATION	☐ YEAR ONE IMPLEMENTATION ADMINISTRATIVE COSTS

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
GRANDVIEW MIDDLE SCHOOL	048-074

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Stipends for staff	$68,916.
Tutoring: Seven Teachers will tutor 60 minutes 4 days a week for 34 weeks for 136 hours @ $22 per hour	$20,944.
Planning and Evaluation (9 members team 24 hours @ per hour)	$ 4,752.
6100 Subtotal	**$94,612.**
6150: Non-Certificated Salaries	
Parent Liaison (3 parents for 150 hours @ $22 per hour)	$ 9,900.
6150 Subtotal	**$ 9,900.**
6200: Employee Benefits *(optional categories)*	
FICA	
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	$12,904.
6200 Subtotal	**$12,904.**
6300: Purchased Services	
Communication Arts Consultants (3 @ $60 per hour for 340 hours, 10 hours per week)	$ 61,200.
Math Consultants (3 @ $60 per hour for 340 hours, 10 hours per week)	$ 61,200.
Consultants hired for monitoring and fidelity checks $50 per hour for 200 hours (communication arts)	$ 10,000.
Consultants hired for monitoring and fidelity checks $50 per hour for 200 hours (math)	$ 10,000.
Transportation for tutoring	$ 30,000.
Professional Development for CRISS, PBIS, Co-Teaching, Summer Institute, Check and Connect, Data Planning	$ 19,400.
6300 Subtotal	**$191,800.**
6400: Materials/Supplies	
Materials and supplies (trainings)	$15,000.
Expenses for Travel	$ 3,800.
Parent Meetings	$ 6,000.
Parent Resource Room	$10,000.
Parent Communications	$ 5,000.
Student Academic Incentives	$20,000.
6400 Subtotal	**$59,800.**
6100-6400 Subtotal	**$369,016.**

Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	
6500: Capital Outlay	
6500 Subtotal	**N/A**
TOTAL	**$369,016.**

SECTION VII. – PROJECT NARRATIVE/PLAN

Provide a project narrative/plan and documentation specifically addressing each item outlined in the following sections in accordance with Title I, Section 1003(g). All items must be addressed. All narrative/plan and documentation must be organized as listed below. If multiple buildings are included in this application, the narrative/plan must be provided for each building served.

SECTION VII.A. - NEEDS AND CAPACITY

(1) Demonstrate analysis of needs and capacity to implement selected interventions.

1. Provide information that explains how your LEA/District has analyzed the needs of each Tier I, Tier II, and Tier III school you intend to serve:
    a. Discuss the most significant results of the needs analysis with supporting data;
    b. The methods used to gather the data; and
    c. List the selected intervention for each school.
2. Provide the following information as it applies to LEA/District-level activities and individual school plans and activities (including any pre-implementation activities, if proposed):
    a. A description of recent school improvement initiatives the LEA/District has implemented in its low-achieving schools and progress of and results from those initiatives:
        i. The school improvement efforts include activities that are required or permissible activities listed in the SIG required interventions for Tier I and Tier II schools;
        ii. There is evidence of LEA/District-level support;
        iii. There is evaluation data available; and
        iv. The activities have or have not been successful.
    b. Plan details that explain how the LEA/District will implement the required and selected permissible activities of the selected intervention(s):
        i. There is a detailed improvement plan for each school to implement the interventions and improvement activities;
        ii. The plan is written in a format consistent with the requirements of Missouri's planning, budget, and reporting system; (see Appendix B for additional information)
        iii. The plan is based on improvement activities focused on the significant findings of the needs analysis;
        iv. Procedures are in place to evaluate the implementation of the strategies;
        v. The plan is based on improvement activities focused on the significant findings of the needs analysis;
        vi. Procedures are in place to evaluate the implementation of the strategies;
        vii. The plans indicate that the required activities of the selected interventions for Tier I and Tier II schools will be implemented; and
        viii. The plans indicate that appropriate permissible activities of the selected interventions will be implemented.
    c. How the LEA/District will support the interventions and improvement activities at the central office level:
        i. Planned LEA/District-level activities are listed;
        ii. Responsible staff are identified; and
        iii. Staff responsibilities and expectations are listed.

Clearly identify any pre-implementation activities included above.

SECTION VII.B. - NOT SERVING ALL TIER I SCHOOLS

(2) If the LEA/District is not planning to serve all Tier I schools, please list the schools that you do not plan to serve and explain why you have determined that your LEA/District does not have the capacity to serve those schools. (See Appendix C for additional information.)

An LEA/District might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA/District; or its intent to serve Tier II schools instead of all its Tier I schools. An LEA/District may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.

SECTION VII.C. - LEA/DISTRICT ACTIONS

(3) For each of the topics listed below, describe what actions the LEA/District will take to:

1. Design and implement interventions consistent with the final requirements for each Tier I and/or Tier II school the LEA/District commits to serve:
   a. There is a detailed LEA/District-level plan to implement the intervention(s) including;
   b. Responsible staff members for each strategy;
   c. Timelines for each strategy and action step;
   d. Identifies any pre-implementation activities the LEA/District proposes;
   e. Funding identified for each strategy;
   f. Implementation progress measures for each strategy; and
   g. LEA/District oversight and support

SECTION VII.C. - LEA/DISTRICT ACTIONS (continued)

2. Recruit, screen, and select external providers, if applicable, to ensure their quality:
   a. LEA/District application process for external providers:
      i. Request for proposals;
      ii. Memorandum of understanding;
      iii. Provider contract; and
      iv. Evaluation procedures.
   b. SEA has been part of the planning process for selecting external providers:
      i. Guidance on related laws and regulations has been provided; and
      ii. If applicable, the SEA has cooperated in the planning for the selection process.
3. Align other resources with the interventions:
   a. The LEA/District has listed other resources that will support the interventions:
      i. Local, State and other Federal funding sources;
      ii. Higher Education partnerships;
      iii. Other educational resources;
      iv. Other community resources; and
      v. The resources are selected to align with the findings of the needs analysis.
4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:
   a. LEA/District policies and practices that have been or will be modified; and
   b. Projected impact of those changes.
5. Sustain the reforms after the funding period ends:
   a. Thorough explanation of how the reforms will be sustained:
      i. LEA/District support;
      ii. Community Support; and
      iii. SEA Support.
   b. Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts.

(See Appendix D for additional information.)

Clearly identify any pre-implementation activities included above.

SECTION VII.D. - TIMELINE

(4) What is the timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/District commits to serve?

a. The LEA/District timeline includes specific dates for implementation of all components of the selected intervention;
b. The timeline is reasonable, achievable, and reflects urgency;
c. The timeline identifies any pre-implementation activities the LEA/District proposes; and
d. Implementation and evaluation dates are included in the school improvement plans or attached documents.

Clearly identify any pre-implementation activities included above.

SECTION VII.E. - ANNUAL GOALS FOR STUDENT ACHIEVEMENT

(5) What are the annual goals for student achievement in communication arts, mathematics, and, if applicable, graduation rate the LEA/District has established for each Tier I and Tier II school receiving School Improvement Grant

funds?

a. The LEA/District has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate;
b. Accurate and meaningful baseline data are provided;
c. Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time; and
d. Targets have been set in consultation with the Department.

SECTION VII.F. - SERVICES AND ACTIVITIES

(6) What services and activities will be implemented in the Tier III schools receiving School Improvement Grant funds?

a. The LEA/District has specific strategies and action plans based on the needs assessment for each Tier III school that include:
   i. Responsible staff members for each strategy;
   ii. Timelines for each strategy and action step;
   iii. Funding identified for each strategy;
   iv. Implementation progress measures for each strategy;
   v. Regularly scheduled evaluation for each strategy and action step;
   vi. LEA/District oversight and support; and
   vii. Identifies any pre-implementation activities the LEA/District proposes.

Clearly identify any pre-implementation activities included above.

SECTION VII.G. - ANNUAL GOALS FOR STUDENT ACHIEVEMENT

(7) What are the annual goals for student achievement in communication arts, mathematics, and, if applicable, graduation rate the LEA/District has established for each Tier III school receiving School Improvement Grant funds?

a. The LEA/District has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate;
b. Accurate baseline data is provided;
c. Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time; and
d. The LEA/District has collaborated with the SEA while setting the annual targets for student achievement.

SECTION VII.H. - CONSULTATION WITH AND INVOLVEMENT OF STAKEHOLDERS

(8) Provided evidence of and plans for consultation with and involvement of stakeholders in the planning and implementation of school improvement models in Tier I and Tier II schools. The stakeholder group represents:

a. Students;
b. Staff:
   i. School Building; and
   ii. LEA/District;
c. Parents;
d. Teacher organizations and/or unions;
e. Colleges and universities;
f. Community representatives:
   i. Local government and other public sector representatives;
   ii. Business community; and
   iii. Other organizations; and
g. Other relevant stakeholders.

SECTION VII.I. – COMPETITIVE PRIORITIES

1. **Implement one plan.** LEAs should demonstrate that policies, processes and procedures support (and do not contradict) the implementation of the buildings turnaround plan.
2. **Set ambitious targets for improvement.** LEAs should create improvement targets rigorous enough to demonstrate significant growth in student achievement over the three-year grant period, as agreed to by the Department.

3. **Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders – and removing those who are ineffective.** To include: (1) annual evaluations of teachers using multiple measures, including student-growth data as one significant factor; (2) strategies for removing staff found to be ineffective in improving student outcomes; (3) incentives to attract teachers to high need areas.
4. **Identify high-risk students and create opportunities to succeed.** Strong proposals will feature early warning systems that use a combination of common formative assessment results and attendance measures to identify students at risk of failure. Such proposals also will provide supports designed to ensure that high-need students, including low income students, English-language learners, and special-needs students are achieving at grade level and are being prepared for success in college or a career.
5. **Be bold and innovative.** To receive these new SIG funds, districts must demonstrate that they provide their schools with consistent support, freedom to innovate, and autonomy to make personnel decisions. True reform requires structural changes in the school day and year. Bold proposals will lengthen the school day and add weekend or summer programs for all students. Districts that request SIG dollars must pledge to change personnel policies that lead to turnover among school leaders and staff. Districts must ensure that schools can select their staff, remove ineffective employees, avoid an imbalance of novice teachers (unless part of an intentional staffing strategy), and retain high-performing staff members. In addition, LEAs must ensure that SIG dollars supplement, not supplant, the existing state, local, and federal funding that schools receive.
6. **Demonstrate teacher commitment.** Individual teachers have the largest single school effect on student performance. Strong proposals will demonstrate that at least 80% of the teachers agree to implement the plans included in the School Improvement Grant application.

SECTION

VII A

GRANDVIEW MIDDLE SCHOOL
School Improvement Grant 2011-2012

SECTION VII: PROJECT NARRATIVE/PLAN

This application is for a School Improvement Grant (SIG) utilizing the Transformation Model for Grandview Middle School, a 6-8th grade, Tier II School in the Grandview School District. It is representative of continuous planning on the part of the district and building leadership teams, encompassing evidence based practices related to student achievement, high quality teaching, positive school climate, instructional resources and parent and community involvement. It is further based on communication and consultation with DESE supervisory staff for this region.

Grandview Middle School was identified by the state as one of the lowest–achieving schools, falling in the five percent range of the buildings for the past three years, based on state reading and math assessments. The Grandview School District administration and the Board of Education have prioritized the development of a progressive and innovative plan to improve student outcomes at Grandview Middle School as an urgent need.

Prior to consideration of this grant application, the district and school have attempted other school improvement initiatives, which have resulted in minimal impact. Grandview Middle School has received grant dollars from the Missouri Integrated Model (MIM) for the past three years (2009-2012) and from the Special Education School Improvement Grant. The MIM has focused on the integration of evidence based practices in the development of three tiered models of academic and behavior support, while the Special Education Grant has focused on student achievement and transition. These efforts combined with school improvement planning, strong curriculum, comprehensive assessment, and data based instructional decisions have been the focus over the last few years.

This grant utilizing the Transformational Model will build on successful practices from the MIM and the Special Education Grants to become a focused improvement plan to be implemented during the next three year period from March, 2012 through July, 2015. This transformational plan will guide and anchor how funds are used at Grandview Middle School. All other school and/or district improvement plans will align to the objectives and strategies detailed in this transformation plan. In addition, all goals and benchmarks for student achievement will align with state requirements for Adequate Yearly Progress (AYP) in order to meet or exceed annual proficiency targets by 2015. This grant application is the culmination of data analysis, research, and problem solving by the Grandview Middle School administration and staff, focus groups (parent / community, student, and staff), district administrators, and Board of Education.

SECTION VII A: NEEDS AND CAPACITY

1-a) Overview - The Grandview School District Central Office staff and school instructional teams continually review data at Grandview Middle School in the following areas:

a) Student academic performance
b) Curriculum alignment and focus
c) Perception surveys (MSIP Advanced Questionnaires)
d) MIM staff surveys and self-assessments
e) Teacher turnover/ teacher evaluation data
f) Parent involvement / feedback
g) Goal attainment (across plans)
h) Building capacity / resources
i) Culture surveys
j) Discipline and attendance data
k) Fiscal resources to support goals

The district administrative team consists of the Superintendent, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Human Resources, Assistant Superintendent of Operations and Finance, Director of Curriculum and Instruction, Director of Instructional Technology, District Instructional Coach, Instructional Data Trainers, and Instructional Data Analyst. School improvement planning by the building and district teams has been ongoing and has also included DESE supervisory staff as appropriate. Data collected from the aforementioned indicators was reviewed in the fall of 2011 as part of the needs assessment with this SIG proposal process. Then, strengths and challenges/obstacles were outlined along with conclusions from the data, which will be outlined.

Demographic information

The information below provides a brief picture of the current demographic composite of Grandview Middle School:

- Student enrollment is 550 students grades 6-8
- Free and reduced lunch rate is 72.11%
- Percent of students with IEPs is 9%
- Percent of ELL students is 3%
- Racial composite is 75% African American, 16% Caucasian, 9% Hispanic, and 1% other

Although Martin City K-8 School serves students in grades 6-8, Grandview Middle School is the only traditional middle school within the Grandview School District. Four elementary schools feed in to Grandview Middle School.

A. 1.1.a Identification of Significant Results

A review of the needs analysis does strongly support the selection of the SIG Transformational Model for Grandview Middle School. Beginning with the big picture of school data, the school leadership team has drilled down on the data collected from the needs assessment to provide specific findings from which to build the foundation for this comprehensive school improvement grant. These key findings were identified as highest need and were evident across multiple data sources. Following are the summarized findings which will be addressed in more detail:

1. Student performance in communication arts and math is below the state average, significantly below federal targets, and indicates no growth.
2. Systems of support with professional development are not resulting in the deep implementation of effective practices and staff turnover has added to this concern.
3. Facilities, support, and resources have been aligned to instructional needs but are lacking systematic and timely intervention for the large number of students performing below desired levels.
4. School climate and culture needs to become more child friendly. Key areas of concern are improved safety, greater engagement/relationships and greater focus on student needs..
5. Student behavior and motivation are significant areas of concern for staff, parents, and students as indicated from surveys, focus groups, and analysis of discipline data.
6. The district has developed a strong curricular, instructional, and assessment focus which will positively ground the work of the MOSIG.
7. Meaningful parent involvement in solving problems related to overall school operations and student learning needs is lacking.
8. The need for changes in the building leadership has been evidenced in the data and has occurred.

Goal Area 1: Student performance

Key Finding 1: GMS student performance in communication arts and math has not demonstrated growth. For the year 2011, there was a slight decrease from the prior 2 years in both areas with 36.1% of students proficient / advanced in communication arts and 32.7% proficient / advanced in math with some subgroups of students showing regression.

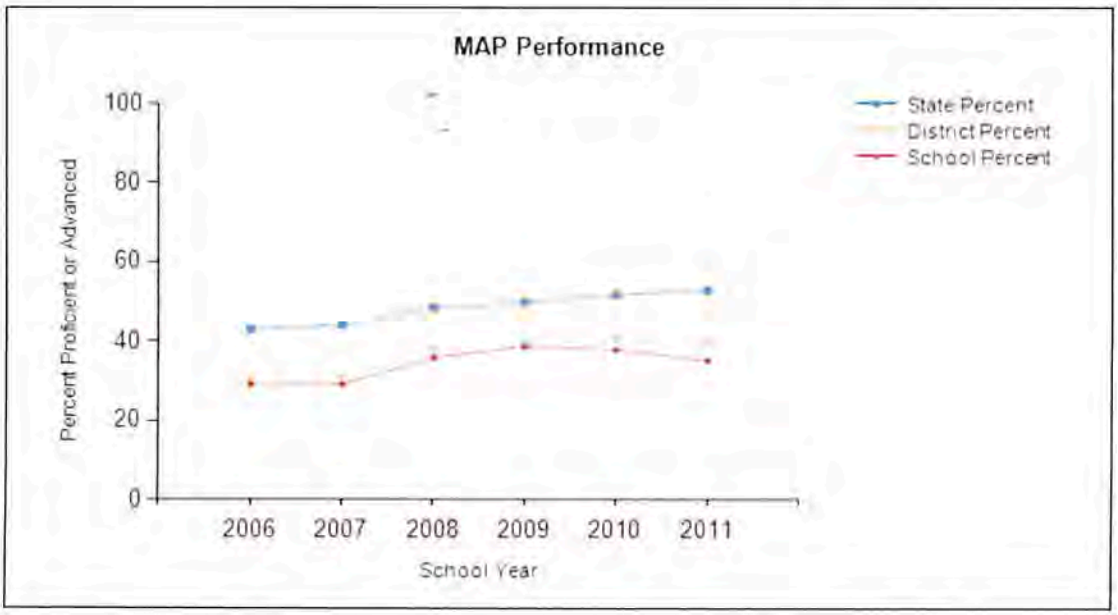
This data is compiled from the AYP and Annual Performance Report (APR) grids for MAP performance at Grandview Middle School. A further analysis indicates the subgroups of Black, IEP, and ELL students performing below the state and district averages. A positive finding related to both the communication arts and math performance on the MAP is related to performance of students with disabilities. Although still below targets and the state average, there are gains over comparison schools identified as part of the external evaluation for the MIM. Through this external evaluation, Grandview Middle School has shown increases in communication arts and mathematics state assessment scores for students with disabilities that significantly exceed the increases of demographically-similar middle schools in Missouri (Gaumer Erickson & Noonan, 2011).

Communication Arts State Scores (MAP)

JACKSON District: GRANDVIEW C-4 (048074) School: GRANDVIEW MIDDLE (2100)

Content Area: Communication Arts Gender: All Race: All

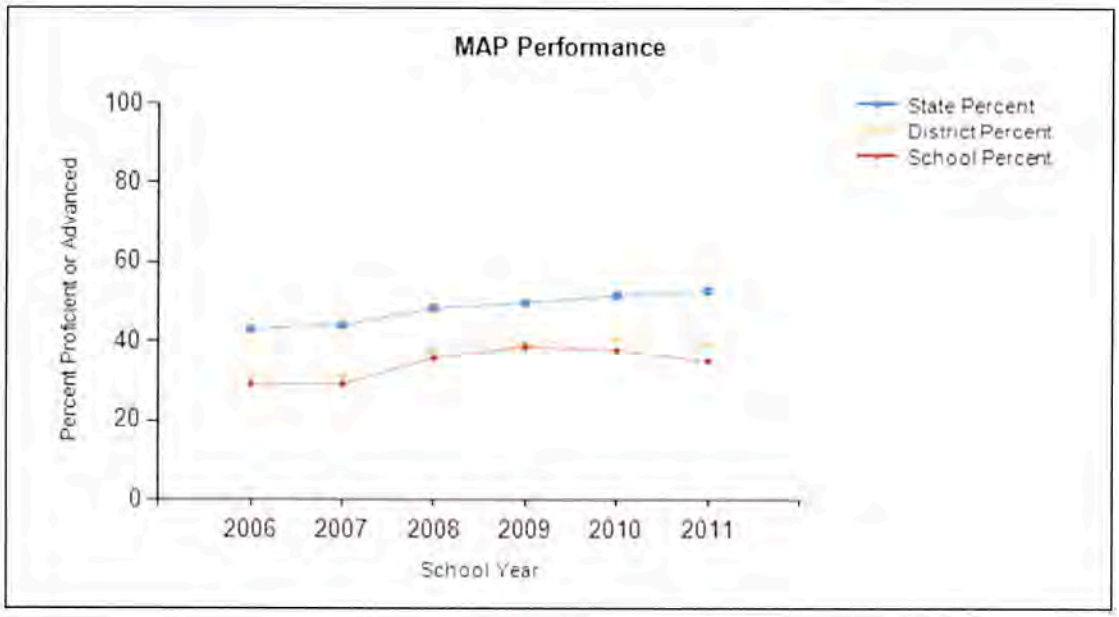
Tested Grade\Subject Level: Sixth Grade, Seventh Grade, Eighth Grade



Further analysis of benchmark reading data from the Performance Series confirms the concern regarding academic performance levels. Student growth from fall 2010 to Spring 2011 indicated a decrease in the number of students at the desired levels of performance on the Performance Series Assessment, decreasing from 40% to 36% of students performing at the above average to high average reading level. Breakdown of skill assessment indicates concerns in the following areas: predicting, analyzing, drawing conclusions, comprehending, evaluating fiction and non-fiction and developing vocabulary.

Mathematics State scores (MAP)

JACKSON	District:	GRANDVIEW C-4 (048074)	School:	GRANDVIEW MIDDLE (2100)	
Content Area:	Mathematics	Gender:	All	Race:	All
Tested Grade\Subject Level:	Sixth Grade, Seventh Grade, Eighth Grade				



Further analysis of benchmark math data from the Performance Series confirms this concern regarding overall student gains and the high numbers of students not performing at desired levels. Student growth from fall 2010 to Spring 2011 indicated a lack of progress with the percent of students performing at the desired level of above average to high average on the Performance Series assessment decreasing from 34% to 32%. A breakdown of skills indicates concerns with the following: multiplying/dividing positive rational numbers,

solving problems using ratios, solving problems involving area and circumference of polygons, using algebraic expressions and solving equations.

Data Conclusions: The above analysis addresses the significant findings related to student performance at Grandview Middle School in both communication arts and math. Further analysis of grade level and subgroup patterns aligned to practices initiated indicates the following:

- The number of students attaining levels of proficient and advanced has not improved and is below federal targets and state averages, and progress on benchmark assessments has not been noted. This indicates a concern with instructional practices at the universal level (core curriculum) and a further need to ensure instructional practices are research based, implemented with fidelity, and targeted to student needs based on student learning data.
- There is significant number of students performing below desired levels in the total school population as well as various subgroups. This raises concerns related to the types of instructional strategies and practices utilized for students targeted for interventions through core instruction and targeted intervention groups.

Goal Area 2: Highly Qualified Staff

Key Finding 2: There is evidence of a discrepancy between high quality professional development provided and the deep implementation of research based strategies in the classroom, which has been impacted by high staff turnover.

Evidence for this finding comes from multiple data sources inclusive of MIM staff survey, MIM self-assessment, and teacher focus groups. The MIM staff survey completed in October 2011 indicated that 87% of the staff felt that it was true to very true of them that they participated in professional development to improve instructional practices. In contrast, only 50% felt it was true to very true of them that they received mentoring and coaching to implement tiered levels of support and only 60% of the staff indicated true to very true that they received mentoring and coaching to implement evidence based practice. This indicates that 40% of the staff did not feel it was true or somewhat true that they received coaching and mentoring to implement evidence based practices.

The staff focus groups along with discussions regarding implementation of practices in the MIM self-assessment indicated a concern with the transfer of best practices to the classroom. Staff also indicated that the problem solving process of collaborating on evidence based strategies with colleagues is in place but the practices and strategies are either not implemented or not implemented deeply with fidelity. In the most recent MIM self- assessment in the spring of 2011, the staff evaluated the indicator of implementation of

"working collaboratively to implement evidence based instructional practices for both prevention and intervention" as 3.5.(top level of some evidence of implementation but not multiple sources of evidence and not over multiple years as a sustainable practice). An additional indicator within the MiM self- assessment was "the building leadership team acknowledges the need for accessible and timely coaching and mentoring by developing a system that pairs teachers with expertise with their colleagues who are in need of coaching and mentoring." The team rated the implementation of this indicator as a 2, indicating that the practice was in the discussion phase and some planning was taking place to increase peer coaching and mentoring.

A contributing factor to a long range plan targeting professional development for highly qualified teachers has been the turnover of staff at Grandview Middle School. Since the end of the 08-09 school year, there has been a 42% turnover of certified staff with only 58% of those currently on staff having been in the building for more than two years. For the current school year, there has been minimal staff turnover, with only 6 of 48 staff members new to the building. Of the current teaching staff, 99% meet the guidelines for highly qualified under NCLB.

A review of human resource procedures and staff interviews indicated building flexibility in the hiring of qualified staff who best match student needs at Grandview Middle School. There are not constraints related to salary schedule obstacles. In addition, the teacher evaluation process provides for continuous evaluation of staff to ensure ongoing professional development opportunities and identification of performance strengths and weaknesses. This process enables administration to select, monitor and maintain highly qualified staff in all instructional venues.

Data Conclusions: The aforementioned data depicts the significant findings related to the development of high quality teaching staff and addresses the key findings related to staffing and professional development. Data analysis pinpoints the following:

- There is a discrepancy between professional development participation and deep implementation of evidence based practices in the classroom.
- There is a discrepancy between professional development participation and coaching/mentoring in order to transfer deep implementation of these practices into the classroom.
- Past staff turnover has added to the challenge of expanding the skill level of existing certified teaching staff.
- A formal framework was not instituted for conducting fidelity checks regarding implementation of instructional strategies and delivery of coaching and mentoring. As a result, broad-based changes in utilizing instructional practices that enhance instructional deliveries across all classrooms did not occur.

Goal Area 3: Facilities, Support, and Resources

Key Finding 3: The number of students performing below the expected levels is greater than 60% for both communication arts and math. This raises the question as to the efficacy of the current structures being utilized for student intervention and the need for more systematic and timely interventions. *(Note: This finding relates to structures and support for intervention while Key Finding 1 relates to instructional strategies for academic interventions.)*

Evidence for this finding is from multiple data sources inclusive of achievement data, discipline reports, building leadership team interviews, and focus groups. A review of both academic data (Finding 1) and behavioral data (Finding 5) indicated that a large number of students are not performing at desired levels for academic, 60%, and behavioral, 28%, at the Tier 1 level.

The building leadership interviews indicated a concern with systems of intervention not being timely or systematic. A review of structures also indicated concerns with the lack of consistency over the last two years with how interventions have been changed and applied. Often, student referrals for interventions were not timely and students were not automatically placed in an intervention when a concern was evidenced by assessment data. Additionally, student participation in designated interventions was not mandatory. A review of Student Success Team (SST) referrals for support indicated a discrepancy between the referrals submitted and the number of students in need of interventions based on benchmark assessment data. Likewise, student and parent focus groups indicated a concern with the lack of support related to student learning needs. A clear system of support was not evidenced in these focus groups.

Data Conclusions: The above analysis depicts the lack of structures in place to support student learning needs through interventions. Based on data sources and drilling down on this information, the following has been indicated:

- There are large numbers of students needing further intervention academically and behaviorally beyond the core instructional level.
- Systems of intervention lack the criteria of being timely, targeted and systematic indicating a need to revise the current processes and structure.

Key Finding 4: Parents, community members, students, and staff have envisioned a need for the climate and culture of Grandview Middle School to become more child friendly. Key areas of concern were improved safety, greater engagement/relationship, and greater focus on student needs.

This finding is supported by multiple data sources inclusive of the Advanced Questionnaire (AQ), focus groups (parents/community, students, and staff), a cultural typology, Instructional Practices Inventory (IPI) data, and MIM self-assessment.

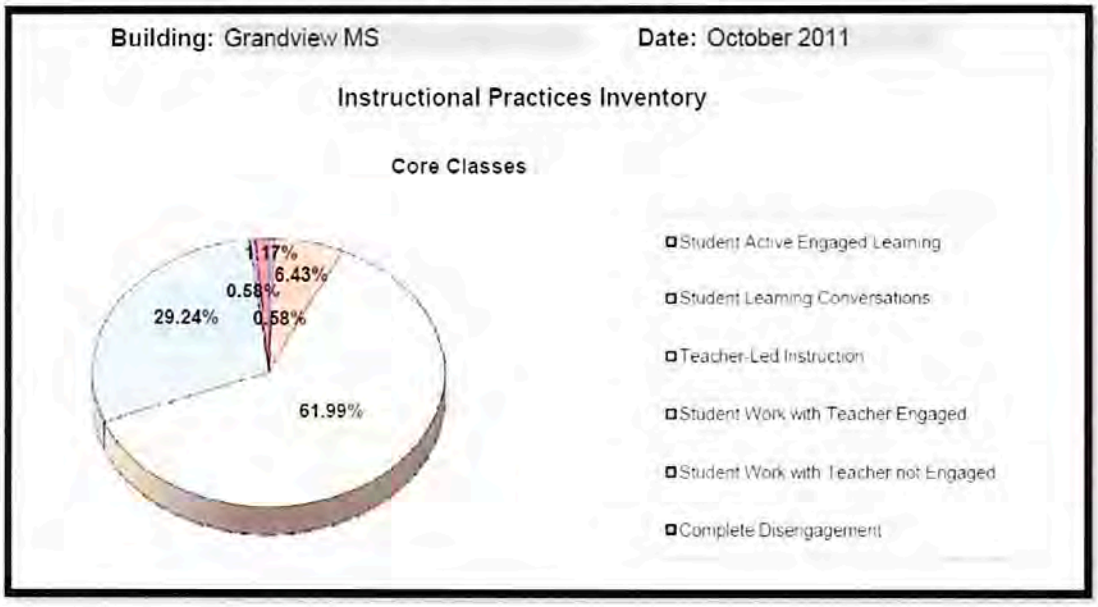
The AQ was administered both during an Missouri School Improvement Plan (MSIP) cycle year and as a follow-up to the district Accountability Plan required by DESE. Based on the six questions in Safe & Orderly Environment, Grandview Middle School reported a mean score of 3.38, which placed it at the 1st percentile, scoring lower than 99% of mid-level schools in the state.

Focus groups confirmed the concern related to safe and orderly environment. Specific concerns identified through parent reports were: 1) children do not feel safe at school, 2) behavioral issues start in the classroom and move outside the classroom, 3) teachers ignore behaviors in the classroom, 4) cliques are problems, 5) Grandview Middle School has no behavioral structures or consistency. Of the 24 students participating in the focus group, 93% stated they felt safe in the classroom, 15% felt safe in the cafeteria, and 1% felt safe in the hallway. These focus group students noted that students are aggressive and have attitudes, hallways are noisy and there are problems with students who are disrespectful to teachers. Forty percent of focus group students reported that teachers enforce rules, 30% said that rules are enforced fairly, and 75% said that they are treated with respect. Students also reported that they would like to see improvements in student behavior in the school, time spent in the classroom focusing on learning rather than behaviors, use of time, problems in crowded passing periods, receiving encouragement from teachers.

Another data source was the cultural typology survey and protocol. With the facilitation of Dr. Jerry Valentine from the Middle Level Leadership Center (MLLC), the Grandview Middle School staff and Leadership team completed a survey and a protocol to identify the status of the collaborative culture in the building. The cultural typology survey and protocol were completed in the spring of 2011. The results of this process identified a culture of contrived collegiality, bordering on balkanization. In drilling down on this data piece, the leadership team identified the following needs related to collaboration: staff-created revised norms for all meetings, agendas to facilitate collaboration times, and professional development to increase use of data in collaboration. An additional focused need was to improve the capacity of the building leadership team in using individual and group processes leading to successful collaboration among both the team and the faculty as a whole.

An encouraging data piece was gathered in October of 2011 from the MIM Staff Survey which indicated that 93% of the staff felt that Grandview Middle School was a good place to work.

An additional data source has been the use of the IPI to monitor student engagement. From this data source, a concern was evidenced regarding the low student engagement during Teacher-Led Instruction. Likewise, there is a need to move toward utilizing instructional delivery formats incorporating Student Learning Conversations and activities which require higher-order thinking and problem solving skills.

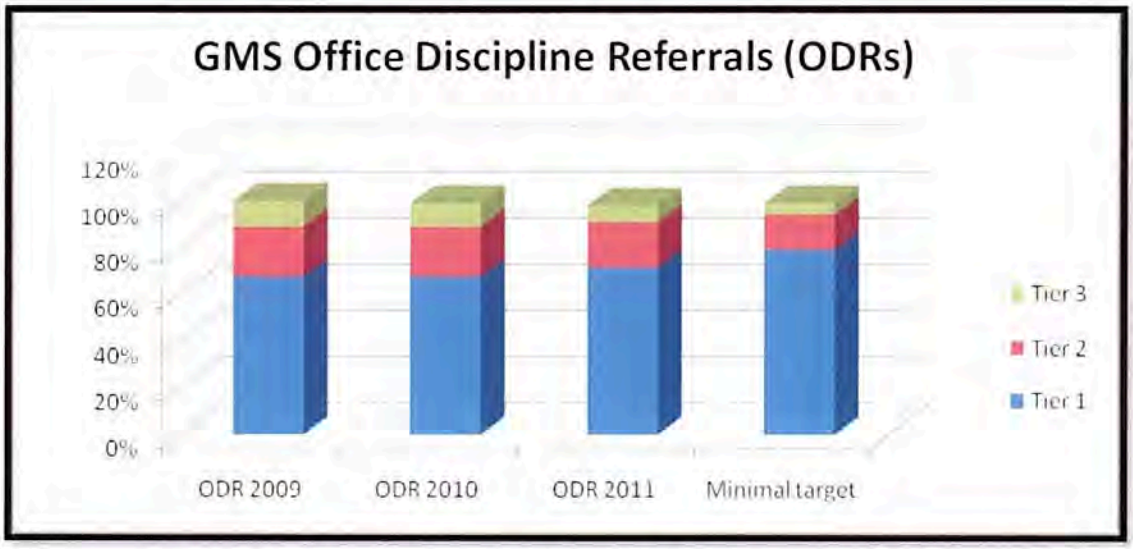


Data Conclusions: An analysis of findings addresses perception of a safe and orderly environment at Grandview Middle School, the levels of student engagement, and the collaborative culture / climate to support change. From these multiple sources of data, the following needs are determined:

- There is concern about the climate and culture of Grandview Middle School indicating a need to focus on building relationships between staff and students, students and their peers, and staff to their colleagues as well as increasing the positive interactions between staff and students.
- There is evidence of a collaborative environment that needs to become collegial with a clear and common focus using processes leading to a strong collaborative culture.
- The data sources indicate a need for greater student engagement in active learning and in analyzing and planning their own learning needs.

Key Finding 5: School wide discipline referrals and attendance rates are not at expected levels with additional concerns with the high number of students with six or more office referrals.

Evidence to support this finding has been based on discipline records, attendance records, and parent/teacher/student focus groups, and the Advanced Questionnaire data. Outlined below is a table depicting the percent of students whose behavior is within the Tier 1 range of 0-1 office referrals. The desired target for this level is 80%. The table also depicts those students in Tier 2 (2-5 referrals) and Tier 3 (6+ referrals) who are in need of targeted, individualized support.

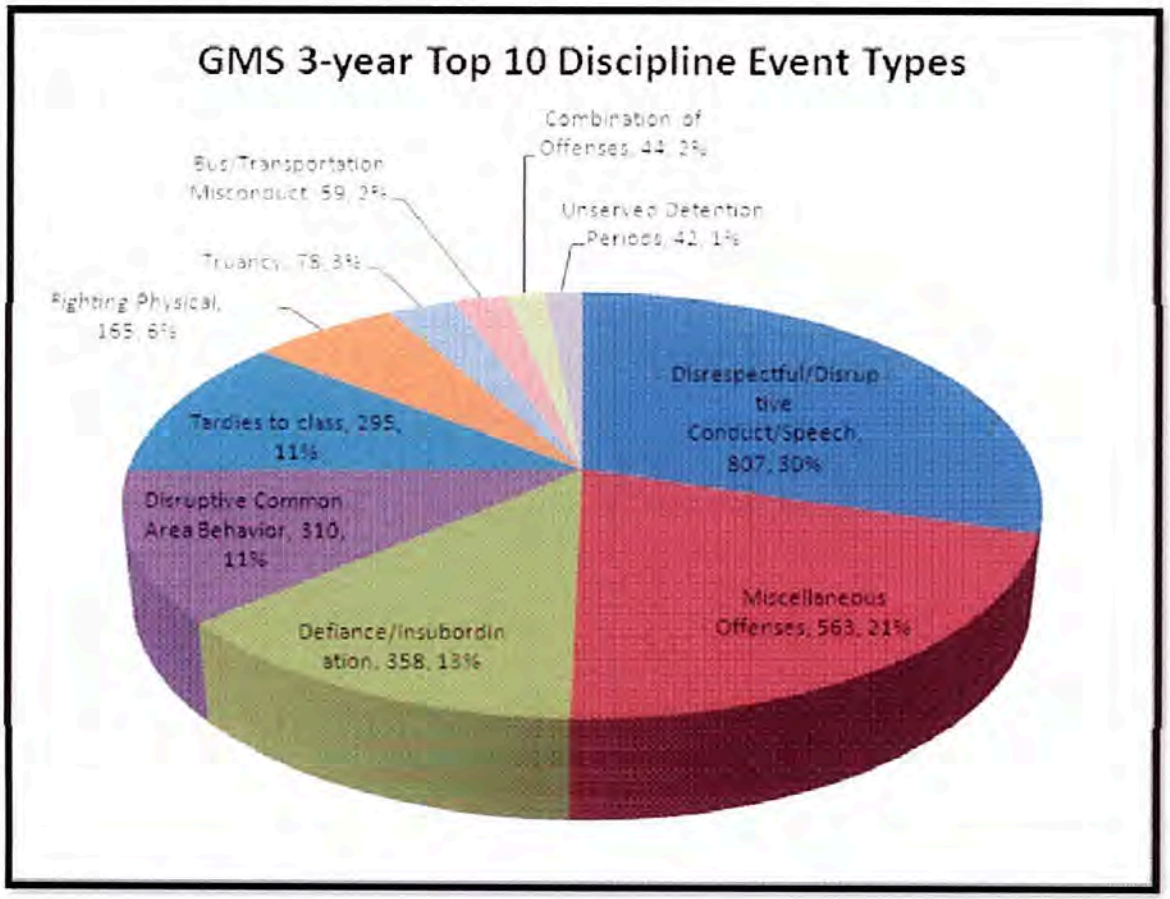


Tier 1 - 0-1 ODR, Tier 2 - 2-5 ODR, Tier 3 - 6+ ODR, Target – Tier 1 at 80% or better, Tier 2 at 15% or less, Tier 3 at 5% or less.

Of further concern is the number of students who have had 6 or more office referrals. This number ranged from 7-11% of the total student population for each of the last three years.

A breakdown of types of discipline incidences provides a picture of concerns with behaviors of classroom disruptions with 30% of discipline events being disrespectful/disruptive conduct or speech. The chart below depicting the 3 year categorization of discipline events supports this concern.

GMS 3-year Top 10 Discipline Event Types



Attendance data for the year 2009, 2010, and 2011 respectively indicates attendance at 93.8%, 94%, and 94.2%. Although, moving in the right direction, there has not been significant progress and the attendance rate is still below the target level of 95%. Discipline data over the last 3 years also indicates concerns with the number of students who are late to class, with 11% of discipline offenses being tardy referrals.

Both the parent and student focus groups identified student behavior and motivation as a concern at Grandview Middle School. Lack of consistency in the management of behaviors, negative attitudes seen in both students and teachers, and a need for all students to be treated with respect were also noted in both focus group discussions.

The Advanced Questionnaire item 6.5.1.3b, the classroom management scale, identifies the degree to which educational personnel establish and enforce classroom management processes that enhance student learning. The student scale for Classroom Management consists of five questions and the 470 students reported a score on this section which placed it at the 1st percentile which is lower than 99% of mid-level schools in the state.

Data Conclusions: The above findings address the current status and needs related to student behavior, motivation, and attendance. Analysis of these data pieces indicates the following:

- The number of students below the desired universal level of behavior (0-1 referral) is below that target which indicates a concern with school wide behavior management systems.
- The number of students with significant disruptive/disrespectful behavior is also discrepant from the desired level along with the number of students who display chronic discipline referrals (6 or more). This indicates an urgent need to provide intense intervention for these students to increase learning time for all students.
- Attendance rates have not improved and tardies continue to be a special area of concern. This necessitates a look at school wide policies and incentives for attendance.

Key Finding 6: The district has a strong curricular and assessment framework which will help ground much of the work needed for student growth.

Evidence from this finding comes from interviews with the Assistant Superintendent for Curriculum and Instruction; the Director of Curriculum, Instruction, and Assessment; District Instructional Coach; and teachers and department chairs who participated in summer curriculum mapping and alignment, curriculum framework review, school improvement process for data analysis/problem solving, and the data review of Performance and Achievement Series tools. Also, the district leadership team advanced a recommendation which was approved by the school board to adopt an online curriculum warehouse system to record, manage, and revise the District K-12 curricula. The adoption and implementation of this system will enable teachers to locate curriculum requirements and resources, and to easily update and customize their lesson plans in alignment with district standards and expectations. Similarly, building and district administrators will gain instant access to the learning paths in each building, grade, and classroom and will view this information by standards, by teaching objective, and by key concept.

The district has prioritized Power Standards and has begun the process of unwrapping the standards by identifying learning targets aligned to Common Core State Standards. A newly purchased online professional development system (PD 360) will support the transition to instruction that engages students more deeply as learners. Specifically in math, the district has implemented math benchmarking beginning in grade 5 and continuing through Algebra II. Teachers have collaborated to transform the content standards into student learning targets, developed grade and course level scope and sequence continuums and pacing charts, grade and course level common assessments via benchmarks and scrimmages, and a consistent system for standards based grading.

The District has also invested in an instructional management system through the use of the Scantron Performance and Achievement Series, which enables teachers and building and district leadership teams to monitor progress on an ongoing basis through the use of summative and formative common assessments. There is a district Instructional Coach and building level Instructional Coaches who help facilitate the implementation of the instructional management system and aligned strategies at the collaborative team level. Additionally, the District has an Instructional Management System to assist in capturing and accessing assessment data, Power Standards to narrow the vast curriculum into a viable set of standards, an online professional development system (PD 360) to support differentiated professional development, and a curriculum management system, Build Your Own Curriculum (BYOC). Investment in these resources is purposed to build our capacity to provide a guaranteed and viable curriculum partnered with strong and engaging instruction that increases the opportunity for all of our students to prosper academically. To insure fidelity, the district leadership team conducts regular walk-throughs and data conferences with building leadership teams to discuss correlations between classroom observation data related to instructional delivery methods and curriculum objectives and student achievement data.

Listed below is a schedule of specific action steps that the district has taken to strengthen the focus on a strong system of curriculum, instruction, and assessment:

- ELA and MA Power Standards were developed during the 2009-2010 school year.
- ELA Power Standards K-8 were aligned and revised to meet Common Core State Standards (CCSS) expectations - summer 2011.
- MA Power Standards K-4 were aligned and revised to meet CCSS expectations - summer 2011.
- MA Power Standards K-4 Quick Checks were developed as formative assessments - fall 2011. This will support the level of knowledge and skill as students approach middle school.
- Power Standards are currently being unwrapped - 2011-2012 school year.
- I Can Statements for elementary reading units are currently being aligned to CCSS for entry into the Build Your Own Curriculum (BYOC) management system. This will support the literacy knowledge and skill as students approach grade 6.
- Benchmark Statements/Benchmark Assessments/Scrimmages have been developed and aligned to Course Level Expectations for grades 5-7, Algebra I, Geometry, and Algebra II.
- Benchmark Statements will be entered into BYOC during the 2011-2012 school year.
- Classroom Math Benchmark Charts reveal individual student progress toward proficiency for all MA Benchmarks.
- Assessments are entered into an Instructional Management System (Achievement Series) to make data easily accessible.

- All common assessments are scanned into Achievement Series and immediate reports are produced for use during grade level/department collaborative team meetings.
- PD 360 has been purchased and will be used beginning Semester II of the 2011-2012 school year.

Data conclusions: The above findings address the curriculum and assessment structure in place to support the grant implementation and also address the technology and data management systems used to organize and support curriculum and assessment needs. Based on this review, the following is indicated:

- Although the transition to Common Core State Standards is underway, this area will need to be continuously assessed and monitored as the district moves forward. As we monitor the curriculum transition to Common Core we will simultaneously be planning how instruction and supports will need to change to reflect the increased rigor reflected in the standards.

Goal Area 4: Parent and Community Involvement

Key Finding 7: Although parent and community involvement has improved and needs have been targeted, there is a limited collaborative relationship and participation between parents and school.

Evidence to support this finding comes from multiple data sources inclusive of MIM staff survey, MIM self-assessment, parent/community focus groups, and the AQ. This area has been targeted within the MIM plan and has shown some growth but is still lacking. With the MIM action plan, a Parent and Community action team was formed to investigate and implement strategies to increase involvement. A Parent Resource Center was established with resources for parent utilization. In the MIM self-assessment, the essential feature in family and community involvement is defined as "Responsive schools involve families and communities. Involvement of family and community members informs and reinforces school improvement efforts by helping to maximize resources and facilitate responses to student needs." The first year baseline assessment of this essential feature yielded a score of 1.8 indicating that this concept was in the discussion phase but there was not significant evidence of being in place. The subsequent two years of follow-up data indicated a 3.3 , indicating planning has taken place and that at least one data source provided evidence of implementation efforts, indicating progress in this area. Discussion during this self-assessment also indicated that parent and community activities are taking place and communication systems are in place. In the past, these systems have lacked the focus of involving parents and community members in reviewing school data and problem solving strategies for addressing school academic and behavior goals, both for individual students and for the school as a whole. Although the MIM staff surveys also indicated growth in this area, it is still not at the desired levels. In the October 2011 survey, 75% of the staff indicated that they regularly communicate with

parents regarding academic and behavior goals but only 63% indicated that they think the school does a good job in including parents as team members in data based decision making.

The parent/community focus group also confirmed this need through comments addressing communication, behavior, respect of students, and support from teachers. As also indicated in Key Finding 5, parents reported that there is no structure or consistency with the school when addressing an environment that promotes student respect. It was noted that parents feel that teachers ignore behaviors in the classroom which allows behaviors to escalate. Parents reported that they often feel forgotten and requested more frequent progress reports with both a positive and a negative alert system. When asked if students are valued by teachers and administrators, parents reported that teachers are not approachable and are too busy to assist students. When they do assist the students, they expect all students to do the same thing which does not allow for individual student needs.

An interview with school administrative staff indicated there have been several community partnerships during the past several years. These have usually been for specific purposes and to address specific needs and have not resulted in ongoing involvement.

Supporting Data: The above findings address the levels of parent and community involvement at Grandview Middle School. The following has been identified through reviewing these data sources:

- Parent and community involvement has been a target for Grandview Middle School for the last 2 years resulting in minimal gains.
- The desired level of parent and community involvement is deficient in the areas of problem solving and analyzing student learning needs.

Goal Area 5: Governance and Leadership

Key Finding 8: A change in building leadership was made for the 2011-12 school year along with internal changes in the building leadership team function. Positive feedback and progress have been noted with these changes which will need to be monitored continuously to ensure that overall governance and leadership structures support the initiatives targeted for positive student outcomes.

Evidence to support this finding comes from interviews with building and district administrative teams and a review of the MIM plan and surveys which targets building the capacity of shared leadership.

An analysis of the MIM Plan indicates that the building leadership team has embarked on several initiatives to increase their capacity to lead change within the building. They have focused on their individual and team process skills to increase their success. There is a clear working relationship and understanding of decision making roles between building and district administrators with the building leadership team. Since the cultural

typology survey in 2010-11 school year, the team has had a purposeful focus on the strategies needed to move forward.

The Advanced Questionnaire identified under 6.5.2.1c, the leadership scale from the faculty, identified the degree to which leadership is perceived as effective in improving student learning. The faculty scale for leadership consists of nine questions and of the 48 faculty members responding on this scale, Grandview Middle School was placed at the 1st percentile which is lower than 99% of mid-level schools in the state. This Advanced Questionnaire was administered in the winter of 2010, prior to the current leadership change. The MIM staff survey completed in October of 2011 indicated in the Leadership Essential Feature that 89% of the staff felt it was true to very true that they thought administrators are committed to implementing tiered levels of academic and behavioral support.

Through interviews with the administrative team and a review of past school improvement initiatives, the district has demonstrated fiscal support with Grandview Middle School Initiatives. There is also evidence in looking at prior initiatives that the district and building leadership teams have jointly participated and collaborated in supporting these initiatives. The district has provided financial support through teacher and substitute stipends to provide release time for extended curriculum planning sessions for teaching teams to revise and align the curriculum to District Power Standards and Common Core State Standards, secured a consultant from PREP-KC to provide support in developing student learning targets, benchmarks and scrimmages associated with the math benchmarking program, as well as the development of common assessments to progress monitor and to inform daily instruction. Requests for additional support were identified collaboratively by district department chairs, building and district leadership teams, and grade level teaching teams after reviewing multiple data sources. This along with the fiscal support aligned to GMS initiatives indicates a strong base of fiscal support in the budget process to meet school needs.

Data Conclusions: The above findings address the current structure of governance and leadership and assess the support in both resources, expertise, and budgetary on the part of the building and district governance structure. Further indications are as follows:

- Due to building leadership change for the 2011-12 school year, a continual need for monitoring is warranted.

Summary of Key Findings from above section aligned to major goal areas:

Goal Area	Aligned Key Findings
Student Performance	**Key Finding 1:** GMS student performance in communication arts and math has not demonstrated growth. For the year 2011, there was a slight decrease from the prior 2 years in both areas with 36.1% of students proficient/advanced in communication arts and 32.7% proficient/advanced in math with some subgroups of students showing regression.
Highly Qualified Staff	**Key Finding 2**: There is evidence of a discrepancy between High Quality Professional Development and the deep implementation of research based strategies in the classroom which has also been impacted by high staff turnover.
Facilities, Instruction, and Support	**Key Finding 3**: The number of students performing below the expected levels is greater than 60% for both communication arts and math. This raises the question as to the efficacy of the current structures of support being utilized for student intervention and the need for more systematic and timely interventions. **Key Finding 4**: Parents, community members, students, and staff have envisioned a need for the climate and culture of Grandview Middle School to become more child friendly. Key areas of concern were improved safety, greater engagement/relationship, and greater focus on student needs. **Key Finding 5**: School wide discipline referrals and attendance rates are not at expected levels with additional concerns with the high number of students with 6 or more office referrals. **Key Finding 6:** The district has a strong curriculum and assessment framework which will help ground much of the work necessary to improve student outcomes and implement this plan. With the transition to common core standards, this area will need to be continuously assessed and monitored as part of the overall grant implementation.
Parent and Community Involvement	**Key Finding 7**: Although parent and community involvement has improved and planning has targeted needs, there is a limited collaborative relationship and participation between parents and the school.
Governance and Leadership	**Key Finding 8: A** change in building leadership was made for the 2011-12 school year along with internal changes in the Building Leadership team function. Positive feedback and progress have been noted with these changes which will need to be monitored continuously to ensure that overall governance and leadership structures support the initiatives targeted for positive student outcomes.

VII.A. 1.1.b Methods Used to Gather the Data

- The needs analysis started with the big picture or list of data that had historically been compiled and that was available for Grandview Middle School. From this list, additional questions from that data resulted in both updates of current data sources and the collection of additional sources during the time period of September and October 2011.

This comprehensive collection of data included the following:

- focus groups of staff, students, and parents
- staff surveys
- parent surveys
- administrator / leadership team interviews
- interviews with external facilitators
- review of evaluative tools from the MIM grant
- review of curriculum, assessment, and professional development documents
- review of all performance measures.

Data sources were analyzed in relation to the primary goals of the SIG grant and were analyzed to determine significant strengths, challenges, and needs based on common themes and trends. There was a strong attempt to be comprehensive in garnering this data picture of the most urgent needs.

Focus groups: Three focus groups were facilitated by Susan Kasper, a consultant working with the University of Missouri – Kansas City. The three distinct groups were staff, students, and parents. The staff group make-up was representative of 6,7,8th grade teachers and the support staff. The student group was comprised of 22 students representing the student council for grades 6,7, and 8. The parent group was 15 parents and community members. Parent representatives had students across all grade levels. Each focus group were asked 15-20 questions identifying practices related to instruction, behavior, climate, leadership, and curriculum. The responses were facilitated by a recorder and then analyzed for common themes and trends.

Surveys (AQ and MIM): The MIM staff survey is a multiple item survey assessing staff perceptions related to implementation levels on 11 essential features: shared vision and commitment, leadership, collaborative environment, ongoing Professional Development, mentoring and coaching, cultural responsiveness, resource mapping, family and community involvement, evidenced based practices, data based decision making, and monitoring student progress. It is administered yearly as part of the MIM project evaluation and was most recently administered in October of 2011. It is administered anonymously through Survey Monkey.

The Advanced Questionnaire (AQ) was administered 3 years ago as part of the MSIP process. The district decided to administer the questionnaire annually for a while to assess growth as part of the Accountability Plan.

Interviews: An interview format was utilized to address specific questions related to building and district procedures arose regarding practices. Questions specific to this process related to the district support for the MOSIG, Building Level Leadership Team support, and clarification of programs and practices in place to support implementation of procedures.

MIM grant tools: In addition to the MIM staff survey mentioned previously, other MIM tools utilized in the MIM Pilot Project were reviewed. A major tool was the MIM self study (assessment) which is a team reflection of research based indicators across the 11 essential indicators of the MIM project. This self -study has been completed yearly for the last 3 years and assesses the levels of implementation of research based practices within the school. It drives the development of school improvement planning based on an action plan. In addition, a process checklist is completed 2 times a year by the Building Leadership Team. This tool measures the team processes which are in place to lead effective implementation. As part of the grant process, external evaluators were asked to provide additional information collected as part of the grant evaluation process.

Curriculum and assessment review/interview: In-depth interviews and review of the curriculum structure took place with the Director of Curriculum and Instruction and the District Instructional Coach. Additional information via interview format was requested from the Building Level Administrators and leadership teams. The purpose of this was to assess the curriculum frameworks in place to assess implementation.

Professional development review: A review of professional development provided within Grandview Middle School and from outside sources was conducted during interviews.

Cultural typology / survey: This was a multiple items survey completed by the faculty and followed by an activity identifying the status of the collaborative culture in the building. This process was facilitated by Dr. Jerry Valentine, Missouri Middle Level Leadership Center.

Instructional Practices Inventory: The Instructional Practices Inventory is an inventory by which the level and types of student engagement across classrooms is identified. The school has several years of data from this inventory.

Student performance measures: Results from multiple measures of student performance was reviewed. This included a review and analysis of district and building MAP scores but total school, grades, and sub groups. Further academic data was reviewed from Performance and common assessments. Progress toward mastery

of SMART Goals was studied using graphs and charts posted in the data room. Additional data was reviewed in regards to office discipline information and attendance history.

Staffing patterns: A review of staffing patterns in the building was completed. This review investigated the 3 year history of the number of staff, the degree of turnover, and the number of new and/or new to building teachers.

Leadership team review: The Building Leadership Team was integral in providing feedback and suggestions as grant information was gathered and investigated. Susan Kasper, consultant from UMKC and Lisa Walker, Assistant Superintendent met with this team over 3 time frames to ask for clarifications on information collected and to request feedback.

The chart below depicts the SIG priority areas and the dimensions that were investigated.

Summary of Relevant Themes from Data Sources

SIG priority areas	Dimensions
Student Performance	• Levels and growth of student proficiency in math and communication arts • Breakdown of performance data by grade level and subgroups • Instructional practices and level of implementation with fidelity • Perceptions of need for further professional development and support • Intervention practices and level of support (time and instructional practices) • Behavioral data (note in safe/orderly below)
High Quality Staff	Professional development and human resource status and procedures • Staff participation levels in professional development • Perception of level of implementation • Status of coaching and mentoring • Fidelity of implementation related to professional development • Staffing patterns – staff makeup • Human resource procedures for hiring and evaluation
Facilities, Instruction, and Support	Structures of support • Capacity to support change (expertise, fiscal resources, support) • Structures for intervention – timely/ systematic Climate

SIG priority areas	Dimensions
	• Perception of environment/safety • Status of current culture/climate for change • Levels of student engagement • Levels of collaborative culture Student behavior and attendance • Status of behavioral needs • Attendance patterns Curriculum • Comprehensiveness of curriculum • Level of rigor of curriculum • Quality of assessments aligned to curriculum • Resource support available for implementation • Technology and data management
Parent and community involvement	• Perception of levels of involvement • Status of parent/community involvement – quantity and type • Staff perception of needs • Student centered nature of interactions
Leadership and governance	• Capacity to support change (expertise, fiscal resources, support) • Budget procedures to align with initiatives • Knowledge of needs and strategies necessary for improvement • Commitment to support change

These data sources will also provide the foundation in which to build the monitoring and evaluation tools of the SIG.

VII.A. 1.1.c. Selected Intervention

The Transformation Model was selected as the intervention for Grandview Middle School for several reasons. A primary reason for this model was the change of leadership at the building from the 2010-2011 school year to the present school year of 2011-12. In August of 2011, a leadership change was made at the building with the appointment of a new interim principal for the school year.

A secondary reason for choosing the Transformation Model versus the Turnaround Model was the already high turnover rate for the school for the last 3 years. Since the end of the 2008-2009 school year to the present school year, 42% of the certified staff are new to the building. This staff has been selected based on a match with the student population and a direction has been to intensively support the current staff in

developing their instructional skill level through innovative approaches. As a result, the district and school teams are developing a teacher mapping process to differentiate professional development support provided and to develop the supports to retain and recruit high quality staff. This teacher mapping process will be aligned to research based practices of effective teaching. In addition to the mapping process, walk throughs (learning walks) and fidelity measures will reinforce and provide timely feedback related to the improvement of teaching practices. It became apparent in the needs analysis of the disconnect between professional development provided and the implementation of practices in the classroom. Thus, the teacher mapping process will not only allow for differentiation of professional development. It will also assist in monitoring progress toward quality implementation of instructional practices.

As this plan is comprehensive and immediately targets corrections which are immediate and systematic, this transformation plan will become the one plan for school improvement and will anchor all initiatives.

VII.A. 1.2.a. Recent School Improvement Initiatives

This is the first year of eligibility for the district's participation in the SIG application process, therefore a Turnaround or Transformation initiative has not been attempted. The district has implemented district wide initiatives based on the Accountability Plan outlined later in this document. This has resulted in one of the district's schools being removed from school improvement based on fidelity of implementation with data processes, high impact strategies, focused goals for improvement, use of rigor, and continuous monitoring at the school, classroom, and student levels of academic performance. This initiative and the new Grandview Middle School initiatives outlined below demonstrate success in the support provided and the implementation of research based practices.

Grandview Middle School has embarked on several school improvement initiatives with varying impact determined. These initiatives have been school improvement planning related to district and federal reporting requirements, district level implementation of an accountability plan, the Missouri Integrated Model (MIM) Pilot Project, and Special Education Improvement Grant. Each of these initiatives will be addressed related to (i.) activities, (ii.) district/building support, (iii) evaluation, and (iv.) determination of success.

School Improvement Plan – Grandview Middle School is in Year 5 School Improvement – non Title 1 served. As indicated below in the MIM Action Plan, Grandview Middle School has had one integrated plan for the School Improvement Plan and the MIM Action Plan for school years 2009-10 and 2010-11. A separate School Improvement Plan has been developed for 2011-12 that builds on the processes in the MIM Action Plan but provides greater specificity to the action steps. This plan is in Appendix A. The School Improvement Plan was developed and supported by the district and building leadership teams. The School Improvement Plan and the MIM Action Plans were instrumental in planning for the SIG development and implementation.

Accountability Plan – The district has had a school wide Accountability Plan since the 2008-2009 school year that was developed by periodically revised by district team with building input. Technical assistance has been provided by the Regional Professional Development Center. The plan targets improving student achievement in communication arts and math through the delivery of a guaranteed and viable curriculum, sound instructional practices and technology integration. This focus has included utilizing summative and formative common assessment data to monitor progress and inform instruction. Beginning in 2011-12 an intense focus has been placed on implementing district wide professional development activities that improve Tier 1 instruction. New additions to the district plan include the following:

- incorporating regular collaborations with building leadership teams to review building professional development plans to ensure alignment with student achievement results
- determining ways central office can better support site work
- collaborating to plan common professional development activities focused on best practice to be facilitated during district curriculum instruction days and implemented at all sites.

As a part of the plan, the district leadership team also recommended and the board approved the adoption of PD360, a district wide online resource to provide a wider array of differentiated professional development activities to support identified needs of individual buildings and individual teachers. The district leadership team has placed an emphasis on providing consistent support to sites by developing a monitoring framework to ensure frequent classroom observations occur at all sites, followed by data conferences and debriefing sessions where feedback is shared. During the debriefing sessions evidence is reviewed to determine if all curriculum and instruction initiatives are implemented with fidelity. Progress was noted by DESE Area Accountability Plan Monitors during the September 13, 2011, meeting. The monitors recommended the district be taken off official monitoring, due to the new initiatives included in the plan for implementation during 2011-12. Official notification from DESE indicating their decision regarding this recommendation is still pending.

MIM Plan – Grandview Middle School was a pilot project, one of 14 schools in the state identified to participate. They were selected for this project based on evidence of willingness to support new initiatives and the strong relationship that existed with the Regional Professional Development Center in integrating focused improvement strategies. The MIM project centers on implementation of tiered levels of support for academic and behavior and encompasses 11 essential features integrating evidence based practices in successful tiered frameworks. Year 1 was for self study and plan development (08-09). The following years were implementation years based on an action plan (09-10 and 10-11). For these 2 years of the project, the MIM Action Plan was also the School Improvement Plan. For the 2011-12 school year, an additional school

improvement plan has been developed supporting the foundations of the MIM plan but specifying the work further. This is the 3rd year of implementation of the MIM.

Below are the goals for the 2010-2011 plan with a brief description of related strategy areas:

- By May 2011, Grandview Middle School students will increase achievement in communication arts by 26% and in math by 38% as measured by the state grade-level assessment.
  - Culturally responsive practices targeting instructional strategies for the subgroup of African American students
  - Strategic use of formative and summative assessments (benchmarks/Learning progress checks/achievement series)
  - Refining procedures for peer coaching and mentoring and modeling of high impact lessons within peer collaboration.
  - Systems to review data and inform instructional decisions within a three tier model.
  - Increased capacity of the Building Leadership team to lead school improvement initiatives.
  - Increasing use of effective strategies (Marzano and Differentiated Instruction)
- By May 2011 a communication plan will be developed with parents and community to increase engagement as evidenced in data sources
- By March 2011, an increase of 50% efficacy rating in stakeholder commitment to a shared vision and mission as evidenced by end of the year MIM staff survey
- By February 2011 through implementation of a refined set of procedures for Bulldog Time, student achievement will increase by 25% as measured on the mid-year Performance Series testing

The following essential features have been addressed as action steps in the above goals:

- Shared Vision and Commitment
- Collaborative Environment
- Mentoring and Coaching
- Culturally Responsive Practices
- Family and Community Involvement
- Evidence-based Practices
- Data-based Decision Making

Although these were specific areas for the action plan, the project is integrative in design, so ongoing professional development, resource mapping, and monitoring of student progress were also integral parts of the work. These efforts were supported by faculty teams called action teams with 100% participation level of the staff.

When reviewing data that supports these nine areas identified in the school improvement plan for 2010-2011, it is evident that none of the goals related to student achievement were achieved and little progress was made.

The Staff Surveys and the Self study indicate gains in perceptions of parent participation levels, coaching and mentoring participation, and levels of collaboration in problem solving with peers. The MIM external evaluators from the University of Kansas have noted increases in the project school with the achievement levels of students with disabilities from like comparison schools in Missouri who were not in the project. As indicated in Key Finding 1, students with disabilities exceeded the performance growth of other students with disabilities in comparison schools (like demographics) in Missouri.

Inherent in this project is integrated support from a district level leadership team which has been in place as participatory in the building team or operating as a separate team. Through these processes, district and building support has been evidenced in planning and implementation.

Special Education Grant – The district obtained a grant to increase achievement levels for students in grades 3-8 in communication arts. The grant was received for the 09-10 school year and again for the 11-12 school year. The grant targets co-teaching teams in the use of data, differentiating instruction, and planning interventions for students.

Minimal gains in student achievement have been noted with this grant. Co-teaching teams in follow up feedback through use of MyLearningPlan and exit protocols have indicated an increase in understanding how to better target and plan for student learning needs, however there continues to be a disconnect between general education and special education teachers. Planning for this grant and MIM have been aligned to jointly support work at Grandview Middle school.

The above 4 planning initiatives have been supported by both the building and district teams. This support has included ownership of the plans along with participation in reviewing data and problem solving strategies for student learning needs. The district team has provided the resources and time where needed to implement the plans.

VII. 1.2. Pre- Implementation Activities

In the comprehensive needs analysis process, the district and building leadership teams recognized the importance of building on strengths identified and lessons learned from other school improvement initiatives listed above. These discussions have resulted in the following pre-implementation activities:

- **BIST Evaluation and consultation** will begin in November, 2011 with a well- defined process through the building administration. The initial assessment will address building structure, classroom management,

and support of students who struggle behaviorally. A three-tier assessment tool will be used to determine interventions/strategies of support for each level of assessment. Tier 1 will address the building structure which includes surveys completed by each teacher and administrator regarding his or her perception of the building structure. This would include the common area expectations, hallway transitions, lunchroom behavior, restroom usage and dismissal. The assessment will also review adult supervision and interactions with students during the time frames. Tier 2 will review classroom management and each teacher will be asked to complete a brief self-assessment of his or her personal management style. This would include organization within the classroom, preparation for curriculum lessons, planning of instructional strategies for students, procedures within the classroom that allow for supervision and decrease chaos, redirection and confrontation of students that don't follow directions or procedures, and the ability to set boundaries and follow through when students do not meet expectations. Tier 3 will support students who struggle behaviorally. Students will be chosen to participate in a focus group to assess how the building is supporting individual students who need additional help in the area of behavior. During this process, individual students needs will be determined. Support responses for the three tiers, depending on the results, will be professional development to assist with establishing common area expectations for both students and adults, training for each determined individual in classroom management, and individual support of struggling students. (note: BIST is a Behavior Intervention Support Team and is part of a non-for profit agency in the Kansas City area with a high success rate in supporting school behavioral interventions.)

- **Teacher Mapping Process** will be developed and used district-wide by building and central office administrators during the second semester of the 2011-12 school year. This process will enable building leadership teams to collect longitudinal data through classroom observations on identified indicators related to the effective implementation of curriculum objectives, use of research-based instructional strategies, levels of student engagement and rigor of activities, and instructional delivery methods including technology and differentiation. Data derived from this process will facilitate a differentiated professional development system and will allow for self-assessment and feedback.
- **Positive Behavior Intervention Supports (PBIS)** Preliminary discussions will begin in November second semester with PBIS consultants from the Kansas City Regional Professional Development Center. This meeting will be held with building administration, MIM representative, staff leaders, and RPDC staff. A plan will be developed to start the process to develop a school wide system that is understood and used by all staff, students, and parents. The planning process for PBIS will consist of gathering specific data in the building, identifying a PBIS team, scheduling times and dates for professional development, and

outlining the process that will be used for the 2012-13 school year. A summer institute will be developed to further prepare to implement PBIS.

- **Modeling for Student Success Team** will be ongoing. This is a process that has used district wide with the expectation that all buildings use the process as it is intended to work with students who are not being successful. There is a need at Grandview Middle School to have additional training and support in this area. GMS will have counselors observe other SST teams in the district during December and January. BIST consultants will work with the counselors on a monthly basis to discuss specific student concerns and assist with identifying interventions that will be beneficial for the students. Implementation activities addressed later in this grant will build on this foundation.
- **Missouri Integrated Model Plan** – The 3rd year of implementation will continue based on the Action Plan – Appendix C. Target areas will include increasing the use of strategies targeted to sub groups not making progress, increasing parent activities, better use of data in collaborative teams, improving use of Bulldog Time (interventions), increasing student engagement strategies along with rigor, and expanding the capacity of the Leadership team to lead school improvement efforts.
- **Decision Making for Results: Data- Driven Decision Making Teams Seminar** – The building team will attend this two day professional development in St. Louis on March 6 and 7, 2012. Participants will examine their data and make leadership and instructional decisions within the framework of a proven and effective process. The six-step data-driven decision making process includes: Treasure Hunt, Analysis and Prioritization of Needs, SMART Goals, Identifying Strategies, Determining Results Indicators, and Planning for Monitoring and Evaluation. This two day seminar is designed for assistant superintendents, board members, principals, assistant principals, instructional leaders and classroom teachers who will serve as data team leaders. The Grandview team will consist of grade level teachers, two instructional coaches, one building administrator and two central office staff. Participants will learn the decision making for results process; learn the relevance of data; the impact on achievement, teaching, and leadership; the importance of and strategies for collecting cause and effect data; how the data process helps inform not only what students in the system are doing but help pave the way to monitor what the adults in the system are doing; what is required of principals in order to make the data process effective in the school; ways to use the process to monitor school improvement, what constitutes a data team and how to find time for data team meetings during contract hours, how to select data team leaders and define the key roles they play. Finally the teacher will structure a data team meeting that must follow and practice facilitation skills. Interventions and process taught through this seminar are research based from the work of Dr. Doug Reeves and the Leadership and Learning Center and will support the School

Improvement Process related to the work of Mike Schmoker which is used currently at Grandview Middle. This process will support and refine the district School Improvement process of Plan, Do, Study, Act.

- **Co-teaching professional development** through the Special Education Grant will be provided throughout the year with three days of professional development provided to address differentiated instruction, development of 3 tiered models of intervention and effective lesson planning. The training will be provided to co-teaching teams from elementary and middle schools. Time will be allowed for instructional planning. There will be follow up observations scheduled and feedback given to teacher teams to compile data relating to co-teaching classrooms.
- **Check and Connect** training/implementation through Special Education Grant began with a training in August of the process. Pilot groups have been identified at Grandview Middle School and special education teachers will be working directly with students in order to make the link between teacher and student with students at risk. This process will continue the following year and expand to grade level teams to be implemented with students who need additional support.

VII.A. 1.2.b. Implementation of the Plan

The outlined plan utilizing the Transformation Model for Grandview Middle School is designed for positive student outcomes. The plan is based on the key findings from the needs assessment and review of related research based strategies. These findings have been aligned to goals, measurable objectives, strategies, action steps, and monitoring/evaluative steps. The comprehensiveness of the plan along with the clear focus on research based strategies, frameworks, and programs is targeted for systemic transformation within school practices resulting in positive student outcomes. To ensure focus on strategies that have been identified as having a desired level of impact related to effectiveness, John Hattie's Visible Learning was utilized to identify this level of impact and high impact strategies were selected. An additional verification of programs studied and selected was the utilization of the federal What Works Clearinghouse and the Florida Center for Reading Research. Through these resources, only those practices yielding high impacts of effectiveness related to positive student outcomes were selected. (Appendix A contains these verifications of research and evidence based selection.) It should also be noted that a common theme in the plan for intervention across goal areas is the cluster of research based practices related to student active engagement, including self-reporting, self assessment, feedback systems, and goal setting which are noted to have some of the highest levels of impact on student achievement. In the works of John Hattie, Robert Marzano, and Doug Reeves, there is an emphasis on increasing the levels of student involvement in their own learning and using feedback systems to facilitate this student engagement.

The overall focus areas of this plan are indicated below:

- Student performance
- High quality teaching
- Facilities, Instruction, and Support
- Parent and community involvement
- Governance and leadership

The overall plan monitoring will be completed through the District SIG Coordinator utilizing a rubric that includes evidence collected from the district data dashboard and from classroom and building walk-throughs identifying the level at which each strategy included within the School Improvement Grant is implemented with fidelity. Data sources reviewed on an ongoing basis will be the following:

- Summative and formative reading and math common assessment data, including benchmarks, scrimmages and SMART goals.
- Monthly Instructional Practice Inventory and Teacher Mapping data to determine the levels of student engagement, higher-level thinking activities, and research-based instructional strategies consistently implemented during daily instruction.
- Weekly building leadership and district leadership team classroom observation logs to review evidence that administrative observations are increasing to a level sufficient to support the continuous monitoring and feedback to teachers regarding instructional effectiveness.
- Weekly review and fidelity checks of collaborative team meeting observation forms will be used to monitor collaborative team meetings with a focus on collection and analysis of student performance data as well as instructional strategies utilized for effective lesson implementation.
- Monthly meetings with the building level leadership team to discuss implementation progress of plan strategies aligned to student data, monthly professional development plans, teacher feedback and climate surveys.
- Two days of intensive meetings with the district team and building leadership team to review progress utilizing the Decision Making for Results (DMR) process aligning performance data (Performance - Achievement Series data and SMART goal results) with cause data (as indicated in the SIG rubric and review of strategies/action steps.)

The chart below outlines a summary of the intervention plan as aligned to key findings with further detail provided in the narrative.

Key Findings of Needs Analysis	Objectives / Strategies aligned to Needs
Key Finding 1: GMS student performance in communication arts and math has not demonstrated growth. For the year 2011, there was a slight decrease from the prior 2 years in both areas with 36.1% of students proficient/advanced in communication arts and 32.7% proficient/advanced in math with some subgroups of students showing regression.	**Objective 1:** 100% of the students at Grandview Middle School will be proficient in Communication Arts and Mathematics as evidenced by MAP scores at the end of the three year plan – 2015 by increasing the number of students at the top 2 levels by at least 20% annually. **Strategy 1:** A Data Team process integrated with School Improvement process, student outcome data will be utilized to drive evidence based instructional practices at the Tier 1/core, Tier 2/targeted, and Tier 3/individualized levels of instruction in both communication arts and math. **Strategy 2:** The Project CRISS framework for content literacy will be implemented at the Tier 1/universal (core) level of instruction. **Strategy 3:** Utilizing the math benchmarking process, specific strategies will be selected to improve math performance. (Tier 1/core instruction) **Objective 2:** Improve student achievement in the area of communication arts and mathematics on the 6th, 7th, and 8thgrade MAP to exceed the NCLB AYP benchmarks, by decreasing the percentage of students scoring in the lower levels by 20% annually over 3 years. **Strategy 4:** The Read 180 program will be enhanced to support those students below expected reading levels. (Tier 2/targeted and Tier 3/individualized levels of support) **Strategy 5:** Implement the Strategic Instruction Model (SIM) - Content Literacy Continuum – Content Enhancement Strategies with at –risk readers at Tier 2/targeted and Tier 3/individualized levels of instructional needs.
Key Finding 2: There is evidence of a discrepancy between High Quality Professional Development and the deep implementation of research based strategies in the classroom which has also been impacted by high staff turnover.	**Objective 1:** Through progress monitoring of an individual Teacher Mapping rubric, 100% of the teaching staff will demonstrate gains in areas targeted for growth. **Strategy 1:** Provide professional development in educational equity to support the unique demographic needs of students at Grandview Middle School. **Strategy 2:** A teacher mapping process will be utilized to identify both individual and team needs for professional development.

Key Findings of Needs Analysis	Objectives / Strategies aligned to Needs
	Strategy 3: Expand and improve systems for instructional coaching of research based practices to include processes for peer coaching. **Strategy 4:** Co-teaching teams of general education and special education staff will improve skills in use of higher level co-teaching structures. **Strategy S:** Teachers will attend a Summer Institute integrating the professional development strategies outlined in the Goal areas of the SIG.
Key Finding 3: The number of students performing below the expected levels is greater than 60% for both communication arts and math. This raises the question as to the efficacy of the current structures of support being utilized for student intervention and the need for more systematic and timely interventions. **Key Finding 4:** Parents, community members, students, and staff have envisioned a need for the climate and culture of Grandview Middle School to become more child friendly. Key areas of concern were improved safety, greater engagement/relationship, and greater focus on student needs. **Key Finding 5:** School wide discipline referrals and attendance rates are not at expected levels with additional concerns with the high number of students with 6 or more office referrals. **Key Finding 6:** The district has a strong curriculum and assessment framework which will help ground much of the work necessary to improve student outcomes and implement this plan. With the transition to common core standards, this area will need to be continuously assessed and monitored as part of the overall grant implementation.	**Objective 1:** To meet the needs of students below desired levels of performance on both the MAP and district benchmark assessments, structures to expand targeted intervention will be put in place. This will be measured by decreasing the number of students needing targeted intervention to less than 15% by the end of the 2015 school year based on district benchmarks. **Strategy 1:** Expand school hours for targeted and individualized intervention. **Strategy 2:** Refine the process for student movement between tiers of support building on the SST process already in place. **Objective 2:** Based on focus groups with staff, parents/community, and students, increases will be noted related to positive school culture using feedback and an exit protocol at the end of each focus group with a Likert scale averaging an 8-10 high value related to a positive learning culture at GMS. **Strategy 1:** Focus groups of parents/community, staff, and parents will be held at least 4 times during the school year. **Objective 3:** By the end of 2015, the number of students with 0-1 office referrals will increase to 90% or better and the number of students with 6 or more office referrals will decrease to less than 5% and attendance maintained at 95% or better. **Strategy 1:** Implement Positive Behavior Intervention Support Systems (PBIS) as a school wide plan. **Strategy 2:** Utilize Behavior Intervention Support System (BIST) as an intervention for students with significant behavior needs **Strategy 3:** Implement Check and Connect school

Key Findings of Needs Analysis	Objectives / Strategies aligned to Needs
	wide for students with significant behavior and attendance needs. **Objective 4:** By 2012, a systematic monitoring of delivery of a guaranteed and viable curriculum by building and central office administration will be in place as demonstrated through 100% of essential components marked as in place. **Strategy 1:** A District wide team of administrators, teachers, and instructional coaches will monitor on a quarterly basis the curricular needs, changes, or supports necessary for full grant implementation.
Key Finding 7: Although parent and community involvement has improved and planning has targeted needs, there is a limited collaborative relationship and participation between parents and the school.	**Objective 1:** Meaningful parent and community involvement that is related to the well- being and learning needs of students at Grandview Middle School will increase as measured by MIM surveys and parent focus groups with the MIM assessment survey increasing to 4.0 or better level of implementation. **Strategy 1:** A parent and community focus group of family, students, and community members will partner in the planning and implementation of meaningful parent/student activities. **Strategy 2:** Through the DMR and Data Team process, Year 2 Implementation will include the training of parents and students to be involved in analyzing, their own student data and establishing specific goals. Year 1 implementation may include a pilot of the procedures developed through the Professional development.
Key Finding 8: A change in building leadership was made for the 2011-12 school year along with internal changes in the building leadership team function. Positive feedback and progress have been noted with these changes which will need to be monitored continuously to ensure that overall governance and leadership structures support the initiatives targeted for positive student outcomes.	**Objective 1:** A yearly evaluation using multiple data sources will indicate a governance and leadership structure at a high levels (proficient to exemplary) utilizing the DATA team rubric, SIG, and MIM rubrics for leadership assessment) **Strategy 1:** Conduct quarterly, a review of all data sources related to essential skills and culture necessary to implement the intervention plan for the MOSIG.

The following section provides a detailed narrative of each of the key findings, goals, strategies, action steps, resources, and monitoring.

Intervention Plan with the Transformational Model - Narrative

Goal 1: Student Performance

Key Finding 1: Grandview Middle School student performance in communication arts and math has not demonstrated growth. For the year 2011, there was a slight decrease from the prior 2 years in both areas with 36.1% of students proficient/advanced in communication arts and 32.7% proficient/advanced in math with some subgroups of students showing regression.

Objective 1: 100% of the students at Grandview Middle School will be proficient in Communication Arts and Mathematics as evidenced by MAP scores at the end of the three year plan – 2015 by increasing the number of students at the top 2 levels by at least 20% annually.

Objective 2: Improve student achievement in the area of communication arts and mathematics on the 6th, 7th, and 8thgrade MAP to exceed the NCLB AYP benchmarks, **by** decreasing the percentage of students scoring in the lower levels by 20% annually over 3 years.

Annual reviews of performance on state assessments and district benchmark assessments in math and communication arts will be monitored to determine progress towards the 20% annual goal and the grant overall 3 year goal of 100% proficiency. Plan implementation of specific strategies and action steps to support this objective will be monitored through implementation and fidelity rubrics aligned to each strategy as indicated in the narratives and charts in the following sections.

Strategy 1: A Data Team process integrated with School Improvement process, student outcome data will be utilized to drive evidence based instructional practices at the Tier 1/core, Tier 2/targeted, and Tier 3/individualized levels of instruction in both communication arts and math.

Following the pre-implementation PD, implementation of both the Decision Making for Results (DMR) and the Data Team process will occur in year 1 of the SIG plan. The DMR process focuses on looking globally at the classroom, grade, and school levels in analyzing the impact of strategies in relation to both student outcome data (effect) and teacher/school actions (cause data.) The Data Team process focuses on looking at classroom and student level data to determine impact and to collaboratively address student learning needs aligned to research based practices. This implementation will include analyzing and monitoring student learning through a data analysis process in collaborative team meetings. A big part of this process will also be the alignment and selection of research based strategies to utilize for instruction at all levels. Another critical component

will be developing the feedback and goal setting systems to engage students more thoroughly in the learning process with analyzing and problem solving their learning.

Person Responsible for strategy: Director of C&I **Time line:** March 2012 & July 2012

Resources / funding: PD with Lead and Learn /RPDC resources with funding from SIG, district sources

Monitoring: Data team fidelity rubric and benchmark assessments in communication arts and math

Action step	Resources	Time line	Responsible Person	Monitoring
1. PD on both the DMR/Data Team process with small team	Lead and Learn Seminar	March 2012	Director of C&I, Building Administrator	Number of Data team sessions per team
2. Teams analyze/reflect on PD to determine integration with SI Process (pre-implementation)	Bldg. team work	March 2012		Data team fidelity rubric Progress on math and comm. Arts benchmarks
3. Teams select strategy(ies) to engage students and parents in the process.	RPDC consultation	July 2012		
4. Develop a fidelity checklist with RPDC for collaborative team work in the above				
5. Provide staff PD(building team and RPDC or consultant)				
6. Monitor the impact of process on an ongoing basis.				

Strategy 2: The Project CRISS framework for content literacy will be implemented at the Tier 1 /universal (core) level of instruction.

Project CRISS (Creating Independence through Student-owned Strategies) is a professional development program designed to help all students, read, write, and learn more effectively. It is a program that is deemed to have an impact on adolescent reading comprehension. The What Works Clearinghouse, gives it a +20 improvement index for reading comprehension with a category of "potentially positive effects." Specific concepts addressed are: 1) students monitoring their learning to assess when they understand; 2) students integrating new information with prior knowledge; and 3) students being actively engaged in the learning process through discussing, writing, organizing information, and analyzing the structure of text to help improve comprehension. All teaching staff will be trained in the implementation of this project and instructional coaches will become train the trainers in order to insure implementation for fidelity and for sustainability of practices. Although primarily a literacy project, due to the content literacy nature, it will also align with student math needs and provide strategies for greater student success across all content areas.

Responsible person for strategy: District and building instructional coaches **Time line:** July 2012

Resources / funding: Professional Development – consultant/stipends with funding from the SIG and Instruction coach support from district sources

Monitoring: Fidelity checks, benchmark assessments in communication arts, and student assessment of strategy use

Action step	Resources	Time line	Responsible Person	Monitoring
1. Provide PD for 30 staff members. 2. Resource materials 3. PD for intensive training for instructional coaches 4. Process for fidelity checks. 5. Process for peer coaching for deeper implementation.	1.5 days stipend-30 staff 45 resource manuals Follow – up site visits from trainers.	August - 2012 through July 2013	Instructional coach	Walk through with rubric Fidelity checks -Review of benchmark and common assessment data Student assessment

Strategy 3: Utilizing the math benchmarking process, specific strategies will be selected to improve math performance. (Tier 1/core instruction)

Using the district curriculum (power standards unwrapped with pacing guide), strategies selected for instructional purposes will be aligned with evidence based strategies. These strategies will then be shared and modeled by the instructional coach(s) targeting the math content area. Using the integrated SI/Data team process, collaborative grade level teams will then meet weekly to share results with pre and post assessments. Students in need of further intervention at Tier 2 and Tier 3 following post assessments will be matched with appropriate intervention options based on need for specific skills and for intensity levels needed. Fidelity of implementation of the evidence based strategies will be monitored through the joint development of a 4 task rubric and peer or instructional coach observations.

Person responsible for strategy: Director of C&I **Time line:** July 2012

Resources funding: Teacher stipends, consultant time from SIG funding and Instructional coach support from district funds

Monitoring: Benchmark assessments and fidelity checks of research based strategy selection.

Action step	Resources	Time line	Responsible Person	Monitoring
1. Provide PD and collaboration time for 12 math teachers to work with PREP-KC consultant to continue revisions for tighter alignment of student learning targets, benchmarks, and scrimmages to District Power Standards and CCSS.	5 days, 12 teachers, stipend, PREP-KC Consultant, Achievement Series instructional management system, data technicians	June/July, 2012	Asst. Supt. of C & I, PREP-KC Consultant	Revised student learning targets, benchmarks, and scrimmages
2. Provide monthly release days for 12 math teachers to work with PREP-KC consultant to review student achievement data and correlations with selected research-based strategies, and to develop anchor lessons incorporating research-based strategies shown effective in improving student achievement.	8 days, substitutes for 12 teachers, PREP-KC Consultant, Instructional Coach	September – May, 2012-13	Asst. Supt. of C & I, PREP-KC Consultant	Monthly math data for progress monitoring, teacher mapping observation data for fidelity checks of implementation
3. Grade level teams will meet weekly with instructional coach for progress monitoring and to analyze data to inform instruction.	Grade level teachers, Instructional Coach, Achievement	September – May, 2012-13	Instructional Coach, Principal	Weekly data team meeting observations and artifacts for fidelity checks

Action step	Resources	Time line	Responsible Person	Monitoring
4. Teachers will participate in peer observations and coaching, specifically emphasizing instructional effectiveness as related to math benchmarking and scrimmages.	Series data Grade level teachers, Instructional Coach, Substitutes for peer observations	September – May, 2012-13	Instructional Coach, Principal	Observation reflection sheets, conference notes, Teacher Mapping observation data for fidelity checks of implementation

Strategy 4: The Read 180 program will be enhanced to support those students below expected reading levels. (Tier 2 / targeted and Tier 3/ individualized levels of support)

Read 180 has been a program provided at Grandview Middle School but concerns exist regarding the impact levels and the adherence to program fidelity. In a further review of this intervention on the What Works Clearinghouse, it has a +12 improvement index rating for reading achievement and a + 4 for reading comprehension and is categorized as "potentially positive effects". In addressing the concerns, a strategy selection is to enhance implementation of this program through supporting implementation with further professional development related to the research based strategies and to increase the fidelity of implementation. To increase the implementation of the program, fidelity checks of implementation along with monitoring of student progress reviews will be completed monthly. Further analysis will be completed on those students in the program who may not be a good program match due to reading significantly below grade level.

Person Responsible for strategy: Instructional coach **Time line**: August 2012

Resources: Fidelity rubric for Read 180 with district funds

Monitoring: Progress monitoring communication arts growth through DMR process

Action step	Resources	Time line	Responsible Person	Monitoring
1. Work with Scholastic in developing fidelity measures based on their research of program impact of Read 180 2. Review fidelity measures with instructors 3. Complete monthly fidelity monitoring 4. Monitor student growth on a 6-8 week basis using the Data Team process with Read 180 students.	Phone conferences and coaching visits with Scholastic READ180 Coach Checklists	August 2012 Monthly – August 2012 – May 2013	Instructional coach Read 180 Instructor	-Progress monitoring with Read 180 and Performance Series. -Fidelity checklists -Data team meetings

Strategy 5: Implement the Strategic Instruction Model (SIM) - Content Literacy Continuum – Content Enhancement Strategies with at –risk readers at Tier 2 /targeted and Tier 3 /individualized levels of instructional needs.

The Content Literacy Continuum is based on research of adolescent learning out of the University of Kansas. Over 28 years of research on effectiveness have led to the development to this strategic model of strategy instruction to implement improved literacy and content area learning. The literacy continuum refers to the types of instructional settings and intensity in which these strategies are utilized based on literacy needs of students. These procedures encompass both teacher strands (content enhancement) and student strategies (learning strategies). A primary focus is also to strengthen student responsibility in their own learning. Although, these can be both core content curriculum strategies and targeted strategies, due to the intensive nature and level of impact with at-risk learners, these strategies will be targeted to at risk readers resulting in students receiving explicit instruction in the use of the strategies and routines. Specific focus will be to train a coach and tutors to work with students who are at risk to intensively teach them strategies for increasing their performance. Specific strategies will be focused on acquisition, storage, and expression. Specific routines include the recall enhancement routine, the question exploration routine, quality assignment routine, and ORDER routine. These powerful strategies and routines are specifically designed to help students become independent learners and better readers. A review of the research on this program was completed by a summary of research compiled by the Florida Center for Reading Research indicating positive impacts with multiple strategies across several research studies of specific strategies composed of the Strategic Instruction Model (SIM).

Person Responsible for Strategy: Instructional Coach **Time line**: August 2012

Resources / funding sources: PD in SIM with trained consultant, sub time, materials with SIG funds and Instructional Coach support through district funds

Monitoring: Fidelity checks of implementation and benchmarking of communication arts progress with DMR process

Action step	Resources	Time line	Responsible Person	Monitoring
1. Provide staff with an overview of SIM 2. Identify those staff members to be trained. Identify an internal staff person to become a trainer 3. Provide professional development on SIM	SIM coach from KU Materials and subs	August 2012 November, 2012	Instructional coach	Program fidelity checks Benchmark assessment with DMR process

Action step	Resources	Time line	Responsible Person	Monitoring
4. Continue intensive PD for internal trainer / coach 5. Follow-up training and coaching 6. Continue fidelity checks for program implementation				

The above 5 strategies are designed to improve the learning outcomes for students at Grandview Middle School. They are focused on research based methods and strategies targeting growth in literacy and math. They also contain embedded concepts to further strengthen and enhance student engagement and student independence in learning.

Goal 2: Highly Qualified Staff

Key Finding 2: There is evidence of a discrepancy between high quality professional development provided and the deep implementation of research based strategies in the classroom, which has been also impacted by high staff turnover.

Objective 1: Through progress monitoring of an individual Teacher Mapping rubric, 100% of the teaching staff will demonstrate gains in areas targeted for growth.

Annual measures of progress toward this objective will be monitored and measured through an Administrative team review of teacher progress on the Teacher Mapping rubric with all teachers participating and at least 2 indicators marked as improved. An overall grant evaluation of the objective over the 3 year grant period will indicate 100% of the staff demonstrating growth from baseline year 1 to year 3 of the grant. The overall implementation of this objective will be monitored annually and over a 3 year period with specific implementation and fidelity rubrics aligned to each strategy.

Strategy 1: Provide professional development in educational equity to support the unique demographic needs of students at Grandview Middle School.

Through the addition of promoting educational equity at Grandview Middle School, training will be provided to insure staff has the tools to examine how race relations diminish the potential to teach, learn, and lead effectively. The school will partner with The Educational Equity Consultants to provide this training to improve effective communication skills, improve culturally sensitive policies and practices, increase respected leadership, and increase collegial camaraderie among staff and teachers. Through the MIM plan, a learning/action team has investigated strategies to address the educational performance challenges related to the subgroup of both students who are African American and free and reduced lunch. The concept of providing staff and students with awareness and strategies can impact positive achievement through.

Through, the research of John Hattie with meta-analysis, it is indicated that there is a strong correlation between a positive sense of ethnicity and student achievement. This training will enable higher expectations of learning goals which will eliminate perceived obstacles and improve the quality of teaching. Each staff member will participate in two days of training on educational equity. A small culturally responsive action team will be trained in Year 1.

Person responsible for strategy: Building administrator **Time Line:** September 2012

Resources / funding sources: Training for a team of 4 with the Equity Assistance Center with SIG funds (subs and consultant), Culturally responsive team work with MIM grant funds

Monitoring: Benchmark assessment in math and communication arts, analysis of subgroup performance

Action step	Resources	Time line	Responsible Person	Monitoring
1. Identify members of team to be trained. 2. Contract with Equity Assistance Center 3. Provide training to 4 team members. 4. Team members meet periodically to reflect and model strategies. 5. Follow up with additional training for staff and a team of student trainers. 6. Continually evaluate the impact	Team member subs PD with Equity Assistance Center	September, 2012 Ongoing July 2013 Ongoing	Building administrator Culturally Responsive Action Team	-Benchmark assessment of math and comm. Arts using DMR process analyzing subgroup performance -MIM survey on implementation of Culturally responsive practices

Strategy 2: A teacher mapping process will be utilized to identify both individual and team needs for professional development.

A Teacher Mapping process is being developed as part of a pre-implementation strategy. This process includes a rubric designed to look at teacher efficacy in the implementation of research based instructional practices and will be aligned with the SIG rubric. It will be the framework by which professional development for both individuals and teams of teachers will be targeted, thus lending itself to differentiated professional development. Key components of this mapping process will address targeted curriculum objectives, use of research-based instructional strategies, levels of student engagement and rigor in activities, and the appropriateness of instructional delivery methods including technology and differentiation.

Person responsible for strategy: Assistant Superintendent of C&I **Time line:** February – August 2012

Resources / funding: Teacher mapping document and training using Instructional Coach support through district funds

Monitoring: Individual and team compilations of progress on teacher mapping rubric

Action step	Resources	Time line	Responsible Person	Monitoring
1. District and Building Administrators will collaboratively determine classroom observation indicators that will be highlighted during daily walk-throughs. Minimum indicators will include learning objectives, rigor and DOK levels, student engagement, content standards, assessment, classroom management, and instructional delivery methods and strategies.	3 hour collaboration session	January 2012 Principals' Meeting	Asst. Supt. of C & I, Director of C & I, District Instructional Coach, District & Building Administrators	Teacher Mapping Indicator Document
2. District and Building Administrators will collaboratively develop a rubric, setting criteria for assessing fidelity of implementation in identified indicators.	3 hour collaboration session, District & Building Administration	February, 2012 Principals' Meeting	Asst. Supt. of C & I, Director of C & I, District Instructional Coach, District & Building Administrators	Teacher Mapping Rubric
3. Information will be incorporated into site level teacher mapping tools and District and Building Administrators will calibrate implementation of tool and process through district and building team walk-throughs.	2, 3 hour walk-through sessions, District & Building Administrators	March, 2012, Principals' Meeting and walk-through sessions	Asst. Supt. of C & I, Director of C & I, District Instructional Coach, District & Building Administrators	Teacher Mapping Indicator & Rubric Observation Tool
4. Building Administrative Teams will pilot use of teacher mapping process, with monthly data reviews and debriefing sessions with the District Administrative Team for fidelity and effectiveness checks.	weekly classroom observations, 2 hour data review & debriefing session, District & Building Administrators	April/May, 2012	Building Administrators, Asst. Supt. of C & I	Administrative Observation Log, Teacher Mapping Observation Tool, Conference Summary Sheet for fidelity and effectiveness checks
5. Teacher Mapping process implemented and facilitated by Building Administrative Teams.	District & Building Administrators	August, 2012	Building Administrators, Asst. Supt. of C & I	Administrative Observation Log, Teacher Mapping Observation Tool, Conference Summary Sheet

Action step	Resources	Time line	Responsible Person	Monitoring
				for fidelity and effectiveness checks

Strategy 3: Expand and improve systems for instructional coaching of research based practices to include processes for peer coaching.

The GMS Instructional Coach will provide professional development to all teachers related to a well- defined peer observation process. The process will include a pre-conference, the classroom observation, and a debriefing conference where the instructor and observer discuss what they experienced/saw during the observation, what went well, and what they would change. All observations will be focused on specific instructional strategies identified during the pre-conference. The instructional strategies will be identified as a result of data analysis from student performance, Missouri School Improvement Program (MSIP) walkthroughs and Instructional Practices Inventory (IPI) observations. Once the strategies are identified, rubrics will be developed to describe various levels of implementation of the strategies. Building level professional development will support teachers' knowledge of the instructional strategies through use of the district PD360 professional development system. Additionally, the building coach will model each strategy. Sessions will include Total Participation Techniques to engage teachers in meaningful dialogue around implementation. The rubrics developed for each strategy will be utilized during the professional development to ensure that teachers have a clear understanding of the level at which implementation must occur. Teachers will utilize collaboration time to develop anchor lessons that include the strategies. During the peer observations, the observers will complete strategy rubrics that capture the key elements evident during implementation of the instructional strategies. This data will be compiled along with common assessment performance data and shared in early release Professional Development Communities (PLCs). Following the data share, collaborative teams will analyze the data to make evidence based decisions about how to raise the level of implementation of the strategies in classrooms throughout building. Progress toward full implementation will be celebrated. As part of the development of peer coaching process, a pilot team of teachers will also be provided professional development in the process of a formal lesson study. All teaching staff will participate then in at least one Lesson Study during the first 2 years of the project. To facilitate a greater level of teacher collaboration focused on strong and engaging instruction, a formal lesson study process will be implemented. As outlined in the Summer 2011 edition of Learning Forward : Tools for Schools (formerly the newsletter of the National Staff Development Council) and developed by the Developmental Studies Center, a Lesson study is a three phase process involving collaborative teacher teams planning a lesson, observing student reactions to the lesson, and then analyzing those reactions. It builds on the principals of student learning increasing

when educators reflect on both professional practice and student progress, but eliminates the anxiety of peer observation. The process lends itself to reflection and self –assessment with a transfer of best practices to the classroom. A team will be selected during Year 1 implementation to pilot this process along with a trained facilitator with all teacher teams participating in Year 2 implementation.

Collaborative peer coaching is an effective technique to enhance implementation. With the inclusion of peer coaching and lesson study integrated with differentiated professional development, the deep implementation of evidence based practices in classrooms will be enhanced.

Person responsible for strategy: District Instructional Coach **Time line:** August 2012

Resources and funding sources: Lesson study professional development, subs, and materials through SIG funds and coaching reflection rubric with district funds

Monitoring: Coaching rubric and benchmark assessments in communication arts and math

Action step	Resources	Time line	Responsible Person	Monitoring
1. Analyze data to identify research-based instructional strategies with potential to raise student achievement	MSIP walkthrough data IPI data Student Performance data (MAP, Universal screening, common assessments)	August-Sept 2012	Administration and Instructional Staff	Data analysis will be a part of August and September faculty meetings and early release agendas Products from each meeting will be reviewed and feedback given during the following meeting
2. Peer observation forms will be developed	University of Minnesota Center for Teaching and Learning	Sept. 2012	Instructional Coach	GMS teachers will review a variety of observation forms and make decisions about the content of the final document.
3. Peer observation schedules will be developed	Building schedules	Sept. 2012	Instructional Coach	Schedules will be organizes and distributed to all teaches by the end of September

Action step	Resources	Time line	Responsible Person	Monitoring
4. Peer observations will be conducted as scheduled	Classroom teachers, peer observation forms, peer observations schedules	Oct.-May 2012	Classroom teachers Instructional Coach Building Administration	Completed observation forms will be sent electronically to building administration and building instructional coach within three working days of the observation
5. Purchase toolkits for Lesson study	Lesson Study Research Group Leaning Forward: Tools or Schools	Oct. 2012	Building Administration Instructional Coach	Items will be purchased by Nov. 1
6. One teacher team and facilitator will be trained in Lesson Study	Lesson Study Research Group Leaning Forward: Tools for Schools	Jan. 2013	Building Administration Instructional Coach Grade Level/Department teachers	Regularly scheduled collaborative team meetings are utilized to study the process and prepare the study lesson
7. Pilot the implementation of Lesson Study model	Required lesson materials identified by the Grade Level/Department teachers	Feb. 2013	One Grade Level Department teacher team selected to pilot the study	Instructional Coach facilitates the schedules for study lesson implementation and ensures the teams adhere to the schedule
8. Reflection and Improvement	Reflection of the teacher who taught the lesson Notes from observers	Feb-May 2013	Teachers Administrators Instructional Coach	Instructional Coach facilitates the reflection and improvement protocol within team developed norms
9. All teacher teams will be trained to implement Lesson Study.	Lesson Toolkit Teacher designed lessons	Aug. 2013	Building Administration Instructional Coach Grade Level/Department	Regularly scheduled collaborative team meetings are utilized to

Action step	Resources	Time line	Responsible Person	Monitoring
	Teacher reflections Observer Notes		teachers	study the process and prepare the study lesson
10. All teacher teams will begin implementing Lesson Study.	Collaborative meeting schedule Lesson Toolkit Teacher designed lessons Teacher reflections Observer Notes	Sept. 2013	Building Administration Instructional Coach Grade Level/Department teachers	Instructional Coach Facilitates development of lesson study schedules Ensures teams adhere to the schedules Facilitates the reflection and improvement protocol Attends all collaborative team meetings that address components of the lesson study

Strategy 4: Co-teaching teams of general education and special education staff will improve skills in use of higher level co-teaching structures.

To address higher impact levels of co-teaching structures for special and general education teams, professional development and follow – up modeling will be used. Teacher teams have primarily used the co-teaching structure of one teach, one assist. Through professional development and follow-up work, teams will expand skills in the use of higher impact structures for co-teaching and the use of structures for increased differentiation. This will be accomplished through further professional development for co-teaching teams at GMS in both co-teaching structures and differentiation using layered curriculum. Co-teaching structures using higher levels increase student engagement time in mixed ability classrooms, thus a strategy of the grant is to make those classroom structures powerful learning environments for all students.

Person responsible for strategy: Coordinator of Special Services **Time Line:** July 2012

Resources / funding sources: PD in Layered curriculum and co-teaching through SIG funds, subs for monitoring through SIG funds, Instructional coach support for data analysis through district funds

Monitoring: Team reviews of benchmark scores and assessment of co-teaching practices

Action step	Resources	Time line	Responsible Person	Monitoring
1. Co-teaching teams will attend professional development with Marilyn Friend on co-teaching. 2. Co-teaching teams will be trained on layered curriculum 3. Co-teaching teams will meet every 6- 8 for an intensive data analysis of student progress monitoring.	PD at SW-RPDC for 10 teachers, stipends Consultant for layered curriculum Subs	July 2012 November 2012	Coordinator of Special Services	Benchmark assessment of math and communication arts progress of students in co-taught classes(6-8 wk. review using DMR) Co-taught ream checklist

Strategy 5: Teachers will attend a Summer Institute integrating the professional development strategies outlined in the Goal areas of the SIG.

As part of integrating new learning with teaching practices, a SIG Summer Institute will expand the professional development calendar for teachers at Grandview Middle School. This Summer Institute will include the DMR process data to outline both performance and cause data to be reviewed as a monitoring tool and a method to determine impact of plan actions. Then, staff will receive hands-on and in-depth professional development in the areas targeted within the plan.

Person responsible for strategy: Assistant Superintendent C&I **Time line:** July 2012

Resources / funding sources: Professional development providers outlined in plan, stipend time, and materials through SIG funds; planning and evaluation through district funds

Monitoring: Participant evaluations and follow-up monitoring of student outcome data using the DMR process aligned to practices implemented from Summer Institute

Action step	Resources	Time line	Responsible Person	Monitoring
1. District and building team will jointly plan the Summer Institute to be held July 2012 2. Staff along with district team will attend Summer Institute. 3. PD will be provided related to CRISS, SIM, PBIS, DMR, DATA team 4. Follow up needs will be	Planning team External PD providers – CRISS, SIM, PBIS, DMR Stipend time for extra time	March 2012 to July 2012	Assistant Superintendent C&I, Building Administrator, Data Action Team, Counselors, Instructional Coach	Evaluations of sessions Determination of follow up needs from Teacher Mapping Fidelity checks of implementation Correlation of practices with student outcomes,

Action step	Resources	Time line	Responsible Person	Monitoring
identified by participants and trainers. 5. Ongoing use of DMR process to determine impact of strategies.				Feedback Team Form, Team collaborations facilitated/observed by principals to determine teacher progress/questions

The above 5 strategies address the development of a strong staff of Highly Qualified teachers through differentiated systems of support and intense professional development. They further address systems to ensure the teaching staff has the capacity to meet the needs of the unique student demographics of Grandview Middle School and to increase the engagement levels of all students. They build and support a teacher evaluation and selection process designed to only have staff at GMS committed to improving outcomes and taking the actions resulting in positive student learning. They are further designed to build upon a need for deeper implementation of research based strategies.

Goal 3: Facilities, resources, and support

This goal area encompasses 4 key findings with aligned objectives. These are summarized below and then further detail provided in the subsequent narrative:

Key Findings	Objectives
Key Finding 3: The number of students performing below the expected levels is greater than 60% for both communication arts and math. This raises the question as to the efficacy of the current structures of support being utilized for student intervention and the need for more systematic and timely interventions.	**Objective 1:** To meet the needs of students below desired levels of performance on both the MAP and district benchmark assessments, structures to expand targeted intervention will be put in place. This will be measured by decreasing the number of students needing targeted intervention to less than 15% by the end of the 2015 school year based on district benchmarks.
Key Finding 4: Parents, community members, students, and staff have envisioned a need for the climate and culture of Grandview Middle School to become more child friendly. Key areas of concern were improved safety, greater engagement/relationships, and greater focus on student needs.	**Objective 2:** Based on focus groups with staff, parents / community, and students, increases will be noted related to positive school culture using feedback and exit protocol at the end of each focus group with a Likert scale averaging an 8-10 high value related to a positive learning culture at GMS.
Key Finding 5: School wide discipline referrals and attendance rates are not at expected levels with additional concerns with the high number of students with 6 or more office referrals.	**Objective 3:** By the end of 2015, the number of students with 0-1 office referrals will increase to 90% or better and the number of students with 6 or more office referrals will decrease to less than 5% and attendance maintained at 95% or better
Key Finding 6: The district has a strong curriculum and assessment framework, which will help ground	**Objective 4:** By 2012, systematic monitoring of delivery of a guaranteed and viable curriculum by

Key Findings	Objectives
much of the work necessary to improve student outcomes and implement this plan. With the transition to common core standards, this area will need to be continuously assessed and monitored as part of the overall grant implementation.	building and central office administration will be in place through 100% of essential components in place based on rubric.

Key Finding 3: The number of students performing below the expected levels is greater than 60% for both communication arts and math. This raises the question as to the efficacy of the current structures of support being utilized for student intervention and the need for more systematic and timely interventions.

Objective 1: Decrease the number of students needing targeted intervention to less than 15% by the end of the 2015 school year.

Annual progress towards this goal will be monitored through the quarterly and yearly review of those students in need of additional support and intervention, with a target of 5% or more decrease in the number of students in need of additional supports. The implementation of the grant will be monitored through implementation and fidelity checks of the research-based practices outlined for each strategy.

Strategy 1: Expand school hours for targeted and individualized intervention.

To accommodate the large numbers of students in need of additional support/intervention in the areas of math and communication arts, the school day will be expanded to incorporate extended day learning sessions for students. Tutoring will be increased to 4 days a week, both morning and afternoon, instead of the current 2 days a week. Additionally, transportation will be provided to eliminate obstacles to participation. In studying research on tutoring related to achievement impacts, it is apparent that tutoring is a successful intervention when targeted skill work is aligned with classroom standards and tutors have been trained in research based strategies. Therefore, these tutoring intervention sessions will be specifically designed to include research based strategies and staff will receive the necessary support and professional development for implementation of selected strategies. Coaching to enhance the effectiveness of using the selected strategies and fidelity checks to ensure consistent implementation will occur monthly. Systems to provide feedback to students will also become a critical component of tutoring to enable students to partner in monitoring their own success based on learning goals.

Person responsible for strategy: Building Administrator **Time line:** August 2012

Resources / funding sources: Transportation and stipends will be supported by SIG funding sources; Professional Development will be supported by both SIG and district funds, with Instructional coaching staff supported by district funds

Monitoring: Benchmark and common assessment data in targeted areas

Action step	Resources	Time line	Responsible Person	Monitoring
1. Students in need of intervention will be reviewed by grade level teams every 6-8 weeks based on collaborative teams and warning systems 2. Students' skill gaps will be aligned to appropriate interventions. 3. Intervention groups will be formed based on needs and both tutoring and during the day interventions will be aligned. 4. PD will be provided on specific strategies. 5. Progress monitoring of specific skills will take place. 6. Parents and students will be engaged in monitoring the learning progression of individual students.	Collaborative teams, IMS, (pulse, achievement series), SIS Professional development, Intervention resources such as PRIM Stipends for tutorial support- Transportation	August 2012 – May 2013 One week from identification Minimum twice month weekly Prior to starting tutoring/weekly review	Instructional Coach, Building Administrator, Counselors Team teachers, tutoring teacher, Counselors Instructional coaches, principals, team teachers, counselors Parents/students	Benchmark and common assessments for progress monitoring, Meeting notes, data collected to review progress Tracking of targeted areas and strategies MyLearningPlan, Achievement Series data Progress monitoring sheet

Strategy 2: Revise the current SST process to improve effectiveness in aligning interventions to demonstrated needs of students and appropriately placing students in intervention groups throughout the tiers of support. To better meet the needs of students requiring additional support, the building level SST structure will be revised to increase efficiency and ensure alignment with district criteria and the Professional Learning Community (PLC) criteria for intervention systems. This PLC criteria outlines that effective frameworks of support need to be systematic, practical, effective, essential, and directive. The PULSE module for at –risk identification and monitoring will be customized to align with the Early Warning System – Middle School version (EWS-MS) developed by the National High School Center.

- The first and foremost support is the core instruction that all students receive from the classroom teacher. Teacher mapping will facilitate systematic monitoring of core instruction in all classrooms. Teachers will benefit from targeted professional development in areas identified for

improvement. An online professional development resource (PD 360) will be accessed to support teachers.

- Teachers will be identified for participation in face to face professional development, both inside and outside of the district, based on the needs identified through teacher mapping.
- Embedded professional development focused on research based instruction and student engagement techniques will occur continuously during two collaboration periods per week throughout the school year. This process will be facilitated by the Instructional Coach.
- The Instructional Coach will model/co-teach lessons using research based instructional strategies and teacher/student use of technology resources.
- Teachers will focus on the essential content and skills identified in the English Language Arts Power Standards and the math benchmarks. This will provide a more narrow curricular focus and a framework for identifying building-wide use of specific instructional strategies that are proven effective.
- Frequent classroom level and common formative assessments will be administered to identify students who lack the prerequisite skills to be successful in core subjects.
- Utilizing the at –risk module for the PULSE system, the EWS –MS version key components will be aligned to the district procedure for early warning identification. The EWS-MS version, a research based component of early identification of at –risk students by the National High School Center, will be used as a replication for the at-risk module within the current data system.
- The data will be analyzed by the grade level/department teams during regularly scheduled collaborative team meetings with the goal of identifying students who need targeted interventions in order to be successful in core classes. Lists will be compiled reflecting students' academic needs aligned to the appropriate intervention strategies and the appropriate group within the tier of interventions.
- Building wide standard intervention protocols will be established as the first line of support for struggling students. These protocols will provide additional time and support for specific student learning gaps identified through benchmark testing (3 times per year) and formative assessments. Students will be provided this extra time and support until they demonstrate proficiency of the identified knowledge and skill deficits.
- Students who are supported with improved core instruction and standard intervention protocols and <u>continue</u> to struggle will receive intensive intervention embedded during the regular school day. Collaborative teams, SST members, administrators, and parents will develop intervention

plans for these students that include additional time and support (up to 60 minutes per day) provided by varied resources (para professionals, co-teachers, classroom teachers who are released to provide interventions via periodic schedule adjustments, administrators, student tutors, high school A+ students, counselors, volunteers, CO personnel, librarian, secretaries, etc.).

- *Teacher teams will do whatever it takes to support improved learning for all students.*

The current action team for data based decisions will develop procedures to ensure this system is put in place. Emphasis will be on developing standard interventions that can be matched to students based on early warning signs exhibited by students and a combination of longitudinal and current student data continuously collected and reviewed to include performance, grades, attendance, discipline referrals, benchmark assessments, and other classroom common assessments. As the process of increasing students' engagement in the planning of their own learning is further developed, interventions can be matched through joint parent/student, and teacher problem solving along with student feedback on their own learning needs

Person responsible for strategy: Building Administrator **Time line:** July 2012

Resources: Data management system – PULSE, SST and professional development will be supported by district funds

Monitoring: Data team reviews of benchmark assessments for at-risk students

Action step	Resources	Time line	Responsible Person	Monitoring
1. PULSE at risk module will be aligned to EWS- MS version. 2. Building and district teams will outline procedures for seamless movement of students through intervention tiers based on data needs. 3. District grade level and SST process will be used to match students to identified academic needs and interventions. 4. Provide PD on interventions, as needed 5. Progress monitor student performance 6. Switch interventions as needed. 7. SST team will intervene when Tier 2 (targeted) interventions are not working.	PULSE & EWS-MS Collaborative team training on data system, IMS, SIS, gradebook Professional development, PD360, PLC days, instructional coach, IMS, SIS	July 2012 August 2012 September 2012 Bi monthly	Tech Director Building Administrator Grade level teams, SST, Instructional Coach, Counselors	Data team review of student progress on benchmark and common assessments Match student progress with research based strategies and to determine cause and effect SST form review, Individual Student Plan review

Key Finding 4: Parents, community members, students, and staff have envisioned a need for the climate and culture of Grandview Middle School to become more child friendly. Key areas of concern were improved safety, greater engagement/relationships, and greater focus on student needs.

Objective 2: Based on focus groups with staff, parents/community, and students, increases will be noted related to positive school culture using feedback and an exit protocol at the end of each focus group with a Likert scale averaging an 8-10 high value related to a positive learning culture at GMS.

Annual progress towards this objective will be measured with feedback from focus groups indicating increased evidence cited supporting an improved culture and with the Likert scale indicting increases. Both the annual and overall 3 year grant expectation would be for the scale to increase to an 8-10 value and be maintained at that high level. Implementation of the strategies and actions related to this objective will be monitored with both implementation and fidelity rubrics associated with specific strategies and actions.

Strategy 1: Focus groups of parents/community, staff, and students will be held at least 4 times during the school year.

As the climate and culture is a continuous cycle and not necessarily linear, this strategy will focus on utilizing an ongoing measure and method to involve stakeholders in the continuous monitoring of the culture needed to implement the MOSIG. All strategies in this grant are designed to have a positive impact on the culture and climate which is necessary for school improvement. The strategies are inclusive of procedures and processes to increase engagement levels of parents, community, and students. Additionally, they are inclusive of designing a system narrowly focused on those specific strategies that will result in improved student outcomes and integrating data systems to make sound decisions. Thus, the objectives, strategies, and action steps designed to increase stakeholder engagement and to focus on increased learning time and quality of instruction will be the foundation by which the culture and climate will increase.

Person responsible for this strategy: Assistant Superintendent C&I **Time line:** October 2012

Resources / funding sources: Focus group sessions will be supported by both SIG and district funds.

Monitoring: Improvement in culture as noted by focus groups

Action step	Resources	Time line	Responsible Person	Monitoring
1. Refine the focus group interview process to include the Likert and exit slip protocol. 2. Establish the calendar for 4 focus groups to be held with parents, community, staff, and student groups. 3. Building and district	Protocol Calendar, phone blast, web page, emails	July 2012 – May 2013 (4 x a year) At conclusion	Assistant Sup't of C&I Principal, leadership team, family community involvement action team	Focus group feedback / exit protocol MIM Surveys on collaborative culture

Action step	Resources	Time line	Responsible Person	Monitoring
leadership teams analyze and reflect on data from focus groups and make changes, as needed.		of each meeting		

Key Finding 5: School wide discipline referrals and attendance rates are not at expected levels, with additional concerns with the high number of students with 6 or more office referrals

Objective 3: By the end of 2015, the number of students with 0-1 office referrals will increase to 90% or better and the number of students with 6 or more office referrals will decrease to less than 5% and attendance maintained at 95% or better.

Strategy 1: Implement Positive Behavior Intervention Support Systems (PBIS) as a school wide plan. For the 2012-13 school year, PBIS will be implemented. As part of a pre-implementation strategy, a PBIS team will be formed, staff awareness and buy-in will be obtained. The RPDC consultants will begin providing support to the team with a plan for summer professional development in the summer of 2012 and building-wide implementation for the 2012-13 school year. PBIS is a school-wide behavior system which is research based and has proven to be effective if implemented with fidelity.

Person responsible for strategy: Building Administrator **Time line:** March 2012

Resources / Funding sources: PBIS team will be supported by SIG funds, RPDC consultant will be supported through other state funds

Monitoring: Reduction in office discipline referrals and increase in attendance rates and implementation fidelity checklists

Action step	Resources	Time line	Responsible Person	Monitoring
1. Provide awareness of PBIS and garner staff commitment. 2. Form a PBIS team 3. Provide 2 days of training for the team. 4. Teams meet monthly to coach implementation. 5. Teachers develop matrix and procedures. 6. Teams utilize the DMR/Data team process to determine impact and make adjustments at the school, grade, class, and student levels.	RPDC consultants RPDC, PBIS team – stipends Materials/supplies for implementation IMS, PBS, IPI, MSIP	January 2012 July 2012 Ongoing July 2012 – ongoing collaboration	Building Administrator, Leadership Team, PBIS team, KCRPDC	Monitoring of implementation will be with PBIS fidelity measures. Monitoring of outcomes will be analysis of discipline referrals

Strategy 2: Utilize Behavior Intervention Support System (BIST) as an intervention for students with significant behavior needs.

The BIST (Behavioral Intervention Support Team) is a team of well- trained behavior consultants who utilize research based strategies to assist teams of teachers in implementation of plans for students demonstrating chronic behavior issues. As a pre-implementation strategy, BIST consultants working with the Grandview School District will assess immediate needs for students experiencing significant behavioral issues based on numbers of office referrals. As follow-up to this assessment, staff will provide the school intervention team (SST) will specific strategy suggestions for students with behavioral needs. This strategy will be targeted to the students at the Tier 3 (individualized) level of intervention needs. This strategy will occur simultaneously with the implementation of PBIS, as needs for both the Tier 1 (core instruction) and Tier 3 (individualized instruction) are evidenced. Recent study of the literature related to development of multi-tiered support systems indicates that secondary schools may need to consider addressing multiple tiers at the same time, for students' behavioral and academic deficits may necessitate a joint focus on all tiers. (Fuchs and Fuchs, 2010) The concept of students establishing behavior goals and monitoring their progress towards those goals is also supported in the research.

Person responsible for strategy: Building Administrator **Time line**: March 2012

Resources: BIST Consultants will be supported by SIG and District funds

Monitoring: Office discipline referrals and student progress on individualized plans will be monitored

Action step	Resources	Time line	Responsible person	Monitoring
1. Through a team review of data on discipline referrals with the use of the PULSE module, students in need of behavioral planning will be identified. (pre-implementation)	BIST support staff IMS/SIS Referrals	March 2012 August, 2012	Building Administrator, team teachers, counselors, SST team, BIST consultant	Office discipline referrals Progress on individual behavior plans
2. Schedule BIST support for all SST meetings (weekly)				
3. Develop individualized behavior plans as needed with staff, parent, and student input.	Behavior plan protocol			
4. Progress monitor behavior plan, incorporating student engagement.	Intervention resources from Rti/PRIM			
5. Teams monitor the plans weekly.				
6. Provide PD to support the process.				

Strategy 3: Implement Check and Connect school wide for students with significant behavior and attendance needs.

Check and Connect is an evidence based practice to provide a method to monitor and build relationships with at –risk students and their families. It is both a Tier 2/targeted and Tier 3/individualized intervention for students in need of support beyond the core instructional level. Check and Connect matches at-risk students to an adult in the school who can check in with the student to address issues, set goals, and monitor progress. This process builds a trusting relationship between the adult and the student and allows students with an opportunity to reflect and monitor their individual behavior and learning goals. Additionally, he What Works Clearinghouse has indicated this program as having positive effects on student dropout rates. This program is based on research, resiliency and positive school – home relationships. Check and Connect to promote greater student engagement within the school as evidenced by improved attendance, discipline, and grades.

Person responsible for strategy: Building Administrator **Time line:** September 2012

Resources / funding sources: Adult mentors and training will be supported by SIG funds, Trainers will be supported with other state funds

Monitoring: Grades, attendance and discipline referrals on participating students, implementation fidelity guidelines.

Action step	Resources	Time line	Responsible person	Monitoring
1. Identify adults to be trained as Check and Connect providers.	Adult mentors	July 2012	Coordinator of Special Services, Building Administrator	Data review of participating student on a quarterly basis (grades, attendance, discipline) Data aligned to connection data
2. Provide training for all adults .	Professional development in Check and Connect	August 2012		
3. Provide awareness to the school community regarding the availability of the program.	Use of Pulse – EWS – MS	September 2012		
4. Identify students who match that intervention based on the Early Warning System (EWS).	Collaborative team monitoring	Ongoing		
5. Monitor progress of individual students using the EWS system.				
6. Monitor the impact of the program using all data sources and the DMR process.				

Key Finding 6: The district has a strong curriculum and assessment framework, which will help ground much of the work necessary to improve student outcomes and implement this plan. With the transition to Common Core State Standards (CCSS), this area will need to be continuously assessed and monitored as part of the overall grant implementation.

Objective 4: By 2012, a systematic monitoring of delivery of a guaranteed and viable curriculum by building and central office administration will be in place as demonstrated by 100% of the essential components marked as in place.

Progress towards this objective will be evaluated yearly by review of the monitoring system indicating that all necessary components are in place. This monitoring will occur 2 times a year during the 3 year period of the grant with 100% compliance to all curriculum indicators in place.

Strategy 1: A district wide team of administrators, teachers, and instructional coaches will monitor on a quarterly basis the curricular needs, changes, or supports necessary for full grant implementation.

The district has invested in providing the curricular supports necessary for implementation of a strong foundation. The following essential steps are necessary for this continued focus:

1. Teachers will calibrate scoring and spend time studying samples of student work to identify what students have learned and what they still need to learn.
2. Performance on standardized and common formative and summative assessments will be analyzed in collaborative team meetings.
3. Specific students from each subgroup will be identified for ongoing interventions in an effort to meet AYP proficiency targets.
4. Students will be selected for interventions based on trajectory of progress toward proficiency in math and English Language Arts.
5. The progress monitoring in math will be based on performance on benchmark assessments, scrimmages and assignments. Progress in English Language Arts will be based on common assessments and assignments.
6. Building administrators will spend a minimum of 40% of their time in classrooms monitoring the degree to which curriculum implementation follows established pacing guides, consistency, the effectiveness of instructional strategies, and the level of student engagement.
7. A district staff mapping process will be used to capture data for analysis and feedback to teachers. The data will be used to guide decisions about changes that need to occur to better meet the learning needs of all students.

Person responsible for strategy: Director of C&I **Time line:** January 2012

Resources / funding sources: Monitoring checklist, Data management system, curriculum management system with district funds

Monitoring: Monitoring checklist and review of SMART goal progress

Action step	Resources	Time line	Responsible person	Monitoring
1. Curriculum for math and English Language Arts will be entered into the curriculum management system along with pacing guides that include teaching and testing windows.	District curriculum that includes learning targets tied to CCSS for English Language Arts and Benchmarks for math Build Your Own Curriculum (BYOC) curriculum management system	January 2012 – May 2012	Director, Curriculum and Instruction	Periodic checks during Curriculum and Instruction weekly meetings
2. Administrators will monitor curriculum implementation, instruction, and student engagement.	Common District Walkthrough Form	Ongoing	Central Office and Building Administration	Building administrators will spend a minimum of 40% of their time monitoring in classrooms.
3. Grade level/department teachers will analyze data to identify targeted SMART Goals. Collaborative teams meeting two times per week will develop rubrics to define proficiency and create common assessments to monitor progress toward proficiency of the SMART Goals. Results of assessments will be charted. Teachers will share best practice for teaching the content and	SMART Goals Rubrics Common Assessments Anchor Lessons Data Charts Student Work	Ongoing	Central Office Administration Building Administration Instructional Coach Teachers Students Parents	Progress will be monitored by teachers, coach, administrators and students each time a formative SMART Goal assessment is administered (every 3 to 4 weeks). Principals throughout the district will

Action step	Resources	Time line	Responsible person	Monitoring
skills identified in SMART Goals. Teachers will agree to teach anchor lessons, score assignments and assessments together and help each other group students based on the data. Teachers will research effective intervention strategies and provide small group instruction utilizing the strategies. Administrators and instructional coach will monitor SMART Goal progress.				periodically review the articulation of all building and district SMART goals to ensure increased rigor at each level and consistency of rigor expected across districts.
4. Teachers will review and revise common assessments to meet expectations of CCSS. Appropriate changes will be made in Achievement Series.	CCSS DESE CCSS Crosswalk Common Assessments	Ongoing	Central Office Administration Building Administration Instructional Coach Teachers	Central Office Administration Building Administration

The above four objectives and related strategies target the facilities, instructional structures, and support needed to support improving student outcomes for Grandview Middle School. They specifically address the following intervention structures: school culture / climate for change, student behavior, motivation, safety, attendance, student engagement, and curriculum and management system supports. As a collective group of integrated strategies, these strategies will support the learning environment and structures necessary for successful implementation of the MOSIG with the ultimate and immediate goal of improved student performance.

Goal 4: Parent and Community Involvement

Key Finding 7: Although parent and community involvement has improved and planning has targeted needs, there is a limited collaborative relationship and participation between parents and school.

Objective 1: Meaningful parent and community involvement that is related to the well- being and learning needs of students at Grandview Middle School will increase as measured by MIM surveys and parent focus groups, with the MIM assessment survey increasing to 4.0 or better level of implementation.

Annual progress towards attainment of this goal will be monitored through the MIM self-assessment indicating progress towards the indicators related to increased and meaningful parent and community involvement with the overall goal of attaining an implementation level of 4.0 or better. The overall grant three year progress will be measured by maintaining this implementation rating at this level or higher. Additional data from Goal 3, Objective 2 with focus groups will also provide markers for review of this objective. Implementation levels will be monitored through specific implementation rubrics related to the strategies and action steps aligned to this objective.

Strategy 1: A parent and community focus group will partner in the planning and implementation of meaningful parent/student activities. GMS has established a Parent and Family Involvement Action Team and as a result has organized a Parent Resource Center. Through the expansion of this team with family and community members, there will be a collaborative effort to organize activities that jointly support student and parent engagement. To support this process, a part time parent liaison will be hired to help facilitate these processes. In addition, community groups with a strong background in aligning school and parent resources will be utilized to assist in these endeavors. Specifically, Practical Parenting Partnership and KC-LINC will be used. Meaningful parent involvement increases student engagement and has a positive impact on student achievement.

Person responsible for strategy: Family & Community Action Team **Time line**: May 2012

Resources / funding sources: Parent liaison, materials, and consultant assistance will be supported with SIG funds, work of Family and Community Action team will be supported with the MIM grant

Monitoring: MIM self -assessment will indicate deep implementation and parent focus groups will provide positive feedback

Action step	Resources	Time line	Responsible person	Monitoring
1. Action team of staff, community, parents, and students will review data to determine needs. 2. Team will plan and implement at least one parent / student activity quarterly. 3. Team will gather data regarding both the participation level and the feedback of all activities. 4. Parent, student, community, and school activities will occur at least quarterly	Focus group IMS, SIS Meetings scheduled Supplies / materials Determined by needs of parents, Sign in sheets, Surveys	July 2012 September 2012 through May 2013	Building Administrators, Family and Community Action team, Parent Liaison	MIM assessment will indicate levels of 4 or better indicating high level of implementation The focus group feedback will demonstrate increases in attendance

Action step	Resources	Time line	Responsible person	Monitoring
5. Part time Parent liaison will be hired and will participate in all steps above.	Hourly stipend for part time liaison			

Strategy 2: Through the DMR and Data Team process, Year 2 Implementation will include the training of parents and students to be involved in analyzing, their own student data and establishing specific goals. Year 1 implementation may include a pilot of the procedures developed through professional development.
This strategy will involve increasing the amount of conference time for parents, staff, and students. It will also involve professional development for both parents and students in how to analyze specific data sources and set goals. An additional component will be increasing the relationship building between staff and students through mini conferences with students at the beginning of the year. These conferences will benefit students through having the opportunity to analyze/discuss their learning interests, perceived weaknesses in skills/strategies and learning styles with their classroom teacher. The literature from Alfred Tatum suggests that the mini conference with students and teachers addressing learning interests/styles is a missing piece in addressing the unique learning needs of African-American adolescent males. (Tatum, Alfred, 2005)

Person responsible for strategy: Building administrator **Time line:** January 2013

Resources / funding sources: Professional development in aligning Data team to student engagement, stipends for expanding student / parent conferences will be supported by SIG funds

Monitoring: Additional conference time monitored compared to student performance on benchmark assessments

Action step	Resources	Time line	Responsible person	Monitoring
1. District and building teams will outline procedures and processes to be used to integrate the data team process further with greater parent and student involvement.	Professional development (Lead and Learn / RPDC) RPDC	January 2012	Data Action team, building leadership team, principals, instructional coach	Alignment of data on additional conferences aligned to student outcome data Feedback from participating staff / parents / students from pilot group
2. PD will be provided to staff to increase their skill level in this implementation.	Conferences Stipends for additional conference time	July 2012-Monthly		
3. Stipends will be paid to staff members in year 1 for additional parent/student conference piloting procedures.		July 2012 – June 2013		
4. Parent and student input will be gathered related to	Surveys,	September 2012		

Action step	Resources	Time line	Responsible person	Monitoring
this process 5. Year 2 implementation will include mini conferences with students during the first 2 weeks of school and additional parent, student, staff conference in the spring.	feedback forms IMS	August 2013 – September 2013		

The above 2 strategies represent a plan to increase parent, community, and student involvement. These strategies are designed to further increase the collaborative engagement levels of parents and students in analyzing and planning learning goals.

Goal Area 5: Governance and Leadership

Key Finding 8: A change in building leadership was made for the 2011-12 school year along with internal changes in the building leadership team function. Positive feedback and progress have been noted with these changes which will need to be monitored continuously to ensure that overall governance and leadership structures support the initiatives targeted for positive student outcomes.

Objective 1: District personnel will conduct a yearly evaluation of building leadership using multiple data sources including but not limited to student achievement results, SIG, MIM and DMR rubrics for leadership assessment which will indicate a governance and leadership structure at a high level (proficient to exemplary). Annual progress towards the attainment of this goal will be completed with an analysis of the rubric developed for leadership and will be reviewed at least quarterly. The overall 3 year grant progress related to leadership will indicate overall growth in building leadership and maintenance at high levels.

Strategy 1: Conduct quarterly, a review of all data sources related to essential skills and culture necessary to implement the intervention plan for the MOSIG.

The leadership in the building is critical for deep implementation of identified priorities of the plan. As the change in leadership structure is recent, this strategy will focus on the identification and integration of those essential features deemed critical to implementation of the plan. These features will be integrated from the implementation rubric of the MOSIG, Data team leadership, and the MIM critical indicators of leadership.

Person responsible for the strategy: Assistant Superintendent of C&I **Time line:** July 2012

Resources / funding sources: Integrative rubric and follow-up conferences will be with district funs

Monitoring: Use of the rubric in district/building data talks and reflection

Action step	Resources	Time line	Responsible person	Monitoring
1. District and building	Evaluative	July 2012	Asst Sup't C&I,	Use of evaluative

Action step	Resources	Time line	Responsible person	Monitoring
administrative team will review the leadership rubrics from MOSIG, MIM, and Data team implementation. 2. From the above sources, clarity will be established on the monitoring tools and related expectations. 3. The DMR process will be used to tie the above data pieces (cause data) to the student performance goals (effect data.) 4. A schedule for collaborative review will be determined....monthly to quarterly dependent on measure.	rubric from MOSIG, MIM, DMR Student achievement data, data from rubrics Conference summary sheet	August 2012 ongoing	Building Administration	leadership rubric in data conference (aligning leadership components to student outcomes), conference summary sheet

The above strategy is designed to provide and maintain the governance and leadership structures necessary to support the MOSIG implementation with the ultimate goal to improve student outcomes. It provides for an evaluation and reflection of practices based on both components in place within the leadership realm with the trends in student outcome data.

VII.A. 1.2.c. Supports Provided at the District/Central Office Level

The district administrative team has demonstrated in prior activities their commitment to supporting school improvement initiatives at Grandview Middle School. In planning the MOSIG plan, the district administrative team has focused on both their role and specifically how they support Grandview Middle School in maintaining a strong focus on the goals of this grant. The following chart outlines the district level support that will be in place to support the above intervention plan for Grandview Middle School

District level activities	Responsible Staff	Staff Responsibilities / commitments
Overall grant coordination, monitoring, and evaluation.	Assistant Sup't for C&I	-Provide leadership - Monitoring / feedback to implementation
Assist GMS to prioritize on focused needs and remove non-essential tasks.	District and building administrative teams	-Meet regularly to ensure prioritization of grant activities in relation to district expectations.
Eliminate GMS participation in district activities that may not be aligned to the grant (i.e. district C&I days if not aligned to MOSIG plan for GMS)	Superintendent, Assistant Sup't for C&I, Director of C&I	-Meet regularly to discuss district expectations and activities to make the determination of GMS level of participation.
Provide data in a usable format for	Director of Instructional	-Participate in data ID with staff

District level activities	Responsible Staff	Staff Responsibilities / commitments
team review of impact of strategies at school, grade, class and individual student progress	Technology, Direct of C&I, District Instructional Coach, Assistant Sup't for C&I, Data Analyst	and be able to assist with providing data in an easy to use format.
Provide a guaranteed and viable curriculum for staff implementation	Director of C&I, District Instructional Coach, Assistant Sup't for C&I	-Ensure strong curriculum, related supports, and clarity on curriculum expectations.
Provide support to school wide efforts in implementation	Board of Education	-Verbal commitment to support district implementation, commitment to support necessary district resources.
Provide district level expertise to the implementation of the MOSIG.	District administrative team	-Problem solve with the building administrative team and building leadership team to celebrate successes and find solutions to obstacles. -Support the use of other district staff to assist with implementation when needed.
Provide a school calendar structure to allow for team collaboration and problem solving of student learning needs.	District administrative team, Board of Education	-Ensure collaboration time for implementation of MOSIG goals. -Assist in structuring PLC time to address MOSIG goals
Flexibility to building administrative team to recruit the best teachers	Assistant Sup't of Human Resources, Superintendent	-HR dept will work closely with GMS representatives to provide increased opportunities to attend recruitment fairs, to review applications, to provide input into job searches -Increased training in regard to effective and efficient interviewing strategies and techniques -HR will work closely with GMS representatives to develop and monitor enrollment projections which will predict potential subject offerings, thus anticipating further staffing needs.
Provide accessible and efficient instructional management systems to staff.	Director of Instructional Technology, Assistant Sup't for C&I, Data Technicians	-Timely response to issues related to the accessibility and / or utility of district systems.
Provide support to identify and provide support for PD identified through the Teacher Mapping Process.	District C&I staff, Instructional coach (s)	-Research and identify options for professional development needs, problem solve and support teachers in aligned professional

District level activities	Responsible Staff	Staff Responsibilities / commitments
		development to needs.
Support building MOSIG instructional strategies through being visible and present.	District C&I staff, Instructional coach(s)	-District staff will participate in all professional development activities and data reviews. -District staff will participate in classroom and building observations and provide input for weekly and monthly progress monitoring

The District Administrative team will strive to maintain the necessary level of support to Grandview Middle School in the implementation of the MOSIG. They will continue to reflect and strategize on the necessary support through their weekly meetings.

Section VII A: Alignment of Other Resources to Interventions

Key Finding of the Needs Analysis of Grandview Middle School	Pre-Implementation Interventions Aligned to Key Findings and Goals	Additional Resources that will Support Interventions	Timelines	Responsible Staff
Key Finding 1: GMS student performance in communication arts and math has not demonstrated significant growth. For the year 2011, there was a slight decrease from prior two years in both areas with 36.1% of students proficient/advanced in communicatin arts and 32.7% proficient/advanced in math with some subgroups of students showing regression. **(Goal: Student Achievement)**	* Layered Curriculum - Pilot Group SPED * MIM Action Plan (Bulldog Time) * PD on data-driven decision making * PD in Co-Teaching * IPI Implementation/analysis	* Development of rubric/consultants * Two days of training provided through SPED * Support of MIM facilitator to review and evaluate the MIM Action Plan * Power Standards * SMART Goals * Math Benchmarks	September 1, 2011	Building Administration Special Education Staff MIM Facilitator Data Trainers
Key Finding 2: There is evidence of a discrepancy between High Quality professional development provided and the deep implementation of research based strategies in the classroom, which has been also impacted by high staff turnover. **(Goal: Highly Qualified Staff)**	* MIM Action Plan * Teacher Mapping Process Developed * IPI Implementation/analysis * Fidelity checks	* MIM facilitator and DESE meetings * Building Administration and Central Office support with Board Approval	September 1, 2011	Building Administration, MIM Facilitator, Central Office Administration
Key Finding 3: The number of students performing below the expected levels is greater than 60% for both communication arts and math. This raises the question as to the efficacy of the current structures of support being utilized for student intervention and the need for more systematic and timely interventions. **(Goal: Facilities, Instruction, and Support)**	* SST Process	* District technology to analyze data	September 1, 2011	Counselors, Teachers, Administrators
Key Finding 4: Parent, community members, students, and staff have envisioned a need for the climate and culture of Grandview Middle School to become safe and more child friendly. Key areas of concern were improved safety, greater engagement/relationship, and greater focus on student needs. **(Goal: Facilities, Instruction, and Support)**	* Parent Resource Room * Check and Connect * MIM * Parent Focus Groups	MIM facilitator, Jerry Valentine PD	September 1, 2011	Parents, Community Resources, Administrators, Teachers
Key Finding 5: School wide discipline referrals and attendance rates are not at expected levels with additional concerns with the high number of students with 6 or more office referrals. **(Goal: Facilities, Instruction, and Support)**	* BIST Consultants * PBIS System Planning * Monitor Attendance * Provide incentives for behavior	* Ozanam Consultants * KC RPDC * Re-Discover Mental Health * Rose Brooks	January 1, 2012	Ozanam Consultants, KCRPDC Trainers, Teachers, Administrators

Key Finding 6 The district has a strong curricular and assessment framework which will help ground much of the work neecessary to improve student outcomes and implement this plan. With the transition to common core standards, this area will need to be continuously assessed and monitored as part of the overall grant implementation. **(Goal: Facilities, Instruction, and Support)**	* Power Standards * SMART Goals * Math Benchmarks * Grade Level Expectations * PULSE	* District technology to analyze data	August 1, 2011	Assistant Superintendent of C & I, Director of C & I
Key Finding 7: Although parent and community involvement has improved and planning has targeted needs, there is a limited collaborative relationship and participation between parents and the school. **(Goal: Parent and Community Involvement)**	* Parent Resource Room * BIST Support * MIM * PTA	* Business Partners	August 1, 2011	Parents, Community Resources, Administrators, Teachers
.Key Finding 8: A change in building leadership ws made for the 2011-2012 school year along with internal changes in the Building Leadership team function. Positive feedback and progress have been noted with these changes which will need to be monitored continuously to ensure that overall governance and leadership structures support the initiatives targeted for positive student outcomes. **(Goal: Governance and Leadership)**	* Interim Principal was hired in August * Leadership Team Meetings	Support through the Central Office Administrators and the Board of education.	August 1, 2011	Central Office Administrators, Board of Education
Key Finding of the Needs Analysis of Grandview Middle School	**Interventions Aligned to Key Findings and Goals**	**Additional Resources that will Support Interventions**	**Timelines**	**Responsible Staff**
Key Finding 1: GMS student performance in communication arts and math has not demonstrated significant growth. For the year 2011, there was a slight decrease from prior two years in both areas with 36.1% of students proficient/advanced in communicatin arts and 32.7% proficient/advanced in math with some subgroups of students showing regression. **(Goal: Student Performance)**	* CRISS * Layered Curriculum * Focused Tutoring * Reading Consultants * Math Consultants * Expand Read 180 * Data team will progress monitor to target needs within support systems * Student Success Teams * IPI	* Special education grant	July 1, 2012	Building Administration, MIM Facilitator, Central Office Administration

Key Finding 2: There is evidence of a discrepancy between High Quality professional development provided and the deep implementation of research based strategies in the classroom, which has been also impacted by high staff turnover. **(Goal: Highly Qualified Staff)**	* Teacher Mapping * Coaching and Mentoring (based on teacher mapping * Build a sound curricular foundation, teacher pedagogy of teaching * Teacher participation in Lesson Study * Data team Professional Development/Support in Decision Making for Results to integrate best practice to school improvement * Co-teaching teams will improve skills and use a higher level co-teaching structure.	* Special education grant	January 1, 2012	Building Administration, MIM Facilitator, Central Office Administration
Key Finding 3: The number of students performing below the expected levels is greater than 60% for both communication arts and math. This raises the question as to the efficacy of the current structures of support being utilized for student intervention **(Goal: Facilities, Instruction, and Support)**	* BIST Consultants * PBIS Planning/Implementation * Student Success Teams	* Ozanam Consultants * KC RPDC * Re-Discover Mental Health * Rose Brooks	January 1, 2012	Counselors, Teachers, Administrators
Key Finding 4: Parent, community members, students, and staff have envisioned a need for the climate and culture of Grandview Middle School to become safe and more child friendly. Key areas of concern were improved safety, greater engagement/relationships and greater focus on student needs. **(Goal: Facilities, Instruction, and Support)**	* Parent Resource Room * PTA * Parent Link * Parent Communications / Trainings * Community Involvement/Partnerships * Check and Connect	* Rose Brooks	August 1, 2011	Ozanam Consultants, KCRPDC Trainers, Teachers, Administrators
Key Finding 5: School wide discipline referrals and attendance rates are not at expected levels with additional concerns with the high number of students with 6 or more office referrals. **(Goal: Facilities, Instruction, and Support)**	* PBIS * BIST Consultants * Student Incentives	* Ozanam, Consultants * KCRPDC * Re-Discover Mental Health	January 1, 2012	Assistant Superintendent of C & I, Director of C & I
Key Finding 6: The district has a strong curriculum and assessment framework which will help ground much of the work necessary to improve student outcomes and implement this plan. With the transition to common core standards, this area will need to be continuously assessed and monitored as part of the overall grand implementation. **(Goal: Facilities, Instruction and Support)**	* Power Standards * SMART Goals * Math Bench marks * Grade Level Expectations * Student Success Team	* District technology to analyze data	August 1, 2011	Parents, Community Resources, Administrators, Teachers

Key Finding 7: Although parent and community involvement has improved and planning has targeted needs, there is a limited collaborative relationship and participation between parents and the school. **(Goal: Parent and Community Involvement)**	* Parent Resource Room * PTA * Parent Link * Parent Communications /Trainings * Community Involvement/Partnerships * Check and Connect * Parent Liaison	* MIM Grant * Special education grant	September 1, 2011	Parents, Community Resources, Administrators, Teachers
Key Finding 8: A change in building leadership was made for the 2011 -2012 school year along with internal changes in the Building Leadership Team function. Positive feedback and progress have been noted with these changes which will need to be monitored. **(Goal: Governance and Leadership)**	* Administrative Staff * Central Office Support * Board of Education Support	Support through the Central Office Administrators and the Board of education.	March 1, 2012	Superintendent, Assistant Superintendent of C & I, Assistant Superintendent of HR

SECTION

VII C

SECTION VII C – LEA/DISTRICT ACTIONS

This section will add specific details related to the intervention plan outlined in Section A. When the plan is fully implemented, it will drive significant change for Grandview Middle School. The current School Improvement Plan, written by the Grandview Middle School staff will be implemented during the 2011-2012 school year with pre-implementation interventions beginning November 2011. The SIG plan will include a detailed process which will identify key findings which will drive the goals, objectives, strategies, action steps and checks for fidelity. All objectives will be monitored and measurable and will insure that fidelity of plan implementation is addressed. This section will align the key findings, goals, objectives, strategies, action steps, and fidelity checks with Grandview Middle School and District improvement plans. Staff will be identified for each step and timelines will be established so that the plan is very clear and specific to the needs of the school. Through this plan, Grandview Middle School will increase learning time for students through providing tutoring four days a week before or after school for an additional 60 minutes per day, increased professional development for all staff on specific strategies that will drive learning standards in the curriculum, increased observations and supervision of all teachers with rubrics developed to identify concerns or areas of need for additional professional development, and specific steps to check for fidelity of all activities and provide feedback as needed. These efforts will be supported through the building administration, teachers, district staff, board of education, teacher unions, and parents and community. Incentives and stipends will be provided to support teachers in the implementation of the plan.

SECION VII C – 1 – Design and implementation of interventions for Grandview Middle School

Mrs. Lisa Walker, Assistant Superintendent of Curriculum and Instruction, Susan Kirkpatrick, Assistant Superintendent of Human Resources, and Jennifer Price, Principal of Grandview Middle School will work with the Kansas City Regional Professional Development Center and UMKC consultants to assist with this Transformation Plan.

Recent research from the U.S. Department of Education suggests that the Transformation Model can be effective when specific strategies are implemented. During this process Grandview Middle School will have a focus on the following five priorities:

1) Implement one plan
2) Set ambitious targets for improvement
3) Design a plan for recruiting, evaluation , and retaining the best teachers and leaders – and removing those who are ineffective
4) Identify high-risk students and create opportunities to be successful
5) Demonstrate teacher commitment

Based on the significant results of a thorough needs analysis, the staff and community of Grandview Middle School has selected the Transformational Model for improvement. Specific implementation strategies are:

1) Replace the principal and grant the principal sufficient operational flexibility to implement the plan fully with a comprehensive approach in order to substantially improve student achievement outcomes
2) Develop rubrics through teacher mapping and district evaluation process that will provide the data necessary to screen existing staff, provide professional development when identified, and remove ineffective teachers
3) Implement strategies such as increased professional development opportunities , more flexible work conditions, incentives for teachers which are designed to retain staff with the skills necessary to meet the needs of the students
4) Provide professional development and implement instructional strategies for universal, targeted, and individualized levels of instruction which are research based and evidence based in both math and communication arts.
5) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with Grandview Middle School's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have capacity to successfully implement school reform strategies
6) Use data to identify and implement an instructional program that is research-based and aligned from one grade to the next as well as aligned to State academic standards
7) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic and behavioral needs of students
8) Establish schedules and implement strategies that provide increased learning time
9) Provide a building wide system that will address behavioral concerns, attendance, and interventions for Tier II and Tier III students
10) Provide increased support and involvement with parents and community that will drive supports for students.

This plan is based on the initial needs assessment. Key findings have been aligned to the state goals. The objectives, strategies, and action steps then drove the creation of the timelines and budgets of the plan to ensure alignment. The following is a narrative version for a more detailed description of identified state goals with the key findings of the needs analysis.

Goal Area	Aligned Key Findings
Student	**Key Finding 1:** GMS student performance in Communication Arts

Performance	and Math has not demonstrated growth. For the year 2011, there was a slight decrease from the prior 2 years in both areas with 36.1% of students proficient / advanced in communication arts and 32.7% proficient / advanced in math with some subgroups of students showing regression.
Highly Qualified Staff	**Key Finding 2**: There is evidence of a discrepancy between High Quality Professional Development and the deep implementation of research based strategies in the classroom which has also been impacted by high staff turnover.
Facilities, Instruction, and Support	**Key Finding 3**: The number of students performing below the expected levels is greater than 60% for both communication arts and math. This raises the question as to the efficacy of the current structures of support being utilized for student intervention and the need for more systematic and timely interventions. **Key Finding 4**: Parents, community members, students, and staff have envisioned a need for the climate and culture of Grandview Middle School to become more child friendly. Key areas of concern were improved safety, greater engagement / relationship, and greater focus on student needs. **Key Finding 5**: School wide discipline referrals and attendance rates are not at expected levels with additional concerns with the high number of students with 6 or more office referrals. **Key Finding 6:** The district has a strong curriculum and assessment framework which will help ground much of the work necessary to improve student outcomes and implement this plan. With the transition to common core standards, this area will need to be continuously assessed and monitored as part of the overall grant implementation.
Parent and Community Involvement	**Key Finding 7**: Although parent and community involvement has improved and planning has targeted needs, there is a limited collaborative relationship and participation between parents and the school.
Governance and Leadership	**Key Finding 8:** A change in building leadership was made for the 2011-12 school year along with internal changes in the Building Leadership team function. Positive feedback and progress have been noted with these changes which will need to be monitored continuously to ensure that overall governance and leadership structures support the initiatives targeted for positive student outcomes.

The following section summarizes the strategies related to each key finding organized by the five major goal areas. With each goal area, further details are provided related to the budget, monitoring, alignment of other resources, district policy and practices revisions, and the sustainability of practices deemed to have high impact based on program evaluation procedures.

Goal 1: Student Performance

To dramatically improve the quality of educational/instructional programs and the performance of students, Grandview Middle School has set ambitious and achievable objectives. By 2015, 100% of the students at Grandview Middle School will be proficient in communication arts and 100% of the students will be proficient in mathematics as evidenced by the MAP scores in communication arts and mathematics. This goal addresses the key finding 1 indicating inadequate student performance in communication arts and math. To meet these objectives:

- Teachers in all content areas will implement lessons that utilize the entire class time, are aligned from one grade to the next, use research based strategies, and are aligned to state standards
- Communication arts and mathematics consultants and coaches will model, collaborate, and provide specific descriptive feedback to communication arts and math teachers regarding lessons, instruction and data analysis
- Implementation of research based practices will be prioritized with the addition of Project CRISS for literacy and a math benchmarking process for math to strengthen instruction at the Tier 1/core levels of instruction
- Read 180 will be enhanced and the Strategic Instruction Model adopted for Tier 2/targeted and Tier 3/individualized instructional strategies. The math benchmarking process will also be used to target specific strategies for intervention with struggling students at all tiers in math
- Data teams, professional development committee, and administrative teams will focus on analyzing and utilizing student results on all assessments to change instruction to meet student needs

Specific action steps related to this plan are outlined in the strategy charts below and are also in the summary chart which follows this section.

Objective 1: 100% of the students at Grandview Middle School will be proficient in Communication Arts and Mathematics as evidenced by MAP scores at the end of the three year plan – 2015 by increasing the number of students at the top 2 levels by at least 20% annually.

Objective 2: Improve student achievement in the area of communication arts and mathematics on the 6th, 7th, and 8thgrade MAP to exceed the NCLB AYP benchmarks, by decreasing the percentage of students scoring in the lower levels by 20% annually over 3 years.

Strategy 1: A Data Team process integrated with School Improvement process, student outcome data will be utilized to drive evidence based instructional practices at the Tier 1 / core, Tier 2 / targeted, and Tier 3 / individualized levels of instruction in both communication arts and math.

Person Responsible for strategy review and implementation: Director of C&I; **Time line**: March 2012 & July 2012; **Resources**: PD with Lead and Learn and RPDC; **Monitoring of strategy:** Data team fidelity rubric will be completed at 6-8 week data team meetings by an assigned team members and benchmark assessments in communication arts and math will be monitored every 6-8 weeks by team members and Instructional coach. This measurement will include a checklist indicating whether key skills for data team implementation are at the high level of performance and the benchmark assessments will indicate the number of students progressing to expected levels.

Action step	Resources	Time line	Responsible person	Monitoring
1.PD on both the DMR / Data Team process with small team 2. Teams analyze / reflect on PD to determine integration with SI Process (pre-implementation) 3. Teams select strategy (ies) to engage students and parents in the process. 4. Develop a fidelity checklist with RPDC for collaborative team work in the above 5.Provide staff PD(building team and RPDC or consultant) 6. Monitor the impact of process on an ongoing basis.	Lead and Learn Seminar Bldg. team work RPDC consultation	March 2012 March 2012 July 2012	Director of C&I, Building Administrator	-Number of Data team sessions per team -Data team implementation rubric -Progress on math and comm. Arts benchmarks

Budget Detail for Strategy	Subs / Salaries	Purchase Services	Materials/ Incentives	Other District Supports
Step 1: DMR / Data team seminar **PRE-IMPLEMENTATION**		Registration(10 @ $690 = $6900 Travel/Expenses $ 5180		Subs for teachers
Step 2: Data team meetings/planning **PRE-IMPLEMENTATION**	Stipends: 14 hours @22 per hour $1980 Benefits $220			
Step 3: RPDC assists with selection of strategies				KCRPDC
Step 4: Fidelity checklists are created				KCRPDC
Step 5: Expand staff PD on DMR/ Data team				Data Team provides PD
Step 6: Process to monitor the impact of strategies is established				

Budget Detail for Strategy	Subs / Salaries	Purchase Services	Materials/ Incentives	Other District Supports
Total for strategy	$2200	$11,970		

Strategy 2: The Project CRISS framework for content literacy will be implemented at the Tier 1 /universal (core) level of instruction.

Person responsible for strategy implementation and review: District and building instructional coaches

Time line: August 2012; **Resources:** Professional Development – consultant / stipends / materials

Monitoring: Fidelity checks of implementation according to standards, benchmark assessments in communication arts, and student self- assessment of strategy use will be the key monitoring tools. The program fidelity checks will ensure implementation with monitoring a continual progress in the number of areas implemented correctly and will be completed monthly. The benchmark assessments in communication arts will demonstrate the number of students progressing to expected levels and will be completed four times a year.

Action step (s)	Resources	Time line	Responsible person	Monitoring
1. Provide PD for 26 staff members. 2. Resource materials 3. PD for intensive training for instructional coaches 4. Process for fidelity checks. 5. Process for peer coaching for deeper implementation.	2 days (stipend)(26 staff) -45 resource manuals - Follow – up site visits from trainers.	August - 2012 – through July - 2013	Instructional coach	-Walk through with rubric -Fidelity checks - Review of benchmark and common assessment data -Student assessment

Budget Detail for Strategy	Subs / Stipends	Purchase Services	Materials/ Incentives	Other District Resources
Step 1: PD in CRISS	Stipends for 26 teachers for 16 hours @ 22 per hour $352 per person X 26: $9152 Benefits $1408	Trainer – two days: $5000	$50 per person plus four additional sets of materials: $1500	
Step 2: Resource materials for CRISS training			Additional resources and materials for CRISS $1500	
Step 3: PD for coaches (intensive)				
Step 4: Follow up visits				Develop a process for observations through train the trainer

Budget Detail for Strategy	Subs / Stipends	Purchase Services	Materials/ Incentives	Other District Resources
Step 5: Peer Coaching				District instructional coaches will establish a process for deeper implementation
Total for strategy	$10560	$5000	$3000	

Strategy 3: Utilizing the math benchmarking process, specific strategies will be selected to improve math performance. (Tier 1/core instruction)

Person responsible for strategy review and implementation: Director of C&I **Time line:** July 2012 **Resources**: Teacher stipends, consultant time **Monitoring:** Benchmark assessments and fidelity checks of research based strategy selection will be utilized for the evaluation of both progress and implementation levels on this strategy. Benchmark assessments will indicate the number of students progressing to expected levels while the fidelity checks of strategies implemented will indicate degree of implementation at high levels.

Action step	Resources	Time line	Responsible person	Monitoring
1. Provide PD and collaboration time for 12 math teachers to work with PREP-KC consultant to continue revisions for tighter alignment of student learning targets, benchmarks, and scrimmages to District Power Standards and CCSS.	2 days, 12 teachers, stipend, PREP-KC Consultant, Achievement Series instructional management system, data technicians	June/July, 2012	Asst. Supt. of C & I, PREP-KC Consultant	Revised student learning targets, benchmarks, and scrimmages
2. Provide monthly release days for 12 math teachers to work with PREP-KC consultant to review student achievement data and correlations with selected research-based strategies, and to develop anchor lessons incorporating research-based strategies shown effective in improving student achievement.	8 days, substitutes for 12 teachers, PREP-KC Consultant, Instructional Coach	September – May, 2012-13	Asst. Supt. of C & I, PREP-KC Consultant	Monthly math data for progress monitoring, teacher mapping observation data for fidelity checks of implementation
3. Grade level teams will meet weekly with instructional coach for progress monitoring and to analyze data to inform instruction.				
4. Teachers will participate in peer observations and coaching, specifically emphasizing instructional		September – May,	Instructional Coach, Principal	Weekly data team meeting observations

Action step	Resources	Time line	Responsible person	Monitoring
effectiveness as related to math benchmarking and scrimmages.	Grade level teachers, Instructional Coach, Achievement Series data Grade level teachers, Instructional Coach, Substitutes for peer observations	2012-13 September – May, 2012-13	Instructional Coach, Principal	and artifacts for fidelity checks Observation reflection sheets, conference notes, Teacher Mapping observation data for fidelity checks of implementation

Budget Detail for Strategy	Subs / Stipends	Purchase Services	Materials / Incentives	Other District Support
Step 1: Develop process through data team meetings in summer institute	Listed in Summer Institute	PREP KC Consultant	Resources: 3000 Summer Institute	
Step 2: Monthly PD	Substitutes for 12 math teachers: $9290 Benefits: 710	PREP KC Consultant: $30,000		
Step 3: Grade level meetings				Instructional Coaches
Step 4: Classroom observations, lesson development	Substitutes			Instructional Coaches
Total for strategy	$10,000	$30,000	$3000	

Strategy 4: The Read 180 program will be enhanced to support those students below expected reading levels. (Tier 2 / targeted and Tier 3/ individualized levels of support)

Person Responsible for strategy review and implementation: Instructional coach **Time line**: August 2012 **Resources:** Fidelity rubric for Read 180, consultation with Scholastic **Monitoring:** The fidelity rubric will be utilized to determine the levels of implementation and will demonstrate progress in meeting all indicators at 100%. Progress monitoring of students in need of this intervention will be the demonstration of communication arts benchmark assessment growth and will occur at 6-8 week time intervals.

Action step	Resources	Time line	Responsible person	Monitoring
1. Work with Scholastic in developing fidelity measures based on their research of program impact of Read 180 2. Review fidelity measures with instructors 3. Complete monthly fidelity monitoring 4. Monitor student growth on a 6-8 week basis using the Data Team process with Read 180 students	Phone conferences and coaching visits with Scholastic READ180 Coach Checklists	August 2012 Monthly – August 2012 - May - 2013	Instructional coach Read 180 Instructor	-Progress monitoring with Read 180 and Performance Series. -Fidelity checklists -Data team meetings

Budget for this strategy	Subs / Stipends	Purchase Services	Materials / Incentives	Other District Supports
Step 1: Consultation with Scholastic				Step 1-6: Read 180 program
Step 2: Fidelity measures review				
Step 3: Monthly fidelity monitoring		Consultant observes and gathers data on fidelity: $50 per hour 25 hours $1250		
Step 4: Data team reviews of READ 180				
Total for strategy		$1250		

Strategy 5: Implement the Strategic Instruction Model (SIM) - Content Literacy Continuum – Content Enhancement Strategies with at –risk readers at Tier 2 /targeted and Tier 3 /individualized levels of instructional needs.

Person Responsible for Strategy Review and Implementation: Instructional Coach **Time line**: August 2012 **Resources:** PD in SIM for trained consultant, sub time, materials **Monitoring:** Fidelity checks of implementation will be completed by trained coaches indicating increased levels of implementation. Benchmarking of communication arts progress with Data Team process will indicate increased numbers of students moving to expected levels on use of strategies.

Action step	Resources	Time line	Responsible person	Monitoring
1. Provide staff with an overview of SIM 2. Identify those staff members to be trained. Identify an internal staff person to become a trainer 3. Provide professional development on SIM 4. Continue intensive PD for internal trainer/coach 5. Follow-up training and coaching 6. Continue fidelity checks for program implementation	SIM coach from KU Materials and subs	August 2012 November, 2012	Instructional coach	Program fidelity checks Benchmark assessment with DMR process

Budget Detail for Strategy	Salaries	Purchase Services	Materials / Incentives	Other District Supports
Step 1: SIM overview		Consultant: $60 per hour for 4 hours: $240		Instructional coaches
Step 2: Staff selected to become train the trainer				
Step 3: PD for staff members		Consultant: $60 per hour for 16 hours: $960		
Step 4: Intensive training for trainer	Substitutes for staff identified for train the trainer: 5 days for 3 staff: $1950	Consultant: 5 days – 40 hours @ $60 per hour - $2400		
Step 5: Consultant follow up coaching		Consultant: 140 hours @ $60 per hour X 3 $25,200		
Step 6:				
Total for strategy:	$1950	$25,200		

Monitoring: The overall monitoring and evaluation structure for Goal 1: Student Performance is outlined below:

- The Grandview Leadership Team will meet weekly to review and analyze data to provide continual feedback to teachers.

- The Data team process looking at individual and grade level results of student assessments aligned to instructional strategies will be an ongoing process for collaborative teams.
- The district curriculum and instruction team will meet quarterly with the GMS Leadership Team to review data to determine impact to drive actions. The Lead and Learn Decision Making for Results process will be utilized to determine impact of strategies with the alignment of looking at student outcome data (effect) and teacher/action steps (cause data).
- Interventions to these identified outcomes will be monitored through the goals, objectives, strategies, action steps and fidelity checks that are defined in the school improvement process which will be the cause data in the DMR process.
- Monitoring and evaluation of student performance and instructional practices will be
    - through MAP data, SMART Goals, Performance Data, Achievement Data, Math Benchmarks, and progress monitoring of students receiving interventions. The focused teams inclusive of the GMS Leadership team, Administrative Team from GMS and the Central Office, Student Success Team, and outside resources will all play a role in providing analysis, inferences, and problem solving related to data collected.
- District walk-throughs will be scheduled on an ongoing basis and feedback will be provided to teachers. Walk-throughs will be targeted based on adult actions determined essential to forward progress and will have clarity on expectations.
- Classroom observations will be increased to identify teacher needs and will be documented though the teacher mapping process and rubric.

Alignment of other resources: The following chart depicts how the above goals, objectives, and strategies of the MOSIG student performance goal will be aligned and supported with additional district resources.

Student performance concepts in the plan related to Key Finding 1.	Additional Resources Supporting Interventions
• Use of Data Team and DMR processes • Instructional strategies at the Core instruction level (CRISS, Math benchmarking) • Instructional strategies at Tiers 2 and 3 (Read 180 and SIM)	• District and building instructional coaches to assist in facilitating process and problem solving research based strategies. • District and instructional coaches to assist with coaching and mentoring of new practices. • Data management systems to manage data and curriculum objectives. • Alignment of curriculum Power Standards and Common Core. • Development of progress monitoring systems for Tier 2 and Tier 3. • Building MIM action team for data based decision will continue to support implementation of best practices.

Practices and Policies – In addressing this plan, the district has adopted the following policies and practices to support implementation of the MOSIG for Grandview Middle School for the key finding related to inadequate student performance:

- GMS will have the flexibility to not participate in district level C&I activities if it does not relate to the MOSIG plan, thus supporting a primary focus of plan implementation.
- GMS will be able to modify the district data process (SI) to align with the research based Data Team process.
- Individual teacher mapping processes will take the place of the professional development plan and will help align and direct the instructional strategies implemented.
- District wide instructional coaches will have the flexibility to support the practices in math and communication arts as outlined in this plan. This will include support for both core instruction and targeted, individualized instruction.

It is projected that these policy/ practice revisions will result in targeting instructional needs at Grandview Middle School with a narrow focus and will provide additional support to teachers in implementation.

Sustainable practices - The following outlines how sustainability of practices deemed to have significant impact will be addressed:

- A broad based range of teaching and support staff will be trained in the professional development activities of the MOSIG. This will include train the trainer modules when appropriate so there is continued support for GMS teachers over multi-year periods and successful practices can be replicated in other buildings as appropriate.
- Train the trainer structures will be provided through the CRISS Training, the Data Driven Decision Making, Co-Teaching, Check and Connect, Layered Curriculum, and Educational Equity.
- District staff will be involved in evaluating the impact of new practices in order to coordinate and facilitate the growth district wide of those practices deemed to have a strong impact.
- The Decision Making Results (DMR) process will be utilized to determine the impact of specific actions.

The above outlines how the plan related to the Student Performance goal is defined and will be implemented, evaluated, supported, and sustained through district support.

Goal 2: Highly Qualified Staff

The district and school will develop strategies and incentives that will attract highly effective teachers to Grandview Middle School. The strategies address the key finding in Section A related to a discrepancy between professional development of research based practices and the coaching and mentoring with deep implementation. Through this process, the district will improve their process of recruiting, attracting, and developing and retaining highly qualified staff. Incentives will include:

1) Increase the teacher knowledge in skill level in addressing the student equity issues represented by the demographic make-up of GMS
2) Develop a teacher mapping system that will allow for differentiated professional development and provide a measure to chart teacher growth
3) Provide additional professional development opportunities, flexible scheduling, compensation for additional time and increased leadership opportunities
4) Provide additional professional development through expanding both Instructional coaching and peer coaching
5) Expand the skill level and structures for co-teaching teams using differentiation and advanced structures
6) Provide credit for professional development and summer institute
7) Use stipends for the data team and the leadership team to develop strategies for implementation

8) Develop a rubric for teacher mapping which will be implemented with all staff
9) Implement a targeted performance based teacher evaluation to reinforce research-based strategies. Teachers showing concerns through this process will be required to participate in professional development for improvement, or will be removed from their current position
10) Develop Intervention structures to address the need to focus on the discrepancy between professional development participation and coaching/mentoring of those practices in the classroom.
11) Develop fidelity in professional development provided to ensure deep implementation of evidence based practices

Teacher retention has been a problem at Grandview Middle School and there is a need to improve rates of teacher retention, which these strategies will address. The strategies will further impact the need for ineffective teachers to improve skills based on differentiated professional development, or be removed or transferred so that all students at Grandview Middle School will have highly effective teachers.

Specific strategies and action steps related to the key finding, goal, and objectives of High Quality Staff are addressed below:

Objective 1: Through progress monitoring of an individual Teacher Mapping rubric, 100% of the teaching staff will demonstrate gains in areas targeted for growth.

Strategy 1: Provide professional development in educational equity to support the unique demographic needs of students at Grandview Middle School.

Person responsible for strategy review and implementation: Building administrator **Time Line:** September 2012 **Resources:** Training for a team of 4 with Equity Assistance Center, follow-up professional development **Monitoring:** Fidelity of implementation of practices will be completed by trainers for the Equity Assistance Center and will address progress in implementation and will occur quarterly following implementation. In addition, the MIM survey and self- assessment will indicate higher percentages of staff perceiving increases in the use of culturally responsive instructional practices based on the annual survey in October of each year. The process utilized to determine the impact of practices on achievement using benchmark assessments with the DMR process will look also at subgroup performance of free – reduced lunch and African American students noting increases in the numbers of students in those subgroups at desired levels in both math and communication arts.

Action step	Resources	Time line	Responsible person	Monitoring
1. Identify members of team to be trained. 2. Contract with Equity	Team member subs	September, 2012	Building administrator Culturally	-Benchmark assessment of math and comm. Arts using DMR process

Action step	Resources	Time line	Responsible person	Monitoring
Assistance Center 3. Provide training to 4 team members. 4. Team members meet periodically to reflect and model strategies. 5. Follow up with additional training for staff and a team of student trainers. 6. Continually evaluate the impact	PD with Equity Assistance Center	Ongoing July 2013 Ongoing	Responsive Action Team	analyzing subgroup performance -MIM survey on implementation of Culturally responsive practices

Budget detail for this strategy	Subs / Salaries	Purchase Services	Materials / Incentives	Other District Supports
Step 1: Identify team				District/building administrators
Step 2: Contract with Equity Assistance Center		Consultant: 2 days @ $60 per day $960		
Step 3: Provide training	Substitutes for four staff: 2 days @ $130 per day: $1040	Consultant: 2 days – 16 hours @ $60 per hour: $960		
Step 4:				
Step 5: Summer training	Year 2 budget			
Total for this strategy:	$1040	$1920		

Strategy 2: A teacher mapping process will be utilized to identify both individual and team needs for professional development.

Person responsible for strategy review and implementation: Assistant Superintendent C&I **Time line:** February – August 2012 **Resources:** Teacher mapping document **Monitoring:** The monitoring of implementation will occur with documentation that all (100%) of the teaching staff have been a part of the mapping process and have had at least a quarterly conference reflecting on process and aligned professional development. Individual and team compilations of progress on teacher mapping rubric will indicate growth for both individual teachers and teams. The DMR process will align the teacher growth on the mapping tool with the overall student growth based on benchmark assessments.

Action step	Resources	Time line	Responsible person	Monitoring
1. District and Building Administrators will collaboratively determine classroom observation indicators that will be highlighted during daily walk-throughs. Minimum indicators will include learning objectives, rigor and DOK levels, student engagement, content standards, assessment, classroom management, and instructional delivery methods and strategies.	3 hour collaboration session	January Principals' Meeting	Asst. Supt. of C & I, Director of C & I, District Instructional Coach, District & Building Administrators	Teacher Mapping Indicator Document
2. District and Building Administrators will collaboratively develop a rubric, setting criteria for assessing fidelity of implementation in identified indicators.	3 hour collaboration session, District & Building Administration	February, 2012 Principals' Meeting	Asst. Supt. of C & I, Director of C & I, District Instructional Coach, District & Building Administrators	Teacher Mapping Rubric
3. Information will be incorporated into site level teacher mapping tools and District and Building Administrators will calibrate implementation of tool and process through team walk-throughs.	2, 3 hour walk-through sessions, District & Building Administrators	March, 2012, Principals' Meeting and walk-through sessions	Asst. Supt. of C & I, Director of C & I, District Instructional Coach, District & Building Administrators	Teacher Mapping Indicator & Rubric Observation Tool
4. Building Administrative Teams will pilot use of teacher mapping process, with monthly data reviews and debriefing sessions with the District Administrative Team for fidelity and effectiveness checks.	17.5 weekly for classroom observations, 2 hour data review & debriefing session, District &	April/May, 2012	Building Administrators, Asst. Supt. of C & I	Administrative Observation Log, Teacher Mapping Observation Tool, Conference Summary Sheet for fidelity and effectiveness checks
5. Teacher Mapping process implemented and facilitated by Building Administrative Teams.		August, 2012	Building Administrators, Asst. Supt. of C & I	Administrative Observation Log, Teacher Mapping Observation Tool,

Action step	Resources	Time line	Responsible person	Monitoring
	Building Administrators District & Building Administrators			Conference Summary Sheet for fidelity and effectiveness checks

Budget Detail for this strategy:	Subs / Stipends	Purchase Services	Materials / Incentives	Other District Supports
Step 1: Develop indicators for daily walk throughs				Central office and building support
Step 2: Develop rubric for teacher mapping				Central office and building support
Step 3: Team walk-throughs				Central office and building support
Step 4: Develop fidelity checks				Central office and building support
Step 5: Teacher mapping process implemented				Central office and building support
Total for this strategy				

Strategy 3: Expand and improve systems for instructional coaching of research based practices to include processes for peer coaching.

Person responsible for strategy review and implementation: District Instructional Coach **Time line:** August 2012 **Resources:** Lesson study professional development and materials, sub time, coaching reflection rubric. **Monitoring:** Plan monitoring of this strategy will be completed by documentation of all staff participating in peer coaching and utilization of conference protocol. Progress of this strategy will be monitored also by monitoring procedures in Goal 2: strategy 2 analyzing teacher and team progression on the teacher mapping rubric. Monitoring of student performance and these aligned action steps will also occur with use of the DMR process. This degree of monitoring will occur on a quarterly basis.

Action step(s)	Resources	Time line	Responsible person	Monitoring
1. Analyze data to identify research-based instructional strategies with potential to raise student achievement	MSIP walkthrough data IPI data Student Performance data (MAP, Universal screening, common assessments)	August-Sept 2012	Administration and Instructional Staff	Data analysis will be a part of August and September faculty meetings and early release agendas Products from each meeting will be reviewed and feedback given during the following meeting

Action step(s)	Resources	Time line	Responsible person	Monitoring
2. Peer observation forms will be developed	University of Minnesota Center for Teaching and Learning	Sept. 2012	Instructional Coach	GMS teachers will review a variety of observation forms and make decisions about the content of the final document.
4. Peer observation schedules will be developed	Building schedules	Sept. 2012	Instructional Coach	Schedules will be organizes and distributed to all teaches by the end of September
5. Peer observations will be conducted as scheduled	Classroom teachers, peer observation forms, peer observations schedules	Oct.-May 2012	Classroom teachers Instructional Coach Building Administration	Completed observation forms will be sent electronically to building administration and building instructional coach within three working days of the observation
6. Purchase toolkits for Lesson study	Lesson Study Research Group Leaning Forward: Tools or Schools	Oct. 2012	Building Administration Instructional Coach	Items will be purchased by Nov. 1
6. One teacher team and facilitator will be trained in Lesson Study	Lesson Study Research Group Leaning Forward: Tools for Schools	Jan. 2013	Building Administration Instructional Coach Grade Level/Department teachers	Regularly scheduled collaborative team meetings are utilized to study the process and prepare the study lesson
7. Pilot the implementation of Lesson Study model	Required lesson materials identified by the Grade Level/Departm ent teachers	Feb. 2013	One Grade Level Department teacher team selected to pilot the study	Instructional Coach facilitates the schedules for study lesson implementation and ensures the teams adhere to the schedule
8. Reflection and Improvement	Reflection of the teacher who taught the lesson Notes from observers	Feb-May 2013	Teachers Administrators Instructional Coach	Instructional Coach facilitates the reflection and improvement protocol within team developed norms
9. All teacher teams will be trained to implement Lesson Study.	Lesson Toolkit Teacher designed	Aug. 2013	Building Administration Instructional Coach Grade	Regularly scheduled collaborative team meetings are utilized to study the process and

Action step(s)	Resources	Time line	Responsible person	Monitoring
	lessons Teacher reflections Observer Notes		Level/Department teachers	prepare the study lesson
10. All teacher teams will begin implementing Lesson Study.	Collaborative meeting schedule Lesson Toolkit Teacher designed lessons Teacher reflections Observer Notes	Sept. 2013	Building Administration Instructional Coach Grade Level/Department teachers	Instructional Coach Facilitates development of lesson study schedules Ensures teams adhere to the schedules Facilitates the reflection and improvement protocol Attends all collaborative team meetings that address components of the lesson study

Budget Detail for Strategy:	Subs / Stipends	Purchase Services	Materials / Incentives	Other District Support
Step 1: Data analysis				
Step 2: Develop peer observation forms				
Step 3: Develop peer observation schedules				
Step 4: Purchase toolkits for Lesson Study			Lesson Study kits 3 @ $500 total $1500	
Step 5: Train teacher teams for pilot study	Substitutes will be hired by the district for pilot group 2 days for 4 team members	Consultant will provide 16 hours of training @ $60 per hour $960		
Step 6: All teams trained	Year 2 budget			
Step 7: Teacher teams will implement Lesson Study August 2013				
Total for this strategy:		$960	$1500	

Strategy 4: Co-teaching teams of general education and special education staff will improve skills in use of higher level co-teaching structures.

Person responsible for strategy review and implementation: Coordinator of Special Services **Time Line:** July 2012 **Resources:** PD in Layered curriculum and co-teaching - subs **Monitoring:** Plan implementation for this strategy will be addressed by team reporting of structures utilized during benchmark periods (6-8 wks.). Student progress will be monitored through benchmark assessments monitored through the Data team process indicating growth in number of students attaining desirable levels of performance, differentiating to view performance of student growth using co-taught teaching strategies.

Action step	Resources	Time line	Responsible person	Monitoring
1. Co-teaching teams will attend professional development with Marilyn Friend on co-teaching. 2. Co-teaching teams will be trained on layered curriculum 3. Co-teaching teams will meet every 6- 8 weeks for an intensive data analysis of student progress monitoring.	PD at SW-RPDC for 6 teachers, Consultant for layered curriculum Subs	July 2012 November 2012 Ongoing (6-8 wks.)	Coordinator of Special Services	Benchmark assessment of math and communication arts progress of students in co-taught classes(6-8 wk. review using DMR) Co-taught ream checklist

Budget Detail for this strategy:	Subs / Salaries	Purchase Services	Materials / Incentives	Other District Supports
Step 1: Co-teaching PD		Registration 6 teachers attend @ $200 registration: $1200 Travel/expenses : $3800		
Step 2: Layered Curriculum PD	Substitutes: 6 teachers 3 days $130 per day $2340	Consultant for 3 days, 24 hours @ $60 per hour $1440		
Step 3: Co-teaching team meetings to review data	Substitutes: 6 teachers 3 days @ $130 $2340			
Total for this strategy:	$4680	$5240		

Strategy 5: Teachers will attend a Summer Institute integrating the professional development strategies outlined in the Goal areas of the MOSIG.

Person responsible for strategy review and implementation: Assistant Superintendent C&I **Time line**: July 2012 **Resources:** Professional development providers outlined in plan, stipends **Monitoring**: Strategy monitoring related to implementation will occur using session feedback forms on MyLearningPlan and will be documented by number of staff participating. Additional monitoring will occur with Goal 2: Strategy 2 implementation of the Teacher Mapping index indicating teacher growth across essential skills and competencies with an annual determination of need.

Action step	Resources	Time line	Responsible person	Monitoring
1.District and building team will jointly plan the Summer Institute to be held July 2012 2. Staff along with district team will attend Summer Institute. 3. PD will be provided related to CRISS, SIM, PBIS, DMR, DATA team 4. Follow up needs will be identified by participants and trainers. 5. Ongoing use of DMR process to determine impact of strategies.	Planning team External PD providers – CRISS, SIM, PBIS, DMR Stipend time for extra time	March 2012 - July 2012	Assistant Superintendent C&I, Building Administrator, Data Action Team, Counselors, Instructional Coach	Evaluations of sessions Determination of follow up needs from Teacher Mapping Fidelity checks of implementation Correlation of practices with student outcomes Feedback Team Form, Team collaborations facilitated/observed by principals to determine teacher progress/questions

Budget Detail for this Strategy:	Subs / Salaries	Purchase Services	Materials / Incentives	Other District Supports
Step 1: Plan Summer Institute				
Step 2. Participate in summer institute (5 days)	Stipends: $22,880 Benefits: $3520			
Step 3: Pd is provided		Check and Connect: $5000 Layered Curriculum: $3000 Data Planning		
Step 4:				
Step 5:				
Total for this strategy:	$26400	$8000		

Alignment of resources: The following chart depicts the alignment of resources that will support full implementation.

Concepts in Plan related to Goal of High Quality Staff aligned to Key Finding 2:	Additional Resources Supporting Interventions
• Educational equity • Teacher Mapping • Expanded coaching and peer coaching • Co-teaching structures • Expand teacher professional development with summer institute	• District and building instructional coaches will facilitate professional development • District and building instructional coaches will reflect with staff on teacher mapping rubrics and problem solve differentiated professional development • PD 360 will support the differentiated professional development • Curriculum supports will align priority (power) standards.

Monitoring: The following procedures will be utilized to evaluate the impact of the outlined strategies for developing a high quality teaching staff:

- Teacher mapping process will be utilized to determine growth based on individual teaching targets.
- The action steps required for implementation of the goals and objectives for highly qualified staff will be monitored for degree of implementation and impact on positive student outcomes. This monitoring will be done jointly by the MOSIG coordinator and the Building Leadership Team and will be completed on a quarterly basis with the building leadership team monitoring monthly. Determination of impact will utilize the DMR process aligning adult actions (cause) with student outcomes (effect).

Practices and Policies: The following describes the practices and policies which will be modified to support the GMS MOSIG:

- Teacher mapping process will replace the district professional development plan procedures.
- Expanded hours for GMS teachers will incorporate a Summer Institute.

These practices are projected to increase teacher efficacy by providing professional development upfront to allow for deeper implementation of practices with coaching during the school year. The teacher mapping process will differentiate professional development needs for teachers so specific skill areas of need can be targeted.

Sustainable Practices: The following outlines the practices put in place to support the

sustainability of effective strategies related to the Highly Qualified Staff goal.

- The teacher mapping process is easily sustainable and transferrable as it utilizes limited resources. Time is the major factor involved.
- As part of the plan, staff will be trained as trainers in several of the professional development initiatives which will allow for sustainability and transferability.
- Focus on improved systems of peer coaching will allow for growth among all staff and will be a structure easy to maintain once in place.

Goal 3: Facilities, Support and Instructional Resources

To further provide and maintain appropriate instructional resources, support services, and functional and safe facilities, Grandview Middle School's plan is to develop school wide systems that will address behaviors, structures for timely interventions, school climate and engagement, research-based, and the integration of strategies that will improve student achievement.

The summary below provides the key concepts related to the plan goal in the area of Facilities, Support, and Instructional Resources.

- Expanding school hours for targeted and individualized tutoring.
- Refining the processes for student access and movement to tiers of support.
- Improving school culture/climate and the engagement levels of students.
- Develop a school wide system to manage and promote student appropriate behaviors, and expectations.
- Developing specific behavior plans and interventions for students at risk behaviorally.
- Implementing programs to increase student engagement and relationships.
- Ensuring that the curriculum, assessment, and management systems support the MOSIG and adjustments are made as needed.

The specific objectives, strategies, action steps, timelines, and implementation responsibilities are outlined below:

Objective 1: Decrease the number of students needing targeted intervention to less than 15% by the end of the 2015 school year.

Strategy 1: Expand school hours for targeted and individualized intervention.

Person responsible for strategy review and implementation: Building Administrator **Time line:** August 2012 **Resources:** Professional development, transportation, salary **Monitoring:** Fidelity checks of research

based strategies will be in place to monitor implementation of strategic tutoring. Students receiving this intervention will be progress monitored with both benchmark and common assessments related to their areas of need to determine the numbers of students making progress. The time frame will either be within the 6-8 week schedule for most students with students needing intense intervention to be monitored every 2 weeks with common assessments. Utilizing the DMR process, alignments and inferences will be made to determine strategies used in comparison to student growth. This process will be used on a quarterly basis to review the impact of the tutoring program.

Action step	Resources	Time line	Responsible person	Monitoring
1. Students in need of intervention will be reviewed by grade level teams every 6-8 weeks based on collaborative teams and warning systems 2. Students' skill gaps will be aligned to appropriate interventions. 3. Intervention groups will be formed based on needs and both tutoring and during the day interventions will be aligned. 4. PD will be provided on specific strategies. 5. Progress monitoring of specific skills will take place. 6. Parents and students will be engaged in monitoring the learning progression of individual students.	Collaborative teams, IMS, (Pulse, Achievement Series), SIS Professional development intervention resources such as PRIM Stipends for tutorial support Transportation	August 2012 – May 2013 One week from identification Minimum twice month weekly Prior to starting tutoring/weekly review	Instructional Coach, Building Administrator Team teachers, tutoring teacher, Counselors Instructional coaches, principals, team teachers, counselors Parents/students	Benchmark and common assessments for progress monitoring Meeting notes, data collected to review progress Tracking of areas targeted and strategies MyLearningPlan, Achievement Series data Progress monitoring sheet

Budget for this Strategy:	Subs / Stipends	Purchase Services	Materials / Incentives	Other District Support
Step 1:				
Step 2:				
Step 3: Tutoring	Stipends @ $22 per hour for 34 weeks for 7 teachers $20,944 Benefits $2992	Transportation $30,000	Materials/Incentives for tutoring $5000	

Budget for this Strategy:	Subs / Stipends	Purchase Services	Materials / Incentives	Other District Support
Step 4:				
Step 5:				
Step 6:				
Total for this strategy	$23936	$30,000	$5000	

Strategy 2: Refine the process for student movement between tiers of support building on the SST process already in place.

Person responsible for strategy review and implementation: Building Administrator **Time line:** July 2012 **Resources:** Data management system – PULSE, SST, professional development **Monitoring:** The implementation of this plan will be monitored through the use of the PULSE system ensuring that each student below the at–risk indicators are matched with some type of intervention. Quarterly reviews will occur using the DMR process to determine progress of students needing intervention with progress noted in fewer students needing intervention from the 2nd quarter to the end of the school year.

Action step	Resources	Time line	Responsible person	Monitoring
1. PULSE at risk module will be aligned to EWS- MS version. 2. Building and district teams will outline procedures for seamless movement of students through intervention tiers based on data needs. 3. District grade level and SST process will be used to match students to identified academic needs and interventions 4. Provide PD on interventions, as needed 5. Progress monitor student performance 6. Switch interventions as needed. 7. SST team will intervene when Tier 2 (targeted) interventions are not working.	PULSE & EWS-MS Collaborative team training on data system, IMS, SIS, gradebook Professional development, PD360, PLC days, instructional coach, IMS, SIS	July 2012 August 2012 September 2012 Bi monthly	Tech Director, Building Administrator, Grade level teams,SST, Instructional Coach, Counselors	Data team review of student progress on benchmark and common assessments Match student progress with research based strategies used to determine cause and effect SST form review, Individual Student Plan review

Budget for this strategy	Subs / Stipends	Purchase services	Materials / Incentives	Other District Supports
Step 1: Develop process to identify early warning signs				Data team support to generate systems to track data
Step 2:				

Budget for this strategy	Subs / Stipends	Purchase services	Materials / Incentives	Other District Supports
Step 3:				
Step 4: Provide PD on interventions		Consultant BIST		District support
Step 5: Monitor student plans			Academic Classroom Incentives $5000	
Step 6:				
Step 7: SST responds				Counselor/building teams support process
Total for this strategy			$5000	

Objective 2: Based on focus groups with staff, parents/community, and students, increases will be noted related to positive school culture using feedback and an exit protocol at the end of each focus group with a likert scale averaging an 8-10 high value related to a positive learning culture at GMS.

Strategy 1: Focus groups of parents/community, staff, and students will be held at least 4 times during the school year.

Person responsible for this strategy review and implementation: Assistant Superintendent of C&I and Building Administrators **Time line:** July 2012 **Resources**: 4 focus group sessions, implementation of plan **Monitoring:** The strategies and action steps related to culture make up the intervention plan covering all 5 goals. This strategy is to ensure the continuous monitoring of the school culture promoting change and thus the strategy results in monitoring of the culture. This will be completed through the use of community, parent, student, and staff focus groups. Feedback will be summarized indicating qualitative measures of improvement. Quantitative measures will be completed by adding an exit protocol to the focus group by which the team indicates on a likert scale of 1-10 where they view the temperature reading for the child focused culture at GMS and further indicating needs and obstacles.

Action step	Resources	Time line	Responsible person	Monitoring
1. Refine the focus group interview process to include the Likert and exit slip protocol.	Protocol	July 2012 – May 2013	Assistant Superintendent C&I	Focus group feedback / exit protocol
2. Establish the calendar for 4 focus groups to be held with parents, community, staff, and student groups.	Calendar, phone blast, web page, emails	4 times a year	Principal, leadership team, family community involvement action	MIM surveys on collaborative culture
3. Building and district leadership teams analyze and reflect on data from		At conclusion		

Action step	Resources	Time line	Responsible person	Monitoring
focus groups and make changes, as needed.		of each meeting		

Budget for this strategy:	Subs / Salaries	Purchase Services	Materials / Incentives	Other District Support
Step 1:				
Step 2: Focus group sessions		Facilitator 12 hours @ $50 per hour $600		
Step 3:				
Total for this strategy:		$600		

Objective 3: By the end of 2015, the number of students with 0-1 office referrals will increase to 90% or better and the number of students with 6 or more office referrals will decrease to less than 5% and attendance maintained at 95% or better.

Strategy 1: Implement Positive Behavior Support Intervention Systems (PBIS) as a school wide plan.

Person responsible for strategy review and implementation: Building Administrator **Time line**: March 2012 **Resources**: PBIS team, consultant from RPDC, incentives **Monitoring**: The research based implementation rubric will be utilized to address and evaluate the level of implementation for PBIS. Student performance outcomes will be measured with improved rates of attendance, less office discipline referrals, and the decrease in the number of students with 6 or more office referrals. This level of monitoring will occur on a quarterly basis with grade level teams monitoring monthly.

Action step	Resources	Time line	Responsible person	Monitoring
1. Provide awareness of PBIS and garner staff commitment. 2. Form a PBIS team 3. Provide 2 days of training for the team. 4. Teams meet monthly to coach implementation. 5. Teachers develop matrix and procedures. 6. Teams utilize the DMR / Data team process to determine impact and make adjustments at the school, grade, class, and student levels.	RPDC consultants RPDC, PBIS team – stipends Materials / supplies for implementation IMS, PBS, IPI, MSIP	January 2012 July 2012 Ongoing August 2012 – ongoing collaboration	Building Administrator, Leadership Team, PBIS team, KCRPDC	Monitoring of implementation will be with PBIS fidelity measures. Monitoring of outcomes will be analysis of discipline referrals

Budget for this strategy	Subs / Stipends	Purchase services	Materials / Incentives	Other District Supports
Step 1: PBIS Awareness				
Step 2: Form team (2 day training) **Pre Implementation**	Stipends – two days for 10 teachers for 14 hours @22 per hour $3080 Benefits $440	Trainer 2 days $100		
Step 3: PBIS training 4 days	Stipends for 4 days – 32 hours @ $22 per hour for 26 staff $18304 Benefits $2816	RPDC Trainer 4 days $200	Supplies and materials for training $3000	
Step 4: Monthly PBIS meetings	Stipends for team meetings 10 man team 9 hours $22 per hour $1980 Benefits $220	RPDC		
Step 5: Implement matrix	Stipends to staff for lesson planning (24 hours @22 per hour X 9 staff $4752 Benefits $748		Student Incentives $5000	
Step 6: Team will analyze data				
Total for this strategy	$32,340	$300	$8000	

Strategy 2: Utilize Behavior Intervention Support System (BIST) as an intervention for students with significant behavior needs.

Person responsible for strategy review and implementation: Building Administrator **Time line**: March 2012 **Resources**: Consultants form BIST, SST **Monitoring:** Monitoring of the plan implementation will be through the PULSE – EWS system indicating those students with significant office referrals aligned to behavior plan intervention and by the SST meeting notes. Student outcome measures of progress will be in the number of students removed from behavior plans and the office discipline referrals indicating fewer students at Tier 2 (2-5 office referrals) and Tier 3 (more than 6 office referrals.) Monitoring will occur on individual students monthly with quarterly reviews of overall school progress.

Action step	Resources	Time line	Responsible person	Monitoring
1. Through a team review of data on discipline referrals with the use of the PULSE module, students in need of behavioral planning will be	BIST support staff IMS/SIS Referrals	March 2012 August, 2012	Building Administrator, team teachers, Counselors, SST team, BIST consultant	Office discipline referrals

Action step	Resources	Time line	Responsible person	Monitoring
identified. (pre implementation) 2. Schedule BIST support for all SST meetings (weekly) 3. Develop individualized behavior plans as needed with staff, parent, and student input. 4. Progress monitor behavior plan, incorporating student engagement. 5. Team monitor the plan weekly. 6. Provide PD to support the process.	Behavior plan protocol			Progress on individual behavior plans

Budget Detail for Strategy	Subs / Salaries	Purchase Services	Materials / Incentives	Other District Supports
Step 1: Review of data				
Step 2: Assist the SST team process **Pre-Implementation**		Consultant 30 hours @$60 per hour $1800		
Step 3:				
Step 4:				
Step 5:				
Step 6: Provide training for staff **Pre –Implementation**	Stipends 10 hours @22 for 26 staff members $5720 Benefits $880	BIST consultants 10 hours training $3000		
Total for this strategy:	$6600	$4800		

Strategy 3: Implement Check and Connect school wide for students with significant behavior and attendance needs.

Person responsible for strategy review and implementation: Building Administrator **Time line:** September 2012 **Resources:** Adult mentors and training **Monitoring:** Implementation of the plan will be monitored through cross checks of those students at-risk due to attendance, office referrals, and grades aligned to Check and Connect based on the PULSE/ EWS data system. Progress of students receiving Check and Connect will be monitored based on improved attendance, improved grades, and fewer office referrals based on monitoring through the PULSE data system and will be monitored monthly.

Action step	Resources	Time line	Responsible person	Monitoring
1. Identify adults to be trained as Check and Connect providers. 2. Provide training for all adults. 3. Provide awareness to the school community regarding the availability of the program. 4. Identify students who match that intervention based on the EWS system. 5. Monitor progress of individual students using the EWS system. 6. Monitor the impact of the program using all data sources and the DMR process.	Adult mentors Professional development in Check and Connect Use of Pulse – EWS – MS Collaborative team monitoring	July 2012 August 2012 September 2012 Ongoing	Coordinator of Special Services, Building Administrator	Data review of participating students on a quarterly basis (grades, attendance, discipline) Data aligned to connection data

Budget Detail for this Strategy	Subs / Salaries	Purchase Services	Materials / Incentives	Other District Support
Step 1: Identify staff				
Step 2: Training	Summer Institute Stipends for staff (1 day 8 hours @$22 per hour $4576 Benefits $704	Summer Institute Trainer $5000	$3000	
Step 3:				
Step 4:				
Step 5:				
Step 6: Monitor Progress				SST/Counselors
Total for this strategy	$5280	$5000	$3000	

Objective 4: By 2012, a systematic monitoring of delivery of a guaranteed and viable curriculum by building and central office administration will be in place as demonstrated by 100% of the essential components marked as in place.

Strategy 1: A district wide team of administrators, teachers, and instructional coaches will monitor on a quarterly basis the curricular needs, changes, or supports necessary for full grant implementation.

Person responsible for strategy review and implementation: Director of C&I **Time line:** January 2012

Resources: Monitoring checklist, data management system, curriculum management system

Monitoring: Monitoring checklist will be completed by the team indicating all necessary components are in place and will be reviewed 2 times a year in September and March.

Action step	Resources	Time line	Responsible person	Monitoring
1. Curriculum for math and English Language Arts will be entered into the curriculum management system along with pacing guides that include teaching and testing windows.	District curriculum that includes Learning Targets tied to Common Core State Standards for English Language Arts and Benchmarks for math Build Your Own Curriculum (BYOC) curriculum management system	January 2012 – May 2012	Director, Curriculum and Instruction	Periodic checks during Curriculum and Instruction weekly meetings
2. Administrators will monitor curriculum implementation, instruction, and student engagement.	Common District Walkthrough Form	Ongoing	Central Office and Building Administration	Building administrators will spend a minimum of 40% of their time monitoring in classrooms.
3. Grade level/department teachers will analyze data to identify targeted SMART Goals. Collaborative teams meeting two times per week will develop rubrics to define proficiency and create common assessments to monitor progress toward proficiency of the SMART Goals. Results of assessments will be charted. Teachers will share best practice for teaching the content and skills identified in SMART	SMART Goals Rubrics Common Assessments Anchor Lessons Data Charts Student Work	Ongoing	Central Office Administration Building Administration Instructional Coach Teachers Students Parents	Progress will be monitored by teachers, coach, administrators and students each time a formative SMART Goal assessment is administered (every 3 to 4 weeks). Principals throughout the district will periodically review the articulation of all building and district SMART Goals to ensure increased rigor at each level and consistency of rigor expected across districts.

Action step	Resources	Time line	Responsible person	Monitoring
Goals. Teachers will agree to teach anchor lessons, score assignments and assessments together and help each other group students based on the data. Teachers will research effective intervention strategies and provide small group instruction utilizing the strategies. Administrators and Instructional Coach will monitor SMART Goal progress.				
4. Teachers will review and revise common assessments to meet expectations of CCSS. Appropriate changes will be made in Achievement Series.	CCSS DESE CCSS Crosswalk Common Assessments	Ongoing	Central Office Administration Building Administration Instructional Coach Teachers	Central Office Administration Building Administration

Budget Detail for Strategy:	Subs / Stipends	Purchase Services	Materials / Incentives	Other District Supports
Step 1: Enter curriculum into management systems with dates				Central office staff
Step 2: Monitor curriculum implementation		Consultants hired to monitor fidelity 200 hours @ $50 per hour $10000		BYOC, PULSE, PD360
Step 3: Teams meet to analyze data	Substitutes hired to release teachers for team meetings $6300	Reading and Math consultants hired to model, observe teach 340 hours @ $60 per hour 3 consultants $61,200		Performance and Achievement Series
Step 4:				
Total for strategy:	$6300	71,200		

Alignment of Resources: The following chart depicts the additional resources supporting the key findings related to the Goal for Facilities, Support, and Instructional Resources:

Concepts in Plan related to Goal of Facilities, Support, and Instructional Resources related to Key findings 3,4,S, and 6:	Additional Resources Supporting Interventions
• Expanded student instructional time with tutoring • Structure for timely and systematic response to at risk students • Supports at all levels for students at risk behaviorally. • Ensuring strong curriculum and assessment supports • Supporting increased engagement at all levels of support • Continuous monitoring of school culture in order	• District and building level coaches support with professional development with tutors • Use of district PULSE system aligned with EWS –MS to support identification of at-risk students and tracking interventions in order to determine impact. • Strong alignment to curriculum needs from the district staff in supporting transition to CCS and the development of appropriate assessments. • District and building level instructional coaches support facilitation of identifying appropriate strategies at all levels. • Continued use of the IPI data and strategizing engagement strategies through the MIM plan

Monitoring: Below are the steps that will be utilized to monitor and evaluate the impact of the Goal for Facilities, Support and Instructional Resources:

- The SST team will monitor the intervention provided to students at Tier 2 and Tier 3 and the number of students moving out of intervention through use of the Early Warning system. These findings will be shared and discussed as part of the monthly building leadership team meetings and the quarterly meetings with the District MOSIG coordinator.
- A PBIS team will review the office discipline referral rates and the attendance rates on a monthly basis and will share and discuss with Building Leadership team and District MOSIG coordinator.
- Instructional Practices Inventory data (IPI) will be monitored on a quarterly basis, analyzed, and shared/discussed with building leadership team and district MOSIG coordinator.
- Focus group data will be collected 4 times a year to assess school culture.
- Progress monitoring data will be collected on all students receiving interventions.
- The curriculum support rubric will be collected and analyzed 2 times a year.
- All data sources will be reviewed and analyzed by the building leadership team and the district administrative team utilizing the DMR process.

Practices and policies: The following district/school practices will be modified to support the MOSIG Plan:

- The district wide SST process will be adapted for GMS to ensure a seamless system of providing supports which will be timely and systematic.
- The district dashboard system for data will be adapted to incorporate the key research based components of the Early Warning System-MS developed by the National High School Center.

It is projected that the adaptation of these district practices will further support the growth in student achievement by re-aligning practices to Powerful Learning Communities criteria for support systems and utilizing an at-risk identification aligned to a research based system.

Sustainability: The following outlines the sustainability of practices within the MOSIG plan for GMS:

- Focus on a continuous school culture will address strategies that will allow for positive school change.
- Once new and improved structures are in place for a student intervention system, the structures should be sustainable with minimal additional resources needed.
- With technology developed to address the Early Warning System, the district will continue the process through monitoring of data.

Goal 4: Parent and Community Involvement

To promote, facilitate, and enhance parent, student and community involvement in district and school educational programs, Grandview Middle School will further develop their parent resource center. Through this center, materials and resources are available to parents to assist and inform of school programs and services. Through this format, GMS offers a variety of activities for all community stakeholders, including families, businesses, and community members. In addition, partnerships will be established to review data from parent/teacher communication, parent attendance at school events, and results of parent/teacher surveys. These efforts aim to increase parent, student, and community involvement.

Grandview will employ a parent liaison on an hourly basis to support teachers and students and improve community/parent involvement in the school. This parent liaison will provide information about and develop activities and workshops to improve home/school relationships, such as training programs for volunteers, parent training on using school technology , explanation of the implementation of the school wide behavior system, and increase awareness of organizations and services such as PTA.

Development of parent and community involvement and communication will be supported through the parent resource room which will be further developed during the 2011-2012 school year through the MIM Action Plan with additional resources provided for parents and building trainings provided as needed with the parent groups and the community. Increased participation will be developed with community partners in an

effort to create additional support for Grandview Middle School students and parents. Surveys will be provided during the first and second semester of each year to check for fidelity of interventions which have been developed in this plan.

The following summarizes the strategies which provide specific support to the development of increased parent and community involvement:

- Target parent needs and align with activities promoting stronger relationships with parents.
- Partner with parents and community members to develop GMS as a hub for the community for resources and support in improving outcomes for students.
- Provide awareness and training to parents and students that strengthen the partnering in a child's education and increases engagement at school for both parents and students.
- Work collaboratively to develop systems that allow parents and students to analyze their learning needs through data and feedback, and partner in problem solving goals and strategies to address learning needs.
- Increase the opportunities for teacher, student, and parent conferences to increase engagement in learning.

Objective 1: Meaningful parent and community involvement that is related to the well-being and learning needs of students at Grandview Middle School will increase as measured by MIM surveys and parent focus groups with the MIM assessment survey increasing to 4.0 or better level of implementation.

Strategy 1: A parent and community focus group of family, students, and community members will partner in the planning and implementation of meaningful parent/student activities.

Person responsible for strategy review and implementation: Family & Community Action Team **Time line**: May 2012 **Resources:** Parent liaison, materials, and consultant assistance **Monitoring:** MIM self-assessment will indicate deep implementation of research based practices for parent and community involvement based on team self-assessment moving from a 3.3. to 4.0 indicating an increased level of implementation. This will be completed in February of each year, although monitoring of individual activities will be ongoing.

Action step	Resources	Time line	Responsible person	Monitoring
1. Action team of staff, community, parents, and students will review data to determine needs. 2. Team will plan and implement at least one parent/ student activity quarterly.	Focus group, IMS, SIS Meetings scheduled Supplies / materials	July 2012 September 2012 - May 2013	Building Administrator, Family and Community Action team, Parent Liaison	MIM assessment will indicate levels of 4 or better indicating high level of implementation. The focus group feedback will

Action step	Resources	Time line	Responsible person	Monitoring
3. Team will gather data regarding both the participation level and the feedback of all activities. 4. Parent, student, community, and school activities will occur at least quarterly 5. Part time Parent liaison will be hired and will participate in all steps above.	Determined by needs of parents, Sign in sheets, Surveys Stipend for part time liaison			demonstrate increases in attendance

Budget Detail for this Strategy:	Subs / Salaries	Purchase Services	Materials / Incentives	Other District Supports
Step 1: Focus groups identified				
Step 2: Parent activities quarterly			Parent Resource Room $10,000	MIM parent resource center
Step 3: Review data from meetings				
Step 4: Quarterly school activities			Supplies/materials for meetings $6000	
Step 5: Parent liaison	Stipends for 3 parent liaisons for 150 hours @ $22 per hour $3300 $9900	Parent trainings 5 times a year consultant to train $5000	Communication/ newsletters/calls/incentives $5000	
Total for this strategy:	$9,900	$5,000	$21,000	

Strategy 2: Through the DMR and Data Team process, Year 2 implementation will include the training of parents and students to be involved in analyzing, their own student data and establishing specific goals. Year 1 implementation may include a pilot of the procedures developed through the professional development on data teams.

Person responsible for strategy review and implementation: Building administrator **Time line:** January 2013 **Resources**: Professional development in aligning data team to student engagement, stipends **Monitoring**: The monitoring of plan implementation will occur with the development of processes and pilot group feedback related to success of the perception on the protocol developed. Student performance data on the Performance Assessment Series will also be gathered and monitored based on the pilot group of students, with growth noted and will occur at the 4 benchmark assessment periods.

Action step	Resources	Time line	Responsible person	Monitoring
1. District and building teams will outline procedures and processes to be used to integrate the Data team process further with greater parent and student involvement.	Professional development (Lead and Learn / RPDC)	January 2012	Data Action team, building leadership team, principals	Alignment of data on additional conferences aligned to student outcome data
2. PD will be provided to staff to increase their skill level in this implementation.	RPDC Conferences	July 2012 – monthly		Feedback from participating staff/ parents/students from pilot group
3. Staff members in year 1 develop additional parent/student conferences piloting procedures.	Additional conference time			
4. Parent and student input will be gathered related to this process	Surveys, feedback forms	July 2012 – June 2013		
5. Year 2 implementation will include mini conferences with students during the first 2 weeks of school and additional parent, student, staff conference in the spring.	IMS	August 2013 – September 2013		

Budget detail for this strategy	Subs / Salaries	Purchase Services	Materials / Incentives	Other District Supports
Step 1: Rubrics developed, reviewed, and implemented				District office
Step 2: PD to integrate data team process with parents/students understanding			Student incentives $2500	
Step 3. Pilot group		Consultants hired to train on process 75 hours @ $50 per hour $3750		
Step 4: Joint review with district and building administrators				
Step 5: Year 2 implementation				
Total for this strategy:		$8750	$2500	

Aligned resources: The chart below depicts additional resources supporting the strategies within the goals and objectives related to increasing parent and community involvement.

Concepts in Plan related to Goal of Parent and Community Involvement aligned to Key Finding 7:	Additional Resources Supporting Interventions
• Focus group to assess, plan, and implement meaningful activities • Develop procedures for increasing student, parent, and teacher conferencing to include analysis of data and problem solving learning needs.	• Parent Resource Center • Data management system will provide data customized to parent/ teacher/ student conferencing • MIM Parent and Community Involvement Team will maintain a strong focus on developing this plan.

Monitoring: The following outlines the procedures that will be utilized to monitor and evaluate the Parent and Community Goal area:

- Each activity including conferences will be individually evaluated for impact.
- The MIM Staff Survey and MIM self-assessment will be utilized to gauge the staff perceptions of increases in parent and community involvement.
- Parent and community focus groups will be held during the year. Besides narrative data, a likert scale question will be used as an exit slip asking participants to give a temperature reading of progress in parent and community involvement.
- All of the data sources above will be analyzed by the focus group, Building Leadership Team and the MOSIG coordinator utilizing the DMR process.

Practices and policies: The following practices and policies will be modified to support the implementation of the Parent and Community Involvement Goal of the MOSIG for GMS:

- Opportunities for parent, student, and teacher conferencing will be added.
- Opportunities for additional conferences with parents (and/or students) will be added in addition to the one time a year in the district calendar.

These practices and policies are projected to increase achievement as they are designed to increase both parent and student engagement levels. Both of these concepts are high effect strategies for increasing student achievement and are especially critical to middle level students.

Sustainability: The activities outlined above can be sustainable and transferable based on the following:

- Open and ongoing communication will be established through the resource room and parent liaison.

- Parents will be included in trainings and meetings so that they become more a part of the school.
- Community partners will be developed and continue with support to GMS.

Goal 5: Governance

Through the transitional model, new administration has been hired to provide an efficient and effective manner of providing leadership to benefit students. Building leadership in collaboration with district leaders will design, implement and monitor a leadership structure to effectively guide the GMS community through this transformational process.

Processes will be developed and implemented to evaluate the building governance through scheduled and unscheduled building walk-throughs, student assessment data, focus groups, and surveys.

This summary relating to specific strategies to support the leadership and governance structure includes the following:

- Development and integration of known high impact leadership functions into a rubric to be used by building and district leadership to assess leadership levels at high levels.
- Development of clarity with the expectations to lead change.
- Schedule of frequent communication between District and Building Leadership and the Building Leadership Team.
- District structures to provide leadership professional development and mentoring, as needed to implement building change.

The following outlines the detailed plan for implementation of the goal and objective aligned to Governance and Leadership.

Objective 1: District personnel will conduct yearly evaluation of building leadership using multiple data sources including but not limited to student achievement results, SIG, MIM and DMR rubrics for leadership assessment which will indicate a governance and leadership structure at a high level (proficient to exemplary).

Strategy 1: Conduct quarterly, a review of all data sources related to essential skills and culture necessary to implement the intervention plan for the MOSIG.

Person responsible for the strategy review and implementation: Assistant Superintendent of C& I **Time line:** July 2012 **Resources:** Integrative rubric **Monitoring:** This plan implementation will address the adherence at high levels related to the leadership rubric. This review will occur quarterly with the Assistant Superintendent of C&I and the building administrator and will result in all areas at high levels or progress

towards attainment at high levels. This process will also include an ongoing review of school level performance markers with student outcome data sources demonstrating student growth across all markers.

Action step	Resources	Time line	Responsible person	Monitoring
1. District and building administrative team will review the leadership rubrics from MOSIG, MIM, and Data team implementation.	Evaluative rubric from MOSIG, MIM, DMR	July 2012	Assistant Superintendent C&I	Use of evaluative leadership rubric in data conference (aligning leadership components to student outcomes)
2. From the above sources, clarity will be established on the monitoring tools and related expectations.	Student achievement data, data from rubrics			Conference summary sheet
3. The DMR process will be used to tie the above data pieces (cause data) to the student performance goals (effect data.)	Conference summary sheet	August 2012 - ongoing		
4. A schedule for collaborative review will be determined - monthly to quarterly dependent on measure.				

Budget Detail for this Strategy	Subs / Stipends	Purchase Services	Materials / Incentives	Other District Supports
Step 1:				
Step 2:				
Step 3:		Consultants hired to review DMR process 175 hours @ $50 $8750		
Step 4:				
Total for strategy:		$8750		

Aligned resources: The following chart depicts how the strategies and concepts in the plan will be supported by additional resources.

Concepts in Plan related to Goal of Governance and Leadership aligned to Key Finding 8:	Additional Resources Supporting Interventions
• Development of an integrated rubric for continuous monitoring of the governance and leadership structure.	• MIM plan support of building the capacity of the leadership team in shared learning. • MIM plan support of the Middle Level

Concepts in Plan related to Goal of Governance and Leadership aligned to Key Finding 8:	Additional Resources Supporting Interventions
• Ongoing support and problem solving to develop leadership structures with building administrative team and the building leadership team	Leadership Center in developing leadership capacity • District level support to mentor and provide assistance to the building leadership in personal growth. • Administrative mentoring by successful leader in turning around middle level education.

Monitoring: Below is an outline of the monitoring procedures to evaluate the Governance and Leadership Goal of the grant:

- The rubric developed as part of the strategy integrating leadership essential skills will be utilized as a tool for the Building and District Leadership to determine success.
- In addition, to that rubric, other sources such as MIM Staff Survey and Self- assessment will be utilized to determine if the leadership culture of the building can support and sustain change. These integrative data sources will be monitored by the District administrative team and the building leadership team.

Practices and policies: The following practices and policies will be modified to support the Governance and Leadership Goal:

- Revised evaluation procedures for the building administrator incorporating the grant measure as part of that tool.
- Monthly meetings with Assistant Superintendent of Curriculum & Instruction and Building Principal to address building needs.
- Quarterly reports to the Board of Education on GMS progress towards MOSIG plan implementation.

Through the revision of the above practices and policies, growth is projected in building leadership structures to lead change necessary for this grant implementation. They also maintain an urgent focus on the progress in implementation which is projected to demonstrate timely progress.

Sustainability: The following supports the sustainability of practices related to Governance and Leadership:

- The focus within governance and administration is to identify the essential skills and competencies needed to lead and sustain change with the MOSIG. The development of this degree of skills level can be sustained and transferred once impact and priorities are in place.

- Continued mentoring, support, and reflection are necessary to develop leadership and governance. Little resources required except time.
- Ongoing reflection with Assistant Superintendent of Curriculum and Instruction to address building goals and objectives.

The above narratives and charts provide a detailed plan supporting the implementation of the MOSIG intervention plan. In addition to the objectives, strategies, action steps, aligned budget and resource needs / supports, and monitoring procedures, details are outlined related to other district support, modifications in district practices, and how successful practices will be sustained. Therefore for each strategy, VII C. a,b,c,d,e, and f are addressed specific to each. The section below will provide a summary picture of district support as outlined in VII C. g which is the LEA / District oversight and support:

VII C 3 (g) LEA/District Oversight and Support

The administrative oversight for the MOSIG will be by Lisa Walker, Assistant Superintendent of Curriculum and Instruction, Susan Kirkpatrick, Assistant Superintendent of Human Resources, and Jennifer Price, Principal. Specific grant oversight responsibilities will be carried out utilizing a rubric that includes evidence collected from the district data dashboard and from classroom and building walk-throughs identifying the level at which each strategy included within the School Improvement Grant is implemented with fidelity. As outlined in Section A, data sources reviewed on an ongoing basis will be the following:

- Summative and formative reading and math common assessment data, including benchmarks, scrimmages and SMART goals.
- Monthly Instructional Practice Inventory and Teacher Mapping data to determine the levels of student engagement, higher-level thinking activities, and research-based instructional strategies consistently implemented during daily instruction.
- Weekly Building Leadership and District Leadership Team classroom observation logs to review evidence that administrative observations are increasing to a level sufficient to support the continuous monitoring and feedback to teachers regarding instructional effectiveness.
- Weekly review and fidelity checks of collaborative team meeting observation forms will be used to monitor collaborative team meetings with a focus on collection and analysis of student performance data as well as instructional strategies utilized for effective lesson implementation.

In addition, the district administrative team has been deliberate in outlining support necessary to assist GMS in full plan implementation along with a commitment to continually re-visit and reflect on the level of support needed. The chart in Section A outlines commitments that the district support staff has indicated will need to be in place to support GMS focus on the MOSIG. The district has a dashboard system (PULSE) which contains

multiple sources of data collected on student performance aligned to curriculum priorities. The district team will have access to timely and focused reports as needed to monitor grant implementation. The district oversight team also has the autonomy to make personnel decisions and adjust the professional development requirements and daily schedule, as needed to support the implementation of the MOSIG at GMS.

VII C a Alignment and implementation of interventions above are specific to the following

KEY FINDINGS:

- GMS student performance in communication arts and math has not demonstrated significant growth. For the year 2011, there was a slight decrease from prior two years in both areas with 36.1% of students proficient/advanced in communication arts and 32.7% proficient/advanced in math with some subgroups of students showing regression. (**Goal: Student performance**)
- There is evidence of a discrepancy between High Quality Professional Development and the deep implementation of research based strategies in the classroom, which has also been impacted by high staff turnover. **(Goal: Highly Qualified Staff)**
- The number of students performing below the expected levels is greater than 60% for both communication arts and math. This raises the question as to the efficacy of the current structures being utilized for student intervention and the need for more systematic and timely interventions. **(Goal: Facilities, Instruction, and Support)**
- Parents, community members, students, and staff have envisioned a need for the climate and culture of Grandview Middle School to become more child friendly. Key areas of concerns were improved safety, greater engagement/relationship, and greater focus on student needs. **(Goal: Facilities, Instruction, and Support)**
- School wide discipline referrals and attendance rates are not at expected levels with additional concerns with the high number of students with 6 or more office referrals. **(Goal: Facilities, Instruction, and Support)**
- The district has a strong curricular and assessment framework which will help ground much of the work necessary to improve student outcomes and implement this plan. With the transition to common core standards, this area will need to be continuously assessed and monitored as part of the overall grant implementation. **(Goal: Facilities, Instruction and Support)**
- Although parent and community involvement has improved and planning has targeted needs, there is limited collaborative relationship and participation between parents and school. **(Goal: Parent and Community Involvement)**

- A change in building leadership was made for the 2011-2012 school year along with internal changes in the Building Leadership team function. Positive feedback and progress have been noted with these changes which will need to be monitored. **(Goal: Governance and Leadership)**

An ongoing process will be developed through the school improvement plan that will be reviewed through student, teacher, parent and community focus groups which will be conducted two times a year, the first review during first quarter and the second review following third quarter. Feedback from these interventions will be provided to building administration, teachers, and Central Office Administration. Building walk-throughs will continue with central office staff which will be conducted on a monthly basis and feedback will be provided after each monthly review. Continual checks for fidelity will be provided for each of the identified key findings. Grandview Middle School administrators will lead the process by scheduling frequent reviews throughout the school year. The overall process utilized will be the Decision Making for Results process which will allow collaborative teams to align student performance data (outcomes) to teacher / plan actions (cause data) to make inferences and decisions on the impact of strategies on student achievement. This will result in determining impact summaries of what is working and whether we truly are doing the right work to move quickly forward with the urgent agenda related to school improvement at GMS.

VII C 3 (b) ROLES AND RESPONSIBILTIES OF DISTRICT AND SCHOOL PERSONNEL

Related specifically to each plan strategy, the roles and responsibilities related to strategy review and implementation have been addressed. Within this section, there is further detail regarding professional responsibilities across multiple strategy areas.

Principal Responsibilities

- Lead the transformational plan
- Oversee the Leadership Team
- Evaluate and monitor teacher performance
- Make staff adjustments as necessary based on performance
- Develop teacher mapping process to strengthen staff
- Monitor professional development based on data needs
- Employ effective after school tutors
- Use district data to guide instruction
- Oversee the Parent Resource Room
- Monitor School Improvement Plan
- Develop accountability plans

- Develop school evaluation frameworks
- Review fidelity checks with leadership team and assistant principals
- Monitor assistant principals
- Evaluate all programs and make decisions as to the effectiveness of the programs
- Meet regularly with external providers
- Schedule regular classroom observations

Assistant Principals

- Review and monitor teacher lesson plans weekly
- Assist with the professional development process and planning
- Schedule weekly classroom visits and walk-through
- Assist with rubrics on teacher mapping
- Monitor student data
- Conduct weekly meetings to discuss grade level teams
- Assist the external providers with gathering data and providing feedback
- Provide instruction when necessary to assist teachers in reviewing and analyzing data
- Work closely with the principal to implement the steps identified in the school improvement plan
- Work closely with district administrators to monitor and support teachers

School Leadership Team

- Review instructional data weekly
- Review behavioral data weekly
- Work with instructional coach to address academic concerns
- Monitor professional development plan and make changes as needed based on data
- Monitor PBIS plan and behavior systems
- Develop a schedule for external providers to assist with gathering data
- Develop a process to increase support with the Student Success Team
- Identify research based strategies and/or interventions that are most effective in the classroom and train teachers
- Review data on Bulldog Time and use the data to guide instruction
- Review math benchmarks weekly
- Provide on-going support to teachers to analyze data

Parents

- Assist with the Parent Resource Room
- Provide monthly programs through the PTA
- Increase knowledge of Parent Link
- Assist with the weekly newsletters to parents
- Support the after school tutoring program
- Select parents to serve as parent liaisons to the district and community
- Empower parents to become part of the school initiatives
- Select parents to work with extracurricular activities
- Select parents to identify areas of need

Instructional Coaches

- Assist in modeling research based interventions
- Provide resources to teachers when necessary and requested
- Assist with the professional development activities identified in the plan
- Monitor data collection and review data with grade level teams
- Observe lessons and provide feedback and support
- Develop early release activities with the assistance of the district staff to assist teachers in their instruction
- Develop schedules to make classroom observations
- Review curriculum and assist teachers in the development of Units of Instructions
- Assist with the benchmarking process and monitor and provide feedback
- Work with the data team process
- Work with district coaches to provide consistent PD that will be most beneficial to student achievement
- Monitor curriculum pacing of teachers
- Reinforce specific grade level expectations that have been identified in the school improvement plan

Teachers

- Work to instruct students in identified areas of concern
- Work to develop specific, focused lesson plans
- Increase the use of technology in the classroom
- Benchmark students in math

- Determine and recommend placement into specific interventions for students
- Use the strategies taught through CRISS
- Require students to monitor grades and assignments
- Assist in the revision of curriculum and units of study
- Serve as members of building teams (PD, Leadership, SST, BIST, Parent/Community, etc)
- Review performance data and build instruction on what the data says
- Improve communication with parents through Parent Link and regular phone calls or e-mails
- Increase parent meetings to meet quarterly
- Provide an open door policy to support parent concerns and needs
- Keep open communication with the administration so that specific concerns can be addressed in a timely manner
- Work with the evaluation process and understand that if there are areas of concern, steps will be taken to strengthen skills
- Work collaboratively with other teachers to develop a true team approach
- Develop steps to support students and assist students when they have needs that are not addressed in the classroom

Professional Development Committee

- Develop a timeline and calendar for professional development activities
- Outline a summer institute to assist all teachers with new concepts
- Identify facilitators and/or external sources to assist with Professional Development
- Train staff on specific strategies and/or interventions
- Plan and develop early release days so that time is used to address data and instruction
- Assist with professional walk-throughs and schedule classroom observations
- Provide modeling in the classroom when necessary
- Assist teachers when requests are made on areas of needed instruction/training

District Curriculum Coordinators

- Monitor SMART goals
- Monitor Performance Data
- Monitor Achievement Data
- Monitor Benchmarks
- Develop a list of expectations when making classroom visits

- Develop a schedule for district walk-throughs
- Assist with the revision of curriculum maps and pacing guides
- Assist with common assessments
- Review and recommend research based interventions and resources
- Train building coaches on review and analysis of data
- Monitor the implementation of revised curriculum
- Address the grade level expectations and highlight areas that are consistently difficult for students

PBIS Team

- Develop a building wide system for all staff members to follow
- Develop timelines for the planning process and implementation process
- Develop staff surveys
- Develop a common language that everyone uses in the building
- Develop a summer institute for training
- Identify building coaches
- Gather data
- Develop a clear set of positive expectations and behaviors
- Develop procedures for ongoing monitoring

NEA/MSTA (Teacher Unions)

- Assist in the hiring process of highly qualified teachers
- Work closely with building administration to support teachers
- Assist in support of the transitional school improvement grant
- Assist in gathering feedback to support administrators when needs are identified for staff improvements
- Assist with compiling applicable data regarding teacher input relating to building climate
- Work with building leadership team to improve communication with staff

External Providers

- Monitor and evaluate instructional coaches
- Monitor and evaluate current instructional practices
- Monitor and evaluate professional development
- Monitor and evaluate the timelines addressed in the plan
- Develop and implement focused tutoring

- Assist in the process of teacher mapping and feedback
- Evaluate the implementation of the transitional plan

Consultants

- Develop a process to identify students in tier 3
- Assist with benchmarking in math
- Assist with process of identifying placement into specific intervention service
- Work with the leadership team and grade level teams to use data
- Model in classrooms when interventions need to be introduced
- Assist in checking for fidelity of plan

Counselors

- Schedule and run Student Success Team Meetings weekly
- Compile data to look at students who are making D's and F's
- Meet with Grade Level Teams to identify students that need tier 3 interventions
- Identify students for the Check and Connect Program and provide mentors
- Work with building leadership to improve communication with parents
- Analyze and use data as it relates to student achievement

VII C 3 (c) Timelines (addressed in chart and defined under each strategy)

VII C 3 (d) Pre-implementation

District Administrators will provide feedback monthly based on walk-through observations to address classroom instruction.

- School leadership team will meet weekly to discuss school wide interventions that have been implemented through Bulldog Time
- Grade level teams will meet weekly to discuss academic and behavioral student data to identify Tier II and Tier III needs and review data on the early warning system
- Attendance will be monitored daily through the office and immediate interventions will be implemented
- Student Success Teams will meet weekly to discuss student achievement and performance of identified students who are not successful and interventions at each grade level and will develop individual student plans as needed with the assistance of BIST consultants
- PBIS data will be reviewed weekly by team leaders and rubrics will be developed in the planning stage of the school wide behavior process

- Counselors will meet weekly to review Student Success Team referrals and assist with data to make appropriate recommendations
- District coaches will review data on communication arts and math and provide feedback quarterly

VII C 3 (e) Funding (summary of budget follows each goal and objective as it relates to strategies and action steps)

VII C 3 (f) Progress Monitors (outlined in chart following each action step)

Section VII C-2 Recruit, screen, and select external providers, if applicable, to insure the quality of interventions identified in the plan

Academic and Behavioral Interventions Model

Through the transformational model, the district instructional coaches, building coach, leadership team and administration will focus on interventions and strategies provided for improvement. An external monitor will develop, with the help of the Leadership Team, rubrics, surveys, and data sheets for teachers to document weekly reports on classroom improvement.

The instruments developed will be used weekly to provide immediate feedback for the classroom teacher and will be completed by teachers, administrators and Kansas City Regional Professional Development Center (KCRPDC) to focus on instruction and best practices. District staff will review data quarterly. University of Missouri Kansas City (UMKC) will assist with consultation and problem solving to provide specific feedback to Grandview Middle School to address instruction. Ozanam consultants will provide consultation and support of the BIST Program which is part of the Grandview School District resources.

Professional Development Plan

Through the transformational model, the professional development plan will provide support to teachers and staff which will increase knowledge in research based instruction. Through the use of external supports, the Leadership Team and Administration will continually review, analyze, and develop on-going plans that will be addressed at Grandview Middle School.

Through data review teams, classroom observations, district walk-throughs and instructional coach reviews, professional development will be provided as needed based on the building data. Through the KCRPDC, the Positive Behavior Intervention Supports will be observed, surveyed, analyzed, and assisted with development of the building system. Through the Creating Reading Independence through Student Strategies (CRISS), external evaluators will train, review, and observe teachers through a train the trainer process. Data analysis will be studied by building team through The Leadership and Learning Center in a two day training on Decision

Making for Results: Data-Driven Decision Making/Data Teams Seminar. Steps will be put into place at the end of this two day session that will ensure implementation.

The Grandview School District will use Pulse, their data management system, to develop a tool to identify students who are at risk. This will be designed around the research based program, Early Warning Systems, EWS - MS. The tool will enable GMS to identify students who may be at risk for academic failure and monitor the students' responses to interventions. The tool relies on student level data available at the school including indicators for attendance, course failures, and behavior to calculate potential risk for eventual dropping out. The intended purpose is to support students with an increased risk of academic failure in order to get them back on track for academic success and eventual graduation.

Increased Learning Time

Certified teachers will be interviewed and hired to provide instruction at Grandview Middle School Monday through Thursday for 60 minutes before or after school. Instruction will be focused and based on the specific needs of the students. Data will be gathered in this before and after school tutoring program to provide feedback to administration who will work with external consultants to improve student achievement through interventions. Teachers will go through an interview process to be employed on an hourly basis for the after school tutoring program and only highly qualified and experienced teachers will be employed for this important support. Teachers will be paid stipends above their yearly contract for additional time and work to support this program.

Improved Teacher Instruction

Administrators will develop a rubric to address teacher instruction and accountability in the classroom. Through the teacher mapping process, administrators will provide monthly feedback to staff to identify strengths and concerns. When concerns are noted, there will be additional professional development or support provided through the building instructional coach and/or through external providers. Grandview Middle School will work with the KCRPDC and UMKC staff to reinforce the performance in the classroom. The district data teams will monitor performance and achievement data as reported during the quarterly reports. Feedback and trainings will be provided when needed as determined through the office of curriculum and instruction.

Parent Resource Room

The administration at Grandview Middle School will assign a liaison to work with an external monitor to support the Parent Resource Room. This room will provide updated resources for parents and the community. Through this intervention, improved communication between parent and school will be reviewed. There will be weekly newsletters, monthly parent teacher meetings, and quarterly grade checks

provided. Through Parent Link, communication will become more frequent and provide open communication for teachers and parents. Surveys will be developed to monitor the Parent Resource Room and data will be reviewed on a quarterly basis. Parent trainings will be provided as needed and determined through the quarterly surveys. Grandview Middle School will explore the need for hiring a parent liaison or parent team who could be responsible for frequent and on-going communication between school, home and community.

Community Partners

Community partners will work to increase activities and support for students and families in the Grandview Middle School. Through the Chamber of Commerce, South Kansas City Rotary Club, Lions Club, Grandview Educational Foundation, Re-Discover Mental Health, Rose Brooks, Lutheran Church, and the Community Recreation Center, there will be increased communication about the transformational model and the needs of GMS. The Superintendent, District Administrative Team and School Board will work with community leaders to increase communication and knowledge about the plan and work to increase support through quarterly meetings and feedback.

External providers that will be included in this plan are:

Kansas City Regional Professional Development Center

University of Missouri Kansas City

Ozanam BIST Resource

Check and Connect Trainers

Co-teaching Trainers

CRISS Trainers

Data Trainers

Developmental Studies Center (DSC)

University of Kansas – SIM trainers

Contracts will be developed with each provider based on the timelines and needs of the plan. With each intervention, there will be an evaluation process developed to review data and the need for on-going services.

SEA Role in Plan Development

Mrs. Lisa Walker, Assistant Superintendent of Curriculum and Instruction met with Dr. Tony Stansberry in September, 2011 to discuss the options and needs for Grandview Middle School for the school improvement process. Concerns were identified at that time and it was decided that the district would submit a MOSIG grant to assist GMS. A follow-up call was made by Lisa Walker to Dr. Tony Stansberry on December 7, 2011 to update information and the process the district is taking to assist Grandview Middle School. The discussion

included the need for the goals and objectives to be rapid and sustainable to address improvement in all areas. In Communication Arts and Math, the yearly improvement targets will be 20% yearly with an ending target of 95% being proficient or advanced by 2015. Dr. Stansberry noted that it was important to include increased communication and work with the building principal and regular meetings to address building concerns and data analysis. In addition to this ongoing communication, a Grandview team attended the application conference and Susan Kasper, a consultant working with the district met with members of the DESE – Federal Program staff.

Ongoing consultation with Dr. Stansberry will be scheduled to insure that Grandview Middle School is aligned with State Guidelines.

SECTION VII C – 3 Align Other Resources with the Interventions

Specific resource alignment has been provided to each strategy in prior sections. This summary will provide information regarding the global support and alignment provided by the district in support to implementation of the MOSIG at GMS.

In summary, the Grandview School District is committed to the long-term improvement of Grandview Middle School. In order to better serve GMS the District Superintendent, Administrative Team, Board of Education, have committed to this School Improvement Plan. The Transformational Model will be monitored by Lisa Walker, Assistant Superintendent in charge of Curriculum and Instruction throughout the three year process. This plan is written with high expectations that will show rapid growth in student achievement and provide professional development that will be sustainable. To address these needs, the Grandview School District will support interventions through the following resources:

- Local, state, and other Federal funding sources will be identified throughout the plan to address building goals – the Missouri Integrated Model Grant, the Special Education School Improvement Grant, BIST resources will be combined to address the school improvement plan
- Higher Education partnerships will be developed through UMKC, Kansas City Regional Professional Development Center
- Other educational resources will be provided through Ozanam with the BIST Program,
- Each of these resources will align to identified needs

SECTION VII C – 4 – Modify its practices or policies, if necessary to enable GMS to implement the interventions fully and effectively

In addition to the practices and policies outlined specific to each strategy, the section below will provide a global picture of the resources in place to support implementation. Practices that will be modified for the improvement plan will include:

- Required after school tutoring program
- Hiring qualified teacher to teach focused curriculum during tutoring program
- Increased professional development with stipends paid to teachers
- Summer Institutes for Teachers with stipends paid to teachers
- Increased support of teacher performance through the teacher mapping process
- Stipends paid for increased time to review data
- Additional consultants to observe and check for fidelity of the plan
- Additional coaches to model effective instruction
- Parent liaison to develop better communication and the use of the Parent Resource Center
- Increased community support through building partnerships
- Increased supervision through monitoring and fidelity checks

As an integrated group of policies and procedures, the projected

SECTION VII C – 5 – Sustain the reforms after the funding period ends.

In addition to the specific sustainability practices aligned to each strategy, below is a summary of how the Grandview School District will ensure the sustainability of the transformational grant effort:

LEA SUPPORT

- Developing the instructional coach with the training necessary to continue work at GMS
- Provide district coaches to assist with GMS to assist with monitoring and checking for fidelity
- Develop processes to continue effective professional development by developing "train the trainers" for school leadership teams and administrators
- Develop processes to continue with interventions and strategies that have been implemented throughout the plan with on-going professional development
- Continue with teacher mapping and concise teacher evaluations to retain strong teachers and dismiss teachers that are not effective in the classroom
- Develop the administrative team to become effective and efficient leaders for the building to analyze and use data

- Develop a Early Warning System that will be used to identify students in need of assistance
- Recruit, train and support highly qualified teachers
- Provide professional development and technical support for the use and analysis of data
- Provide close supervision and support from the Assistant Superintendent of Curriculum and Instruction with the Building Principal

COMMUNITY SUPPORT

- Develop a strong parent support group that will ensure positive communication with teachers and community
- Provide increased activities and school events for both parents and teachers
- Develop methods to provide incentives for students, parents, and teachers to assist with developing a positive climate
- Enhance community and parent involvement through multiple partnerships and on-going communication

SEA SUPPORT

- Provide initial funding for the School Improvement Plan which will build capacity in the district and Grandview Middle School
- Provide support and monitoring through Missouri School Improvement Program (MSIP)
- Provide curriculum, instruction and assessment resources through the Missouri Department of Elementary and Secondary Education, and if funded, any regional professional development support
- Provide electronic resources for the improvement of instruction and informed decision making for the monitoring of student growth

The intervention plan for Grandview Middle School for the implementation of the School Improvement Grant builds on successful practices and the key findings of the needs analysis. This implementation as described in detail above emphasizes innovation in research based instructional strategies, revisions of intervention structures, and increased parent and community involvement. It further addresses strategies and structures for deep implementation of practices and integrates strategies across goal areas for higher levels of student engagement with self-assessment and feedback systems.

Section VII C 3: LEA/DISTRICT ACTIONS

Key Finding of the Needs Assessment of Grandview Middle School	Pre-Implementation Objective or Strategy of the School Implementation Plan	Implementation Timeline	Missouri Goal Alignment					Fidelity Checks	Responsible Staff
			1	2	3	4	5		
Key Finding 1: GMS student performance in communication arts and math has not demonstrated growth. For the year 2011, there was a slight decrease from the prior 2 years in both areas with 36.1% of students proficient/advanced in communication arts and 32.7% proficient/advanced in math with some subgroups of students showing regression.	* Professional Development on Data Driven Decision Making	March 1, 2012	X					Report back to school/Data meetings scheduled, training provided	Administrators, Instructional Coach, Teachers
Key Finding 2: There is evidence of a discrepancy between High Quality professional development provided and the deep implementation of research based strategies in the classroom which has been also impacted by high staff turnover.	* Teacher Mapping Process Developed	January 1, 2012		X				Development of process and forms to be used for teacher mapping	Central Office Administration, Building Administration
Key Finding 3: The number of students performing below the expected levels is greater than 60% for both communication arts and math. This raises the question as to the efficacy of the current structures of support being utilized for student intervention and the need for more systematic and timely interventions.					X				
Key Finding 4: Parent, community members, students, and staff have envisioned a need for the climate and culture of Grandview Middle School to become more child friendly. Key areas of concerns were improved safety, greater engagement/relationship, and greater focus on student needs.					X				
Key Finding 5: Schoolwide discipline referrals and attendance rates are not at expected levels with additional concerns with the high number of students with 6 or more office referrals.	* BIST * PBIS	January 1, 2012			X			Assessment of building concerns Development of school wide process	Ozanam Consultants, KCRPDC staff

Key Finding 6: The district has a strong curriculum and assessment framework which will help ground much of the work necessary to improve student outcomes and implement this plan. With the transition to common core standards, this area will need to be continuously assessed and monitored as part of the overall grant implementation.					X				
Key Finding 7: Although parent and community involvement has improved and planning has targeted needs, there is limited collaborative relationship and participation between parents and school						X			
Key Finding 8: A change in building leadership was made for the 2011-2012 school year along with internal changes in the Building Leadership team function. Positive feedback and progress have been noted with these changes which will need to be monitored continuously to ensure that overall governance and leadership structures support the initiatives targeted for positive student outcomes.							X		
Key Finding of the Needs Assessment of Grandview Middle School	**Objective or Strategy of the School Implementation Plan**	**Implementation Timeline**	**Missouri Goal Alignment**					**Fidelity Checks**	**Responsible Staff**
			1	2	3	4	5		
Key Finding 1: GMS student performance in communication arts and math has not demonstrated growth. For the year 2011, there was a slight decrease from the prior 2 years in both areas with 36.1% of students proficient/advanced in communication arts and 32.7% proficient/advanced in math with some subgroups of students showing regression.	* CRISS * Layered Curriculum * Focused Tutoring * Reading Consultants * Math Consultants * Expand REad 180 * Data team will progress monitor to target needs withing support systems * Student Success Team * IPI	July 1, 2012	X					Data on Student performance	Building Administrators, MIM Facilitator, Central Office Administration, PD Trainers, Instructional Coach
Key Finding 2: There is evidence of a discrepancy between High Quality professional development provided and the deep implementation of research based strategies in the classroom which has been also impacted by high staff turnover.	* Teacher Mapping * Coaching and Mentoring (based on teacher mapping) * Teacher participation in Lesson Study * Data team PD/Support in Decision Making for Results to integrate best practice to school improvement * Co-teaching teams will improve skills and use a higher level co-teaching structure	July 1, 2012		X				Data on PD provided and results of teacher mapping	Building Administrators, MIM Facilitator, Central Office Administration, PD Trainers, Instructional Coach

Key Finding 3: The number of students performing below the expected levels is greater than 60% for both communication arts and math. This raises the question as to the efficacy of the current structures of support being utilized for student intervention and the need for more systematic and timely interventions.	* BIST Consultants * PBIS Planning/Implementation * Student Success Team	August 1, 2012			X			Data on consultant reports, Data on PBIS rubrics, SST data on student referrals	Counselors, Teachers, Administrators
Key Finding 4: Parent, community members, students, and staff have envisioned a need for the climate and culture of Grandview Middle School to become more child friendly. Key areas of concern were improved safety, greater engagement/relationship, and greater focus on student needs.	* Parent Resource Room * PTA * Parent Link * Parent Communications/Trainings * Community Involvement/Partnerships * Check and Connect	August 1, 2012			X			Data on use of resource room, numbers of parents attending trainings, additions to community partners	Parents, Students, Teachers, Community Partners, Administrators
Key Finding 5: School wide discipline referrals and attendance rates are not at expected levels with additional concerns with the high number of students with 6 or more office referrals.	* PBIS * BIST Consultants * Student Incentives	August 1, 2012			X			School wide system developed, assessment results for common areas, student behavior data	Ozanam Consultants, KCRPDC trainers, Teachers, Administrators
Key Finding 6: The district has a strong curriculum and assessment framework which will help ground much of the work necessary to improve student outcomes and implement this plan. With the transition to common core standards, this area will need to be continuously assessed and monitored as part of the overall grant implementation.	* Power Standards * SMART Goals * Math Benchmarks * Grade Level Expectations * Student Success Teams	August 1, 2012			X			PULSE Data	Central Office Administration, Building Administration, Instructional Coaches, Teachers
Key Finding 7: Although parent and community involvement has improved and planning has targeted needs, there is limited collaborative relationship and participation between parents and school.	* Parent Resource Room * PTA * Parent Link * Parent Communication/Trainings * Community Involvement/Partnerships * Check and Connect * Parent Liaison	August 1, 2012				X		Data on use of resource room, numbers of parents attending trainings, additions to community partners	Parents, Students, Teachers, Community Partners, Administrators

Key Finding 8: A change in building leadership was made for the 2011-2012 school year along with internal changes in the Building Leadership team function. Positive feedback and progress have been noted with these changes which will need to be monitored continuously to ensure that overall governance and leadership structures support the initiatives targeted for positive student outcomes.	* Administrative Staff Supervision * Central Office Support * Board of Education Support	August 1, 2012					X	Data on student performance, development of school wide behavior system, decline in behavior concerns	Central Office Staff, Building administrators, Board of Education

SECTION

VII D

SECTION VII D: TIMELINE

This SIG application will address the specific timeline for implementing the planned activities for the selected interventions for Tier II. All plans will become one plan beginning the 2012-2013 school year including the District Accountability Plan, the Grandview Middle School, School Improvement Plan, the Missouri Integrated Model Plan, and the Special Education School Improvement Grant.

Ongoing planning, implementation, monitoring, and evaluation of the required activities is a key component of the 2012-2013 plan.

The Grandview School District requires individual building plans with standardized reporting to the Board of Education and district office. The Assistant Superintendent of Curriculum and Instruction will monitor the current plan (2011-2012) for Grandview Middle School. Increased protocols will be developed to monitor the key findings identified through the needs assessment process.

The following timeline delineates when each objective, strategy, and action step will take place in relation to the wider school transformation. The chart will identify the pre-implementation activities which will address the 2011-2012 school year, followed by the intervention activities developed for the 2012-2013 school year. The interventions will be identified by start dates the first year, broken down by months and then identified for year 2 and year 3 as needed. Dates for implementation and completion will be provided for the pre-implementation activities and for year one interventions.

(Refer to specific goal chart which follows Section VII E.)

SECTION VII E

SECTION VII E: ANNUAL GOALS FOR STUDENT ACHIEVEMENT

Grandview Middle school has developed specific, measureable, attainable, realistic, and time bound goals to be addressed through this school improvement process. The goals will address all five overarching goals that were developed. These goals are statements of the key functions of school districts that organize the plan into areas of responsibility and emphasis.

The overarching goals are:

1. **STUDENT PERFORMANCE:** Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.
2. **HIGHLY QUALIFIED STAFF:** Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.
1. **FACILITIES, SUPPORT, AND INSTRUCTIONAL RESOURCES:** Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. **PARENT AND COMMUNITY INVOLVEMENT:** Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.
5. **GOVERNANCE AND LEADERSHIP:** Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Objectives will be provided for each of the goals which will be the specific targets that are identified and measured by quantifiable information. Objectives are tied directly to the goals of Grandview Middle School that were identified through the needs assessment process. Long range objectives will include specific performance measures to report annual progress toward achieving each objective.

Strategies will explain how Grandview will accomplish the objectives and assist with the

transformational process. Strategies identify programs and practices that will be implemented, the responsible persons to address the strategies, the resources that have been identified and committed to the strategy and the timelines for implementation.

Action steps will then divide the strategies into more specific responsibilities and activities necessary to implement the programs and practices described in the strategies. Action plans will also indicate responsible persons, resources, and timelines.

Fidelity checks will then be administered for each action step to ensure that the plan is being implemented with fidelity.

The timelines, resources, and persons responsible will be addressed in the following chart, along with specific goals, objectives, strategies, action steps, and fidelity checks.

Goal 1: Student Performance

Year 1 Detail and Years 2-3 Summary

Objectives	Responsible Staff	First-Year Detail by Month Implementation Date	Years 2-3 2	3
1.0 100% of the students at Grandview Middle School will be proficient in Communication Arts and Mathematics as evidenced by MAP scores at the end of the three year plan - 2015 by increasing the number of students at the top 2 levels by at least 20% annually.	Central Office Staff, Administrators, Teachers, Support Staff	July - June 2012 - 2013	X	X
2.0 Improve student achievement in the area of communication arts and mathematics on the 6th, 7th, and 8th grade MAP to exceed the NCLB AYP benchmarks, by decreasing the percentage of students scoring in the lower levels by 20% annually over 3 years.	Administrators, Teachers, Support Staff, Reading and Math Coaches, Instructional Coach	July - June 2012 - 2013	X	X
Strategies				
1.1 A Data Team process integrated with School Improvement process, student outcome data will be utilized to drive evidence based instructional practices at the Tier 1/core, Tier 2/ targeted, and Tier 3 levels of instruction in both communication arts and math	District and building instructional coaches, Administrators	August - May 2012 - 2013	X	X
1.2 The Project CRISS framework for content literacy will be implemented at the Tier 1 universal (core) level of instruction.	Consultants, Teachers, Coaches, Counselors, Administrators	August - May 2012 - 2013	X	X
1.3 Utilizing the math benchmarking process, specific strategies will be selected to improve math performance (Tier 1/core instruction)	Leadership Team, Teachers, Consultants, Coaches	August - May 2012 - 2013	X	X
2.4 The Read 180 Program will be enhanced to support those students below expected reading levels. (Tier 2/ targeted and Tier 3/ individualized levels of support)	Administrators, Teachers, Reading Coaches, Instructional Coach	August - May 2012 - 2013	X	X
2.5 Implement the Strategic Instruction Model (SIM) - Content Literacy Continuum - Content Enhancement Strategies with at-risk readers at Tier 2/targeted and Tier 3/ individualized levels of instructional needs.	Administrators, Leadership Team, Teachers Instructional Coach	August - May 2012 - 2013	X	X

Action Steps				
1.1.1 PD on both the DMR/Data Team process with small team	District and Building Instructional Coaches, Teachers, Administrators	July - August 2012	X	X
1.1.2 Teams analyze/ reflect on PD to determine integration with SI Process (pre-implementation process)	Administrators, Teachers, Instructional Coach	July - August 2012	X	X
1.1.3 Teams select strategy(ies) to engage students and parents in the process	Instructional coaches, Teachers	July - August 2012	X	X
1.1.4 Develop a fidelity checklist with RPDC for collaborative team work in the above steps	Consultants, Coaches, Leadership Team	July - August 2012	X	X
1.1.5 Provide staff PD (building team and RPDC or consultant)	Coaches, Teachers, Leadership Team	July - August 2012	X	X
1.1.6 Monitor the impact of process on an ongoing basis	Teachers, Administrators	September - May 2012 -2013	X	X
1.2.1 Provide PD for 26 staff members	Trainers, from CRISS	July - August 2012	X	
1.2.2 Resource materials	Provided through CRISS	July - August 2012	X	X

1.2.3 PD for intensive training for Instructional Coaches	Trainers, from CRISS	September - May 2012 -2013	X	
1.2.4 Process for fidelity checks	Administrators, Teachers, Instructional Coach	September - May 2012 -2013	X	X
1.2.5 Process for peer coaching for deeper implementation	Administrators, Teachers, Instructional Coach	September - May 2012 -2013	X	X
1.3.1 Provide PD and collaboration time for 12 math teachers to work with PREP-KC consultant to continue revision for tighter alignment of student learning targets, benchmarks, and scrimmages to District Power Standards and CCSS	Assistant Superintendent of C & I, PREP-KC Consultant	June/July 2012	X	X
1.3.2 Provide monthly release days for 12 math teachers to work with PREP-KC consultant to review student achievement data and correlations with selected research-based strategies, and to develop anchor lessons incorporating research-based strategies shown effective in improving student achievement	Assistant Superintendent of C & I, PREP-KC Consultant	September - May 2012 -2013	X	X
1.3.3 Grade level teams will meet weekly with instructional coach for progress monitoring and to analyze data to inform instruction	Instructional coaches, Principal	September - May 2012 -2013	X	X
1.3.4 Teachers will participate in peer observations and coaching, specifically emphasizing instructional effectiveness as related to math benchmarking and scrimmages.	Instructional coach, Principal	September - May 2012 -2013	X	X
2.4.1 Work with Scholastic in developing fidelity measures based on their research of program impact of Read 180	Scholastic Consultants, Administrators	August - May 2012 -2013	X	X

2.4.2 Review fidelity measures with instructors	Administrators, Teachers, Instructional Coach	August - May 2012 -2013	X	X
2.4.3 Complete monthly fidelity monitoring	Administrators, Teachers, Instructional Coach	August - May 2012 -2013	X	X
2.4.4 Monitor student growth on a 6 - 8 week basis using the Data Team process with Read 180 students	Administrators, SST, Counselors	August - May 2012 -2013	X	X
2.5.1 Provide staff with an overview of SIM	SIM Coach from KU	August - May 2012 -2013	X	X
2.5.2 Identify those staff members to be trained, identify an internal staff person to become a trainer	Administrators, Teachers, Instructional Coach	November 1, 2012	X	X
2.5.3 Provide professional development on SIM	Trainers	September - May 2012 -2013	X	X
2.5.4 Continue intensive PD for internal trainer/coach	Trainers, instructional coach	September - May 2012 -2013	X	X
2.5.5 Follow-up training and coaching	Trainers, Teachers, Instructional Coach	January 1, 2013	X	X

2.5.6 Continue fidelity checks for program implementation	Trainers, Teachers, Instructional Coach	**November 2012 - May 2013**	X	X

Goal 2: Highly Qualified Staff

Year 1 Detail and Years 2-3 Summary

	Responsible Staff	First-Year Detail by Month Implementation Date	Years 2-3 2	Years 2-3 3
Objectives				
1.0 Through progress monitoring of an individual Teacher Mapping rubric, 100% of the teaching staff will demonstrate gains in areas targeted for growth.	Assistant Superintendent of Curriculum & Instruction, Director of C& I, District Instructional Coach, District & Building Administrators	September 1, 2012	X	X
Strategies				
1.1 Provide professional development in educational equity to support the unique demographic needs of students at Grandview Middle School.	Administrators, Trainers, Instructional Coach	September 1, 2012	X	X
1.2 A teacher mapping process will be utilized to identify both individual and team needs for professional development.	Assistant Superintendent of Curriculum & Instruction, Director of C& I, District Instructional Coach, District & Building Administrators	September 12, 2011	X	X
1.3 Expand and improve systems for instructional coaching of research based practices to include processes for peer coaching.	Administrators, District Instructional Coach, Building Instructional Coach	Summer 2012	X	X
1.4 Co-teaching teams of general education and special education staff will improve skills in use of higher level co-teaching structures.	Teachers, Administrators, Instructional Coach, Trainers	Summer 2012	X	X
1.5 Teachers will attend a Summer Institute integrating the professional development strategies outlined in the goal areas of the SIG.	Teachers, Administrators, Instructional Coach, Trainers	Summer 2012	X	X
Action Steps				

1.1.1 Identify members of team to be trained	Building Administrator, Culturally Responsive Action Team	September 1, 2013	X	X
1.1.2 Contract with Equity Assistance Center	Building and Central Office Administrators	September 1, 2012	X	X
1.1.3 Provide training to 4 team members	Teachers, Instructional Coach	September 1, 2013	X	X
1.1.4 Team Members meet periodically to reflect and model strategies	Teachers, Culturally Responsive Action Team	September 1, 2013	X	X
1.1.5 Follow up with additional training for staff and a team of student trainers	Teachers, Culturally Responsive Action Team	December 1, 2014	X	X
1.1.6 Continually evaluate the impact	Teachers, Culturally Responsive Action Team	December 1, 2014	X	X
1.2.1 District and building administrators will collaboratively determine classroom observation indicators that will be highlighted during daily walk throughs. Minimum indicators will include learning objectives, rigor and DOK levels , student engagement, content standards, assessment, classroom management, and instructional delivery methods and strategies.	Assistant Superintendent of Curriculum & Instruction, Director of C&I, District Instructional Coach, District & Building Administrators	January 1, 2012		
1.2.2 District and Building Administrators will collaboratively develop a rubric, setting criteria for assessing fidelity of implementation in identified indicators.	Assistant Superintendent of Curriculum & Instruction, Director of C& I, District Instructional Coach, District & Building Administrators	February 1, 2012		

1.2.3 Information will be incorporated into site level teacher mapping tools and District and Building Administrators will calibrate implementation of tool and process through team walk-throughs.	Assistant Superintendent of Curriculum & Instruction, Director of C& I, District Instructional Coach, District & Building Administrators	March 1, 2012		
1.2.4 Building Administrative Teams will pilot use of teacher mapping process, with monthly data reviews and debriefing sessions with the District Administrative Team for fidelity and effectiveness checks.	Building Administrators, Assistant Superintendent of C & I	April/May 2012	X	X
1.2.5 Teacher Mapping process will be implemented and facilitated by Building Administrative team.	Building Administrators, Assistant Superintendent of C & I, Instructional Staff	August 1, 2012	X	X
1.3.1 Analyze data to identify research-based instructional strategies with potential to raise student achievement	Building Administrators, Assistant Superintendent of C & I	August 1, 2012	X	X
1.3.2 Peer observation forms and schedules will be developed	Instructional Coach, Teachers	September 1, 2012	X	X
1.3.3 Peer observations will be conducted as scheduled	Administrators, Classroom teachers, Instructional Coach	October through May 2012 - 2013	X	X
1.3.4 Purchase toolkits for Lesson Study	Administrators, Building Instructional Coach	October 1, 2012		
1.3.5 One teacher team and one facilitator will be trained in Lesson Study	Administrators, Building Instructional Coach, Teachers	January 1, 2013	X	X

1.3.6 Pilot the implementation of Lesson Study Model	One Grade Level Teacher team selected to pilot the study	February 1, 2013		X
1.3.7 Reflection and Improvement	Teachers, Instructional Coach, Administrators	February - May 2013	X	
1.3.8 All teacher teams will be trained to implement Lesson Study	Teachers, Instructional Coach, Building Administrators, Grade Level Teams	August 1, 2013	X	X
1.3.9 All teacher teams will begin implementing Lesson Study	Building Administration, Instructional Coach, Grade Level/Department teachers	September 1, 2013	X	X
1.4.1 Co-teaching teams will attend professional development with Marilyn Friend on co-teaching	Special Education and General Education Co-Teaching Teams	August 1, 2012		
1.4.2 Co-teaching teams will be trained on layered curriculum	Administrators, Special Education Teachers and General EducationTteachers	March, 2012	X	
1.4.3 Co-teaching teams will meet every 6 - 8 weeks for an intensive data analysis of student progress monitoring.	Co-teaching teams	August 1, 2012	X	X
1.5.1 District and building team will jointly plan the Summer Institute to beheld July 2012	Building Administrators, Leadership Team Data Action Team, Counselors, Instructional Coach	March, 2012	X	X

1.5.2 Staff along with district team will attend Summer Institute	Building Administrators, Leadership Team Data Action Team, Counselors, Instructional Coach	March, 2012		
1.5.3 PD will be provided related to CRISS, SIM, PBIS, DMR, DATA team	Building Administrators, Leadership Team Data Action Team, Counselors, Instructional Coach	March, 2012		
1.5.4 Follow up needs will be identified by participants and trainers	Building Administrators, Leadership Team Data Action Team, Counselors, Instructional Coach	July 1, 2012	X	X
1.5.5 Ongoing use of DMR process to determine impact of strategies	Building Administrators, Leadership Team Data Action Team, Counselors, Instructional Coach	July 1, 2012	X	X

Goal 3: Facilities, Support, and Instructional Resources

Year 1 Detail and Years 2-3 Summary

	Responsible Staff	First-Year Detail by Month Implementation Date	Years 2-3 2	Years 2-3 3
Objectives				
1.0 Decrease the number of students needing targeted intervention to less than 15% by the end of the 2015 school year.	Assistant Superintendent of Curriculum and Instruction, Administrators, Teachers, Instructional Coach	August - May 2012 - 2013	X	X
2.0 Based on focus groups with staff, parents/community, and students, increases will be noted related to positive school culture using feedback and an exit protocol at the end of each focus group with a Likert scale averaging an 8 - 10 high value related to a positive learning culture at GMS	Building Administrators, Consultants, Instructional Coach	August - May 2012 - 2013	X	X
3.0 By the end of 2015, the number of students with 0 - 1 office referrals will increase to 90% or better and the number of students with 6 or more office referrals will decrease to less than 5% and attendance maintained at 95% or better	Assistant Superintendent of Curriculum and Instruction, Administrators, Teachers, Instructional Coach	August - May 2012 - 2013	X	X
4.0 By 2012, systematic monitoring of delivery of a guaranteed and viable curriculum by building and central office administration will be in place as measured by rubric outlining key components with 100% of essential components marked as in place	Assistant Superintendent of Curriculum and Instruction, Administrators, Teachers, Instructional Coach	July - August 2012	X	X
Strategies				
1.1 Expand school hours for targeted and individualized interventions.	Assistant Superintendent of Curriculum and Instruction, Administrators, Teachers, Instructional Coach	August 1, 2012	X	X
1.2 Refine the process for student movement between tiers of support building on the SST process already in place	Administrators, Counselors, Teachers	August 1, 2012	X	X

2.1 Focus groups of parents/community, staff, and students will be held at least 4 times during the school year	Administrators, Consultants, Parents, Community Partners, Students	August - May 2012 - 2013	X	X
3.1 Implement Positive Behavior Support Syswtems (PBIS) as a school wide plan.	Assistant Superintendent of Curriculum and Instruction, Administrators, Teachers, Instructional Coach, RPDC	August - May 2012 - 2013	X	X
3.2 Utilize Behavior Intervention Support Sytem (BIST) as an intervention for students with significant behavior needs.	Ozanam Consultants, Administrators, Teachers	January 1, 2012	X	X
3.3 Implement Check and Connect school wide for students with significant behavior and attendance needs	Special Education Teachers, Administrators, Teachers	March 1, 2012	X	X
4.1 A district wide team of administrators, teachers, and instructional coaches will monitor on a quarterly basis the curricular needs, changes, or supports necessary for full grant implementation	District Administrators, Building Admionistrators, Instructional Coaches, Teachers	August 1, 2012	X	X
Action Steps				
1.1.1 Students in need of intervention will be reviewed by grade level teams every 6 - 8 weeks based on collaborative teams and warning systems	Instructional Coach, Counselors, Teachers, Building Administrators	August - May 2012 - 2013	X	X
1.1.2 Students' skill gaps will be aligned to appropriate interventions	Instructional Coach, Counselors, Teachers, Building Administrators	September 1, 2012	X	X
1.1.3 Intervention groups will be formed based on needs and both tutoring and during the day interventions will be aligned	Grade level teams, Counselors, Administrators, Parents, Students	September 1, 2012	X	X

1.1.4 PD will be provided on specific strategies	Grade level teams, Counselors, Administrators, Instructional Coach	**September 1, 2012**	X	X
1.1.5 Progress monitoring of specific skills will take place	Teachers, Counselors, Instructional Coach	**August - May 2012 - 2013**	X	X
1.1.6 Parents and students will be engaged in monitoring the learning progression of individual students	Administrators, Teachers, Parents, Students	**August 1, 2012**	X	X
1.2.1 PULSE at risk module will be aligned to EWS - MS version	Director of Technology, Administrators, Grade Level Teams, SST	**July 1, 2012**		
1.2.2 Building and district teams will outline procedures for seamless movement of students to interventions based on data needs.	Administrators, Instructional Coach, Teachers	**July 1, 2012**		
1.2.3 District grade level and Student Succes Team will be used to match students to identified academic needs and interventions	Administrators, Instructional Coach, Teachers, Grade Level Teams	**August 1, 2012**	X	X
1.2.4 District will provide professional development on interventions as needed based on data and student needs.	Administrators, Instructional Coach, Leadership Team	**August 1, 2012**	X	X
1.2.5 Progress monitor student performance	Instructional Coach, Counselors, Teachers	**September 1, 2012**	X	X

1.2.6 Monitor and change interventions as needed based on progress and understanding	Instructional Coach, Counselors, Teachers	September 1, 2012	X	X
1.2.7 Student Success Team will intervene when Tier 2 (targeted) interventions are not working	Student Success Team, Counselors, Teachers	September 1, 2012	X	X
2.1.1 Refine the focus group interview process to include the Likert and exit slip protocol	Administrators, Consultants, Instructional Coach	March 1, 2012		
2.1.2 Establish the calendar for 4 focus groups to be held with parents, community, staff, and student groups.	Administrators, Consultants, Instructional Coach	July - August 2012	X	X
2.1.3 Building and district leadership teams analyze and reflect on data from focus groups and make changes, as needed.	Assistant Superintendent of C & I, Building Administrators	May 1, 2012	X	X
3.1.1 Provide awareness of PBIS and garner staff commitment.	KCRPDC PBIS Trainers, Administrators	March - May 2012	X	X
3.1.2 Form a PBIS Team	Administrators, Teachers	January 1, 2012	X	X
3.1.3 Provide two days of training for the PBIS team	Administrators, KCRPDC trainers	July - August 2012		

3.1.4 PBIS Teams meet monthly to coach implementation	PBIS Team, Administrators	September - May 2012 - 2013	X	X
3.1.5 Teachers develop matrix and procedures to support the PBIS process	Teachers, PBIS Team, Administrators	July - August 2012	X	X
3.1.6 Teams utilize the DMR/Data team process to determine impact and make adjustments at the school, grade, class, and student levels	PBIS Team, Administrators	September - May 2012 - 2013	X	X
3.2.1 Through a team review of data on discipline referrals with the use of the PULSE module, students in need of behavioral planning will be identified (pre-implementation)	Administrators, Leadership Team, Counselors	September - May 2012 - 2013	X	X
3.2.2 Schedule BIST support for all Student Success Team meetings (weekly)	Administrators, Ozanam Consultants	September - May 2012 - 2013	X	X
3.2.3 Develop individualized behavior plans as needed with staff, parent, and student input	Administrators, Teachers, Counselors, Parents, Students	September - May 2012 - 2013	X	X
3.2.4 Progress monitor behavior plan, incorporating student engagement	Administrators, Teachers, Counselors	September - May 2012 - 2013	X	X
3.2.5 Teams monitor the plans weekly	Grade level teams	September - May 2012 - 2013	X	X

3.2.6 Provide professional development to support the process	Administrators, Instructional Coach, Consultants	September - May 2012 - 2013	X	X
3.3.1 Identify adults to be trained as Check and Connect providers	Administrators, Special Education Teachers, Counselors, Instructional Coach	March - May 2012	X	X
3.3.2 Provide training for all adults	Administrators, Counselors, Teachers	July - August 2012	X	X
3.3.3 Provide awareness to the school community regarding the availability of the program	Administrators, Teachers	September - May 2012 - 2013	X	X
3.3.4 Identify students who match that intervention based on the EWS (EWS)	Counselors, Administrators, Instructional Coach	September - May 2012 - 2013	X	X
3.3.5 Monitor progress of individual students using the EWS system	Counselors, Administrators, Instructional Coach	September - May 2012 - 2013	X	X
3.3.6 Monitor the impact of the program using all data sources and the DMR process	Grade level teams, Leadership Teams, Administrators	January 1, 2013	X	X
4.1. 1 Curriculum for math and English Language Arts will be entered into the curriculum management system along with pacing guides that include teaching and testing windows.	Director of Curriculum and Instruction	January 2012 - May 2012	X	X

4.1.2 Administrators will monitor curriculum implementation, instruction, and student engagement.	Central Office and Building Administrators	August - May 2012 - 2013	X	X
4.1.3 Grade level/department teachers will analyze data to identify targeted SMART Goals. Collaborative teams meeting two times per week will develop rubrics to define proficiency and create common assessments to monitor progress toward proficiency of the SMART Goals.	Central Office and Building Administrators, Instructional Coach, Teachers, Students Parents	August - May 2012 - 2013	X	X
4.1.4 Results of assessments will be charted. Teachers will share best practice for teaching the content and skills identified in SMART Goals.	Central Office and Building Administrators, Instructional Coach, Teachers, Students Parents	August - May 2012 - 2013	X	X
4.1.5 Teachers will agree to teach anchor lessons, score assignments and assessments together and help each other group students based on the data.	Central Office and Building Administrators, Instructional Coach, Teachers, Students Parents	August - May 2012 - 2013	X	X
4.1.6 Teachers will research effective intervention strategies and provide small group instruction utilizing the strategies. Administrators and Instructional Coach will monitor SMART Goal progress.	Building Administrators, Consultants, Instructional Coach, Teachers	August - May 2012 - 2013	X	X
4.1.7 Teachers will review and revise common assessments to meet expectations of CCSS. Appropriate changes will be made in Achievement Series.	Teachers, Instructional Coach, Building Administrators	August - May 2012 - 2013	X	X

Goal 4: Parent and Community Involvement

Year 1 Detail and Years 2-3 Summary

	Responsible Staff	First-Year Detail by Month Implementation Date	Years 2-3 2	3
Objectives				
1.0 Meaningful parent and community involvement that is related to the well-being and learning needs of students at Grandview Middle School will increase as measured by MIM surveys and parent focus groups with the MIM assessment survey increasing to 4.0 or better level of implementation.	Central Office Administrators, Building Administrators, Teachers, Parents, Community Representatives	March 1, 2012	X	X
Strategies				
1.1 A parent and community focus group will partner in the planning and implementation of meaningful parent/student activities.	Administrators, Parents, Community Representatives	March 1, 2012	X	X
1.2 Through the DMR and Data Team process, Year 2 implementation will include the training of parents and students to be involved in analyzing their own student data and establishing specific goals. Year 1 imlementation may include a pilot of procedures developed through professional development.	Administrators, Parents, Teachers, Students	March 1, 2012	X	X
Action Steps				
1.1.1 Action team of staff, community, parents, and students will review data to determine needs	Central Office Administrators, Building Administrators, Teachers, Parents, Community Representatives	August - May 2012 - 2013	X	X
1.1.2 Team will plan and implement at least one parent/student activity quarterly	Administrators, PTA, Teachers, Students	August - May 2012 - 2013	X	X
1.1.3 Team will gather data regarding both the participation level and the feedback of all activities	Administrators, PTA, Teachers, Students	August - May 2012 - 2013	X	X

1.1.4 Parent, student, community, and school activities will occur at least quarterly	Administrators, Leadership Team, Grade Level Teams	August - May 2012 - 2013	X	X
1.1.5 Part time parent liaison will be hired and will participate in all steps above	Administrators, Leadership Team, Grade Level Teams	August - May 2012 - 2013	X	X
1.2.1 District and building teams will outline procedures and processes to be used to integrate the Data team process further with greater parent and student involvement.	Administrators, Instructional Coaches	August - May 2012 - 2013	X	X
1.2.2 PD will be provided to staff to increase their skill level in this implementation.	Administrators, Teachers	August - May 2012 - 2013	X	X
1.2.3 Stipends will be paid to staff members in year 1 for additional parent/student conferences piloting procedures.	Administrators, Teachers, Parents, Students	August - May 2012 - 2013	X	X
1.2.4 Parent and student input will be gathered related to this process.	Administrators, Teachers, Parents, Students	August - May 2012 - 2013	X	X
1.2.5 Year 2 implementation will include mini conferences with students during the first 2 weeks of school and additional parent, student, staff conference in the spring.	Administrators, Teachers, Parents, Students	August 2013 May 2014		

Goal 5: Governance and Leadership

Year 1 Detail and Years 2-3 Summary

	Responsible Staff	First-Year Detail by Month	Years 2-3	
		Implementation Date	2	3
Objectives				
1.0 District personnel will conduct a yearly evaluation of building leadership using multiple data sources including but not limited to student achievement results, SIG, MIM and DMR rubrics for leadership assessment which will indicate a governance and leadership structure at a high level (proficient to exemplary).	Assistant Superintendent of C & I, Director of C & I, Director of Technology, Building Administrators	March 1, 2012	X	X
Strategies				
1.1 Conduct quarterly, a review of all data sources related to essential skills and culture necessary to implement the intervention plan for the MOSIG.	Assistant Superintendent of C & I, Director of C & I, Director of Technology, Building Administrators	August 2012 - May 2013	X	X
Action Steps				
1.1 District and building administrative team will review the leadership rubrics from MOSIG, MIM, and Data team implementation	Assistant Superintendent of C & I, Director of C & I, Director of Technology, Building Administrators	March 1, 2012	X	X
1.2 From the above sources, clarity will be established on the monitoring tools and related expectations.	Assistant Superintendent of C & I, Director of C & I, Director of Technology, Building Administrators	March 1, 2012	X	X
1.3 The DMR process will be used to tie the above data pieces (cause data) to the student performance goals (effect data)	Assistant Superintendent of C & I, Director of C & I, Director of Technology, Building Administrators	March 1, 2012	X	X
1.4 A schedule for joint review will be determined . . . monthly to quarterly dependent on measure	Assistant Superintendent of C & I, Director of C & I, Director of Technology, Building Administrators	March 1, 2012	X	X

SECTION VII H

SECTION VII H – CONSULTATION WITH AN INVOLVEMENT OF STAKEHOLDERS

Section 8: Evidence and plans for consultation with an involvement of stakeholders in the planning and implementation of the Tier II School Improvement Plan.

The Grandview Middle School has worked to involve multiple stakeholders in the planning and implementation of the Transformational Plan. During the months of September and October, focus groups were scheduled with parents and community, students, and the building leadership team. Specific questions were identified and asked during these meetings. Information was then compiled and shared with the building. The input from the focus groups assisted with the identification of Key Findings and the Needs of Grandview Middle School. The student focus group consisted of 22 representatives from 6th, 7th, and 8th grade students. During this group, 16 questions were asked to get feedback from students about Grandview Middle School. The following questions were addressed:

- How are you doing in school?
- What do you enjoy most about school?
- When you have difficulty with work who provides additional support and instruction?
- How do you communicate with teachers when you have questions?
- Who/what makes you successful in school?
- How do your parents participate in your education?
- Is there a feeling of belonging in your school?
- Do you feel safe in school?
- Do you like to attend this school?
- Do you feel that the teachers in your school really care about you?
- Are there clear rules regarding behavior established in classrooms?
- Do teachers enforce the rules fairly and treat you with respect?
- During classes do you stay focused on learning and don't waste time?
- What would you like to change to improve your school?

A survey will be developed during second semester to go out to all students to again look at the questions listed above. Data will be compiled and become part of the plan for the 2012 – 2013

school year.

The parent and community focus groups consisted of 15 members who met October 18, 2011 at 6:30 in the evening to address the following questions:

- How is your son/daughter doing in Grandview Middle School?
- What subject(s) is/are most difficult for your child? Why?
- Who helps your child with their work at school? How do they help your child? Does your child leave class to get help?
- What changes do you think would improve your child's education program?
- Describe how often the district communicates with you about the progress of your child?
- What training related to your child's needs has the district offered that you could attend?
- What additional services would you like to see in the Grandview School District that would help all students be successful?
- Do you feel that your child's opinions are valued by teachers and administrators?
- Do you feel that discipline in your child's school is handled fairly?
- Does your child's school promote an environment of mutual respect among students?
- Does your child feel safe at school?
- Does your school teach and reinforce student self-discipline and responsibility?
- What concerns or comments do you have as a parent?

Parents were quite open with comments throughout this group. Surveys will be developed second semester to go out to parents and community representatives to gather data around these questions.

The building leadership team meets the 1st and 3rd Tuesday of each month. These meetings focus on school improvement and have agendas to address specific areas of concern. There are 14 members of the leadership team with teachers, counselors, and administrators represented. The following questions were asked to begin the planning to write the school improvement plan:

- What is the district doing to meet the needs of low achieving students in the district?

- What programs are provided to assist students working below grade level?
- What interventions have you found to be successful with students performing below grade level?
- How does your school insure collaboration among general and special education?
- What do you see as your role in educating students with disabilities?
- What behavioral intervention programs are being used in your schools? How is the staff trained in the use of such programs?
- How is the Student Success Team used in your building?
- Who participates in the Student Success Teams? Are building Principals part of the team?
- What parental involvement activities occur in your buildings? What is the level of participation?
- What professional training is needed in your building to assist with work with student interventions?
- What needs to be included in this grant to assist your building in being successful?

The Leadership Team will continue to discuss student achievement at each of their meetings. They have developed a specific school improvement plan for the 2011–2012 which will be implemented and data gathered. There will be ongoing communication with the leadership team and the building staff.

To promote and enhance parent, student, and community involvement, Grandview Middle Schools has developed a Parent Resource Room through funding provided in the Missouri Integrated Model. This room will provide resources and professional development for parents and community. It is a place to meet and build relationships with families, community, and business partners. This room and resources have been provided to improve and increase parent, student and community involvement and communication.

Grandview Middle School has partnered with the Kansas City Professional Development Center and University of Missouri Kansas City to assist with professional development in the areas of math and positive behavior supports. In addition, they have developed a process of monitoring classroom interventions and are providing feedback to teachers on effective teaching methods.

Grandview Middle School currently has support through McDonalds, Walmart, Lutheran Church, Re- Discover Mental Health, and Rose Brooks. They will continue to work to develop business partners with the community by working through the South Kansas City Rotary Club, The Lions Club, The Community Recreation Center, and the Grandview Educational Foundation. The following chart identifies the stakeholders and the roles that they will have throughout this school improvement planning process.

SECTION VII H Identification of Key Transitional Stakeholders Outside of School and District Personal

Identified Stakeholder	Role	Timeline
(8-a) Students	* Participate in afterschool programs * Hold high expectations for behavior and learning * Participate in mentoring programs * Participate in student interventions programs as identified * Develop student data notebooks to monitor progress * Participate in student focus groups to provide feedback	August 1, 2012
(8-b) Building Staff	* Participate in making school-wide decisions regarding the procedures and plans of the school throughout the transitional process * Provide feedback on success or failure of interventions * Review data weekly * Identify students at tier 1 tier 2 and tier 3 and provide interventions * Teach with fidelity and maintain classrooms based on district guidelines * Become advocates for students and academics	August 1, 2012
(8-b) District Staff	* Approve and support policies and procedures that can lead to true reform * Act as advocates for change while supporting the strategic plan and the vision of increased achievement for Grandview Middle School Students * Provide the authority and support to identify and maintain highly qualified staff	August 1, 2012
(8-c) Parents	* Develop active Parent Teacher Organization * Attend student conference quarterly * Participate in and lead school events * Volunteer to provide support to the school and students * Participate on committees and other parent opportunities * Participate in parent trainings * Assist with the Parent Resource Room * Participate in parent focus groups	August 1, 2012
(8-d) Teacher Organization/ Unions	* Communicate regularly with building administration in support of teachers in implementing this plan * Hold high expectations for student behavior and learning * Assist in the development and communication of the focused tutoring * Keep open communication with teachers on Performance Based Teacher Evaluations and the Teacher Mapping Process	August 1, 2012

(8-e) Colleges and Universities	* Explore ways to support Grandview Middle School as an external provider * Work as a stakeholder to assist with fidelity checks and provide feedback to the staff and administration	September 1, 2012
(8-f) Community Representatives	* Increase the number of business partners working with Grandview Middle School * Identify methods to improve communication with parents and community * Develop a yearly calendar to include GMS students and parents in community activities * Participate in focus groups	September 1, 2012
(8-f-I) Local Government	* Identify specific guidelines that must be addressed throughout this school improvement plan	July 1, 2012
(8-f-II) Business Community	* Increase the number of business partners working with Grandview Middle School * Identify methods to improve communication with parents and community * Develop a yearly calendar of business opportunities	September 1, 2012
(8-f-III) Grandview Board of Education	* Act as advocates for change while supporting the strategic plan and the vision of increased achievement for Grandview Middle School students * Provide authority to remove, and transfer teachers and principals according to district policy * Approve and support policies and procedures that can lead to reform * Assistant Superintendent of Curriculun and Instruction will provide continual feedback on the progress made at Grandview Middle School	July 1, 2012

SECTION

VII I

SECTION VII I – COMPETITIVE PRIORITIES

1) **Implement one plan:**

Grandview Middle School has aligned this plan with the Missouri Integrated Model Action Plan, the Special Education School Improvement Plan targeting achievement and transition, the district and building School Improvement Plans to develop one plan that will be implemented during the 2012–2013 school year. This plan will address all procedures of the school district and will not contradict district policy. If procedures must be changed, this team will work with the Assistant Superintendents of Human Resources and Curriculum and Instruction to determine appropriate next steps which will be further discussed with the Board of Education for support. The objectives and strategies written into the Transformational Plan can be aligned and connected with both the MIM action plan and Special Education School Improvement Plan. The school wide plan supports the Transformational Plan by providing additional coaching in the area of data teams, classroom instruction, and classroom interventions. These areas were identified in the needs assessment conducted in the fall of 2011. In addition to the coaching, the district with the support of the Kansas City Regional Development Center will provide additional professional development and part time coaching to assist with communication arts and math. There will be a summer institute planned to address the professional development needs identified in the needs assessment. This institute will focus on developing school wide systems to address behavior concerns and training on effective research based classroom interventions. The Parent Resource Room, which was developed through the MIM grant, will continue to grow and improve as additional resources become available and a parent liaison is hired to coordinate and improve communication with parents, teachers, and community. Through the focused tutoring program, sessions will be offered before and after school for students who qualify for the program. Teachers will be hired to provide the tutoring which will be focused on the goals, objectives, and strategies outlined in the plan.

2) **Set ambitious targets for improvement:**

- The improvement plan targets outlined in this School Improvement Plan demonstrate significant growth in student achievement over the three-year grant period.

3) **Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders – and removing those who are ineffective**

- The improvement plan includes steps to reinforce the district teacher evaluation system through "Teacher Mapping" to include multiple measures and observations. Through this process, teachers will be provided professional development in areas that have been identified as areas of concern.
- The plan also includes strategies for removing staff found to be ineffective in improving student outcomes. The district will support the schools removal or reassignment of teachers found to be ineffective.
- The plan also includes processes and support for the recruitment of effective teachers to Grandview Middle School as vacancies arise.

4) **Identify high-risk students and create opportunities to succeed**

- The improvement plan includes the monitoring and development of the Student Success Team which will work closely with building counselors and grade level teams to identify Tier II and Tier III level students. Through this team, interventions will be implemented in an effort to improve student achievement.
- The Student Success Team will provide interventions for both academic and behavior concerns. The BIST Consultant will work closely with the Student Success Team to identify concerns and develop plans to address student issues.
- The district will use Pulse, its data management system, to develop a tool to identify students who are at risk. This will be designed around the research based program, Early Warning Systems. The tool will enable Grandview Middle School to identify students who may be at risk for academic failure and monitor the students' responses to interventions. The tool relies on student level data available at the school including indicators for attendance, course failures, and behavior to calculate potential risk for eventually dropping

out. The intended purpose is to support students with an increased risk of academic failure in order to get them back on track for academic success and eventual graduation.

5) **Be bold and innovative**

The improvement plan includes multiple items considered bold and innovative.

- The district has demonstrated that they will provide schools with consistent support, freedom to innovate, and autonomy to make personnel decisions as identified in the Transformational Plan.
- The school improvement plan includes increased time in the school day for identified students. Through the before and after school tutoring program, an increase of 60 minutes will be added to the student day with a teacher hired to provide focused instruction. Tutoring sessions will be provided Monday through Thursday of each week. Transportation will be provided for the sessions.
- Grandview Middle School will support teachers through incentives, additional professional development, and stipends for additional hours spent working on teams with the grant, to address the attrition.
- College credit will be available through UMKC for the summer institute and professional development provided.
- Grandview Middle School will work continually to build and retain a staff that is highly qualified for their teaching assignments.
- Grandview Middle School will ensure that the MOSIG dollars will supplement, not supplant, the existing state, local, and federal funding that schools receive – as evidenced by the continued support of the district.
- Grandview School District will work to provide a process to train staff and develop programs so that activities are continued and sustained after the grant is complete.

6) **Demonstrate teacher commitment**

- 100% of the teachers agreed to implement the plans included in the MOSIG application as evidenced by the building leadership team and staff meetings. There was a presentation on the key findings of the MOSIG application to the Grandview Middle School staff. Questions were answered and commitment was defined. Following the presentation, a

vote was taken to determine the staff support of the activities defined in the grant. The vote indicated by the thumbs up/thumbs down method, revealed 45/45 staff members present were in favor. The other 7 staff members who were absent voted the next day which resulted in a 100% buy in by staff members.

APPENDIX

A

Grandview C-4 School District

Ralph Teran, Ed.D., Superintendent of Schools

Lisa G. Walker
Assistant Superintendent
Curriculum and Instruction

Ann Marie Cook
Assistant Superintendent
Operations and Finance

Susan R. Kirkpatrick
Assistant Superintendent
Human Resource Development

"Where Kids Come First:
Each and Every One"

Craig Rector, Coordinator
Missouri Department of Elementary and Secondary Education
Office of Quality Schools
P.O. Box 480
Jefferson, City, MO 65102

October 24, 2011

Mr. Rector:

Please accept this letter as acknowledgement of our district's intent to apply for the Cadre II, Year 1, 1003(g) School improvement Grant. If awarded, we pledge a commitment to using the SIG funds to serve Grandview Middle School, which has been identified on the SIG Eligible Schools list as a Tier II school.

We are currently planning to use the Transformational Model as the intervention framework. Our anticipated budget for the SIG funds to be used at Grandview Middle School will be $990,000.00, to be allocated in $330,000.00 increments over a three year period.

We have registered and plan to send four district staff members to the required meeting scheduled for November 4, 2011. We look forward to participating in this opportunity.

Sincerely,

Ralph Teran

Ralph Teran

Harry S. Truman Memorial Building - Grandview Educational Administrative Center
13015 10th Street, Grandview, Missouri 64030

April 2011 – April 2012
President: Kathy Meyers
Vice President: Cindy Bastian
Treasurer: Bob Stewart

Grandview C-4 School District
Board of Education
13015 10th Street
Grandview, MO 64030

Member: Paul Alexander
Member: Ann Fisher
Member: Don Fisher
Member: Barbara Polette

December 9, 2011

To Whom It May Concern,

I am writing in support of the Grandview C4 application for the School Improvement Grant for Grandview Middle School (GMS). Through the accountability plan, the district and board have identified the need for more focused professional development and monitoring for fidelity of implementation for a guaranteed a viable curriculum for all of our students.

At our September meeting, the Board of Education (BOE) approved the purchase of an online curriculum management system to assist teachers in updating and customizing lesson plans in alignment with district standards and expectations. This system further allows parents and students greater flexibility in viewing assignments and expectations while also providing the administration with curriculum monitoring capabilities by building, grade and classroom. Additionally, in November the BOE approved a web-based, on-demand professional development system that will support systematic, job-embedded programs that emphasize classroom implementation.

Beyond the district needs, the Board of Education and Central Office Administration recognize that due to the persistently low performance demonstrated at GMS for the past three years, even more urgent and strategic work is needed. At our most recent meeting, the BOE unanimously approved the Central Office Administration request to apply for the School Improvement Grant (SIG) on behalf of GMS. The BOE understands and accepts the commitment required to support this venture to ensure that the work results in positive changes for improved student achievement results at GMS. Our Board Vice-President, who is a retired teacher, will participate in identifying the needs and developing the interventions for the grant.

We are committed to implementing positive change on behalf of GMS students and look forward to any assistance we can receive for this endeavor through the School Improvement Grant.

Sincerely,

Rachel V. Casey

Rachel Casey, President
Grandview C4 Board of Education

GLOSSARY

1) **Achievement Series:** the comprehensive assessment management solution that provides immediate results needed support data driven decision making and improved instruction at the teacher level focused on individual student needs.
2) **Accountability Plan:** the district wide plan developed by the district team with input from buildings that targets Missouri School Improvement Program process findings: curriculum, assessment, instruction, and professional development. Improvement in student achievement in communication arts and math is targeted through the monitored delivery of a guaranteed and viable curriculum, summative and formative common assessment data, and data analysis to inform instruction.
3) **Advanced Questionnaire:** a questionnaire administered once every five years prior to a School Improvement Review or may optionally be administered at other times to allow all stakeholders in Missouri public school districts to participate in the review process, as well as provide a common basis for generating information useful for school improvement
4) **Benchmarks:** process that provides a consistent system for standards based grading through the development of student learning targets and common assessments and reveals individual student progress toward proficiency for all mathematics benchmarks
5) **BYOC:** Build Your own Curriculum is a web based curriculum portal available at various levels for students, parents, teachers, and administrators. The curriculum management system allows teachers to locate current curriculum requirements and resources to quickly customize lesson plans to meet district expectations. Administrators can instantly accept teacher curriculum by standards, teacher objectives or key concepts.
6) **Check and Connect:** a research based program that connects identified students with staff members to meet and work together on a regular basis to assist with making the personal connections to help keep students in school and involved
7) **CCSS:** Common Core State Standards
8) **Cultural Typology:** a study for purposes of understanding organizational environment

9) **Data Conference:** meetings scheduled with district and building leadership teams to discuss correlations between classroom observation data related to instructional delivery methods, curriculum objectives, and student achievement data
10) **Data Team**: team developed to process and drive evidence based instructional practices at the universal, targeted, and individualized levels of instruction in both communication arts and math
11) **Diagnostic Assessment**: assessments administered to all district students in grades 2 through 10 in the fall, winter, and spring in the areas of reading and math
12) **District Leadership Team:** Central Office team that includes the Superintendent, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Human Resources, Director of Curriculum and Instruction, Director of Instructional Technology, and District Instructional Coach
13) **DMR:** Decision Making for Results
14) **Early Warning Systems**: implementation process to support the establishment and implementation of early warning systems for identifying and monitoring students who are at risk for dropping out of school
15) **Educational Equity:** a program to examine how race relations and oppression diminish the potential for instructors, students and administrators to teach, learn and lead through effective communication skills, culturally improved policies and practices, respected leadership, and camaraderie among teachers and students
16) **ELL:** English Language Learners
17) **Focus Groups**: identified groups of teachers, staff, students, parents, and community representatives to meet to address key issues pertaining to Grandview Middle School
18) **IEP:** Individual Education Plan
19) **Instructional Management System:** system that assists in capturing and accessing assessment data at the universal/diagnostic level, common assessment level, and classroom level.
20) **Lesson Study:** a three phase process involving collaborative teacher teams planning a lesson, observing student reactions to the lesson, and then analyzing those reactions

21) **MIM:** Missouri Integrated Model is a three year grant encompassing 11 essential features integrating evidence based practices in the development of three tiered models of academic and behavior support
22) **Performance Series Assessment**: one component of the instructional management system which enables teachers and building and district leadership teams to monitor progress based on three universal/diagnostic assessments administered to all district students in grades 2-10 in reading and math
23) **PBIS: Positive Behavior Intervention Supports:** a planning and implementation process that develops a school wide system that is understood and used by all staff, students, and parents to address behavioral and cultural issues in the building
24) **Power Standards**: standards identified to narrow the vast curriculum into a viable set of standards that are aligned to Common Core State Standards
25) **PD 360:** an online on-demand professional development system for teachers focused on dramatically improving student achievement
26) **Project CRISS:** Creating Independence through Student-owned Strategies, a professional development program designed to help all students read, write, and learn more effectively that addresses students monitoring their learning to assess when they understand, students integrating new information with prior knowledge, and students being actively engaged in the learning process through discussing, writing, organizing information, and analyzing the structure of text to help improve comprehension
27) **Pulse:** a dashboard and data warehouse for all student information
28) **Read 180:** a comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers in Grades 4–12
29) **School Leadership Team:** building team that includes administrators, instructional coach, teachers to review and analyze data and provide leadership to the building
30) **SIM:** Strategic Instructional Model
31) **SMART Goals:** goals developed by teams to address data that are specific, measurable, attainable, realistic, and time bound

32) **Teacher Mapping**: a process that enables building leadership teams to collect longitudinal data through classroom observations on identified indicators related to the effective implementation of curriculum objectives, use of research-based instructional strategies, levels of student engagement and rigor of activities and instructional delivery methods including technology and differentiation

Appendix A: Verification and Selection of Research Based Practices and Programs

Programs & Structures

Program	Aligned Strategy(ies)	Research	References/Notes:
Project CRISS	1.2.2 Implement CRISS	.58 correlation for comprehension programs (high effect) + 20 Improvement Index – potentially positive effects	What Works Clearinghouse Hattie, John
Read 180	1.2.4 Enhance Read 180	+12 Achievement Improvement Index, +4 Comprehension Index – potentially positive effects (For Read 180)	What Works Clearinghouse
Strategic Instruction Model	1.2.5 Implement Strategic Instruction Model for Tier 2 and 3	.58 correlation for comprehension programs (high effect); .69 correlation for thinking strategies (high effect)-studies evaluated several strategies with impact noted	Florida Center for Reading Research Hattie, John
Tutoring	3.1.1 Expand school hours with tutoring	.77 correlation for comprehensive interventions for LD students (high effect) .SS correlation for peer tutoring (high Comprehensive study of tutoring impacts by U of ILL indicated strong outcomes when implemented with best practices (strategic, training, progressive monitoring; aligned to standards,)	University of Illinois Hattie, John

Program	Aligned Strategy(ies)	Research	References/Notes:
PBIS	3.5.1 Implement PBIS	.34 correlation for decreasing disruptive behaviors (medium effect); .53 correlation for classroom cohesion (high effect); .52 for classroom management (high effect) PBIS has been extensively researched and has shown to have high levels of impact if implemented with fidelity	Hattie, John Positive Behavior Support Systems Organization
Educational Equity	2.1.1 Educational Equity	.32 correlation of positive view of ethnicity(medium effect)	Hattie, John (limited studies but does indicate that the positive view of ethnicity may contribute to positive learning)
Layered curriculum	2.1.4. Improve co-teaching structures with differentiation.	.41 correlation on matching styles of learning (medium to borderline high) (a premise of the program); .73 for feedback (premise of the program) (high effect)	Hattie, John Limited studies specific to layered curriculum, focused on program components research base
Lesson Study	2.1.3 Peer coaching using Lesson Study	Limited research on Lesson Study model as new to US (Japan model), preliminary trial in Denver indicated 100% teachers felt Lesson Study was valuable	Armstrong, Anthony

Program	Aligned Strategy(ies)	Research	References/Notes:
		PD tool. Teacher (peer) collaboration has positive impact on teaching	Kise, J.A. G.
Math benchmarking	1.1.3 Math benchmarking process for support at all tiers.	.62 for professional development (high effect); .90 correlation on use of formative assessments (high effect) Key components of math benchmarking	Hattie, John
Multi tiered systems (tiers/ interventions)	3.1.2 Implement seamless tiered system of support/ interventions	Multiple studies on impact of RtI(which is a multi tiered system) indicate improved student outcomes	Griffiths et. al.
Co-teaching structures	2.1.4 Improve quality of co-teaching structures	.19 correlation on co/team teaching (medium effect); 3 studies on student outcomes indicated higher grades, positive student perception of growth, and positive, student, teacher, and parent reactions	Hattie, John (meta-analysis was not on general / special ed. Teams) Friend, Marilyn
Teacher mapping	2.1.2 Teacher mapping used to improve teacher quality and to differentiate PD	.44 correlation to teacher quality (high effect); .62 correlation for professional development (high effect)	Hattie, John
Check and Connect	3.3.3 Implement Check and Connect	+30 Improvement Index for progressing in school, +25 Improvement Index	What Works Clearinghouse

Program	Aligned Strategy(ies)	Research	References/Notes:
		for staying in school	

Specific Instructional Strategies / embedded concepts

Strategy	Aligned Strategy	Reference / research	References / Notes:
Student Self reporting of grades	1.1.2 CRISS (strategy to assess own learning) 1.1.1 Data team 1.2.3 Math benchmarking	Correlation of 1.44 with student self-reporting (highest level of effect)	Hattie, John
Feedback systems	1.1.2 CRISS 1.1.1 Data teams 3.3.2 BIST behavior plans	.73 correlation for feedback (high effect) Recognizing and rewarding effort and setting objectives and feedback are key instructional strategies with high impact	Hattie, John Marzano, Robert
Student Goal setting	4.1.2 Parent/ student/ teacher conferencing and goal setting	.55 correlation for teacher goals (high effect) Setting objectives and providing feedback is a key instructional strategy	Hattie, John Marzano, Robert
Student engagement levels	1.1.1 CRISS 1.1.2 Math benchmarking	.48 correlation for student engagement levels (high effect)	Hattie, John
Behavior plans	3.3.2 BIST consultants will assist with behavior plans	.34 correlation for decreasing disruptive behaviors (medium effect); .55 correlation for	Hattie, John

Strategy	Aligned Strategy	Reference / research	References / Notes:
		teacher goals (high effect)	
Learning Strategies	1.1.2 CRISS 1.1.3 Math benchmarking 1.1.3 SIM	.69 for meta-cognitive strategies (high level of effect) .64 for self-verbalization/ self - questioning strategies (high level)	Hattie, John
Collaborative team data reviews	1.1.1 Data Team processes 1.1.3 Math benchmarking 3.1.2 Implement seamless tiered system of support/interventi ons collaborative team review of interventions	-Collaborative scoring of student results is a high leverage activity for student achievement	Reeves, Doug
Coaching with differentiated PD	2.1.3 Coaching of evidence based practices based on teacher mapping	- evidence that a differentiated coaching model results in improved teaching	Kise, J.A. G.
Providing Formative evaluation	1.1.1Data team process 1.1.3 Math benchmarking 3.4.1 Strong curriculum and assessment program to support MOSIG	.90 correlation on use of formative assessments (high level of effect); .77 correlation feedback to students (high effect)	Hattie, John
Improved teacher student relationships	4.1.2 Strategies to involve students and parents	.72 correlation (high level of effect)	Hattie, John
Parent involvement in learning	4.1.1 Increasing parent involvement	.51 correlation with parent involvement (high level)	Hattie, John

Strategy	Aligned Strategy	Reference / research	References / Notes:
Early warning of at – risk students	3.1.2 Use tiered system to identify and align interventions (EWS)	-compiled the 7 step process for interventions and at-risk markers based on research of indicators	National High School Center

Reference List:

Armstrong, Anthony (2011) "Lesson Study Puts a Collaborative Lens on Student Learning" Learning Forward

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Griffiths, A.J., Parson, L, Burns, M.K., VanDerrHeyden, A. & Tilly, W.D. (2007) Response to Intervention: Research for Practice, National Association for State Directors of Specia l Education, Alexandria, VA

Hattie, John (2009) Visible Learning: A Synthesis of Over 800 Meta-Analysis Related to Achievement, Routledge.

Friend, Marilyn (2008) Co-Teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools, Marilyn Friend, INC.

Kise, J.A.G., (2006) Differentiated Coaching: A Framework for helping teachers change. Thousand Oaks, CA, Corwin Press.

Marzano, Robert, Pickering, Debra, & Pollock, Jane (2001) Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement; ASCD.

National High School Center, www.betterhighschools.org American Institute for Research, Washington D.C.

Reeves, Doug (2011) "Bring Focus to Your School Through Data Teams", Data Team Summit.

"School- Wide Positive Behavior Support : Is School-wide Positive Behavior Support an Evidence Based Practice" (2009). www.pbis.org OSEP Center on Positive Behavioral Interventions and Supports, University of Oregon.

What Works Clearinghouse, www.ies.ed.gov/ncee/wwc , Alexandria, VA

APPENDIX

B

GRANDVIEW MIDDLE SCHOOL

"WHO I AM MAKES A DIFFERENCE"

SCHOOL IMPROVEMENT PLAN
2011-2012

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2011 - 2012

SCHOOL IMPROVEMENT PLAN (SIP)

SCHOOL: Grandview Middle School

PRINCIPAL (Interim): Ms. Jennifer Price

SIP TEAM MEMBERS:

Jennifer Price	Interim Principal
Marcellena Gore	Assistant Principal, Gold House
Tim Moore	Assistant Principal, Blue House
Steven Riemer	Leadership Team Chairperson (6th grade SS/CA)
Octavia Curtis	Leadership Team, Culturally Responsive Practices (Read 180)
Sandy Runyan	Leadership Team, Coaching and Mentoring (Sped)
DeeAnn Moore	Leadership Team, Data Action Team (8th Science)
Leslie Goodwin	Leadership Team, Data Action Team (7th CA)
Theresa Riggs	Leadership Team, Data Action Team (6th Science/Math)
Hannah Davis	Leadership Team, Family & Community Involvement (8th Science)
Quinci Dacus	Leadership Team, Family & Community Involvement (8th Math)
Travis Stevens	Counselor, Gold House
Shelly Ephland	Classified representative, Counseling Secretary
Gary Carl	Leadership Team, Family & Community Involvement (6th Math/Science
LaDonna Williams-Hunt	Instructional Coach

SIP PLANNING/REVISION PROCESS:

Grandview Middle School uses the collaborative structure of Professional Learning Communities to study and review school data as well as district and state standards. The data guides the instructional practice of team members as they adjust lessons to reach all students, track individual student progress and develop interventions to support areas of deficiency.

The School Improvement Planning process began in May of the previous school year with the writing of the MIM action plan that supports the School Improvement Plan. At the beginning of the school year, a variety of teacher groups such as departments, grade levels, and MIM action teams, reviewed our student achievement and school data and Missouri Assessment Program (MAP) data as it related to our School Improvement Plan. The goals and initiatives were reviewed and recommendations for changes and adaptations were made. Additionally, based on the data and areas of concern, professional development activities have been planned to improve teacher learning and to increase student achievement.

DATA TO INFORM/GUIDE DECISION – MAKING:

The Grandview Middle School staff review numerous reports and pieces of data to drive decision-making:

- MAP AYP School Wide and Grade Level Breakdown Reports
- District generated MAP Grade Level Expectations (GLE) average data reports
- MAP reading, Math, and Science Content Standard Reports
- MAP Ethnicity and Gender Disaggregated Reports
- MAP Item Benchmark Analysis Report
- Missouri Grade Level Expectations
- Read 180 reading scores
- Lexile data to determine interventions
- S.M.A.R.T. Goals for departments
- MIM Action Agenda and Staff Survey
- SCANTRON Performance and Achievement Series Communication Arts, Reading and Math Reports
- PULSE School Attendance and Discipline Reports
- Monthly Instructional Practice Inventory (IPI) and MSIP Walk-Through Observation Reports
- District Curriculum and C-4 Power Standards and Power GLEs
- SST (Student Support Team) Referrals
- Team Collaboration to score students' writing campaign samples using the Schmoker protocol and 4 point Rubric
- Review and revise instructional programming, School Improvement Plan goals and areas of instructional focus
- Action Teams use strategies incorporated in the Missouri Integrated Model (MIM) Action Plan to increase student achievement
- Data from the implementation of the Book of the Month and Who I Am Makes A Difference programs

Demographic Data

Student Enrollment

School Wide Historical Data

Grade	07-08	08-09	09-10	10-11	**Current**
6	212	187	178	187	**164**
7	218	178	171	179	**194**
8	248	200	177	172	**192**
Total Enrollment	678	565	526	538	**550**

Five Year Enrollment Trend 2007-2010

Year	African American	Caucasian	Hispanic	Other
2007	70%	21%	7%	2%
2008	72%	18%	9%	1%
2009	69%	21%	10%	>1%
2010	70%	21%	9%	>1%
Current	**75%**	**16%**	**9%**	**>1%**

Findings:

As of the last day of school for the 2010 - 2011 school year, Grandview Middle School had a total of five hundred thirty eight (538) students enrolled. Grandview Middle School's current enrollment is five hundred fifty (550) students. Our student population is comprised of African American (75%) Caucasian (14%), Hispanic and Asian students. (10%).

Conclusions:

Over the past five academic years, Grandview Middle School's total enrollment has decreased eleven percent. The findings reveal that in the past five years the number of incoming 6th graders has remained fairly constant except for this current school year. The 2011-2012 enrollment reveals a fifteen percent decrease (23 students). The 7th and 8th grade enrollment remained steady for the last two years (09-11) and both increased by approximately ten percent (20 students) this current school year.

Recommendations:

Create a structure for 5th grade parent night that promotes active parent involvement and showcases the positive attributes and culture of GMS to increase the number of 6th graders staying in the district.

Socio Economic Indicators from DESE

Year	Students Participating in Free and Reduced Lunch	
	Total and Percent	
2007	385	63%
2008	374	66%
2009	397	75%
2010	347	64%
Current	**384**	**72.11%**

Annual Attendance Rate Percentages

Year	Building Percentage Total	State Percentage Total
07-08	93.55	94.0
08-09	94.17	94.0
09-10	94.09	94.4
10-11	94.16	94.2
Current	**94.9 (Oct)**	

Student Gender Distribution

Year	Male	Female
08-09	282	283
09-10	274	252
10-11	281	257
Current	**288**	**261**

Findings:

Grandview Middle School's attendance rate percentage was ninety- four point sixteen percent (94.16%) for the 2010-2011 school year, compared to the state average of ninety- four point two percent (94.2%) for the 2010-2011school year. Grandview Middle school's gender distribution indicates that for the 2010-2011 school year, the population was fifty- four percent (54%) males and forty -six percent (46%) females. For the past five academic years, over sixty percent (60%) of Grandview Middle School's student population received assistance with the federal free and reduced lunch program.

Conclusions:

Grandview Middle School met the annual percentage rate for the 2010-2011 school year.

We have consistently met and or surpassed the state percentage. With the exception of one school year, the population of free/and reduced lunch has increased.

Recommendations:

Use data to determine attendance issues to create interventions that will increase attendance. We will continue to make daily phone calls and send letters home for students who miss more than five days.

School Discipline

Student Discipline Referrals

Code #	Incident	08-09	09-10	10-11	Current
54	Weapons	1	Combined with code 38A		
52	Tardies	314	Combined with code 24		
51	Inappropriate Clothing	37	0	0	0
50	Electronic device	1	0	0	0
38A	Weapons / Possession / Use	3	3	1	0
37	Vandalism	1	2	0	0
36	Unserved Long Detention	23	0	0	1
35	Unserved Detention	0	0	22	6
34	Unauthorized Entry	0	0	0	0
33	Truancy	38	24	16	2
32	Tobacco	0		0	0
31	Threats/Verbal Assault	28	7	2	1
30	Theft	12	6	1	0
29	Sexual Explicit, Vulgar Material	0	5	0	0
28A	Sexual Harassment /Verbal	6	2	7	1
28 B	Sexual Harassment/ Physical	16	4	2	3
27	Sexual Activity	0	0	0	0
26	Recording	0	0	0	0
25	PDA	15	1	3	0
24	Miscellaneous/Tardies	22	299	244	144
23	Incendiary Devices		0		0
22	Inappropriate Use of Tech	16	1	2	0
21	Hazing	0	0	0	0
20	Gambling		0	0	0
19	Fireworks	0	0	0	0
18	Fighting A	6	11	21	3
	Fighting B	79	54	37	8
17	False Alarms	0	0	0	0
16	Failure to Meet Conditions of Suspension	6	0	0	0
15	Extortion	0	0	0	0
14A	Drugs/ Alcohol	3	4	1	1
13	Disruptive Common Behavior	107	146	67	21
12	Disruptions Re Gangs	0	0	12	0

Code #	Incident	08-09	09-10	10-11	Current
11	Disrespectful /Disruptive Conduct / Speech	394	154	281	51
10	Defiance/ Insubordination	83	206	72	32
9	Dishonesty	5	1	6	1
8	Comb. of Repeated Offenses	45	7	16	0
7	Bus/ Transportation Misconduct	42	3	14	1
6	Bullying	1	15	7	3
5	Auto/ Vehicle Misuse	0	0	0	0
4	Assault/ Battery Student	29	11	8	2
3	Assault Battery Staff	1	5	6	1
2	Arson	0	1	0	0
1	Academic Dishonesty	0	0	0	0
Total		**1334**	**973**	**850**	**282**

Findings:

Grandview Middle School accumulated a total of eight hundred fifty (850) student discipline referrals for the 2010-2011 school year. Currently we have a total of two hundred eighty-two (282) referrals which puts us at a rate exceeding last year's total.

Conclusions:

Grandview Middle School has shown a consistent decline in the total number of discipline referrals from the 2008-2009 school year to 2010-2011. Of the 282 referrals over fifty percent (50%) were attributed to tardies. The top five student offenses that occur each year are as follows:

1. Disrespectful/ Disruptive Conduct/ Speech- 2010-2011- 33%
2. Miscellaneous(Tardies/ Dress Code) – 2010-2011- 29%
3. Disruptive Common Area Behavior-2010-2011-8%
4. Defiance/ Insubordination- 2010-2011- 8%
5. Fighting (Physical)- 2010-2011- 4%

Recommendations:

See Action Agenda Goal 3, pages 36-43.

Student Discipline Actions

Discipline Action Codes

Action	08-09	09-10	10-11	Current
Crossroads	81	87	33	13
Warning	178	63	88	23
Unilateral Removal	3	0	0	0
Referral	16	0	1	0
Out of School Suspension	49	46	62	6
In School Suspension(ISS)	415	445	347	87
Counseling	8	1	4	0
Conference	98	2	46	38
Bus – Off Bus	9	1	0	1
Bus – Warning	4	0	8	0
Before School Detention	11	0	0	5
After School Detention	453	325	246	74
Banned from Athletic Event	2	0	0	0
Total	1327	971	836	247

Findings:

Grandview Middle School administration issued eight hundred thirty-six (836) consequences in response to discipline incidents that occurred for the 2010 – 2011 school year.

Conclusions:

As student discipline incidents decreased over the past four years, so has the number of discipline actions. The top two disciplinary actions issued are in-school suspensions and after school detentions. In-school suspension allows the students to continue their academic achievement in an alternative setting.

Recommendations:

See Action Agenda Goal 3, pages 36-43.

Longitudinal MAP Data

Communication Arts

Year	2007	2008	2009	2010	2011
	Not Met	Not Met	Not Met	Not Met	Not Met
Annual Proficiency Target	**42.9**	**51.0**	**59.2**	**67.4**	**75.5**
School Total	29.8	37.0	40.4	39.6	36.1
African American	24.9	31.3	32.0	33.6	29.4
Caucasian	45.2	54.2	61.7	53.6	53.1
Hispanic	34.1	43.5	50.0	50.0	44.4
F/R Lunch	21.7	33.3	33.9	36.1	32.6
IEP	8.8	18.4	11.6	22.9	22.4
LEP	20.0	14.3	42.9	31.8	25.0

6th Grade

	Below%	Basic%	Prof%	Adv%
2010-1011	**7.5**	**53.1**	**28.2**	**11.1**
09-10	4.9	56	29.6	9.5
80-09	11.4	46.4	33.2	8.9
07-08	10.5	51	29.6	8.9
06-07	15.5	60.8	20.3	3.4

7th Grade

	Below%	Basic%	Prof%	Adv%
2010-1011	**12.5**	**53**	**24.9**	**9.6**
09-10	9.6	48.9	29.6	11.9
08-09	10.1	46.9	35.7	7.2
07-08	14.1	47	33.2	5.7
06-07	17	45.2	31.3	6.5

8th Grade

	Below%	Basic%	Prof%	Adv%
2010-1011	**5.1**	**50.9**	**30.7**	**13.4**
09-10	3.8	54.6	31.5	10
08-09	7.9	58.9	25	8.2
07-08	4.8	58.1	30.8	6.2
06-07	11.5	56.2	26.3	5.9

MAP -Communication Arts Low Performing GLEs

6th Grade Communication Arts - Low Performance GLE's

GLE	Percentage Earned
R3A	50%
R2B	53%
W1A	57%

7th Grade Communication Arts - Low Performance GLE's

GLE	Percentage Earned
R2A	29%
W2E	35%

8th Grade Communication Arts - Low Performance GLE's

GLE	Percentage Earned
R2A	46%
W1A	54%
W2B	45%
W2E	37%

Findings

In the areas of communication arts, Grandview Middle School has not met the annual proficiency target for the past five years. The 2010-2011 school year had a proficiency target of seventy-five percent (75.5%) with Grandview Middle School only meeting thirty-six percent (36.1%) proficient. The numbers in the below basic category have decreased steadily and the numbers in the advanced category have increased slightly. Students in grades 7 and 8 perform below proficiency on the GLE R2A. Students in grades 6 and 8 commonly under perform on GLE W1A.

Conclusions:

Although there has been a decrease in the below basic category, our students' proficient and advanced scores in Communication Arts decreased by three percent (3%). Students are not mastering skills or proficiently performing on the MAP GLEs.

6th Grade

Performance for grade 6 indicates a need to improve the ability to identify and explain literary techniques, analyze text features to clarify meaning and following a writing process to edit.

7th Grade

Performance for grade 7 indicates a need to improve the ability to use grade level text to recognize and interpret text features, using dictionary to edit or correct.

8th Grade

Performance for grade 8 indicates a need to improve the ability to use grade level text to interpret and analyze information in title, follow a writing process to edit, compose text with relevant and specific details, and use correct pronoun case.

Recommendations:

See Action Agenda Goal 2, pages 31-35.

Math

Year	2007	2008	2009	2010	2011
	Not Met	Not Met	Not Met	Not Met	Not Met
Annual Proficiency Target	**35.8**	**45.0**	**54.1**	**63.3**	**72.5**
School Total	19.2	26.4	30.8	35.7	32.7
African American	14.8	20.5	24.3	29.3	28.2
Caucasian	32.5	45.3	54.2	57.3	49.4
Hispanic	21.4	34.1	22.0	30.0	25.9
F/R Lunch	13.5	22.6	25.7	30.6	27.7
IEP	6.7	19.4	14.0	27.1	22.4
LEP	20.0	28.6	7.1	13.6	5.0

6th Grade

	Below%	Basic%	Prof%	Adv%
2010-1011	13.8	43	29.9	7.5
09-10	16.2	48.2	30.7	5.6
80-09	14.3	52.1	29.5	2.9
07-08	20.5	43.7	19.6	6.3
06-07	20.6	56.8	20.7	3.0

7th Grade

	Below%	Basic%	Prof%	Adv%
2010-1011	21.8	45.4	28.2	4.6
09-10	18.5	42.1	32.5	7
80-09	20.9	40.8	30	8.3
07-08	24.4	51.2	20.5	3.9
06-07	27.5	46.6	20.8	5

8th Grade

	Below%	Basic%	Prof%	Adv%
2010-1011	26	46.6	20.2	7.2
09-10	24.9	36.4	28.4	10.3
08-09	29.9	43.8	20.7	5.6
07-08	28.7	46.9	18.9	5.6
06-07	41	41.9	13.4	3.6

MAP -Math Low Performing GLEs

6th Grade Math - Low Performance GLE's (under 50 %)

GLE	Percentage Earned
A3A	39%
M2C	35%
N1A	46%
N3E	44%

7th Grade Math - Low Performance GLE's (under 50 %)

GLE	Percentage Earned
A1B	10%
A2B	24%
A4A	44%
D2A	18%
D3A	31%
G1B	18%
M2C	40%

8th Grade Math -Low Performance GLE's (under 50 %)

GLE	Percentage Earned
A1A	29%
A1B	44%
A1D	33%
A2A	49%
A2B	32%
A3A	28%
A4A	41%
D2B	27%

D4A	25%
G2A	38%
G3A	35%
G3B	30%
G4B	44%
M2B	25%
M2C	16%
M2E	43%
N1B	39%

EOC Algebra 1

Students	% Proficient or Advanced 2011	% Proficient or Advanced 2010	Difference + or -
All	69%	61.4%	+7.6
Black	55%	48.4%	+6.6
White	34%	80%	-46%
Hispanic	10%	66.7%	-56.7
F/R	100%	60%	+41
IEP	0%	0%	0%
Gifted	.03%	40%	-39.97%
Male	52%	58.1%	-6.1
Female	48%	65.4%	-17.4

Findings:

In the area of Math, Grandview Middle School did not meet the annual proficiency target of 72.5% for the 2010-2011 school year with only 32.7% proficiency rating. The grade levels share M2C as a low GLE. Grades 7 and 8 are both low in A1B, A2B, and A4A.

Sixty-nine percent (69%)of the students enrolled in Algebra 1 scored proficient/advanced on the EOC in 2011. This is a slight increase from the 2010 percent of 61.4%. Over fifty percent (50%) of the Black subgroup scored proficient and advanced and 100% of the Free/Reduced subgroup scored in proficient and advanced.

Conclusions:

Grandview Middle School has not met the annual proficiency target for the past five years in the area of math. Each grade level has a set of skills students are not achieving mastery:

6th Grade

Performance for grade 6 indicates a need to improve skills in problem solving, measurements, whole numbers, and ratios/rates.

7th Grade

Performance for grade 7 indicates a need to improve skills in analyzing graphs, algebraic expressions, varying rates of change, measures and range, observations, measurements, and problem solving.

8th Grade

Performance for grade 8 indicates a need to improve skills in geometric shapes, analyze patterns, linear and nonlinear graphs, algebraic equations, problem solving, analyze the nature of change, comparing and showing differences in data, theoretical probability, analyze properties of right angles, shapes, scale, draw models to solve problems, solve circumference problems, fractions, decimals and percents to solve problems.

EOC data confirms a twelve percent increase in proficient/advanced. This could be correlated to the Benchmarking process.

Recommendations:

See Action Agenda Goal 1, pages 28-30.

Performance Series

Overall School Wide	Average Scale Score Fall 2011	Average Scale Score Fall 2010	Fall Interquartile Range	Gains Comparison Between Fall 2010 and Fall 2011
Reading	2756	2794	2591-3047	-38
Math	2527	2497	2429-2841	+30
Language Arts	2515	----	2443-2750	----
Science	2589	2618	2444-2788	-29

Grade 6	Average Scale Score Fall 2011	Average Scale Score Fall 2010	Fall Interquartile Range	Gains Comparison Between Fall 2010 and Fall 2011
Reading	2665	2670	2591-2950	-5
Math	2472	2445	2429-2676	+27
Language Arts	2470	----	2443-2663	----
Science	----	----	2444-2693	----

Grade 7	Average Scale Score Fall 2011	Average Scale Score Fall 2010	Fall Interquartile Range	Gains Comparison Between Fall 2010 and Fall 2011
Reading	2780	2760	2659-2981	+20
Math	2550	2490	2495-2753	+60
Language Arts	2540	----	2483-2684	----
Science	2588	----	2502-2732	----

Grade 8	Average Scale Score Fall 2011	Average Scale Score Fall 2010	Fall Interquartile Range	Gain or Loss
Reading	2812	2833	2747-3047	-21
Math	2554	2565	2559-2841	-11
Language Arts	2540	----	2583-2750	----
Science	2589	2619	2547-2788	-30

Findings:

Grandview Middle School students scored within the appropriate interquartile ranges for the fall administrations of the Performance Series Test for both the 2010 and 2011 school years in all subjects for all three grade levels.

Conclusions:

Grandview Middle School will continue to increase the level of student engagement and offer a rigorous curriculum for students in all subject areas.

Recommendations:

See Action Agenda Goals 1 and 2, pages 28-35.

Achievement Series:

Reading

6th Grade Current Year Reading Scores on Selected GLE's	CA06 Coll1S All Summer in a Day Score	CA06 Coll1S Solar System Bodies Score
R.1.E.b context clues	82.73%	
R.1.H.a answer basic comprehension questions	82.32%	
R.1.H.f draw conclusions	69.70%	
R.2.C.b identify plot, including problem/conflict, climax, and resolution	81.44%	
R.2.C.c analyze the influence of setting on characters and plot	57.78%	
R.2.C.i make inferences	73.86%	
R.3.A.b Analyze text features to clarify meaning, emphasizing newspapers and magazines		67.46%
R.3.C.a demonstrate comprehension skills previously introduced		77.76%
R.3.C.g compare and contrast		86.03%
R.3.C.i determine and/or compare authors' viewpoints		80.88%
W.2.B.a strong controlling idea	60.82%	
W.2.B.b relevant, specific details	60.82%	

7th Grade Current Year Reading Scores on Selected GLEs	Coll1S People, Places, and Change Score	Coll1S Rikki Tikki Tavi Score
R.1.E.a roots and affixes		85.28%
R.1.E.b context clues	64.75%	

R.1.G.b self-monitor comprehension		67.3%
R.1.H.e reflect	71.22%	
R.1.h.f draw conclusions		76.42%
R.2.A.b recognize and interpret the text features of fiction, drama, poetry	61.39%	
R.2.C.a demonstrate comprehension skills previously introduced		68.08%
R.2.C.b identify plot and subplot, mood, flashback, theme, and types of conflict		62.26%
R.2.C.c analyze cause and effect		89.94%
R.2.C.f evaluate the problem-solving processes of characters		71.7%
R.2.C.h make inferences	63.31%	83.02%

8th Grade Current Year Reading Scores on Selected GLEs	Coll1S Broken Chain Score	Coll1S Road Warriors, Listen Up Score
R.1.E.b synonyms and antonyms	75.86%	
R.1.G.b self monitor comprehension	92.14%	
R.1.G.d infer	70%	
R.1.H.f draw conclusions		81.31%
R.1.H.g analyze		61.36%
R.2.B.e analyze literary techniques previously introduces		55.305
R.2.C.a demonstrate comprehension skills previously introduce	54.0%	
R.2.C.f interpret behaviors, motives, and consequences of characters' actions	61.19%	
R.2.C.i make inferences		73.33%

Findings:

Selection tests indicate that reading process skills are the strongest area. Students are not achieving mastery on questions related to R2C, R3A.

Conclusions:

Continued emphasis needs to be given to increasing student vocabulary, analyzing text features, and increasing comprehension skills. Specifically 8th grade needs to increase proficiency in analyzing literary text, interpreting, and demonstrating comprehension skills previously introduced. The 7th grade needs to increase proficiency in using context clues, interpreting text features in fiction, poetry and drama, identifying plot, conflict and theme and making inferences. The 6th grade specifically needs to increase proficiency in analyzing the influence of setting on characters, analyzing text features to clarify using newspapers and magazines, and strong controlling idea and relevant and specific details in writing.

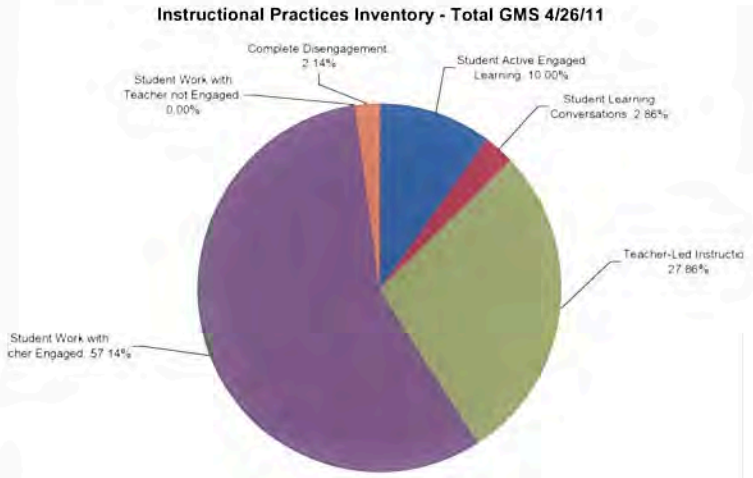
Recommendations:

See Action Plan Goal 2, pages 31-35.

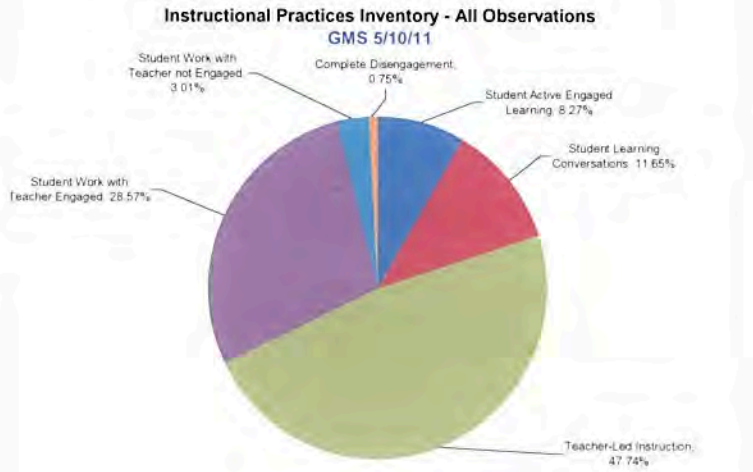
Classroom Walk-Through Observation and Data Review Profiles

Instructional Practice Inventory Report

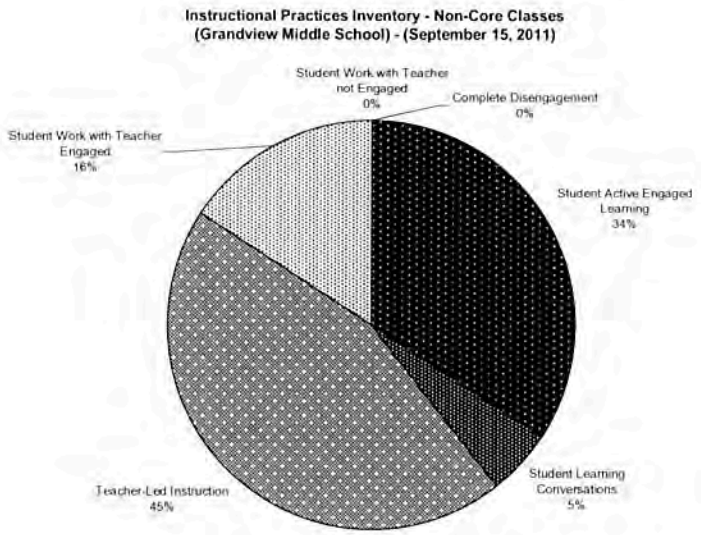
For the past three years Grandview Middle School has been collecting Instructional Practice Inventory (IPI) observation data on a monthly basis. The IPI focuses on the learning activities in which students are engaged most frequently. The following pie charts are examples of data collection taken in the spring of 2011 and the fall of 2011.



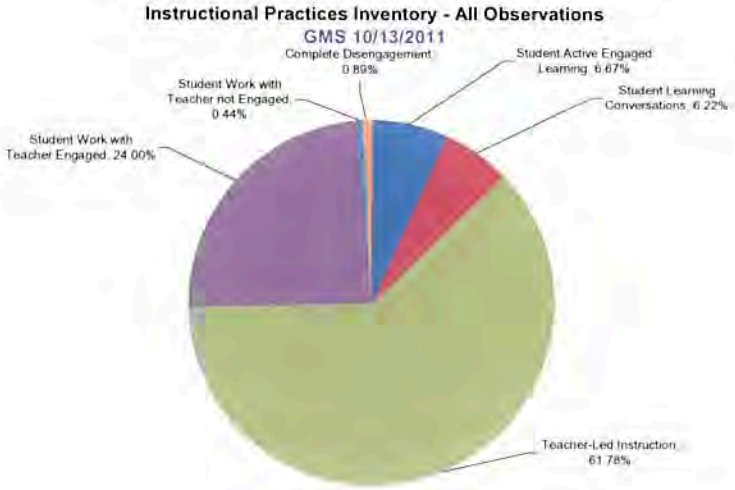
April 2011



May 2011



September 2011



October 2011

Findings:

In the Spring months of 2011, teacher led instruction was the most frequently used method at 57% and 47% respectively. In the first two months (September and October) of collection in the fall of 2011, the most frequently used method was again teacher led instruction at 49% and

61% respectively. In April of 2011 disengagement was at 2.1 % but both months this fall were well below 1%.

Conclusions:

The majority of our instruction is teacher led. There are lessons marked as student conversations and student active engaged learning, but need to increase. Additionally, the data reveals that we need to improve our teacher led instruction to have a greater impact on student achievement. As the year progresses, we do see richer level fours and more higher order thinking. There is a question that on IPI days we have low disengagement but our school data would suggest that this is not the case on non collection days.

Recommendations:

See Action Plan Goals 1and 2, pages 28-35.

Read 180

	2011-2012	2010-2011	2009-2010
Students enrolled	57	51	45
Students who tested out	NA	10	18

Findings:

Currently there are 57 students enrolled in Read 180, 19 in each grade level. There were 51 the year before, and 45 in 2009-2010 when 18 students were able to test at grade level and move to grade appropriate reading class.

Conclusions:

The number of students enrolled in Read 180 has risen steadily the last three years due to purposeful planning and movement of other students when parents request students not be enrolled in the program. Currently 57 of the 60 available slots are filled. In 2009-2010 40 % of students were able to test out which reveals the program is an effective intervention.

Recommendations:

See Action Agenda Goal 2, pages 31-35.

MSIP AQ – FACULTY SCALE FOR SAFE AND ORDERLY ENVIRONMENT

- The last MSIP Advanced Questionnaire completed by the staff two years ago resulted in a mean score of 3.0 which placed it in the first percentile scoring lower than 99% of mid-level schools in the state.
- The staff completed the MIM staff survey during the month of October.

Data Source: **MIM Staff Survey** – This survey is a 33 item survey administered to all GMS staff through a Survey Monkey format. It is designed to elicit input into the implementation of the Missouri Integrated Model (MIM) and examines staff perceptions related to implementation level of the 11 essential features (Shared School Vision (SV), Leadership (L), Professional Development (PD), Culturally Responsive (CR), Data Based Decisions (DBD), Mentoring and Coaching (M &C), Family & Community (FC), Collaborative Environment (C), Evidence Based Practices (EBP), Progress Monitoring (PM), and Resource Mapping. It was completed by 49 staff members on October 19, 2011 and compared to baseline data from March 2010.

Data Picture (Data summary in narrative or graphic format)

Questions in which 80% or more of staff indicated "true of them":

- (SV) I think my school is a good place to work. – 93%
- (L) I think my administrators are committed to implementing tiered levels of academic and behavioral supports. – 89%
- (C) I collaborate with my colleagues on a regular basis. – 82%
- (PD) I participate in professional development where I learn ways to improve my instructional practices. – 87%
- (CR) I consider my students' backgrounds when I teach and / or interact with students - 91%
- (PM) I use assessment data at least 3 times a year to monitor students' progress. -84%
- (DBD)I feel that the team that addresses academic needs provides valuable feedback and makes informed decisions. -84%
- (DBD)I feel that the team that addresses behavioral needs provides valuable feedback and makes informed decisions. -84%

Questions in which at least 20% of the staff feel that it is "not true of them".

- (L) I have the time necessary to analyze student data & problem solve with my colleagues. – 39%
- (C) I am involved in planning tiered supports with the other staff & administrators at my school. – 30%
- (M&C) I receive coaching and mentoring to help me implement tiered levels of academic and behavior support. – 24%
- (EBP) I think my school does a good job of addressing the academic and behavior needs of students at tier 3 (intensive). – 25%

- (DBD) I regularly see students move between tiers of support as their academic needs change.- 20%

Questions or areas with significant increase over baseline year:

- (M&C) I receive coaching and mentoring to help me implement tiered levels of support. (26% to 50%---48% increase.)
- (M&C) I receive coaching and mentoring to implement evidence based practices. (40% to 60%---50% increase)
- (SV) I can summarize the school's shared vision / mission. (38% to 56%---47% increase.)
- (F&C) I think my school does a good job of including parents as team members in data based decision making. (36% to 62%---72% increase)

Teacher Satisfaction and Job Embedded Professional Development:

- GMS currently has certified teachers in all areas.
- Teams receive professional development during team collaborations, during PLC days, and during Faculty Meetings, as well as meeting times after school.
- MIM action agenda provides grant monies for professional development activities.

Findings:

The Advanced Questionnaire staff responses scored in the lowest percentile. The MIM staff Survey showed significant increase over time in the areas of mentoring and coaching, school vision, and family and community. There were high percentages for collaboration and professional development offered to improve instructional practice.

Conclusions:

Based on the MIM survey results, the thinking of staff members may be improving in several areas. We will need to take the Advanced Questionnaire again to compare responses from previous years to this current year (the surveys do not ask all the same questions). We need to continue to implement authentic tiers of academic and behavior supports.

Recommendations:

See Action Agenda Goals 1, 2, 3, pages 28-43.

Focused Goals and Action Agenda Items

Goal 1:

Raise student achievement scores in the area of mathematics.

Goal 2:

Raise student achievement scores in the area of Communication Arts.

Goal 3:

Create a framework that will promote and enhance a positive school climate that will increase student learning and achievement.

SCHOOL IMPROVEMENT PLAN (SIP)
IV. ACTION AGENDA
2011-2012

Goal No. 1 : Raise student achievement scores in the area of mathematics.

Measurable Objective No. 1: Improve student achievement in the area of mathematics on the 6th, 7th, and 8th grade MAP to meet or exceed the NCLB AYP Benchmarks, by increasing the percentage of students scoring in the top two levels to at or above 81.7 % and decreasing the percentage of students scoring in the lower levels to at or below 5%.

Method of Measuring Objective: Analysis of MAP data.

CSIP Standards/ Indicators	Strategies and Activities	Starting Date	Completion Date	Responsible Person(s)
1.2.1 1.2.6	Strategy 1: Intensify school-wide mathematics instruction to support the targeted areas where MAP Content Standards, C-4 Power Standards, GLE Reports, Achievement and Edperformance Data indicate patterns falling below proficient levels. Activities:			
	1. Improve core instruction through a focus on consistent use of best instructional practices.	8/11	5/12	Teachers and Instructional Coach
	2. Implement Benchmarking for grades 6-8.	8/11	5/12	Teachers, Instructional Coach
	3. Implement Pre-Algebra for grade 7.	8/11	5/12	Teachers, Instructional Coach
	4. Implement FASTt Math for students below proficient	9/11	5/12	Instructional Coach, FASTt math facilitator
	5. Math Consultant from RPDC will be utilized to promote consistency in the use of school instructional strategies	8/11	5/12	RPDC Math facilitator, teachers Teachers, Instructional Coach, Facilitator
	6. Teachers will implement the use of Math Journals to analyze thinking	8/11	5/12	Teachers
	7. Introduce Mental Math Strands to increase higher level thinking.	8/11	5/12	Teachers
	8. Utilize Pacing Guides for Benchmarking.	8/11	5/12	Teachers
	9. Teachers will review data of achievement	8/11	5/12	Teachers, Principals,

	levels weekly.			Instructional Coach
	10. Increase vocabulary instruction and develop consistent math language.	8/11	5/12	Teachers
	11. Increase the level of instructional rigor through the use of MSIP walk throughs and GMS focused observations	8/11	5/12	Principals, Instructional Coach
	12. Increase use of technology in the classroom (Easiteach, Brain Pop, United Streaming) to enhance student learning.	8/11	5/12	Teachers, Instructional Coach
	13. Utilize IMS (PULSE, EdPerformance, SIS) to inform instruction.	8/11	5/12	Teachers, Instructional Coach, Principals
	14. Create, administer, and analyze MAP prep lessons on early release days to help prepare students for the MAP.	8/11	5/12	Instructional Coach, Teachers, Principals
	15. Implement QAR strategy in math word problems and charts.	8/11	5/12	Teachers, Instructional Coach, Principals
	16. Incorporate writing in math class as a way to process thinking.	8/11	5/12	Teachers, Instructional Coach
	17. Differentiate Instruction and layer curriculum to serve all students.	8/11	5/12	Teachers, Instructional Coach
	18. Emphasize and support Power GLEs in lessons.	8/11	5/12	Teachers
	19. Provide Professional Development to build teacher learning and increase student achievement.	8/11	5/12	Administrators, Leadership Team
	20. Individually and collaboratively as a team analyze data to inform decisions.	8/11	5/12	Teachers, Instructional Coach, Administrators, Counselors
	21. Build capacity of the faculty to develop within all students the ability to engage in critical analysis of leaning and goal setting.	8/11	5/12	Administrators, Leadership Team, Culturally Responsive MIM Action Team
	22. Develop and implement a plan for peer observations.	8/11	5/12	Administrators, Instructional Coach, Coaching and Mentoring MIM Action Team
1.2.1	<u>Strategy 2:</u> Establish interventions for grade levels, student groups, and individual students performing below proficient levels.			

	Activities: 1. Advisory teachers hold individual conferences with students to review performance and discuss progress on the MAP assessments.	11/11	5/12	Teachers, Counselors
	2. Utilize after school Academic Success Tutoring to assist students.	8/11	5/12	Teachers, Counselors, Principals
	3. Utilize small group Bulldog Time Intervention for students scoring below proficient levels.	8/11	5/12	Teachers
	4. Utilize FASTt math as an intervention for students who need basic math skills.	9/11	5/12	FASTt Math Facilitator
	5. Create and display a School-wide Performance Series data chart.	8/11	5/12	Teachers, Instructional Coach
	6. The MIM Data Action Team will work to develop standard treatment protocol, Tier 1 level instruction	8/11	5/12	Data Team, Teachers, Administrators, Instructional Coach

SCHOOL IMPROVEMENT PLAN (SIP)
IV. ACTION AGENDA
2011-2012

Goal No. 2 : Raise student achievement scores in the area of communication arts.

Measurable Objective No. 1: Improve student achievement in the area of communication arts in the 6th, 7th, and 8th grade MAP to meet or exceed the NCLB AYP Benchmarks, by increasing the percentage of students scoring in the top two levels to at or above 83.7 % and decreasing the percentage of students scoring in the lower levels to at or below 5%.

Method of Measuring Objective: Analysis of MAP data.

CSIP Standards/ Indicators	Strategies and Activities	Starting Date	Completion Date	Responsible Person(s)
1.2 3.1	Strategy 1 Intensify school-wide Communication Arts instruction to support the targeted areas where MAP Content Standards, C-4 Power Standards, GLE Reports, Achievement and Edperformance Data indicate patterns falling below proficient levels.			
	Activities:			
	1. MAP type lessons will be given to student's on PLC days to familiarize students with the MAP format.	8/11	5/12	Teachers, Administrators, Instructional Coach
	2. Teachers will use the QAR Strategy to assist students in identifying the four types of questions, and to help students understand how to answer questions based on a given text.	10/11	5/12	Teachers, Instructional Coach
	3. QAR posters will be displayed in every classroom to promote common vocabulary and consistency and skilled mastery of concepts across grade levels.	10/11	5/12	Teachers
	4. Teachers will create word walls and teach vocabulary in all content areas prior to the	8/11	5/12	Teachers

	lesson and the assessment of the lesson.			
	5. We will use the MIM grant to utilize a writing consultant from Regional Professional Development Committee to assist teachers in implementing research based strategies in writing.	8/11	5/12	Teachers
	6. Teachers will implement small group Bulldog Time intervention for students scoring below proficient levels	8/11	5/12	Teachers, Instructional Coach
	7. Continue implementing the Answer Sandwich strategy for consistency and to ensure students properly answer constructive response questions	8/11	5/12	Teachers
	8. Teachers will utilize the School Improvement Process to study, implement, and monitor student progress	8/11	5/12	Teachers, Instructional Coach
	9. Instructional Coach will model research based strategies to facilitate teacher learning and assist in implantation of instruction.	8/11	5/12	Instructional Coach
	10. Staff will analyze reading and Language Arts data from Performance Series to inform instruction and interventions.	8/11	5/12	Teachers, Instructional Coach, Administrators
	11. Staff will utilize formative and summative student performance data which will be displayed in the Data Room	8/11	5/12	Teachers, Instructional Coach, Administrators
	12. Teachers will give students opportunities for authentic writing activities to foster writing competency	8/11	5/12	Teachers
	13. Implementation of the school wide Book of the Month program to expose students to a variety of literature that reinforces positive character traits and life lessons	8/11	5/12	Teachers, Instructional Coach
	14. Teachers will incorporate district technology initiatives in the development and implementation of lesson plans.	8/11	5/12	Teachers
	15. Teachers will incorporate Power Standards and Power GLEs in lesson plans.	8/11	5/12	Teachers
	16. Build capacity of the faculty to develop	8/11	5/12	Administrators, Leadership

	within all students the ability to engage in critical analysis of leaning and goal setting.			Team, Culturally Responsive MIM Action Team
1.2 1.2	Strategy 2 Continue the implementation of the "Writing Campaign" to improve student ability to use the writing process to compose, revise, and edit text.			
	Activities: 1. Collaboratively, CA teachers will score student writing samples using the 4 point state holistic scoring guide each quarter.	8/11	5/12	CA teachers
	2. Teachers will review student's progress in using the writing process to compose and edit in writing.	8/11	5/12	Teachers, Instructional Coach
	3. For consistency and mastery, teachers will use Six-Trait writing with students.	8/11	5/12	Teachers
	4. Teachers will display anchor papers which model proficiency.	8/11	5/12	Teachers
1.2	Strategy 3 An emphasis will be placed on reading and comprehension skills.			
	Activities 1. Teachers will implement the daily district lesson plans for reading.	8/11	5/12	Teachers, Instructional Coach
	2. Implementation of the school wide Book of the Month program to expose students to a variety of literature that reinforces positive character traits and life lessons	8/11	5/12	Administrators, Teachers
	3. Staff will individually and collaboratively analyze data from selection tests from Achievement Series to inform and improve instruction and to plan intervention for students.	8/11	/12	Teachers, Instructional Coach, Administrators
	4. Teachers will use the QAR Strategy to assist	10/11	5/12	Teachers, Instructional Coach

	students in identifying the four types of questions, and to help students understand how to answer questions based on a given text.			
	5. Continue implementing the Answer Sandwich strategy for consistency and to ensure students properly answer constructive response questions	8/11	5/12	Teachers
	6. The instructional coach will model research based strategies during teachers' weekly collaboration meetings.	8/11	5/12	Teachers, Instructional Coach
	7. Utilize Read 180 teacher to assist students reading below grade level.	8/11	5/12	Read 180 Teacher
	8. Teachers will reinforce reading in all content areas	8/11	5/12	Teachers
1.2	<u>Strategy 4:</u> Establish interventions for grade levels, student groups, and individual students performing below proficient.			
	Activities			
	1. Monitor common assessment data by unit to inform and improve instruction and to determine interventions.	8/11	5/12	Teachers, Administrators, Instructional Coach
	2. Utilize the Data Room information as a visual of students on the nearing list to guide interventions.	8/11	5/12	Teachers
	3. Teachers will use the small group intervention of Bulldog Time to increase student proficiency.	8/11	5/12	Teachers
	4. Teachers will utilize the Student Support Team process to discuss and implement academic/behavior modifications.	8/11	5/12	Teachers, Administrators, Counselors
	5. Teachers will administer the Performance Series Test in reading, math, and language arts 3x a year. The winter test data will be used to predict MAP data in the Spring.	8/11	5/12	Teachers, Instructional Coach, Administrators
	6. Read 180 will be utilized as an intervention	8/11	5/12	Read 180 Teacher

	for students who are below proficient.			
	7. Teachers will utilize Academic Success tutoring to offer additional time and support to students who are below proficient.	9/11	5/12	Teachers
	8. Instructional Coach will facilitate the School Improvement Process, model strategies for teachers and in classrooms.	8/11	5/12	Instructional Coach, Teachers
	9. Principal, counselors, and teachers hold individual conferences with students deemed at risk	8/11	5/12	Teachers, Administrators, Counselors
	10. Teachers will use quarterly incentives to motivate learners.	8/11	5/12	Teachers
	11. Advisory teacher hold individual conferences with students to review performance and discuss progress on the MAP assessments	11/11	5/12	Teachers
	12. Teachers will use the Nearing List to select students with whom they need to offer additional assistance.	9/11	5/12	Teachers
	13. The MIM Culturally Responsive Action Team will research and provide culturally responsive practices to the staff	8/11	5/12	Culturally Responsive Action Team, Leadership Team

Goal No. 3 : Create a framework that will promote and enhance a positive school climate that will increase student, parent, and staff satisfaction with the school.

Measurable Objective No. 1 Increase student, staff, and family involvement in curricular and extra-curricular activities.

Method of Measuring Objective: Documentation of activities and participants, surveys completed by, students, parents, and staff.

CSIP Standards/ Indicators	Strategies and Activities	Starting Date	Completion Date	Responsible Person(s)
1.2 6.5 6.6	Strategy 1: Provide a positive school climate for staff and students that fosters high expectations, school spirit, and a sense of belonging.			
	Activities			
	1. The Family and Community Involvement MIM action team will sponsor activities and trainings for parents, students, and community members.	8/11	5/12	Family and Community Involvement Action Team, Teachers, Administrators
	2. Implement the "Who I Am Makes a Difference" program to foster a friendly, supportive, caring environment.	8/11	5/12	Administrators, Teachers
	3. Continue the presentation of the MAP Hall of Fame and Honor Roll to celebrate students' success.	10/11	5/12	Administrators, Counselors
	4. Continue to end the year with the staff and student talent show that fosters a sense of community.	5/12	5/12	Teachers
	5. Implementation of the 7/7 club to support the high school's 8/8 initiative. Students are 7/7 if they have only As, Bs, and Cs.	8/11	5/12	Counselors, Teachers
	6. Utilize the Character Education Televisions	8/11	5/12	Counselors, Teachers

	in the cafeteria to build student knowledge and empathy for others.			
	7. Conduct an Anti-bullying campaign to educate students on the topic and offer tips and instructions on how to handle bullying.	10/11	5/12	Teachers, Counselors, Administrators
	8. Continue the Team/House competitions that foster belonging and community.	8/11	5/12	Teachers, Counselors, Administrators
	9. Continue to implement Character Makes a Difference (formerly Student of the Month) to recognize and showcase students with positive character traits.	8/11	5/12	Counselors, Teachers
	10. Implement the G.R.E.A.T.(Gang Resistance Education and Training)Program facilitated by the SRO to 6th grade students.	9/11	5/12	SRO
	11. Continue to sponsor the Girls Group which provides a safe environment for girls to discuss female adolescent issues, increase self – esteem, and explore career options.	8/11	5/12	Girls Group Facilitators
	12. Implement P. A. S. S. (Proficient Learning, Active Engagement, Strong Character, Sense of Community) to increase responsibility in all four areas.	8/11	5/12	Administrators, Counselors, Teachers
	13. Provide opportunities for student involvement in school activities (National Junior Honor Society, Student Council, Lego League, Jazz Band, Select Choir, Athletics, Newspaper, Yearbook, Marching Band, Spelling and Geography Bees, Arts Partners, Science Fair)	8/11	5/12	Teachers, Administrators
	14. Maintain / Update the school website to keep families informed about school activity and news and to increase involvement.	7/11	5/12	Administrators
	15. Use the Alert now system to inform families of upcoming events and special announcements.	8/11	5/12	Administrators, Counselors
	16. Grow the PTA memberships and increase involvement in meetings and activities.	8/11	5/12	Administrators, Leadership Team, Family and Community Involvement MIM Action Team
	17. Expand and maintain the parent resource room.	8/11	5/12	Family and Community Involvement MIM Action Team

	18. Develop a plan/set of strategies to measure, address, and monitor the level of student centered, caring and collaborative culture.	8/11	5/12	Leadership Team
6.5	Strategy 2: Recognize and celebrate student and staff successes. Activities			
	1. Use morning and afternoon announcements to recognize successes.	8/11	5/12	Administrators, Student Announcers of the Week
	2. Use Who I am Makes a Difference slips to celebrate and recognize staff and students making a difference and conduct weekly drawings.	8/11	5/12	Teachers, Administrators
	3. Implement Quarterly recognitions for grades, attendance, and discipline.	8/11	5/12	Teachers, Administrators
	4. Teachers will utilize the weekly Team Newsletters to inform families of the positive features, activities, and actions at GMS.	8/11	5/12	Teachers, Administrators
	5. Conduct monthly staff drawings for specified criteria such as perfect attendance to foster a positive work environment.	9/11	5/12	Administrators

Measurable Objective No. 2: Increase awareness of positive character traits resulting in a decrease in discipline referrals.

Method of Measuring Objective: 5% decrease in discipline referrals.

CSIP Standards/ Indicators	Strategies and Activities	Starting Date	Completion Date	Responsible Person(s)
6.9	Strategy 1: Education of and positive reinforcement of positive character traits. Activities:			
	1. Implement "Who I Am Makes a Difference" program to reinforce positive behavior and recognize students for making positive choices.	8/11	5/12	Administrators
	2. Implement a school wide behavior model such as the Positive Behavior System (PBS) to provide consistency in actions and in language.	1/12	5/12	Administrators, Leadership Team, Teachers
	3. Use advisory lessons to educate students about positive character traits and provide structure for them to talk about issues.	8/11	5/12	Teachers
	4. Recognize students during the MAP Hall of Fame for proficiency on the MAP while reinforeing to the students observing the program the importance.	10/11	10/11	Administrators, Counselors
	5. Discuss the 7 Habits of Highly Effective Teens lessons that are part of the student agendas to educate and reinforce these important and necessary traits.	8/11	5/12	Teachers, Counselors
	6. Participate in Red Ribbon Week.	10/11	11/11	Counselors
	7. Utilize the Character Education Television in cafeteria to reinforce good choices.	8/11	5/12	Counselors, Administrators
	8. Character Makes a Difference (/Student of the Month) monthly celebrations reinforce positive character traits.	8/11	5/12	Teachers, Counselors
	9. Continue to hold Student Discipline Orientations with students.	8/11	5/12	Administrators
	10. Provide parents a Parent Handbook during	8/11	5/12	Administrators, Teachers

	enrollment. 11. Utilize the G.R.E.A.T. Program to educate students about choices, particularly as they relate to gangs.	9/11	5/12	SRO
6.9	Strategy 2: Provide structures that offer additional supports to students. Activities:			
	1. Counselors will facilitate the Student Success Team process so the team can develop interventions and individual student plans.	8/11	5/12	Counselors, SST team, Teachers
	2. Staff may utilize student behavioral contracts as an intervention.	8/11	5/12	Counselors, Administrators, Teachers
	3. Counselors and Administrators will triage with identified students on a rotational basis.	8/11	5/12	Counselors, Administrators
	4. Student groups facilitated by counselors will be made available for students who need additional supports.	8/11	5/12	Counselors
	5. Employees from Rediscover and Rose Brooks will provide additional support to students individually and through groups.	8/11	5/12	Mr. Gooding, Sandy Hills
	6. Counselors will access resource agencies and connect families to pertinent sources as needed.	8/11	5/12	Counselors

Measurable Objective No. 3: The four components of the Missouri Comprehensive Guidance Program will be continued.

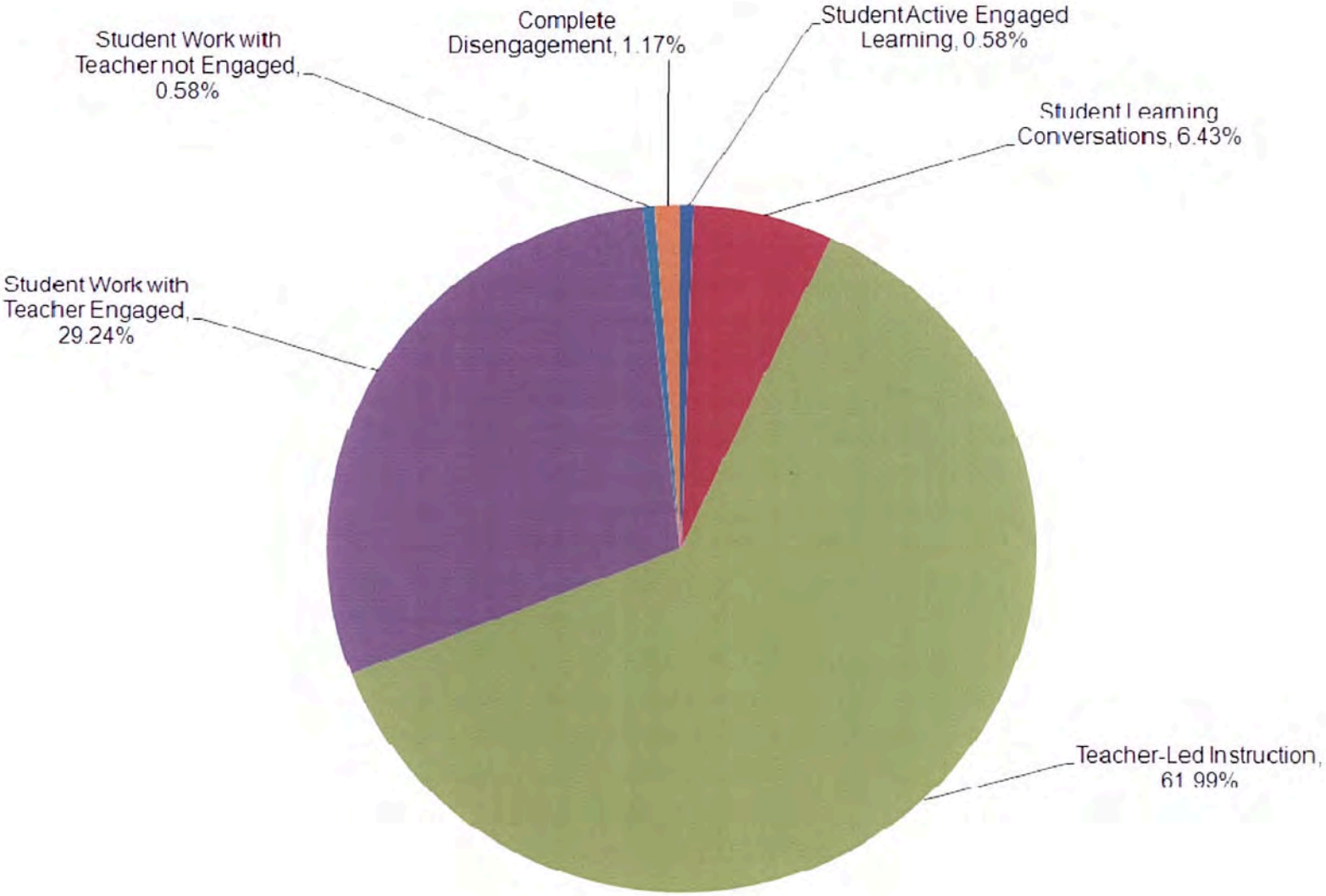
Method of Measuring Objective: Documentation of the implementation of the Missouri Comprehensive Guidance Program.

CSIP Standards/ Indicators	Strategies and Activities	Starting Date	Completion Date	Responsible Person(s)
6.9 7.3 1.2	Strategy 1: Counselors will adhere to the guidance curriculum by facilitating classroom presentations and activities and facilitating group activities. Activities:			
	1. Counselors will work with students in areas of career planning and exploration.	8/11	5/12	Counselors
	2. Counselors will work with students in building knowledge of self and others.	8/11	5/12	Counselors
	3. Counselors will work with students in area of educational and vocational development.	8/11	5/12	Counselors
	4. Counselors will give pre and post tests on various topics.	8/11	5/12	Counselors
	5. Counselors will facilitate a bullying curriculum and prepare activities.	8/11	5/12	Counselors, Administrators
	6. Counselors will provide job shadowing activities for 8th grade students in areas of career interests.	8/11	5/12	Counselors, Family and Community Involvement Action Team
	7. Counselors will provide and present activities to promote character.	8/11	5/12	Counselors
	8. Counselors will arrange career speakers.	8/11	5/12	Counselors, Teachers
6.9	Strategy 2: Counselors will continue to implement the individual planning with students. Activities:			
	1. Counselors will meet with students to analyze and evaluate student MAP abilities, interests, and skills	8/11	5/12	Counselors, Teachers
	2. Counselors will work with students to analyze and evaluate personal-social, educational, career, and labor market information in planning goals.	8/11	5/12	Counselors

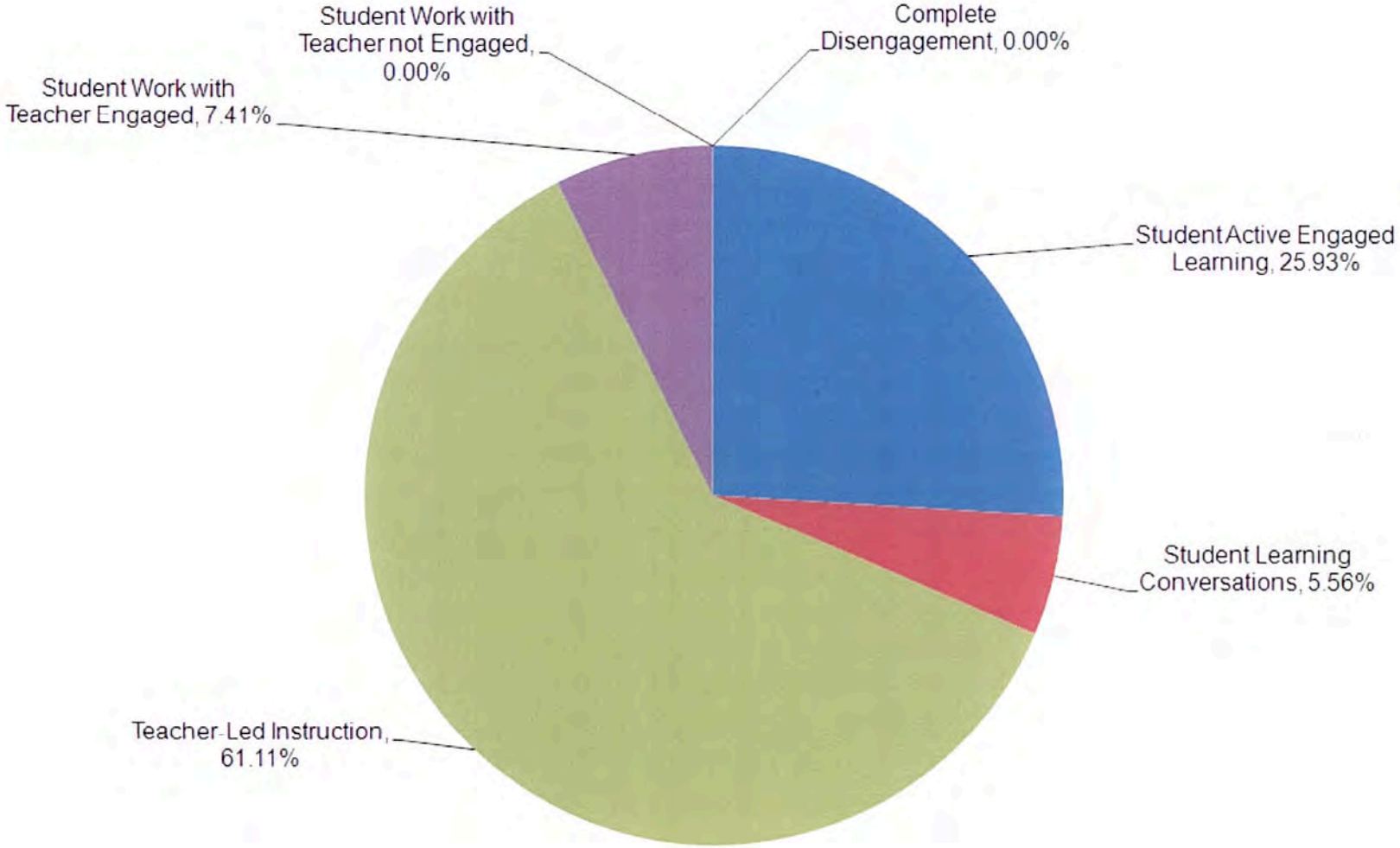
	3. Counselors will assist students in making the transition from school to school.	8/11	5/12	Counselors
	4. Counselors will work with special education staff in developing programs for students with special needs.	8/11	5/12	Counselors
	5. Counselors will provide advisory lessons for teachers each week.	8/11	5/12	Counselors
6.9	Strategy 3: Counselors will continue to implement the responsive services component of the guidance model.			
	Activities:			
	1. Counselors will consult with parents, teachers, administrators, and community agencies regarding strategies to help student achievement.	8/11	5/12	Counselors
	2. Counselors will provide and facilitate small groups or individual sessions for students to express difficulties and concerns.	8/11	5/12	Counselors
	3. Counselors will provide counsel and support for students and their families facing emergency situations.	8/11	5/12	Counselors, Administrators
	4. Counselors will make referrals to community sources to deal with crisis situations involving students and their families.	8/11	5/12	Counselors, Administrators
	5. Counselors will provide activities for small groups of students to address skills needed for success on the MAP.	8/11	5/12	Counselors, Teachers
6.9	Strategy 4: Counselors will continue the System Support component of the guidance model.			
	Activities:			
	1. Counselors will take part in activities for professional growth and development.	8/11	5/12	Counselors
	2. Counselors will orient the staff and community to the district's comprehensive guidance program by using bulletins, announcements, newsletters, school-	8/11	5/12	Counselors

	community presentations, informational packets, local media, Missouri Connections/Kuder Parent Inventory, and the Counselor Advisory Board.			
	3. Counselors will communicate with teachers and other staff members to provide information and feedback on student needs.	8/11	5/12	Counselors
	4. Counselors will coordinate the building Student Support Team.	8/11	5/12	Counselors
	5. Counselors will manage tasks that support the district's comprehensive guidance program.	8/11	5/12	Counselors
	6. Counselors will serve on committees and advisory boards as a means of supporting programs in the school and community and gain support for the district's guidance program.	8/11	5/12	Counselors
	7. Counselors will gain knowledge of community resources and referral agencies, field trip sites, and employment opportunities.	8/11	5/12	Counselors
	8. Counselors will continue to develop and update the guidance activities and resources to effectively implement the Missouri Comprehensive Guidance Program.	8/11	5/12	Counselors
	9. Counselors will coordinate orientations and parent nights for incoming 6th graders and upcoming 9th graders.	8/11	5/12	Counselors

Instructional Practices Inventory - GMS Total Core
10/13/2011

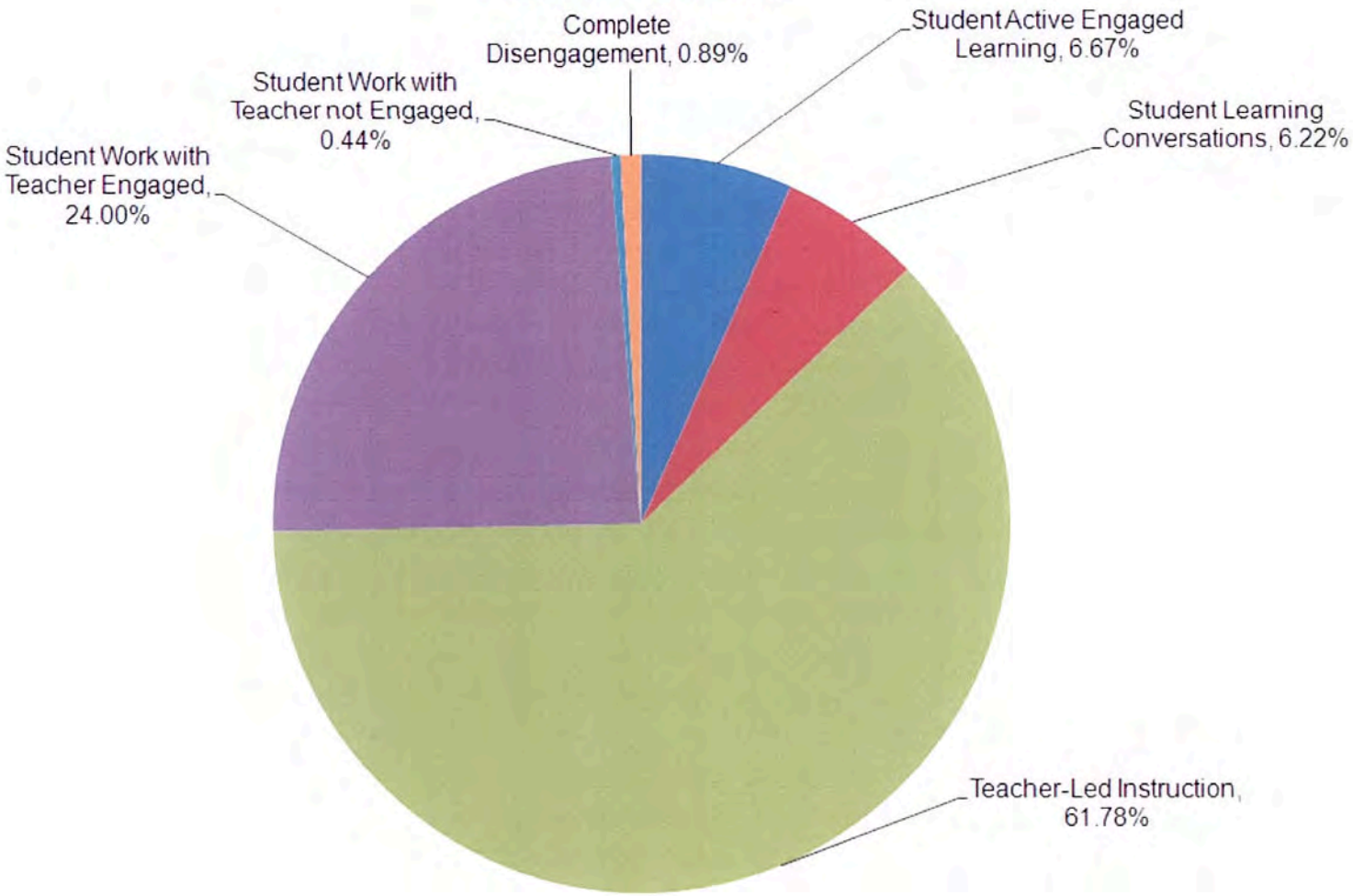


Instructional Practices Inventory - Non-Core Observations
GMS 10/13/2011



Instructional Practices Inventory - All Observations

GMS 10/13/2011



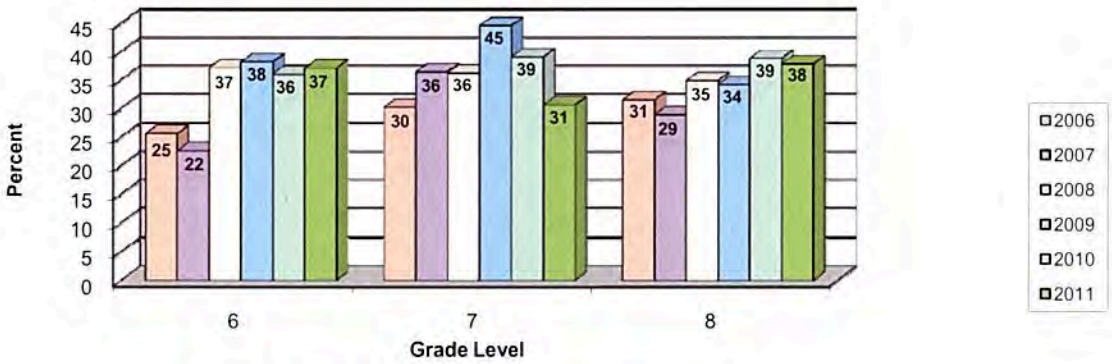
Grandview Middle School
MAP Achievement Level
Percent of Proficient and Advanced Students

Communication Arts

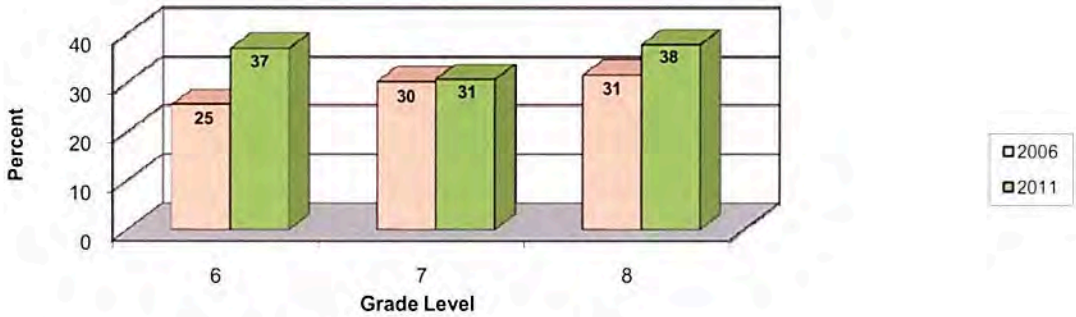
2006-2011 Proficiency

Grade	2006	2007	2008	2009	2010	2011
6	25.48	22.49	37.02	38.07	35.91	36.98
7	30.13	36.32	36.14	44.50	38.98	30.56
8	31.44	28.81	34.78	34.11	38.71	37.71

2006-11 GMS Proficiency



2006 & 2011 GMS Proficiency Comparison



2006 & 2011 Growth Proficiency

Grade	2006	2011	06-11 Growth
6	25.48	36.98	+ 11.50
7	30.13	30.56	+ 0.42
8	31.44	37.71	+ 6.27

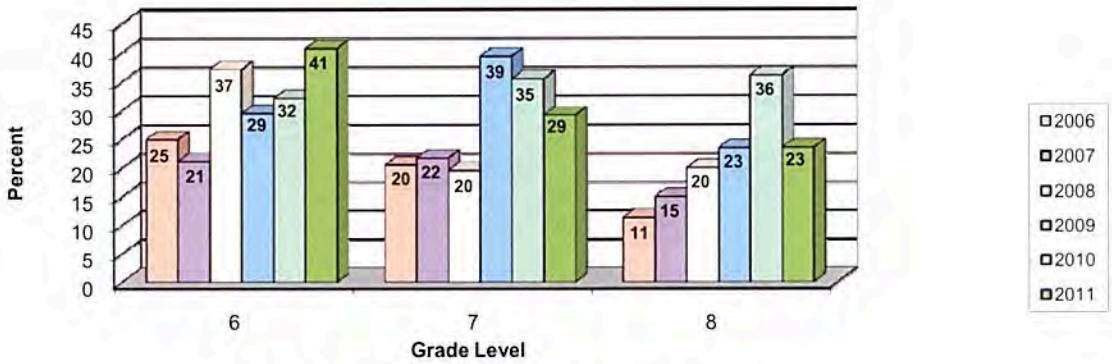
Grandview Middle School
MAP Achievement Level
Percent of Proficient and Advanced Students

Mathematics

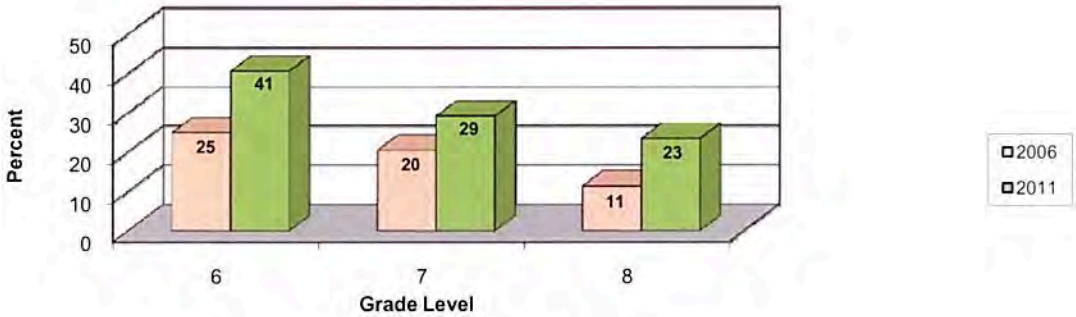
2006-2011 Proficiency

Grade	2006	2007	2008	2009	2010	2011
6	24.88	21.05	37.08	29.44	32.04	40.63
7	20.43	21.60	19.50	39.27	35.39	29.12
8	11.35	14.98	19.90	23.36	36.02	23.43

2006-11 GMS Proficiency



2006 & 2011 GMS Proficiency Comparison



2006 & 2011 Growth Proficiency

Grade	2006	2011	06-11 Growth
6	24.88	40.63	+ 15.74
7	20.43	29.12	+ 8.69
8	11.35	23.43	+ 12.07

School Test Reports - Performance Bands
ComA - MA PAlg Scrimmage 03 (Oct11): Performance Bands

Report Scope: Grade Levels
Broken Down By: Grade Level
Test Reliability : 0.68
Standard Deviation : 21.38
N-Value : 296

Time Frame: All Dates
Student Filtering: OFF

Grade Level	Adv #	Adv %	Prof #	Prof %	Basic #	Basic %	BelBasic #	BelBasic %	Students Tested	Mean Score
Grade 7	14	7.57%	31	16.76%	40	21.62%	100	54.05%	185	63.30%
Grade 8	4	3.60%	19	17.12%	19	17.12%	69	62.16%	111	59.10%

Time Frame Filtering
Time Frame: All Dates

Student Filtering: Demographics
Demographic Filtering: All Included

Student Filtering: Groups
Group Filtering: All Included

Student Filtering: Score Range
Score Range: All Included

Performance Band Name
GC4 AS Performance Bands

- Advanced - Adv (100.00 - 90.00)
- Proficient - Prof (89.99 - 80.00)
- Basic - Basic (79.99 - 70.00)
- BelBasic - BelBasic (69.99 - 0.00)

Diagnostic Test Reports: Reading Summary
Grandview Middle School
Reading Summary

Report Scope: Locations
Broken Down By: Location

Time Frame: 8/11/11 to 5/24/12
Student Filtering: OFF

Location	Grade	Item Pool	Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SP (%)	Vocabulary	SEM	Long Passage	SEM	Fiction	SEM	Nonfiction	SEM
Grandview Middle School	**Overall**		**534**	**2756**										
	Grade 6	**Grade 6**	164	**2665**	(24)	*63*	**2654**	(24)	**2684**	(27)	**2676**	(28)	**2646**	(28)
	Grade 7	**Grade 7**	189	**2780**	(19)	*62*	**2780**	(18)	**2795**	(23)	**2764**	(23)	**2765**	(24)
	Grade 8	**Grade 8**	181	**2812**	(18)	*57*	**2808**	(16)	**2802**	(20)	**2839**	(24)	**2814**	(24)

Time Frame
Time Frame: 8/11/11 to 5/24/12

Student Filtering: Demographics
Demographic Filtering: All Included

Student Filtering: Groups
Group Filtering: All Included

Item Pool Any collection of Performance Series items i.e., those aligned to state specific standards and grade levels.
Student Count Number of students who completed a test within a given subject area.

Mean SS	Arithmetic mean of the overall Scaled Score (SS) for a group of interest.
SE of Mean SS	Standard Error of Mean Scaled Score. This is calculated by taking the standard deviation of the group and dividing it by the square root of the Student Count in that group.
SIP (%)	Standards Item Pool score. This is based on the scaled score and represents the percentage of test questions that students would be expected to answer correctly, if they were to see the entire item pool for the grade and topic area. This score may be used as one part of your comprehensive review process, not a single summative score.
Unit Score Ranges	Student's estimated ability in individual topic areas, including standard error of measure.
N/A	Not Applicable.

SIP Scores are based on Missouri Grade and Course Level Expectations 2007 (Communication Arts). Click here for more information about this specific Curriculum Alignment Guide.

Diagnostic Test Reports: Math Summary
Grandview Middle School
Math Summary

Report Scope: Locations
Broken Down By: Location
Version: English

Time Frame: 8/11/11 to 5/24/12
Student Filtering: OFF

Location	Grade	Item Pool	Student Count	Mean Math SS	SE of Mean Math SS	Overall SP (%)	Number & Operations	SEM	Algebra	SEM	Geometry	SEM	Measurement	SEM	Data Analysis & Probability	SEM
Grandview Middle School	**Overall**		**533**	**2527**												
	Grade 6	**Grade 6**	163	**2471**	(15)	*30*	**2455**	(15)	**2433**	(20)	**2557**	(19)	**2433**	(20)	**2478**	(19)
	Grade 7	**Grade 7**	189	**2550**	(13)	*34*	**2526**	(13)	**2494**	(16)	**2616**	(18)	**2515**	(19)	**2595**	(19)
	Grade 8	**Grade 8**	181	**2554**	(15)	*30*	**2553**	(17)	**2527**	(18)	**2627**	(19)	**2480**	(19)	**2579**	(22)

Time Frame

Time Frame: 8/11/11 to 5/24/12

Student Filtering: Demographics

Demographic Filtering: All Included

Student Filtering: Groups

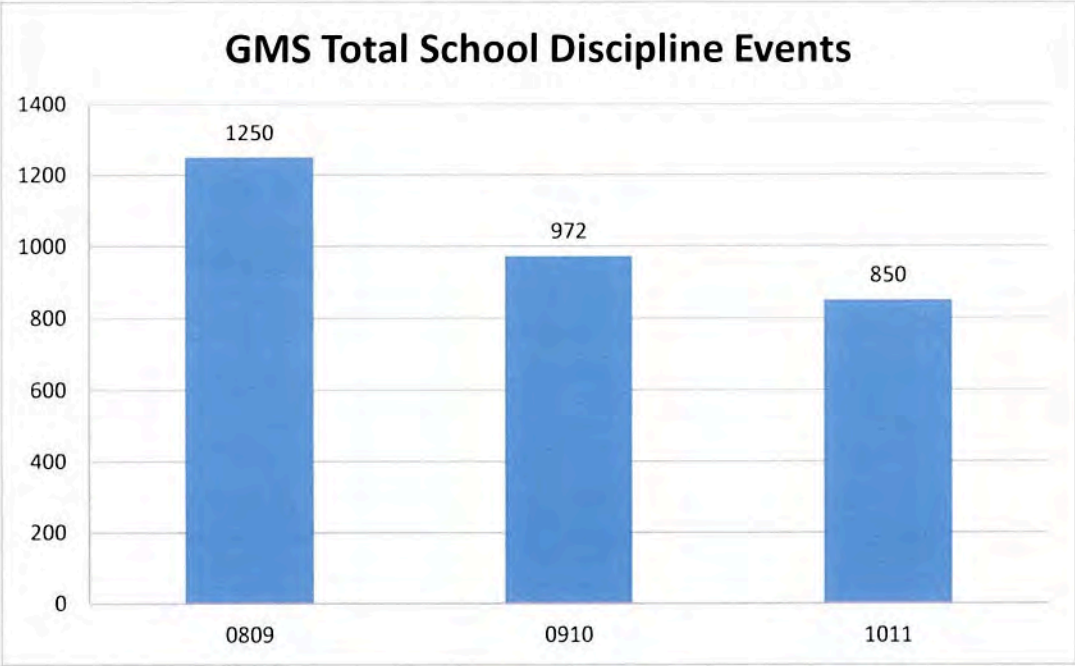
Group Filtering: All Included

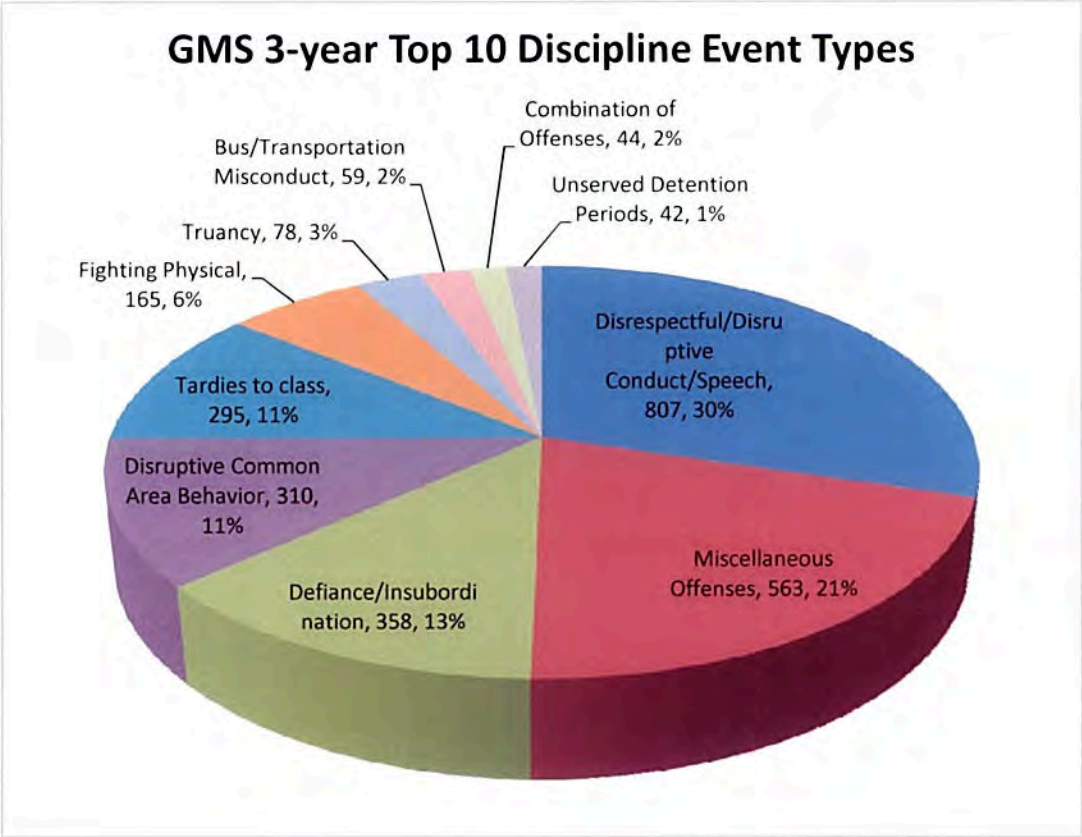
Item Pool Any collection of Performance Series items i.e., those aligned to state specific standards and grade levels.

Student Count	Number of students who completed a test within a given subject area.
Mean SS	Arithmetic mean of the overall Scaled Score (SS) for a group of interest.
SE of Mean SS	Standard Error of Mean Scaled Score. This is calculated by taking the standard deviation of the group and dividing it by the square root of the Student Count in that group.
SIP (%)	Standards Item Pool score. This is based on the scaled score and represents the percentage of test questions that students would be expected to answer correctly, if they were to see the entire item pool for the grade and topic area. This score may be used as one part of your comprehensive review process, not a single summative score.
Unit Score Ranges	Student's estimated ability in individual topic areas, including standard error of measure.
N/A	Not Applicable.

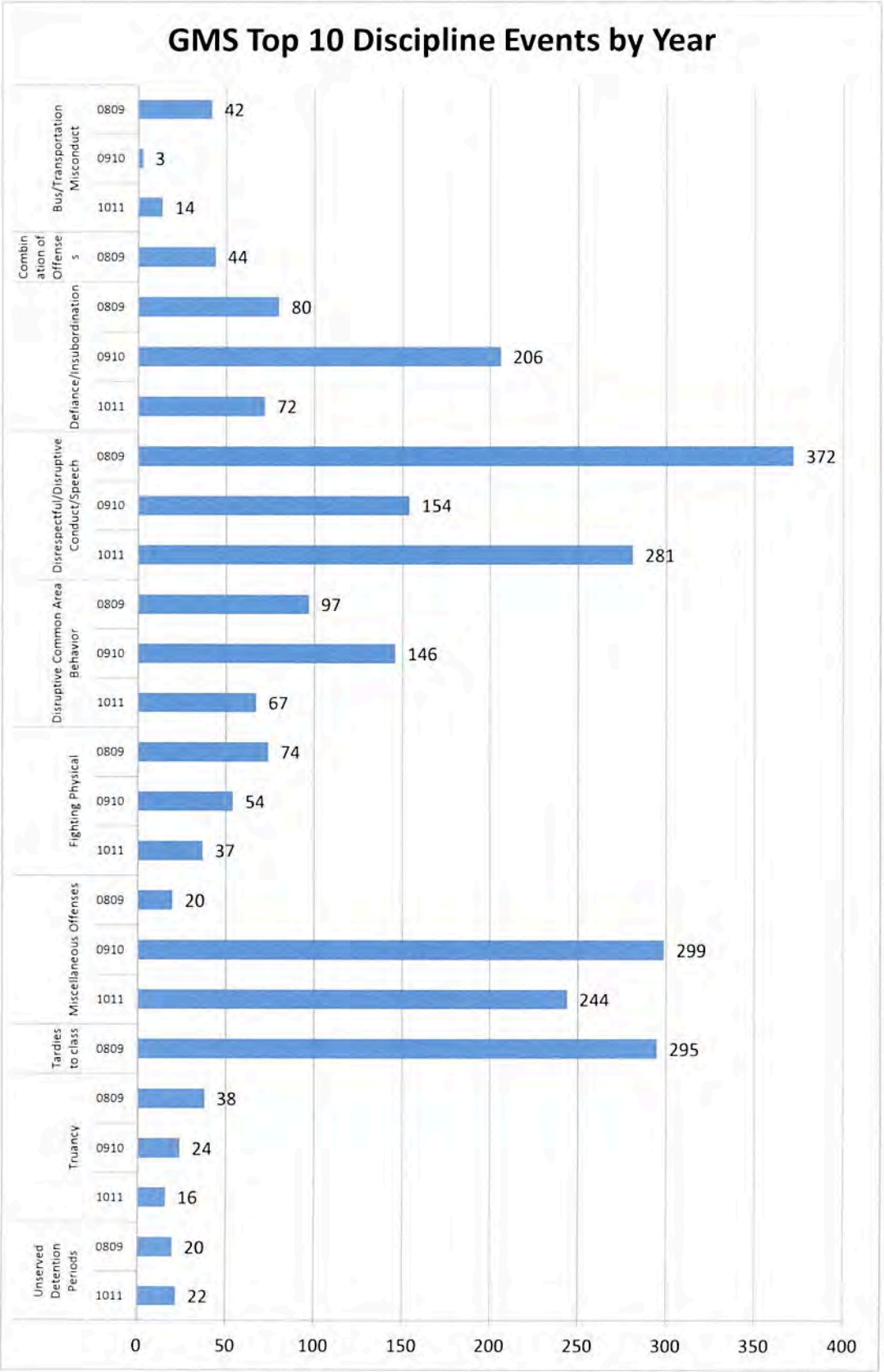
SIP Scores are based on Missouri Grade and Course Level Expecations for Math (2008). Click here for more information about this specific Curriculum Alignment Guide.

GMS 3-Year Discipline Report





GMS 3-Year Discipline Report



Grandview Middle School

MSIP Advance Questionnaire (AQ) Fall 2008 & Winter 2010

SCALE CALCULATIONS BASED ON THE FOLLOWING: 1-5

Indicate how much you agree or disagree with each statement by clicking one of the circles.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

6.5 The **efficacy and expectations** scale from the parent Advance Questionnaire identifies the degree to which students believe that they are capable of impacting student achievement. The Parent scale for Efficacy & Expectations consists of five questions. The original questions and a summary of district responses follow:

Parent	2009 N	2010 N	SY2009	SY2010	CHANGE
My child's opinions are valued by teachers and administrators.	212	162	3.40	3.35	-0.05
My child's teachers are good teachers.	211	157	3.83	3.78	-0.05
My child's teachers expect very good work from my child.	211	158	4.22	4.23	0.01
The school recognizes the accomplishments of my child.	211	162	3.80	3.83	0.03
I know what my child's teachers expect in school.	212	158	3.83	3.89	0.06

A summary of results for the district and its buildings regarding the Parent Efficacy & Expectations scale:

School Name	2009 N	2010 N	SY2009	SY2010	CHANGE
DISTRICT	1918	1287	3.95	4.07	0.12
GRANDVIEW SR. HIGH	314	89	3.61	3.79	0.18
GRANDVIEW MIDDLE	215	162	3.81	3.82	0.01
BELVIDERE ELEM.	186	205	4.09	4.15	0.06
BUTCHER-GREENE ELEM.	220	192	4.03	4.08	0.05
CONN-WEST ELEM.	205	162	3.99	4.12	0.13
MARTIN CITY ELEM.	349	258	4.02	4.05	0.03
MEADOWMERE ELEM.	229	208	4.24	4.29	0.05
GRANDVIEW ALTERNATIVE SCH	43	11	3.55	3.87	0.32

No observations were generated from the results on the preceding table because the district and its schools had values that were in the middle of the state distribution for this scale.

Grandview Middle School

MSIP Advance Questionnaire (AQ) Fall 2008 & Winter 2010

SCALE CALCULATIONS BASED ON THE FOLLOWING: 1-5

Indicate how much you agree or disagree with each statement by clicking one of the circles.

Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree

6.5.1.3a The **school climate** scale from the parent Advance Questionnaire identifies the degree to which all students feel respected and valued. The Parent scale for School Climate consists of four questions. The original questions and a summary of district responses follow:

Parent	2009 N	2010 N	SY2009	SY2010	CHANGE
My child's opinions are valued by teachers and administrators.	212	162	3.40	3.35	-0.05
Discipline in my child's school is handled fairly.	213	159	3.42	3.31	-0.11
My child likes attending this school.	211	157	3.89	3.74	-0.15
My child's school promotes an environment of mutual respect among students.	210	158	3.64	3.54	-0.10

A summary of results for the district and its buildings regarding the Parent School Climate scale: district

School Name	2009 N	2010 N	SY2009	SY2010	CHANGE
DISTRICT	1908	1277	3.79	3.86	0.07
GRANDVIEW SR. HIGH	311	87	3.29	3.54	0.25
GRANDVIEW MIDDLE	214	162	3.59	3.49	-0.10
BELVIDERE ELEM.	186	205	3.98	3.95	-0.03
BUTCHER-GREENE ELEM.	218	191	3.94	3.88	-0.06
CONN-WEST ELEM.	203	161	3.80	3.85	0.05
MARTIN CITY ELEM.	348	256	3.94	3.92	-0.02
MEADOWMERE ELEM.	228	207	4.17	4.14	-0.03
GRANDVIEW ALTERNATIVE SCH	43	8	3.42	3.71	0.29

No observations were generated from the results on the preceding table because the district and its schools had values that were in the middle of the state distribution for this scale.

Grandview Middle School

MSIP Advance Questionnaire (AQ) Fall 2008 & Winter 2010

SCALE CALCULATIONS BASED ON THE FOLLOWING: 1-5

Indicate how much you agree or disagree with each statement by clicking one of the circles.

6.6.3a The safe and orderly environment scale from the parent Advance Questionnaire identifies the degree to which the school environment is safe and orderly. The Parent scale for Safe & Orderly Environment consists of six questions. The original questions and a summary of district responses follow:

Parent	2009 N	2010 N	SY2009	SY2010	CHANGE
If I could, I would send my child to a different school.	210	158	3.32	2.61	-0.71
My school has clear procedures for handling school emergencies.	212	160	3.87	3.73	-0.13
I feel my child is safe at school.	209	159	3.67	3.58	-0.09
My child's school building is in good condition.	212	160	3.65	3.69	0.04
There are students from my child's school that belong to street gangs.	207	156	2.88	3.10	0.22
Our school has a program that teaches and reinforces student self-discipline and responsibility.	210	155	3.64	3.52	-0.12

A summary of results for the district and its buildings regarding the Parent Safe & Orderly Environment scale

School Name	2009 N	2010 N	SY2009	SY2010	CHANGE
DISTRICT	1904	1276	3.72	3.80	0.08
GRANDVIEW SR. HIGH	311	87	3.21	3.42	0.21
GRANDVIEW MIDDLE	214	162	3.44	3.38	-0.06
BELVIDERE ELEM.	186	205	3.85	3.91	0.06
BUTCHER-GREENE ELEM.	215	189	3.84	3.83	-0.01
CONN-WEST ELEM.	203	161	3.72	3.79	0.07
MARTIN CITY ELEM.	347	257	3.88	3.85	-0.03
MEADOWMERE ELEM.	229	207	4.17	4.10	-0.07
GRANDVIEW ALTERNATIVE SCH	42	8	3.38	3.55	0.17

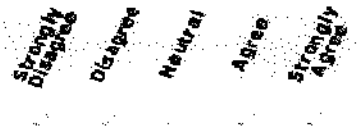
Some observations regarding the additive scale results reported on the preceding table for 2010:

The 162 parents responding from GRANDVIEW MIDDLE school reported a mean score of 3.38 on the Safe & Orderly Environment scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.

Grandview CSD4 - Grandview Middle School
Student MSIP Advance Questionnaire (AQ) Fall 2008 & Winter 2010

SCALE CALCULATIONS BASED ON THE FOLLOWING: 1-5

Indicate how much you agree or disagree with each statement by clicking one of the circles.



6.5.1.3a The **school climate** scale from the student Advance Questionnaire identifies the degree to which all students feel respected and valued. The student scale for School Climate consists of six questions. The original questions and a summary of district responses follow

Student	2009 N	2010 N	SY2009	SY2010	CHANGE
There is a feeling of belonging at my school.	525	460	3.44	3.33	-0.11
I feel safe at school.	533	467	3.50	3.35	-0.15
I like going to this school.	534	462	3.34	3.29	-0.05
My opinion is valued by teachers and administrators.	528	466	3.17	3.04	-0.13
Teachers in my school really care about me.	525	463	3.49	3.33	-0.16
If a student has a problem there are teachers who will listen and help.	529	463	3.63	3.42	-0.21

Some observations regarding the additive scale results reported on the preceding table:

The 470 students third-grade and older responding from GRANDVIEW MIDDLE school reported a mean score of 3.30 on the School Climate scale, which placed it at the 3rd percentile, scoring **lower than** 97 percent of mid-level schools in the state.

6.5.1.3b The classroom management scale from the student (grade 6 and older) Advance Questionnaire identifies the degree to which educational personnel establish and enforce classroom management processes that enhance student learning. The student scale for Classroom Management consists of five questions. The original questions and a summary of district responses follow:

Students	2009 N	2010 N	SY2009	SY2010	CHANGE
Clear rules regarding behavior have been established in most of my classes.	534	465	3.85	3.70	-0.15
Teachers enforce the rules fairly.	529	461	3.61	3.46	-0.15
Most of my teachers respond to disruptive students quickly and effectively.	532	466	3.42	3.42	0.00
Teachers treat me with respect.	534	467	3.67	3.54	-0.13
During our classes we stay focused on learning and don't waste time.	528	465	3.04	2.99	-0.05

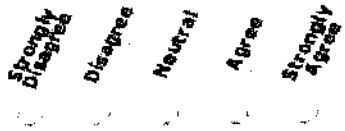
Some observations regarding the additive scale results reported on the preceding table:

The 470 students sixth-grade and older responding from GRANDVIEW MIDDLE school reported a mean score of 3.42 on the Classroom Management scale, which placed it at the 1st percentile, scoring **lower than** 99 percent of mid-level schools in the state.

Grandview CSD4 - Grandview Middle School
Student MSIP Advance Questionnaire (AQ) Fall 2008 & Winter 2010

SCALE CALCULATIONS BASED ON THE FOLLOWING: 1-5

Indicate how much you agree or disagree with each statement by clicking one of the circles.



6.6.2 The equity scale from the student (grade 3 and older) Advance Questionnaire measures perceptions around issues of fairness in addressing student needs. The Student scale for Equity consists of four questions. The original questions and a summary of district responses follow:

Students	2009 N	2010 N	SY2009	SY2010	CHANGE
In my school, all students are given a chance to succeed.	522	465	4.05	3.90	-0.15
Discipline is handled fairly in my school.	533	465	3.37	3.30	-0.07
Teachers treat me with respect.	534	467	3.67	3.54	-0.13
I am treated fairly at school.	531	460	3.38	3.28	-0.10

Some observations regarding the additive scale results reported on the preceding table:

The 470 students third-grade and older responding from GRANDVIEW MIDDLE school reported a mean score of 3.51 on the Equity scale, which placed it at the 4th percentile, scoring **lower than** 96 percent of mid-level schools in the state.

6.6.3b The I feel safe at School question from the Student Advance Questionnaire measures the degree to which students (grade 3 and older) believe they are safe while at school.

School Name	2009 N	2010 N	SY2009	SY2010	CHANGE
GRANDVIEW MIDDLE	533	467	3.5	3.35	-0.15

Some observations regarding the question results reported on the preceding table:

The 467 students third-grade and older responding from GRANDVIEW MIDDLE school reported a mean score of 3.35 on the Feel Safe question, which placed it at the 6th percentile, scoring **lower than** 94 percent of mid-level schools in the state.

FOCUS GROUPS

ADMINISTRATIVE TEAM

October 18, 2011

1) What is the district doing to meet the needs of low achieving students in the district?
    a) Read 180 (parents can opt out of program)
    b) Fast Math (not enough data to determine success)
    c) Bulldog Time (5-10 students pull out 1 time a week based on MAP data, benchmarking, small group)
    d) School Improvement
    e) Academic Success (tutoring 2 days a week with transportation)
2) What programs are provided to assist students working below grade level?
    a) Read 180 – could use more teachers – have reduced the number of teachers to 1
    b) Fast Math – missing skills – 20 slots per grade level - twice a week (only one time a week if in read 180)
3) What interventions have you found to be successful with students performing below grade level?
    a) Bulldog Time working on SMART goals
    b) Small group interventions (no criteria to pull students – performance series)
    c) Read 180
4) What do you think is keeping students in school and engaged in learning?
    a) (Did not ask this question)
5) How does your school insure collaboration among general and special education?
    a) On the fly – we don't
    b) CWC – 3 teachers – 1st hour is the learning curve
    c) No longer have CWC in all classes
    d) Reading is better – take turns on units
    e) There are unserved students - no services in science and social studies
    f) Getting more MR (ID) students with not a lot of time to collaborate based on IEP – no functional curriculum
    g) Hard to work together – need training – not as much support for special education
6) What do you see as your role in educating students with disabilities?
    a) Did not ask this question
7) What behavioral intervention programs are being used in your schools? How is the staff trained in the use of such programs?
    a) Don't have one
    b) No PBIS
8) How is the Student Success Team used in your building?
    a) Meet twice a month – too much data – 6 weeks trials then another 6 weeks
    b) 4 person teams

c) Teachers don't use this process much because it takes too long and requires too much data – doing things on their own
d) Special education is tied into SST

9) Who participates in the Student Success Teams? Are building Principals part of the team?
   a) 4 man teams can't find more interventions
   b) Building principals participate on teams
10) What parental involvement activities occur in your buildings? What is the level of participation?
   a) MIM Action Team activities (ice cream social)
   b) Parent training on technology (low attendance 5 students)
   c) Back to School Night – numbers were better however less than 50%
   d) PTA working to get parents involved
   e) Concern about how information goes out to parents
11) What areas, if any, need to be addressed to provide support to students with academic needs?
   a) Did not discuss this question
12) What professional training is needed in your buildings to assist with work with student interventions?
   a) Reading teachers (professional development)
   b) Don't have training on interventions – don't know the interventions needed
13) What support is needed to provide a full continuum of services in your building?
   a) Did not discuss this question
14) What needs to be included in this grant to assist your building in being successful?
   a) Maintain small classes (18 – 2)
   b) Special education support should increase
   c) More training for teachers and time for planning during the day for content enhancement
   d) Pay for teachers for tutoring and transportation
   e) Mandatory Read 180 for students
   f) Lower level math class (track students) smaller class sizes
   g) Reading help – teacher/training
   h) Need foreign language (help with com arts and foreign language)
   i) Need true co-teaching and more training
   j) True after school program like 21st Century

7th & 8th grades have four man teams

6th grade has 2 man teams (fewer students – more guided practice)

Bulldog time has changed from the first year it was implemented

FOCUS GROUP

STUDENTS

October 18, 2011

(22 students grades 6 – 7 – 8 from student council)

1) How are you doing in school?
    a) Good
    b) Bus is cold
    c) People are not nice to each other on the bus – students do not behave and makes the bus late
    d) 7th grade girls have health more than guys
2) What do you enjoy most about school?
    a) Reading
    b) Band – playing
    c) Social Studies (2)
    d) Math and science
    e) Teachers
    f) Pre-algebra
    g) After school activities
    h) Vocal music and PE
    i) Food
3) When you have difficulty with work, who provides additional support and instruction?
    a) The teacher
    b) Friends or tutors
    c) People next to her
    d) Parents
    e) 80% go to teacher or counselor
4) How do you communicate with teachers when you have questions?
    a) Raise your hand
    b) Go up to teachers
    c) Teachers don't answer questions always because they are very busy

d) Sometimes the teacher helps others

e) There are lots of projects

f) If you don't get it the teacher helps

g) Sometimes the teachers responds and say that they should know the answer

5) Who/what makes you successful in school?

a) Parents

b) Paying attention

c) Ms. Price

d) Friends

e) Work completion

f) Family friends and teachers

g) Thinking of who I am makes a difference

6) How do your parents participate in your education?

a) Encourages me to get grades up and do the work

b) Motivates me

c) Look at my agenda daily – want to be involved

d) To get a good career I need to do good

e) Encourages to study to get good grades

7) Is there a feeling of belonging in your school?

a) 95%

b) Work is too easy

c) Students are aggressive

d) Students are disruptive and can't get the work done

e) Work starts easy and gets harder

f) Work is kind of hard and other students laugh when they can't do the work

g) Kids attitudes

h) Loud in the hallways

i) Social Studies does other religions instead of Christianity

j) Problems with other students who are disrespectful to teachers

8) Do you feel safe in school?

a) Kind of (classroom 93% - cafeteria 15% - Hallways – 1%)

b) Not really – kids are horsing around

c) Depending on the situation – pushing and shoving

d) Tripping people

e) Kids running in the hallways

f) Hitting in the lunchroom

9) Do you like to attend this school?

a) 98%

10) Is your opinion valued by teachers and administrators?

a) Yes

b) Makes me feel welcome

c) Not always – they hear you but don't

d) Sometimes teachers are hard to talke to

e) Some do and some don't

f) Encourages me – blows me off sometimes

11) Do you feel that the teachers in your school really care about you?

a) 75%

12) If a student has a problem are there teachers who will listen and help?

a) Did not ask this question

13) Are there clear rules regarding behavior established in classrooms?

a) 90% say yes

b) Some have really strict rules some don't

c) 60% say rules in every room

14) Do teachers enforce the rules fairly and treat you with respect?

a) 40% say that rules are enforced

b) 30% say that rules are enforced fairly

c) 75% say that they are treated with respect

15) During classes do you stay focused on learning and don't waste time?

a) Wasted time 100%

16) What would you like to to change to improve your school?

a) Behavior

b) More afternoon activities

c) Way kids treat others and teachers

d) Class suffering for actions of 1 or 2

e) Teachers to be more encouraging

f) Christianity in social studies

g) Time not used efficiently

h) Passing periods are crowded

i) Being fair

j) Horseplay in the halls

k) Better lockers

l) More teachers out watching

m) Cameras are a violation of personal space

n) Not enough time to complete tasks

o) Tardies for passing time lateness – halls are too crowded

p) Passing time for any elective

FOCUS GROUP

PARENTS

OCTOBER 18, 2011

(14 parents and 1 community person attended meeting)

1) How is your son/daughter doing in Grandview Middle School?
    a) Great
    b) Parent Link
    c) Progress reports have all F's and parents don't know
    d) Progress reports called and got the run around
    e) Takes days for teachers to get back with parents
    f) Inconsistent with guidelines on grading
    g) There is a willingness on teacher to listen to students
    h) 8th grade students are told they should know what to do on assignments and grading
    i) Gets work back weeks later
    j) Concerns with parent link
    k) Concerns with algebra benchmarking (have to pass twice to show mastery)
2) Have you had an opportunity to participate in planning your child's education program? If so, in what ways did you participate? If you did not, what kept you from participating?
    a) Did not ask this question
3) What subject(s) is/are most difficult for your child? Why?
    a) Math
    b) Reading – comprehension
    c) Social Studies – how it is being taught
4) Who helps your child with their work at school? How do they help your child? Does your child leave class to get help?
    a) Teachers are defensive when students ask for help
    b) Parents help students
    c) Tutoring

5) What changes do you think would improve your child's education program?
    a) Teachers stay after school
    b) Peers could help (GHS tutors A+)
    c) Rewards/incentives
    d) Professional development on consistency and developing lesson plans
    e) Professional development on behavior
    f) Stop using good students to in the middle of disruptive students
    g) Improve classroom behavior
    h) Teachers do not have protocols for grading – expect students to figure it out
    i) Teachers don't know themselves what they are teaching or their expectations
    j) Unwillingness of teachers to listen to what students have to say
    k) Students get assignments really late
6) Describe how often the district communicates with you about the progress of your child.
    a) Progress reports – some weekly – some not at all
    b) Need a positive and negative alert system
    c) Some email
    d) Parents feel forgotten
    e) Rewards for students
7) What training related to your child's needs has the district offered that you could attend?
    a) CWC – teachers need to communicate better with special education teachers
8) What additional services would you like to see in the Grandview School District that would help all students be successful?
    a) Teachers get defensive when asked questions
    b) Math is the subject that students have the most trouble
    c) Want to know how social studies is being taught
    d) Parents are confused on PTA meetings (1st Tuesday of every month – next meeting is the 8th of November) Parents were not getting information on meetings.
    e) Parents want to get assignments home and get paperwork back when completed and graded
9) Do you feel that your child's opinions are valued by teachers and administrators?
    a) Teachers are not approachable
    b) Teachers are too busy

c) Every child is different – grades are not put in for a long time

d) Teachers want everyone to do the same thing – teachers have to help parents to help students

10) Do you feel that discipline in your child's school is handled fairly?

a) NO sometimes students are labeled

b) Issue with jackets – teacher believed the parent, but not the students

c) When you are known as a talker you get accused – teachers jump to conclusions

d) Teachers ignore behaviors and the behavior escalates

11) Does your child like to attend school?

a) Did not ask this question

12) Does your child's school promote an environment of mutual respect among students?

a) No structure or consistency last year

b) Teachers ignore behaviors in class and they escalate

c) 6th grade was hard

d) School feels different this year

13) Do your child's teachers expect very good work and challenge your child?

a) Did not ask this question

14) Does the school recognize the accomplishments of your child?

a) Did not ask this question

15) Does your school have clear procedures for handling school emergencies?

a) Did not ask this question

16) Does your child feel safe at school?

a) No – one parent

b) Most – yes

c) Students tell parents stories about what happens in class

d) Girl fights have gone down this year

e) Boy fights have increased

f) Issues start with snide comments

g) Issues start in class and go out

17) Does your school teach and reinforce student self-discipline and responsibility?

a) Cliques are problems

18) What concerns or comments do you have as a parent?

a) Would like a student comment box
b) Would like clear expectations on assignments and grading
c) Would like for teachers to treat all alike and with respect
d) Parent loves science class because the teacher has clear expectations and differentiates assignments and treats all students with respect
e) Wants better communication on PTA and parent activities
f) Wants better communication when students are not doing well before the end of the semester
g) Parents want to receive work when completed and graded
h) Parents care and are involved but often have difficulty with communication with the school – many have to be persistent to get questions answered

APPENDIX

C

SECTION IV: Action Plan Forms

Identify the members of the MIM Building and District Leadership Teams that are taking the lead in action planning.

MIM Building Leadership Team		Other BLT & MIM District Leadership Team	
Name	Role/Expertise	Name	Role/Expertise
Dr. Cynthia Johnson	Principal	Meg Sneed	MIM IF
Steven Riemer	6th grade	Dr. Mary Dell Black	MIM IF
LaDonna Williams - Hunt	Instructional coach	Barbara Tate	Ass't Sup't
Theresa Riggs	6th grade teacher	Alicia Ketchum	Dir / C&I
Kevin Benbow	7th grade teacher	Jennifer Price	Principal 11-12
Cecilia Belser-Patton	8th grade teacher		
Dee Ann Moore	8th grade teacher		
Quinci Dacus	Teacher / Parent		
Sandy Runyon	Sped Teacher		
Octavia Curtis	Read 180		
Hannah Reynolds	8th grade teacher		

In order to track progress with completing the MIM Action Plan, record the dates when the planning was begun and when it was completed.

Action Planning	Date(s)
Started	February 2011
Completed	June 2011 revised October 4, 2011

Goal: Student Performance: Develop and enhance quality educational / instructional programs to improve performance and enable objectives to meet their personal, academic, and career goals.
Objective: Grandview Middle School will participate in the Missouri Integrated Model Pilot Project .

CULTURALLY RESPONSIVE PRACTICES

Alignment to Needs	SMART strategy	Resources	Data / evidence sources and monitoring targets	Point person / responsible person	Action Steps	Date Implementation/ Completion of Steps
School Improvement goal Self study indicators CR: 1,3, 4 E: 10 PD:S	1.By Sept. 2012, through development of culturally responsive practices, GMS students will increase achievement in communication arts by 16 % and math by 16 % as measured by state grade level assessments and local benchmark assessments.	Sub / stipend time, PD, RPDC, Book study	Effect data - Yearly – MAP and Performance Assessment Series (PAS) QTRLY benchmark: (3-4 times – PAS; Common assessments, SMART goals Cause data – AQ, Protocol for sharing strategies	BLT CR Action team members 1.1 Nooner 1.2 Godwin 1.3 Bell 1.4 All BLT	1.1 PD targeted to cultural responsiveness A. learning strategies B. life applications C. relationship building d. build calendar on outlook 1.2. Identify evidence based practices which are culturally responsive a. instructional manuals b. PD resources (further Tatum work and Bring your A Game) 1.3. Study other schools who are known to be culturally responsive and attend related topical workshops. 1.4Learning team will meet monthly to review impact of 1.1 to 1.3 and make suggestions and report to staff on implementation of what works.	Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012

DATA TEAM

Alignment to Needs	SMART strategy	Resources	Data / evidence sources and monitoring targets	Point person / responsible person	Action Steps	Date Implementation/ Completion of Steps
School Improvement goal DB:5, 7, 10, 11 PD: 5 E: 1, 2, 3, 4, 8, 9, 11 SV: 1	2.By September 2012, through the strategic use of data from formative and summative assessment in the School Improvement process to target instruction, GMS students will increase achievement in communication arts by 16 % and math by 16 % as measured by state grade level assessments and local benchmark assessments.	Stipends, PD, Tech assistance	<u>Effect data -</u> Yearly – MAP and Performance Assessment Series (PAS) QTRLY - Benchmark (3-4 times) – PAS; Common assessments per SMART goal charts , IPI <u>Cause data –</u> IPI, Data room displays, # of student goals, # of formative assessments,	Leadership team Data Learning / action team (point people from LT will be specified per step)	2.1 Utilize school improvement process to develop a plan for standard treatment protocol for Tier 1 and Tier II. 2.2 Coordinate and implement use of formative assessments across content areas. 2.3 Coordinate and implement guided practice of assessment input and use of Achievement Series. 2.4 Build capacity of the faculty to develop within all students the ability to engage in critical analysis of learning and goal setting. 2.5 Plan how and what to display in the data room. 2.6 Ensure that the data team has the capacity to understand and analyze all forms of district data and support the capacity of all faculty to use the data to inform instructional practices. (Attend Powerful Learning Conference)	Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012

COACHING & MENTORING

Alignment to Needs	SMART strategy	Resources	Data / evidence sources and monitoring targets	Point person / responsible person	Action Steps	Date Implementation/ Completion of Steps
School Improvement Self study indicators E:4 MC: 1, 2, 3 PD: 5	3. By September 2012, student achievement at GMS sill increase by 16 % in communication arts and by 16 % in math as measured on the state grade level assessment and local benchmark assessments through the implementation of coaching and mentoring practices.	Instructional manual, PD, book study, subs / stipends for modeling, writing resources for model lessons,, math PD/ resources for model lessons	<u>Effect data -</u> Yearly – MAP and Performance Assessment Series (PAS) QTRLY: Benchmark (3-4 times – PAS; Common assessments, Student movement per SMART goals <u>Cause data -</u> # of instructional practices, # of protocols used in observations, successful writing samples	Leadership team 3.1 Cathy Coop 3.2 Gari James 3.3 Travis Stevens	3.1 Identify and compile examples of best instructional practices that engage students at GMS classrooms. 3.2 Develop and implement a plan for peer observations. (Substitute release time / collaborative time will be provided to observe classes demonstrating best practices...reflection / feedback protocols using MSIP walk through format. PD on MSIP walk through format.) 3.3 Teachers use PLC / faculty connections to discuss lessons observed. 3.4 Model lessons related to math standards and align to math benchmarking. 3.5 Develop a school wide writing protocol, implement with fidelity, and share strategies.	Oct. 2011 / Sept. 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012

FAMILY & COMMUNITY INVOLVEMENT

Alignment to Needs	SMART strategy	Resources	Data / evidence sources and monitoring targets	Point person / responsible person	Action Steps	Date Implementation/ Completion of Steps
School improvement goal Self study indicators FC: 1,2,3,4 SV: 4 D: 5 E:6 PD:4	4. Family & Community – By September 2012, student outcomes will increase as measured by attainment of SMART strategies in math and comm arts and parent involvement will increase as measured by increased # of parents attending family special events.	Materials / supplies, stipends	Effect data - Team review of student outcomes in math and comm arts (MAP and PAS) (annually and quarterly review) Cause data – # of newsletters with data and instructional strategies shared, # of parents attending training / events with instructional information shared.	Leadership team Family & Community Learning / Action team 4.1 Reynolds, Daicus 4.2 Geil 4.3 Carl, Daicus 4.4 Carl, Howell 4.5 Howell, Geil 4.6 Reynolds	4.1 Newsletter (postage, stipend) around data and targeted instructional strategies. 4.2 Surveys and other communications distributed as appropriate. 4.3 PTA communication – establish team / grade parents. 4.4 Maintain on going contact with Mr. Lucas to promote events and celebrate achievement. (newspaper / business partnerships) 4.5. Plan and implement qtrly parent trainings and provide educational info at special events. 4.6 Expand / maintain parent resource room	Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012 Oct. 2011 / Sept 2012

LEADERSHIP TEAM CAPACTIY

Alignment to Needs	SMART strategy	Resources	Data / evidence sources and monitoring targets	Point person / responsible person	Action Steps	Date Implementation/ Completion of Steps
School Improvement Plan SV: 2,3,6 D: 6,7 EB:10 L:6	5. By September 2012, GMS will meet Comm. Arts and math SMART goals through building the capacity of the leadership team, who will support organizational learning.	Posters, Facilitated Team time, Subs, Stipends, PD	<u>Effect data -</u> -Review PAS outcomes in math and comm. Arts 3 times. - Grade level SMART goals (common assessments) (monthly) <u>Cause data -</u> -MIM staff survey increase (yearly) -MIM self study increases (yearly) -Culture typology positive change -MIM process checklist (2 times) - School Culture Survey, School Trust Survey, School Climate data - Agendas, artifacts	Building Leadership Team (specify a member per action step)	5.1 Develop a visual of the role and function of the Building Leadership Team (BLT) to be shared and internalized by the GMS faculty and District Leadership Team (DLT). (Inclusive of point people for each step.) 5.2 Develop a visual of the organizational structure of GMS, inclusive of cabinet, BLT, and whole faculty learning. 5.3 Establish BLT meeting times to progress monitor school improvement plan. 5.4 Will develop a plan /set of strategies to measure, address, and monitor the level of student centered, caring and collaborative culture throughout the school. 5.5 Ensure the identification, collection, and the analysis of varied forms of data at the school level such as student, teachers, and community data.	Oct. 1 , 2011 / Nov., 2011 Oct. 1, 2011 / Nov., 2011 Oct. 1, 2011 / Nov. 2011 Oct. 1, 2011 / Dec. 2011 Oct. 1, 2011, / Sept. 2012

					5.6 Ensure evidence- based knowledge of best practices remains current to sustain our school's learning culture. 5.7 Attend MIM state and fall / spring conferences.	Oct. 1, 2011 / Sept. 2012 Oct 1, 2011 / July, 2012

Culturally responsive practices

Action Steps	Budget						
	Salaries & Stipends		Purchased Services & Travel		Supplies & Materials		Total for Action Step ($)
	Description	Cost ($)	Description	Cost ($)	Description	Cost ($)	
Strategy #1 Step #1.1	Subs for staff to attend PD 4 staff @ $109 per day for 2 days ea. = $872 Stipends for summer 2012 – Action team calendar – 4 members for 6 hrs. @ $26. =$624	$1496	Hope Foundation Regional Conference (KC MO) 4 registrations @ $430 ea. = 1720 Mileage 20 miles for 2 days for 4 cars @ .50= $80	$1800	No Cost		$3296
Strategy #1 Step #1.2	Stipends for development of manual (2 staff for 10 hrs. ea. @ $26 per hr. = $520.)	$520	PD provided by RPDC PLC, Math and CA consultants 5 days X 500=$2500	$2500	No Cost		$3020
Strategy #1 Step #1.3	Subs for staff to visit other schools in the MO (ie. Center, Excelsior Springs, other Grandview schools, Columbia, St. Louis) that are using culturally responsive practices and data to drive those practices(20 staff @ $109 per day =$2180	$2180	Mileage for staff visits 20 staff X 100 miles X .50 per mile (This is an average some school visits would be more than 100 miles some much less)	$1000	No Cost		$3180

Strategy # 1 Step #1.4	Stipends for CR action team to meet 3 times per year to progress monitor impact of strategies (6 staff @ $26 per hr. for 3 hrs. =$468	$468	No Cost		No Cost		$468
	Total	$4664	**Total**	$5300	**Total**		**Grand Total $9,964**

Data

Action Steps	Budget						
	Salaries & Stipends		Purchased Services & Travel		Supplies & Materials		Total for Action Step ($)
	Description	Cost ($)	Description	Cost ($)	Description	Cost ($)	
Strategy #2 Step #2.1	Stipend time for Data team members to be trained and develop standard treatment protocol (8 members for 20 hrs. ea. @ $26 per hr. =$4160	$4160	Consultant time to facilitate data team training and work (3 days @ $500 per day =$1500)	1500	No cost	0	$5660
Strategy 2 Step #2.2	Stipend time for data team members to develop common assessments (5 members for 24 hrs. ea. @ $26 =3120)	$3120	Facilitator to train and guide work (2 days @ $500 per day =1000)	1000	10 titles of Building Common Assessments @$29. = 290	$290	$4410
Strategy # 2 Step #2.3	No cost		No Cost		No Cost	0	0
Strategy #2 Step 2.4	No cost		No Cost		No Cost		

Strategy #2 Step #2.5	Stipends for organizing data in data team room for team use (10 hrs. @ $26per hr)=$260	$260	No Cost	0	Materials (poster displays) $500	$500	$760
Strategy #2 Step #2.6	Subs for Powerful Learning Conference (4 staff @ $109 X 2 days) = $872	$872	Registration 4X $150= $600 4 rooms X 2nightsX $130=$1040 Mileage 4X 300 miles X .50= $600 Aligned Work with J. Valentine – strategy 5.4	$2840	10 titles White, Beyond the Numbers @24.95= 249.50	$249.50	$3, 961.50
	Total	$8412	**Total**	$5340	**Total**	$2039.50	**Grand Total**[1] **$14, 791.50**

[1] Use additional pages as needed. On the final page, total by categories as well as provide a grand total.

Coaching and Mentoring

Action Steps	Budget						
	Salaries & Stipends		Purchased Services & Travel		Supplies & Materials		Total for Action Step ($)
	Description	Cost ($)	Description	Cost ($)	Description	Cost ($)	
Strategy #3 Step #3.1	No Cost		No Cost		Flash drives to record model lessons (40 @ $15 ea. =600	$600	$600
Strategy #3 Step #3.2	Subs for peer observation and team reflection on best practices. (30 sub days @ $109per day =($3270) Stipend time for team members to develop protocols for walk throughs and look fors (6 hrs. for 10 team members @ $26 per hr. =$1560)	$4830	NO COST		NO COST		$4830
Strategy #3 Step #3.3	No cost	0	No cost	0	No cost	0	$0

Strategy #3 Step #3.4	Subs for modeling math strategies related to unwrapped power standards 8 subs @ $109 per day for 3 days each = $1962	$2616	RPDC Math consultant (3 days @ $500 per day = $1500	$1500	Incentives for improved student achievement in math $250 Meals for PD $250	$500	$4616
Strategy #3 Step #3.5	Subs for writing workshop (2 staff for 2 days each @ $109 per day= 436	$436	Writing workshop (Rolla or Maryville RPDC) registration, 2@ $125 per person= 250 Mileage ($500) RPDC CA Consultant to facilitate and model strategies (4 days @ $500 per day = $2000)	$2750	10 copies Writing Matters in Every Classroom by Peery @ $24.95	$249.50	$3435.50
	Total	$7882	**Total**	$4250	**Total**	$1349.50	**Grand Total**[2] **$13481.50**

[2] Use additional pages as needed. On the final page, total by categories as well as provide a grand total.

Family & Community Involvement

Action Steps	Budget						
	Salaries & Stipends		Purchased Services & Travel		Supplies & Materials		Total for Action Step ($)
	Description	Cost ($)	Description	Cost ($)	Description	Cost ($)	
Strategy #4 Step #4.1	No Cost		No Cost		No Cost	$0	$0
Strategy #4 Step #4.2	No Cost		No Cost		No Cost	$	$0
Strategy #4 Step #4.3	No Cost		No Cost		No Cost		$0
Strategy #4 Step #4.4	No Cost		No Cost		No Cost		
Strategy #4 Step #4.5	Stipends for team members to develop and implement parent trainings and student / parent trainings (16 hrs for 2 staff ea = 32 hrs. @ $26 per hr. =704)	$832	Consultant for trainings (4 @ $500 ea. = $2000) Consultants from Success Network, Parent Link, KC Link	$2000	Snacks for parent training sessions (1 ea. qtr. @ $250 for snacks = $1000) Family and Community incentives $250 each qtr. X 4= $1000	$2000	$4832

Strategy #4 Step #4.6	Stipends for 2 staff for 2 hrs. ea. month to maintain resource center (4 hrs. x 8 months = 32 hrs. @ $26 per hr.= $832	$832	No Cost	0	Parent materials for Parent Resource Center ($1000)	$1000	$1832
	Total	$1664	**Total**	$2000	**Total**	$3000	**Grand Total**[3] **$6664**

[3] Use additional pages as needed. On the final page, total by categories as well as provide a grand total.

Leadership Capacity

Action Steps	Budget						
	Salaries & Stipends		Purchased Services & Travel		Supplies & Materials		Total for Action Step ($)
	Description	Cost ($)	Description	Cost ($)	Description	Cost ($)	
Strategy #5 Step # 5.1	No Cost	0	No Cost	0	Poster depicting visual for data room ($100)	$100	$100
Strategy #5 Step # 5.2	No Cost	0	No Cost	0	No Cost		0
Strategy #5 Step # 5.3	Stipends for 2.5 hrs. for BLT-13 staff for 6 times @ $26 per hr. =$5070	$5070	No Cost		Materials / supplies $75 ea. x 6 BLT meetings (13 staff) =450	$450	$5520
Strategy #5 Step #5.4	Subs for BLT for 4 sessions with Dr. Valentine (10 subs for 4 days @ $109 per day.= 4360	$4360	4 BLT meetings with Dr. Valentine (4 @ $2500 =10,000	$10,000	Meals for team mtg. 4 @ $75 ea =300	$300	$14,660
Strategy #5 Step #5.5	No cost		No Cost		No Cost		

Strategy #5 Step #5.6	No cost		No Cost		No Cost		
Strategy #5 Step # 5.7	Subs for 4 staff to attend Fall and Spring MIM mtg. ea. (8 days @ $109 ea =$872 Stipends for 2 staff to attend MIM Summer Institute(3 days @ 8 hrs X 2 @$26= $1248.	$2120	Mileage for Fall and spring mtg. ($500) Hotel for SI (4 rooms for 2 nights @ $120 ea =960 Mileage for SI (2 cars @.50 miles =$400	$1860	No Cost		$3980
	Total	$11,550	**Total**	$11,860	**Total**	$850	**Grand Total**[4] **$24, 260**

[4] Use additional pages as needed. On the final page, total by categories as well as provide a grand total.

Budget Summary Per Strategy

Strategy	Salaries	Purchase Services	Materials and supplies	Sub- total of strategy
#1 Achievement - Cultural responsive practices	$4664	$5300	NO COST	$9, 964
#2 Achievement - Data	$8412	$5340	$1039.50	$14, 791.50
#3 Achievement – Coaching and mentoring	$7882	$4250	$1349.50	$13, 481.50
#4 Achievement - Family and community	$1664	$2000	$3000	$6664
#5 Achievement – Leadership Capacity	$11, 550	$11,860	$850	$24, 260
Function subtotals	$34,172	$28,750	$6239	$69,161

Grandview Middle School
11-12
Action Plan Progress Monitoring Tool

	Progress Monitoring								
CULTURALLY RESPONSIVE PRACTICES	**December**		**February**		**April**		**August**		**Outcomes & Reflections**
Action Steps	**Results**	**Progress (A, I, N)**	**Results**	**Progress (A, I, N)**	**Results**	**Progress (A, I, N)**	**Results**	**Progress (A, I, N)**	
1.1 PD targeted to cultural responsiveness A. learning strategies B. life applications C. relationship building d. build calendar on outlook	A. Meet with consultant McCarty 4 times B. Math dept meets with Kathy Battles C. BIST/PBIS – Hewitt D. In progress	A. I B. I C. I D. I							

1.2. Identify evidence based practices which are culturally responsive a. instructional manuals b. PD resources (further Tatum work and Bring your A Game)	*a. After meeting with McCarty manual will be put together* *b. utilizing instructional strategies from previous Tatum work*	a. I b. I							
1.3. Study other schools who are known to be culturally responsive and attend related topical workshops.	a. rescheduling visits	I							
1.4Learning team will meet monthly to review impact of 1.1 to 1.3 and make suggestions and report to staff on implementation of what works.	Meet during PLC times	I							
	Progress Monitoring								**Outcomes & Reflections**
DATA TEAM	**December**		**February**		**April**		**August**		
Action Steps	**Results**	**Progress (A, I, N)**	**Results**	**Progress (A, I, N)**	**Results**	**Progress (A, I, N)**	**Results**	**Progress (A, I, N)**	
2.1 Utilize school improvement process to develop a plan for standard treatment protocol for Tier 1 and Tier II.	RPDC – consultants discussions have been held and dates are being	I							

2.2 Coordinate and implement use of formative assessments across content areas	Achievement Series	*A*							
2.3 Coordinate and implement guided practice of assessment input and use of Achievement Series.	*Achievement Series building, district trainings*	*A*							
2.4 Build capacity of the faculty to develop within all students the ability to engage in critical analysis of learning and goal setting.		*N*							
2.5 Plan how and what to display in the data room.	*Data room set up*	*A, I*							
2.6 Ensure that the data team has the capacity to understand and analyze all forms of district data and support the capacity of all faculty to use the data to inform instructional practices. (Attend Powerful Learning Conference)	*Studying data – still learning*	*I*							

	Progress Monitoring								Outcomes & Reflections
COACHING & MENTORING	December		February		April		August		
Action Steps	Results	Progress (A, I, N)	Results	Progress (A, I, N)	Results	Progress (A, I, N)	Results	Progress (A, I, N)	

3.1 Identify and compile examples of best instructional practices that engage students at GMS classrooms.	Instructional manual created	*I*							
3.2 Develop and implement a plan for peer observations. (Substitute release time / collaborative time will be provided to observe classes demonstrating best practices...reflection / feedback protocols using MSIP walk through format...PD on MSIP	*New teachers have observed mentors, more being scheduled for rest of staff*	*I*							
3.3 Teachers use PLC / faculty connections to discuss lessons observed.		*N*							
3.4 Model lessons related to math standards and align to math benchmarking.	*Kathy Battles working with Math teachers ond benchmarking* *Oct, Nov, Jan*	*I*							
3.5 Develop a school wide writing protocol, implement with fidelity, and share strategies.	*Beginning Discussions*	*I*							
	Progress Monitoring								**Outcomes & Reflections**
FAMILY & COMMUNITY INVOLVEMENT	**December**		**February**		**April**		**August**		
Action Steps	**Results**	**Progress**	**Results**	**Progress**	**Results**	**Progress**	**Results**	**Progress**	

		(A, I, N)		(A, I, N)		(A, I, N)		(A, I, N)	
4.1 Newsletter (postage, stipend) around data and targeted instructional strategies.	Sent 1st qtr newsletter	I							
4.2 Surveys and other communications distributed as appropriate.	*Ongoing to send as needed. Parent training survey, school lunch, parent input meeting for grant*	I							
4.3 PTA communication – establish team / grade parents.	*Phone blast, weekly emails,*	I							
4.4 Maintain on going contact with Mr. Lucas to promote events and celebrate achievement. (newspaper / business partnerships)	*As needed but we need to continue improving*	I							
4.5. Plan and implement qtrly parent trainings and provide educational info at special events.	*Microsoft office training, science fair help nights, healthy eating, 8th grade parent meeting*	I							
4.6 Expand / maintain parent resource room	*Furnished, used for parent meetings*	I							

	Progress Monitoring	**Outcomes &**

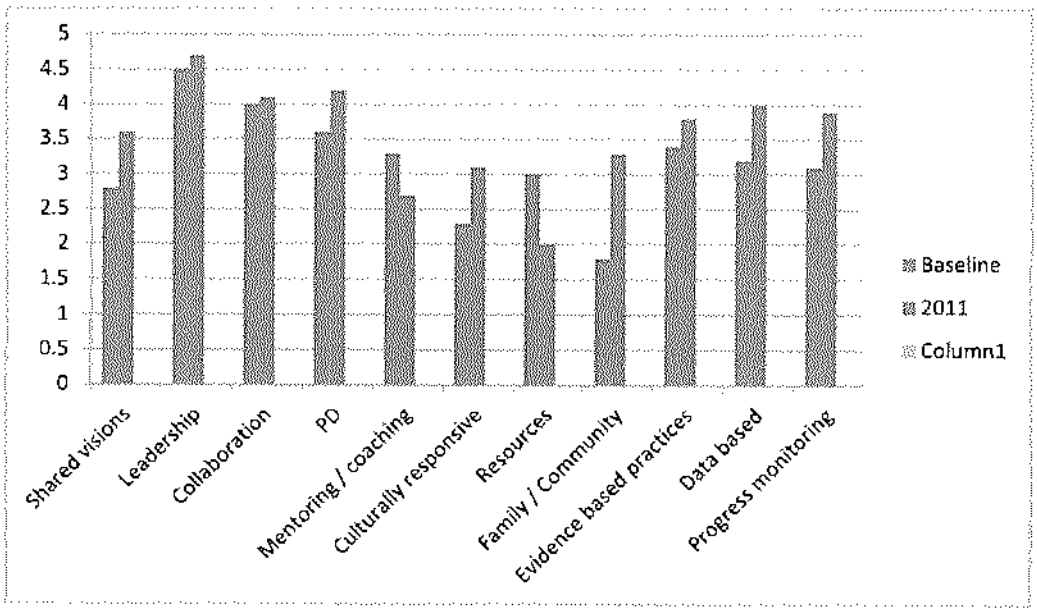
LEADERSHIP TEAM CAPACTIY	December		February		April		August		Reflections
Action Steps	Results	Progress (A, I, N)	Results	Progress (A, I, N)	Results	Progress (A, I, N)	Results	Progress (A, I, N)	
5.1 Develop a visual of the role and function of the Building Leadership Team (BLT) to be shared and internalized by the GMS faculty and District Leadership Team (DLT). (Inclusive of point people for each step.)	Poster made	*I*							
5.2 Develop a visual of the organizational structure of GMS, inclusive of cabinet, BLT, and whole faculty learning.	*Poster made*	*I*							
5.3 Establish BLT meeting times to progress monitor school improvement plan.	*Meetings scheduled*	*A I*							
5.4 Will develop a plan /set of strategies to measure, address, and monitor the level of student centered, caring and collaborative culture throughout the school.	*IPI,MIM, School improvement process*	*N*							
5.5 Ensure the identification, collection, and the analysis of varied forms of data at the school level such as student, teachers, and community data.	*School improvement process, ochievement series, SIS information, Pulse infomration*	*I A*							
5.6 Ensure evidence- based knowledge of best practices remains current to sustain our school's learning culture.	*PLC colloborationSchool wide instructionol strategies*	*I*							
5.7 Attend MIM state and fall / spring conferences.	*Attended*	*A I*							

SIG – Drilling Down on the Data Collected

Data Source: MIM Self Study – The Self-study is designed to be completed by the Leadership team. It involves examining numerous indicators reflecting on practices and tiered levels of academic and behavior support. Its purpose is to assist schools in determining the extent their current practices align with evidence based practices across the 11 essential features.

Data Picture (Data summary in narrative or graphic format)

The following graph indicates current levels of implementation of the 11 essential features.



Above is a scale of 0-5 with 0 not in place; 1- not in place – conversation; 2 not in place – planning; 3 partially in place; 4 in place, and 5 in place sustainable.

Summary statements

- All areas showed growth from baseline year except mentoring / coaching and resources. (Decrease may be due to a better understanding of these 2 areas and the related indicators. Resources area applies to a formal process of resource mapping both school and community resources.)
- Specific indicators of concern (partially in place with one indicator or not in place but planning) in the BLT reflection with this self- study are:
    - All school staff, administrators, and families are involved in meetings in which data results are discussed and problem solving occurs.

- Stakeholders are involved in conversations about integrating processes and how pulling together what works is consistent with the school's mission, vision, and values.
- Administrators access community resources to enhance instruction and intervention.
- Resource mapping involving input from stakeholders, including all school staff, the community, and families is conducted annually.
- Educators receive ongoing coaching and mentoring needed to implement evidence based practices and to ensure fidelity of implementation.
- Leadership team acknowledges the need or accessible and timely coaching and mentoring by developing a system that pairs teachers with expertise with their colleagues in need of coaching and mentoring.
- Mentors and coaches provide guidance with implementing tiered levels of academic and behavior support.
- The quality of the core instruction in addressing the diversity of all learners is routinely evaluated.
- Culturally responsive practices are evident in interactions with students and parents.
- Available resources are the universal, targeted, and individualized levels are utilized by teachers and families to meet the diverse needs of students.
- Parent participation in discussions about school wide practices is a priority.
- Family and community feedback is gathered and utilized to inform decisions.
- Families and community members are aware of the school-wide strategies for addressing academic and behavior goals.
- Teachers collaborate to make prevention and intervention decisions based on student outcome data. (concern was not all teachers –i.e. encore does not have collab. time and the progress monitoring data.)

- Targeted areas have been culturally responsive practices, evidence based practices, data based decision making, shared vision, and family and community involvement. Areas targeted have demonstrated growth. Shared vision was dropped as a target area although continue to monitor. Coaching and mentoring was targeted in the most recent plan.

Looking further at areas not fully implemented

What information jumps out at you as you look at this data? Any surprises or "ah ha's, what stands out, etc.?

Drilling down

Strengths	What can be inferred from these strengths (i.e. need to maintain, replicate, or expand?)

Obstacles (challenges, concerns)	What are the prioritized needs? (I.e. what needs to be addressed to eliminate this obstacle, what needs is evident?)

From the above, what are the most urgent needs (priority order):

SIG – Drilling Down on the Data Collected

Data Source: MIM Staff Survey – This survey is a 33 item survey administered to all GMS staff through a Survey Monkey format. It is designed to elicit input into the implementation of the MO Integrated Model and examines staff perceptions related to implementation level of the 11 essential features. It was completed by 49 staff members on November 19, 2011 and compared to baseline data from March 2010.

Data Picture (Data summary in narrative or graphic format)

Questions in which 80% or more of staff indicated "true of them":

- (SV) I think my school is a good place to work. – 93%
- (L) I think my administrators are committed to implementing tiered levels of academic and behavioral supports. – 89%
- (C) I collaborate with my colleagues on a regular basis. – 82%
- (PD) I participate in professional development where I learn ways to improve my instructional practices. – 87%
- (CR) I consider my students' backgrounds when I teach and / or interact with students - 91%
- (PM) I use assessment data at least 3 times a year to monitor students' progress. -84%
- (DBD)I feel that the team that addresses academic needs provides valuable feedback and makes informed decisions. -84%
- (DBD)I feel that the team that addresses behavioral needs provides valuable feedback and makes informed decisions. -84%

Questions in which at least 20% of the staff feel that it is "not true of them".

- (L) I have the time necessary to analyze student data & problem solve with my colleagues. – 39%
- (C) I am involved in planning tiered supports with the other staff & administrators at my school. – 30%
- (M&C) I receive coaching and mentoring to help me implement tiered levels of academic and behavior support. – 24%
- (EBP) I think my school does a good job of addressing the academic and behavior needs of students at tier 3 (intensive). – 25%
- (DBD) I regularly see students move between tiers of support as their academic needs change.- 20%

Questions or areas with significant increase over baseline year:

- (M&C) I receive coaching and mentoring to help me implement tiered levels of support. (26% to 50%---48% increase.)

- (M&C) I receive coaching and mentoring to implement evidence based practices. (40% to 60%---50% increase)
- (SV) I can summarize the school's shared vision / mission. (38% to 56%---47% increase.)
- (F&C) I think my school does a good job of including parents as team members in data based decision making. (36% to 62%---72% increase)

What information jumps out at you as you look at this data? Any surprises or "ah ha's, what stands out, etc.?

Drilling down

Strengths	What can be inferred from these strengths (ie. need to maintain, replicate, or expand?)
Obstacles (challenges, concerns)	What are the prioritized needs? (i.e. what needs to be addressed to eliminate this obstacle, what needs are evident?.)

From the above, what are the most urgent needs (priority order):

Grandview Middle School Profile 2010-2011		
Attached is the school profile data that you submitted in February, 2011. **Please print this file.** **Verify the data to reflect the entire 2010-2011 school year and write in any missing data.**		
STEP 1	**According to our records, your school is using the following progress monitoring/universal screening tools for the 2011-12 school year.** 1. Please **verify** the progress monitoring/universal screening tools used in the 2010-11 school year. 2. Please **indicate** the progress monitoring/universal screening tools you are using for the 2011-12 school year.	
2010-2011	**2011-2012**	**Progress Monitoring Tools**
		DIBELS/AIMS Web
		RigbyREADS
		STAR Reading
		D2SC
		Acuity
		Yearly Progress Pro (YPP)
		Scholastic Reading Inventory (SRI)
X		Scantron Performance Series
		Developmental Reading Assessment (DRA)
STEP 2	**Review the attached pages.** **Verify and update the data to reflect the entire 2010-2011 school year**	
STEP 3	**Please submit the completed report by NOVEMBER 15, 2011** fax to: 785-864-0700 or scan and email to: researchcollab@ku.edu or mail to: Research Collaboration, Dole Human Development Center, 1000 Sunnyside, Lawrence, KS 66045	

This information will provide the 2010-2011 MIM school data for data-based decision-making within your school and overall MIM evaluation.

Contact Person for Data Questions:	
Printed Name:	
E-Mail:	
Phone:	

If you have questions about this process of data collection, please call **785-864-0517**. We're happy to assist you.

Grandview Middle					
TEACHER COUNTS *AT BEGINNING OF SCHOOL YEAR*					
	Grades 6-8	2008-2009	2009-2010	2010-2011	2011-2012
Staff head count	General Education Teachers	37	36	37	
	Special Education Teachers	7	7	7	
	Paraprofessionals	4	6	6	
	Building Principals	3	3	3	
	Guidance Counselors	2	2	2	
	Psychologists	0	0	0	
	Social Workers	0	0	0	
	Other Staff	21	20	20	
New Staff	Transfer Teacher(s)	1	0	1	
	First Year Teacher(s)	3	1	2	
	Transfer Administrator(s)	1	0	0	
	First Year Administrator(s)	0	0	0	

Grandview Middle				
REFERRAL COUNTS BY STUDENT *AT END OF SCHOOL YEAR*				
	GRADES 6-8	**2008-2009**	**2009-2010**	**2010-2011**
Assistance Referrals by Grade Level	6 School Assistance Team Referrals	3	12	6
	6 Special Education Referrals	1	0	0
	6 Special Education Eligible	1	0	0
	6 Other Referrals	0	0	0
	6 Other Referrals Agency Names	0		0
	7 School Assistance Team Referrals	8	7	3
	7 Special Education Referrals	1	3	1
	7 Special Education Eligible	1	3	1
	7 Other Referrals	0	0	0
	7 Other Referrals Agency Names	0	0	0
	8 School Assistance Team Referrals	14	5	2
	8 Special Education Referrals	0	0	1
	8 Special Education Eligible	0	0	1
	8 Other Referrals	0	0	0
	8 Other Referrals Agency Names	0	0	0
Office Disciplinary Referrals by Grade Level & IEP Status	6 Office Referrals IEP	49	42	4
	7 Office Referrals IEP	17	17	66
	8 Office Referrals IEP	44	13	50
	6 Office Referrals Non-IEP	172	236	115
	7 Office Referrals Non-IEP	357	325	337
	8 Office Referrals Non-IEP	511	343	204
Office Disciplinary Referrals by Student	0-1 Office Disciplinary Referrals	405	394	392
	2-5 Office Disciplinary Referrals	129	127	106
	6+ Office Disciplinary Referrals	65	55	40
	Total Disciplinary Referrals by Student	**599**	**576**	538
	Total Enrollment			538
	*Please note: **Total Disciplinary Referrals** should **equal Total Enrollment**. If these values do not match, recheck your data.*			

Grandview Middle							
Progress Monitoring Data 2010-2011							
SPS							
			NUMBER OF STUDENTS				
	Grade	Area	Above Average	Below Average	High Average	Low Average	Total
Fall 2010	6	Math	17	73	34	68	192
	7	Math	12	97	28	38	175
	8	Math	12	58	34	51	155
	6	Reading	27	60	47	59	193
	7	Reading	22	56	36	57	171
	8	Reading	26	37	52	44	159
Winter 2010-2011	6	Math	28	51	45	66	190
	7	Math	20	82	32	39	173
	8	Math	18	61	38	55	172
	6	Reading	37	54	59	40	190
	7	Reading	28	45	41	59	173
	8	Reading	28	36	61	48	173
Spring 2011							

APPENDIX

D

GRANDVIEW C4 MISSION:

The Mission Statement combines dreams and reality into a statement of the purpose of the school district. It defines and clarifies how we do business at Grandview C4. It is the one statement for which the school district should be remembered. For the parents and the community-at-large, the Mission Statement clarifies what they can expect the district to do educationally for their children. The Mission Statement helps all staff members and Board of Education members see how their jobs are connected to and relate to the district's daily business. It is a check point for staff to determine if the daily instructional decisions they make are in harmony with the district's Mission. Grandview C4's Mission Statement is as follows:

Grandview C4 will maximize the academic achievement and personal development of all students by improving teaching, learning, and relationships.

Special Education Needs Assessment:

The District Planning Special Education Committee provided district/state data regarding the progress of general and special education students to a stakeholders group responsible for guiding the improvement planning process to gain their perspective of our educational priorities, effectiveness of current grant goals, ways to expand grant goals next year, and how students' with disabilities needs are being met in our district. The Stakeholder's group represents a cross section of individuals which include: Director of Special Services, Director of Curriculum and Instruction, process coordinators K-12, resource teachers K-12, general education teachers K-12. principals K-12, parents, community representative, students 9-12 and RPDC representative. An in-depth data drill down process analyzing all available state/district data led us to examine all of the areas not met on our district profile.

MAP data, Special Education Profile, district formative and summative data were analyzed to gain insight into the reasons that many of our students are non-proficient readers. Data concerning student benchmark achievement/probes, and teacher input tells us that insufficient strategies related to comprehension and the application of acquired skills is the root cause of poor reading performance. Teacher survey results tell us that the lack of differentiation of instruction in our general education classrooms and the need for teaching effective reading strategies are both factors influencing the quality of our reading instruction. Our Improvement of Communication Arts goal began in 2008-2009 with the training of our special education staff grades 3-5 in the implementation of the newly adopted reading series which included an alternate series and strategies targeted to improve the performance of our special education students. We also began focusing on our co-teaching model of delivery. During the 2009-2010 school year, our grant expanded our focus on improving the instruction and the differentiation of instruction in our co-teaching teams from grades 3-5 to include grades 3-8. Our hypothesis is that improved reading results for all students will be the end result if we continue to focus on teaching research based strategies and ways to differentiate instruction in our co-teaching teams. The Special Services Department continues to provide professional development which partners with district goals focused on how to use individual formative data results to guide our instructional decisions to meet student needs. Teacher surveys indicated the need for continued professional development in

the area of reading strategies and classroom discipline. The Special Services Department continued supporting the co-teaching process grades 3 – 8 without grant support.

The Stakeholders group felt that the district has made gains toward their goals in the secondary grant and in the implementation of Check and Connect. The dropout rate for all students in the district (3.4%) as compared to the state average of (3.5%) and the dropout rate for disabled students (5.56%) is greater than the state average (4.1%). The graduation rate is steadily declining even as the population decreases. An analysis of district data shows that the graduation rates are dropping for both the special education population as well as all students. The district graduation rate of 84% for all students is below the state target of 85.7%. Students with disabilities graduation rate has dropped from 73% last year to 72% this year which is below the state average of 81.72%. Of particular concern is the drop from 78.9% of our white graduation rate to 72.6% for the current year. High school data relating to attendance, discipline, grades, and evaluation data of Check and Connect Program piloted in two "Houses" with special education students only was used to hypothesize root causes for our increased dropout rate and our decrease in graduation rate. Our MSIP Advance Questionnaire report data was also used to evaluate school climate, achievement and discipline issues from the perspective of teachers, parents, and students. The root cause of our increased drop-out rate and decreased graduation rates are significantly related to the following five factors: poor school performance, poor attendance, social disengagement, behavioral disengagement, and difficulty with credit completion. Other identified problems with course failure rate and course selection were identified as areas to improve. Another continued concern based on our district profile (a continuation of our grant goal from last year) is our rate for In-School suspension of all students. Our district suspension/expulsion data indicates we are assigning ISS (student counts per 100 students) at a rate of 30.3% for students with disabilities compared to a state average of 17.1%. Non-disabled students are assigned ISS 19.2% per 100 students compared to a state average of 8.7%. We feel that root cause of these discipline problems relate to truancy, tardies, behavioral disengagement, and the lack of three-tiered levels of interventions in general education classrooms. Our classrooms do not adequately provide for differentiation of instruction or levels of interventions at the middle school and high school level. Our at-risk students tend to be isolated and remain anonymous so the continued reorganization of our high school and middle schools into small "learning communities" is essential. The need for teacher and adult mentors is also essential to helping our students develop connections to school and adults. The hypothesis derived from this drilldown process is: the implementation of a 3-tiered models of intervention, expanding and improving the effectiveness of the research based co-teaching delivery models, making data driven decisions, and the expansion of the researched based program of Check and Connect in our high school and middle schools will contribute to the improvement of all of our identified district priorities and increase the strategies we provide for our staff will continue to improve the quality of our schools. The continuation of improving teacher and student learning by analyzing student assessments and classroom data must be continued. An essential part of improvement is a commitment to providing targeted professional development on research and evidenced based strategies. In alignment to DESE's goal of recruiting, preparing and retaining effective teachers and leaders, the district also utilizes a mentoring program for new teachers and administrators to retain and support teachers and leaders.

Through consensus, the committee results from the Stakeholders, District SPED Planning, Co-teaching, and Check and Connect Committees determined that the following list represents our highest priorities of district need related to our hypothesized root causes:

1) The proficiency rate for all children in Communications Arts continues to be the highest priority in our elementary achievement grant.
2) The graduation rate continues to be lower than the state average for all students and the drop out rate, although improved, continues to be a target for the district.
3) The overall discipline incident rate continues to be a priority for change in the secondary transition grant.

The evaluation process will involve analyzing attendance, suspension, discipline incidents, formative test data, and summative test data. A written summary of data and progress toward goals will be submitted to Stakeholder's group and Board of Education in January of each year. Progress toward the goals will be summarized through a written report to DESE in December and June of each year.

The Special Services Department will continue to focus on providing high quality professional development opportunities to general and special educators in:

1) differentiated instruction
2) development of three-tiered models of intervention
3) co-teaching
4) Check and Connect
5) Marzano strategies

We will continue our commitment to improve transition outcomes for special education students through ongoing in-service to learners. Related to DESE's goal of students ranking in the top 10 on national/international assessments, all students are offered to take the ACT with no cost to students identified for free and reduced. The Grandview C-4 District is committed to the professional learning communities. All of our schools utilize this time to study data and student work. Our instructional decisions are increasingly more connected to current and past student performance. Teachers continue to collaborate at grade level, course level, or on school-wide strategies to improve performance. In alignment with the Department's goal of high quality early childhood programming, the district offers early Pre-K (six weeks to three years) and a pre-K (three years to five years) for eligible students.

Grandview Middle School is in the 3rd year of piloting a partnership with the Missouri Integration Model project which will allow the Special Services Department to support and extend some of the initiatives being presented in terms of researched based strategies and school wide behavior supports. District-wide Instructional Practices Inventory walkthroughs now provide data about levels of student engagement in classrooms and groups of teachers collaborate to build lessons that engage students in student conversations and high levels of engaged learning. Our schools are targeting groups of students and extending the time spent on specific content and skills. Professional development is focused on how to monitor progress and adjust groups often. Several schools are using data walls to keep track of student progress related to essential content and the alignment of curriculum with power standards.

The Special Services Department is confident that our grant goals will be supported and complimented by these district initiatives currently in place. Related to DESE's goal of improving departmental efficiency, operational effectiveness and relations with internal and external constituents, the C-4 District continues to utilize DESE webinars, list serve updates, and website as an ongoing resource for the educators in the district. The Elementary and Secondary Grants help support our district goal to promote achievement in reading as a high priority and develop a framework for increasing student performance by providing interventions to students not progressing toward proficiency.

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

1. **Objective: Increase proficiency rates for children with IEPs on statewide assessments in Communication Arts grades 3-8 from 23.1% to 40% by 2011-2012 school year.**
MSIP Standard: 1.1,1.2,6.7,7.1,9.2 **Progress Measure:**

School Year	Baseline	Progress	Target	Target Met
2007 - 2008	15.49%		16.00%	N/A
2008 - 2009		17.60%	20.33%	No
2009 - 2010		23.1	25.17%	N/A
2010 - 2011			35%	N/A
2011 - 2012			40%	N/A

Comments:
Monitoring of individual reading comprehension, fluency, and individual growth will be assessed by collecting district reading benchmark assessments, fluency probes, and/or Pulse district data at least quarterly. Teachers will use district data for planning instruction quarterly. Reports to Stakeholders will be made once per year. Reports regarding progress will be made to DESE twice per year.

1. **Strategy:**
Special education and general education teachers will use the Marzano School Improvement Process of Plan, Do, Study, Act tol address comprehension and application of skills in Communications Arts grades 3-8.

MSIP Standard: 1.1,1.2,6.7,7.1,9.2

Persons Responsible:
S. Kirkpatrick, Spec. Serv.; A. Ketchum C&I Dir.,Instructional coaches 3-8; co-teaching teams 3-8

Funding Source Name: Elem. grant

Date to Implement Strategy: 08/22/2011

Date of Completion: 05/13/2012

1. Action Step

The district will provide building and district MAP data to teachers including item analysis to determine achievement levels of various student sub groups for Communication Arts.

Date To Implement Action Step: 8/23/2011

Date of Completion: 9/30/2011

2. Action Step

Groups of teachers will utilize time during Professional Learning Communities to analyze student work to develop and brainstorm strategies for improvement.

Date to Implement Action Step: 8/23/2011

Date of Completion: 5/25/2012

3. **Action Step**: As a fidelity measure, special education students in grades 3-5 will be closely monitored by Special Education teachers/reading specialists weekly using formative testing and probes. Performance and achievement and/or common assessments to assess and track reading comprehension, fluency, and application of taught skills.

Date to Implement Action Step: 8/22/11

Date of Completion: 5/25/12

4.**Action Step:**
As a fidelity measure, special education students in grades 6-8 will be closely monitored by Special Education teachers, General Education teachers, and reading specialists using Performance Series, Achievement Series, and common assessments to assess and track individual reading progress of students.

Date To Implement Action Step: 08/23/2011

Date of Completion: 05/25/2012

5.**Action Step:**

Special education teachers in grades 3-8 will use Performance Series data in Pulse to monitor progress toward IEP goals and to frequently assess individual growth and plan strategies to provide differentiated instruction to meet the needs of the student who is not proficient.

Date To Implement Action Step: 08/23/2011

Date of Completion: 05/25/2012

6.**Action Step:**
Special Education teachers and general education teachers will collaboratively provide results concerning reading assessments, MAP performance, progress toward grade level goals, and progress toward individual goals to parents through parent conferences twice per year, IEP meetings, and quarterly grade reports.

Date To Implement Action Step: 09/06/2011

Date of Completion: 5/25/2012

2. Strategy:
The Special Services Department will provide focused high quality professional development to co-teaching teams in Grades 3-8 to improve Communication Arts performance of students through the implementation of three-tiered models of intervention, differentiated instruction, and effective lesson planning.

MSIP Standard: 6.2,6.4,6.5,6.7,7.1

Persons Responsible: Susan Kirkpatrick, Director Special Services; RPDC ; University Resources; classroom teachers

Funding Source Name: Special Education Elem. Ach.

Date to Implement Strategy: 9/12/2011

Date of Completion: 05/25/2012

1) Action Step:
Throughout the 2011-2012 school year, the SPED district planning committee will partner with the Director of Curriculum & Instruction and the RPDC representatives to plan three high quality professional development sessions to continue the process of utilizing data analysis to affect instruction.

Date to Implement Action Step: 4/4/2011

Date of Completion: 5/25/2012

2) Action Step:

The Director of Special Services and other administrators, the district SPED planning committee, SPED Coordinators, and district instructional coaches will monitor the effectiveness of the co-teaching classrooms through MSIP walkthrough observations, surveys, grades, and through the collection of district data through the Pulse System.

Date to Implement Action Step: 9/6/2011
Date of Completion: 5/25/2012

3) Action Step:

Time will be allocated to process coordinators and instructional coaches to meet with co-teaching teams for the purpose of instructional planning, follow-up observation feedback, and to compile data relating to co-teaching classrooms.

Date to Implement Action Step: 9/1/2011
Date of Completion: 5/25/2012

4) Action Step:

As a fidelity measure My Learning Plan surveys will be filled out by teachers attending professional development to evaluate in-service effectiveness and the planning committee will make appropriate changes to the professional development based on teacher need and feedback.

Date To Implement Action Step: 8/11/2011

Date of Completion: 5/25/2012

3. Objective: Reduce total suspension rates for students with IEPs from 51.2% per 100 students by the 2011-2012 school year.

MSIP Standard: 6.5,6.6,8.11,9.2,9.6,9.7,10.1

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2007 - 2008		37.7%	28%	N/A
2008 - 2009		28.9%	25%	N/A
2009 - 2010		51.2%	20%	N/A
2010 - 2011			15%	N/A

Comments:

District and state data will be analyzed monthly to track progress of students by utilizing district Pulse data. Results will be discussed weekly in advisory teams. Progress will be reported to stakeholders once per year. Progress toward the goal will be reported to DESE twice per year. We are showing progress with the decrease in our suspension rates through programs implemented: Check and Connect, Small learning communities "Houses" in the high school, advisory teams, incentives for academic progress, and transition day.

1. **Strategy:**
   Expand the researched based program Check and Connect in the high school and implement the program to selected population in our two middle schools to target our at-risk population and special education students who are underperforming.

   MSIP Standard: 6.6,7.1,7.3,7.5,8.14,9.2,9.5,9.6

   Persons Responsible: Susan Kirkpatrick, Director Special Services, Advisory teams, SPED teachers

   Funding Source Name: Special Education Sec. Trans

   Date to Implement Strategy: 08/11/2011

   Date of Completion: 05/25/2012

1) **Action Step:**

Through advisory, teachers will maintain contact and dialogue with students and parents to maintain positive connections as well as offering interventions as needed as documented by SIS logs.

Date To Implement Action Step: 08/11/2011

Date of Completion: 05/25/2012

2.**Action Step:**
Teachers will utilize the BIST consultant, Missouri Integration Model partnership, SST Process, Positive Behavior Support,and RPDC representatives as supports to provide professional development, follow-up, and consulting services to teachers and staff.

Date To Implement Action Step: 08/20/2011

Date of Completion: 05/20/2012

3.**Action Step:**
The special Services Department will provide money to advisory teams to purchase food for parent nights and incentives to be given to students participating to promote school spirit (i.e. school hats, sweatshshirts, notebooks, game passes etc.)

Date To Implement Action Step: 08/11/2011

Date of Completion: 05/25/2012

2. Strategy

The Special Services Department will provide focused professional development to Check and Connect participants in Grades 6-12 targeting strategies that will improve the implementation of three-tiered models of intervention and differentiated instruction.

1.**Action Step:**
The district will focus on providing high quality instruction grades 6-12 and analyzing district Performance Pulse data monthly to make instructional decisions that lead to providing strategies and differentiation to meet student individual needs.

Date To Implement Action Step: 08/11/2011
Date of Completion: 5/25/2012

2. Action Step:
The Special Services Planning Committee will partner with Director of C&I, Instructional coaches, and RPDC to provide professional development for teachers grades 6 – 12 involved in the Check and Connect Program.

Date to Implement Action Step: 08/11/2011
Date of Completion: 5/25/2012

3. Action Step:
The Special Services Department will provide for professional development during mini trainings after school which will relate to implementing three-tiered models of intervention in general education classrooms and providing differentiated instruction.

Date to Implement Action Step: 8/11/2011
Date of Completion: 5/25/2012

4. Action Step:
Teachers involved in the Check and Connect Program will assess professional development provided through a survey in My Learning Plan after each in-service.

Date to Implement Action Step: 8/11/2011
Date of Completion: 5/25/2012

2. Objective: The district will annually increase the graduation rate for students with disabilities and to meet or exceed the state average while ensuring the IEP includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

MSIP Standard: 1.3,6.3,7.1,9.4,9.5,9.6

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2007 - 2008	79.31%	88.46%		N/A
2008 – 2009		73.33%	75.25%	
2009-2010		72.73%	80.72%	N/A

Comments:

Cohort graduation data and amount of credits earned in the freshman year will be monitored in addition to attendance, grades, end of course testing, course failure rate, and suspensions. Counselors and teachers in collaboration with students will develop and monitor 4 year plans for course selection and acquisition of required credits. Special educators will continue to provide coordinated transition services to ensure successful post-secondary outcomes. Reports to Stakeholders will be made once per year and progress toward goals will be reported to DESE twice per year.

1. **Strategy:**
The district will develop and implement policies, procedures, and programs to facilitate improved student attendance, persistence to graduation, and improved post-secondary outcomes for special education students.

MSIP Standard: 9.4,9.5,9.6,9.7

Persons Responsible:

Funding Source Name: Special Education Sec. Trans

Date to Implement Strategy: 09/01/2011

Date of Completion: 05/25/2012

1.**Action Step:**
General and special educators, counselors, coordinators, parents, and students will be instrumental in developing four year plans and IEPs that contain transition planning for successful post-secondary outcomes for our students.

Date To Implement Action Step: 08/11/2011

Date of Completion: 05/25/2012

2. Action Step:
Enroll all ninth grade students in Career Pathway exploration class to enhance student awareness of careers and post secondary training. Administer EXPLORE test to all 9th grade student, PLAN test to all 10th grade students, PSAT to all 11th grade students and the ASVAB as requested by students in grades 11-12, and ACT to students grades 10-12, (as requested).

Date to Implement Action Step: 8/11/2011
Date of Completion: 5/25/2012

3.**Action Step:**
Special education teachers will administer career interest inventory surveys at appropriate grade levels to make informed choices concerning course selection and career interests.

Date To Implement Action Step: 08/11/2011

Date of Completion: 05/25/2012

4.**Action Step:**
The transition coordinator will provide on-going training to special education teachers during departmental or team meetings to ensure student IEPs include the appropriate services to meet their identified transition goals.

Date To Implement Action Step: 08/11/2011

Date of Completion: 05/25/2012

5.**Action Step:**
The teachers in all houses (4) will provide a range of support to personalize the learning environment and instructional process while providing mentoring and connections with the student and parent as prescribed in the Check and connect Program through grades, discipline, teacher contacts, and interventions provided.

Date To Implement Action Step: 08/11/2011
Date of Completion: 05/25/2012

2.Strategy

The Special Services Department will expand the researched based program Check and Connect in the high school and implement the program to selected population in our two middle schools to target our at-risk population and special education students who are underperforming.

1.**Action Step:**

Special Services Department will contract with the national trainer for Check and Connect program from University of Minnesota to train general education teachers, special education teachers, house leaders, and process coordinators.

2. Action Step
The Check and Connect Program will be expanded into all houses (International Business Management house and Health & Human Services house). General education teachers from each house will be trained in Check and Connect to provide support to general education students. Additionally, special education teachers will continue to provide support to special education students within all houses.

3. Action Step
The Check and Connect program will be expanded to all of the special education students in all four houses in an attempt to increase student involvement in school, increase attendance, and increase persistance to graduation and decrease discipline referrals.

4.Action Step:
Check and Connect training will be implemented in Grandview Middle and Martin City Middle School with the special education students as the piloted population.

Date To Implement Action Step: 08/11/2011

Date of Completion: 05/25/2012

5. Action Step:
Teachers will on an ongoing basis review data collected to determine students who meet the criteria for Check and Connect based on improvement in attendance, tardies, passing of classes, and appropriate behavior.

Date To Implement Action Steps: 8/11/2011
Date of Completion: 5/25/2012

6. Action Step:
Check and Connect Advisors will meet monthly with students to review

attendance, tardies, behavior incidents, and academic performance and make adjustments to individual interventions and monitoring sheets will be turned into the SPED Coordinator to insure fidelity.

Date to Implement Action Steps: 8/11/2011
Date of Completion: 05/25/2012

7. Action Step:
Teacher, students, parents, and community workers who participate in the Check and Connect will be surveyed to get their views of the success of the program.

Date to Implement Action Steps: 8/11/2011
Date of Completion: 05/25/2012

8. **Action Step:**
For fidelity, The teachers participating in Check and Connect will collect data for targeted students which will include individual data for grades, discipline, teacher contacts, parent contacts, and interventions provided through the use of tracking materials provided by Check and Connect .

Date To Implement Action Step: 08/11/2011

Date of Completion: 05/25/2012

3. **Strategy:**
The district will provide a Transition Orientation Day for students in 6th grade and 9th grade transition year in the high school, the two middle schools, and the alternative program as an orientation opportunity for students and time for administrators and teachers to convey information conceming building policies, expectations, grades, clubs, and provide a time to meet the staff as a way to reduce anxiety and allow for a smooth transition in grades 6 and 9.

MSIP Standard: 7.1,9.4,9.5,9.6,9.7

Persons Responsible: Counselors, Advisory teams, SPED teachers, Administration grades 6-12

Funding Source Name: Special Education Sec. Trans

Date to Implement Strategy: 08/11/2011

Date of Completion: 08/20/2011

1.**Action Step:**
Counselors in each building 6-12 will organize a transition day which will allow for a smooth transition and ease the anxiety level of students as they transition into 6th or 9th grade in our middle schools, alternative school, or high school.

Date To Implement Action Step: 08/10/2011

Date of Completion: 08/20/2011

2.**Action Step:**
The Special Education Department will provide reimbursement to be used with non food incentives to build school spirit and to provide school related materials during the district transition day in the high school.

Date To Implement Action Step: 08/10/2011

Date of Completion: 08/20/2011

3.**Action Step:**
District administrators, counselors, general and special educators will plan for all students to have the opportunity to meet faculty and staff as they discuss school policies, grade expectations, clubs, tutoring opportunities and after school opportunities provided.

Date To Implement Action Step: 08/10/2011

Date of Completion: 08/20/2011

APPENDIX

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Goal 1: Student Performance

Year 1 Detail and Years 2-3 Summary

	Responsible Staff	First-Year Detail by Month Implementation Date	Years 2-3 2	Years 2-3 3
Objectives				
1.0 100% of the students at Grandview Middle School will be proficient in Communication Arts and Mathematics as evidenced by MAP scores at the end of the three year plan - 2015	Central Office Staff, Administrators, Teachers, Support Staff	July - June 2012 - 2013	X	X
2.0 Improve student achievement in the area of communication arts and mathematics on the 6th, 7th, and 8th grade MAP to exceed the NCLB AYP benchmarks by increasing the percentage of students scoring in the top two levels to at or above the 95% and decreasing the percentage of students sscoring in the lower levels to at or below 3%	Administrators, Teachers, Support Staff, Reading and Math Coaches, Instructional Coach	July - June 2012 - 2013	X	X
Strategies				
1.1 A Data Team process integrated with School Improvement process, student outcome data will be utilized to drive evidence based instructional practices at the Tier 1/core, Tier 2/ targeted, and Tier 3 levels of instruction in both communication arts and math	District and building instructional coaches, Administrators	August - May 2012 - 2013	X	X
1.2 The Project CRISS framework for content literacy wil be implemented at the universal (core) level of instruction.	Consultants, Teachers, Coaches, Counselors, Administrators	August - May 2012 - 2013	X	X
1.3 Utilizing the math benchmarking process, specific strategies will be selected to improve math performance (Tier 1/core instruction)	Leadership Team, Teachers, Consultants, Coaches	August - May 2012 - 2013	X	X
2.4 The Read 180 Program will be enhanced to support those students below expected reading levels. (Tier 2/ targeted and Tier 3/ individualized levels of support)	Administrators, Teachers, Reading Coaches, Instructional Coach	August - May 2012 - 2013	X	X

2.5 Implement the Strategic Instruction Model (SIM) - Content Literacy Continuum - Content Enhancement Strategies with at-risk readers at targeted and individualized levels of instructional needs.	Administrators, Leadership Team, Teachers Instructional Coach	**August - May 2012 - 2013**	**X**	**X**

Action Steps				
1.1.1 PD on both the DMR/Data Team process with small team	District and building Instructional Coaches, Teachers, Administrators	July - August 2012	X	X
1.1.2 Teams analyze/ reflect on PD to determine integration with SI Process	Administrators, Teachers, Instructional Coach	July - August 2012	X	X
1.1.3 Teams select strategy(ies) to engage students and parents in the process	Instructional coaches, Teachers	July - August 2012	X	X
1.1.4 Develop a fidelity checklist with RPDC for collaborative team work in the above	Consultants, Coaches, Leadership Team	July - August 2012	X	X
1.1.5 Provide staff PD (building team and RPDC or consultant)	Coaches, Teachers, Leadership Team	July - August 2012	X	X
1.1.6 Monitor the impact of process on an ongoing basis	Teachers, Administrators	September - May 2012 -2013	X	X
1.2.1 Provide PD for 48 staff members	Trainers, from CRISS	July - August 2012	X	
1.2.2 Resource materials	Provided through CRISS	July - August 2012	X	X

1.2.3 PD for intensive training for Instructional Coaches	Trainers, from CRISS	September - May 2012 -2013	X	
1.2.4 Process for fidelity checks	Administrators, Teachers, Instructional Coach	September - May 2012 -2013	X	X
1.2.5 Process for peer coaching for deeper implementation	Administrators, Teachers, Instructional Coach	September - May 2012 -2013	X	X
1.3.1 Provide PD and collaboration time for 12 math teachers to work with PREP-KC consultant to continue revision for tighter alignment of student learning targets, benchmarks, and scrimmages to District Power	Assistant Superintendent of C & I, PREP-KC Consultant	June/July 2012	X	X
1.3.2 Provide monthly release days for 12 math teachers to work with PREP-KC consultant to review student achievement data and correlations with selected research-based strategies, and to develop anchor lessons incorporating research-based strategies shown effective in improving student achievement	Assistant Superintendent of C & I, PREP-KC Consultant	September - May 2012 -2013	X	X
1.3.3 Grade level teams will meet weekly with instructional coach for progress monitoring and to analyze data to inform instruction	Instructional coaches, Principal	September - May 2012 -2013	X	X
1.3.4 Teachers will participate in peer observations and coaching, specifically emphasizing instructional effectiveness as related to math benchmarking and scrimmages.	Instructional coach, Principal	September - May 2012 -2013	X	X
2.4.1 Work with Scholastic in developing fidelity measures based on their research of program impact.	Scholastic Consultants, Administrators	September - May 2012 -2013	X	X

2.4.2 Review fidelity measures with instructors	Administrators, Teachers, Instructional Coach	September - May 2012 -2013	X	X
2.4.3 Complete monthly fidelity monitoring	Administrators, Teachers, Instructional Coach	September - May 2012 -2013	X	X
2.4.4 Determine students in need of System 44	Administrators, SST, Counselors	September - May 2012 -2013	X	X
2.4.5 Work with existing staff to provide System 44 as a readiness to Read 180	Administrators, Teachers, Instructional Coach	September - May 2012 -2013	X	X
2.4.6 Monitor student growth on a 6 - 8 week basis using the Data Team Process with Read 180 students	Administrators, Teachers, Instructional Coach	September - May 2012 -2013	X	X
2.5.1 Provide staff with an overview of SIM	Trainers	September - May 2012 -2013	X	X
2.5.2 Identify those staff members to be trained	Administrators	September - May 2012 -2013	X	X
2.5.3 Provide professional development on SIM	Trainers, Teachers, Instructional Coach	September - May 2012 -2013	X	X

1.5.4 Follow-up training and coaching	Trainers, Teachers, Instructional Coach	**July - August 2012**	**X**	**X**
2.5.5 Fidelity checks	Administrators, instructional coach, teachers	**December - May 2012 - 2013**	**X**	**X**

Goal 2: Highly Qualified Staff

Year 1 Detail and Years 2-3 Summary

	Responsible Staff	First-Year Detail by Month Implementation Date	Years 2-3 2	3
Objectives				
1.0 Through progress monitoring of an individual Teacher Mapping rubric, 100% of the teaching staff will demonstrate gains in areas targeted for growth.	Assistant Superintendent of Curriculum & Instruction, Director of C& I, District Instructional Coach, District & Building Administrators	September 1, 2012	X	X
Strategies				
1.1 Provide professional development in educational equity to support the unique demographic needs of students at Grandview Middle School.	Administrators, Trainers, Instructional Coach	September 1, 2012	X	X
1.2 A teacher mapping process will be utilized to identify both individual and team needs for professional development.	Assistant Superintendent of Curriculum & Instruction, Director of C& I, District Instructional Coach, District & Building Administrators	September 12, 2011	X	X
1.3 Expand and improve systems for instructional coaching of research based practices to include processes for peer coaching.	Administrators, District Instructional Coach, Building Instructional Coach	Summer 2012	X	X
1.4 Co-teaching teams of general education and special education staff will improve skills in use of higher level co-teaching structures.	Teachers, Administrators, Instructional Coach, Trainers	Summer 2012	X	X
1.5 Teahers will attend a Summer Institute integrating the professional development strategies outlined in the oal areas of the SIG.	Teachers, Administrators, Instructional Coach, Trainers	Summer 2012	X	X
Action Steps				

1.2.1 District and building Administrators will collaboratively determine classroom observation indicators that will be highlighted during daily walk throughs. Minimum indicators will include learning objectives, rigor and DOK levels , student engagement, content standards, assessment, classroom management, and instructional delivery methods and strategies.	Assistant Superintendent of Curriculum & Instruction, Director of C&I, District Instructional Coach, District & Building Administrators	January 1, 2012		
1.2.2 District and Building Administrators will collaboratively develop a rubric, setting criteria for assessing fidelity of implementation in identified indicators.	Assistant Superintendent of Curriculum & Instruction, Director of C& I, District Instructional Coach, District & Building Administrators	February 1, 2012		
1.2.3 Information will be incorporated into site level teacher mapping tools and District and Building Administrators will calibrate implementation of tool and process through team walk-throughs.	Assistant Superintendent of Curriculum & Instruction, Director of C& I, District Instructional Coach, District & Building Administrators	March 1, 2012		
1.2.4 Building Administrative Teams will pilot use of teacher mapping process, with monthly data reviews and debriefing sessions with the District Administrative Team for fidelity and effectiveness checks.	Building Administrators, Assistant Superintendent of C & I	April/May 2012	X	X
1.2.5 Teacher Mapping process will be implemented and facilitated by Building Administrative team.	Building Administrators, Assistant Superintendent of C & I, Instructional Staff	August 1, 2012	X	X
1.3.1 Analyze data to identify research-based instructional strategies with potential to raise student achievement	Building Administrators, Assistant Superintendent of C & I	August 1, 2012	X	X
1.3.2 Peer observation forms and schedules will be developed	Instructional Coach, Teachers	September 1, 2012	X	X

1.3.3 Peer observations will be conducted as scheduled	Administrators, Classroom teachers, Instructional Coach	October through May 2012 - 2013	X	X
1.3.4 Purchase toolkits for Lesson Study	Administrators, Building Instructional Coach	October 1, 2012		
1.3.5 One teacher team and one facilitator will be trained in Lesson Study	Administrators, Building Instructional Coach, Teachers	January 1, 2013	X	X
1.3.6 Pilot the implementation of Lesson Study Model	One Grade Level Teacher team selected to pilot the study	February 1, 2013		X
1.3.7 Reflection and Improvement	Teachers, Instructional Coach, Administrators	February - May 2013	X	
1.3.8 All teacher teams will be trained to implement Lesson Study	Teachers, Instructional Coach, Building Administrators, Grade Level Teams	August 1, 2013	X	X
1.3.9 All teacher teams will begin implementing Lesson Study	Building Administration, Instructional Coach, Grade Level/Department teachers	September 1, 2013	X	X
1.4.1 Co-teaching teams will attend professional development with Marilyn Friend on co-teaching	Special Education and General Education Co-Teaching Teams	August 1, 2012		

1.4.2 Co-teaching teams will be trained on layered curriculum	Administrators, special education teachers and general education teachers	March, 2012	X	
1.4.3 Co-teaching teams will meet every 6 - 8 weeks for an intensive data analysis of student progress monitoring.	Co-Teaching teams	August 1, 2012	X	X
1.5.1 District and building team will jointly plan the Summer Institute to beheld July 2012	Building Administrators, Leadership Team	March, 2012	X	X
1.5.2 Staff along with district team will attend Summer Institute 1.5.3 PD will be provided related to CRISS, SIM, PBIS, DMR, DATA team 1.5.4 Follow up needs will be identified by participants and trainers		July 1, 2012	X	X

Goal 3: Facilities, Support, and Instructional Resources

Year 1 Detail and Years 2-3 Summary

	Responsible Staff	First-Year Detail by Month Implementation Date	Years 2-3 2	Years 2-3 3
Objectives				
1. 0 Decrease the number of students needing targeted intervention to less than 15% by the end of the 2015 school year.	Assistant Superintendent of Curriculum and Instruction, Administrators, Teachers, Instructional Coach	August - May 2012 - 2013	X	X
2.0 Based on focus groups with staff, parents/community, and students, increases will be noted related to positive school culture using a likert scale marker system along with an exit protocol at the end of each focus group.	Building Administrators, Consultants, Instructional Coach	August - May 2012 - 2013	X	X
3.0 By the end of 2015, the number of students with 0 - 1 office referrals will increase to 90% or better and the number of students with 6 or more office referrals will decrease to less than 5%.	Assistant Superintendent of Curriculum and Instruction, Administrators, Teachers, Instructional Coach	August - May 2012 - 2013	X	X
4.0 By 2012, systematic monitoring of delivery of a guaranteed and viable curriculum by building and central office administration will be in place as measured by rubric outlining key components with 100% of components in place or in progress.	Assistant Superintendent of Curriculum and Instruction, Administrators, Teachers, Instructional Coach	July - August 2012	X	X
Strategies				
1.1 Expand school hours for targeted and individualized interventions.	Assistant Superintendent of Curriculum and Instruction, Administrators, Teachers, Instructional Coach	August 1, 2012	X	X
1.2 Refine the process for student movement between tiers of support building on the SST process already in place	Administrators, Counselors, Teachers	August 1, 2012	X	X

2.1 Focus groups of parents/community, staff, and parents will be held at least 4 times during the school year	Administrators, Consultants, Instructional Coach	August - May 2012 - 2013	X	X
3.1 Implement Positive Behavior Support Syswtems (PBIS) as a school wide plan.	Assistant Superintendent of Curriculum and Instruction, Administrators, Teachers, Instructional Coach, RPDC	August - May 2012 - 2013	X	X
3.2 Utilize Behavior Intervention Support Sytem (BIST) as an intervention for students with significant behavior needs.	Ozanam Consultants, Administrators, Teachers	January 1, 2012	X	X
3.3 Implement Check and Connect school wide for students with significant behavior and attendance needs.	Special Education Teachers, Administrators, Teachers	March 1, 2012	X	X
4.1 A District wide team of administrators, teachers, and instructional coaches will monitor on a quarterly basis the curricular needs, changes, or supports necessary for full grant implementation.	District Administrators, Building Admionistrators, Instructional Coaches, Teachers	August 1, 2012	X	X
Action Steps				
1.1.1 Students in need of intervention will be reviewed by grade level teams every 6 - 8 weeks based on collaborative teams and warning systems.	Grade level teams, counselors	August 1, 2012	X	X
1.1.2 Students will be aligned to interventions.	Grade level teams, Counselors	September 1, 2012	X	X
1.1.3 Intervention groups will be formed based on needs and both tutoring and during the day interventions will be aligned	Grade level teams, Counselors, Administrators	September 1, 2012	X	X

1.1.4 PD will be provided on specific strategies and interventions that are identified through the grade level teams.	Grade level teams, Counselors, Administrators, Instructional Coach	September 1, 2012	X	X
1.1.5 Progress monitoring of specific skills will take place.	Teachers, Counselors, Instructional Coach	September 1, 2012	X	X
1.1.6 Parents and students will be engaged in monitoriog the learning progression of individual students.	Administrators, Teachers, Parents, Students	August 1, 2012	X	X
1.2.1 PULSE at risk module will be aligned to EWS - MS version.	Director of Technology, Administrators, Grade Level Teams, SST	July 1, 2012		
1.2.2 Building and district teams will outline procedures for seamless movement of students to interventions based on data needs.	Administrators, Instructional Coach, Teachers	July 1, 2012		
1.2.3 District grade level and Student Succes Team matches students to interventions.	Administrators, Instructional Coach, Teachers, Grade Level Teams	August 1, 2012	X	X
1.2.4 District will provide professional development on interventions as needed based on data and student needs.	Administrators, Instructional Coach, Leadership Team	August 1, 2012	X	X
1.2.5 Progress monitor student performance	Instructional Coach, Counselors, Teachers	September 1, 2012	X	X

1.2.6 Monitor and change interventions as needed based on progress and understanding.	Instructional Coach, Counselors, Teachers	September 1, 2012	X	X
1.2.7 Student Success Team will intervene when Tier 2 (targeted) interventions are not working.	Student Success Team, Counselors, Teachers	September 1, 2012	X	X
2.1.1 Refine the focus group interview process to include the likert and exit slip protocol.	Administrators, Consultants, Instructional Coach	March 1, 2012		
2.1.2 Establish the calendar for 4 focus groups to be held with parents, community, staff, and student groups.	Administrators, Consultants, Instructional Coach	July - August 2012	X	X
2.1.3 Building and district leadership teams analyze and reflect on data from focus groups and make changes, as needed.	Assistant Superintendent of C & I, Building Administrators	May 1, 2012	X	X
3.1.1 Provide awareness of PBIS and garner staff commitment.	KCRPDC PBIS Trainers, Administrators	March - May 2012	X	X
3.1.2 Form a PBIS Team	Administrators, Teachers	January 1, 2012	X	X
3.1.3 Provide two days of training for the PBIS team	Administrators, KCRPDC trainers	July - August 2012		

3.1.4 PBIS Teams meet monthly to coach implementation of the system throughout the building.	PBIS Team, Administrators	September - May 2012 - 2013	X	X
3.1.5 Teachers develop matrix ad procedures to support the PBIS process	Teachers, PBIS Team, Administrators	July - August 2012	X	X
3.1.6 Teams utilize the DMR/Data team process to determine impact and make adjustments at the school, grade, class, and student levels.	PBIS Team, Administrators	September - May 2012 - 2013	X	X
3.2.1 Through a team review of data on discipline referrals with the use of the PULSE module, students in need of behavioral planning will be identified.	Administrators, Leadership Team, Counselors	September - May 2012 - 2013	X	X
3.2.2 Schedule BIST support for all Student Success Team meetings (weekly)	Administrators, Ozanam Consultants	September - May 2012 - 2013	X	X
3.2.3 Develop individualized behavior plans as needed with staff, parent, and student input.	Administrators, Teachers, Counselors, Parents, Students	September - May 2012 - 2013	X	X
3.2.4 Progress monitor with student engagement the behavior plan.	Administrators, Teachers, Counselors	September - May 2012 - 2013	X	X
3.2.5 Team will monitor the plan weekly.	Grade level teams	September - May 2012 - 2013	X	X

3.2.6 Provide professional development to support the process.	Administrators, Instructional Coach, Consultants	September - May 2012 - 2013	X	X
3.3.1 Identify adults to be trained as Check and Connect providers	Administrators, Special Education Teachers, Counselors, Instructional Coach	March - May 2012	X	X
3.3.2 Provide training for all adults.	Administrators, Counselors, Teachers	July - August 2012	X	X
3.3.3 Provide awareness to the school community regarding the availability of the program.	Administrators, Teachers	September - May 2012 - 2013	X	X
3.3.4 Identify students who match that intervention based on the EWS system.	Counselors, Administrators, Instructional Coach	September - May 2012 - 2013	X	X
3.3.5 Monitor progress of individual students using the EWS system.	Counselors, Administrators, Instructional Coach	September - May 2012 - 2013	X	X
3.3.6 Monitor the impact of the program using all data sources and the DMR process.	Grade level teams, Leadership Teams, Administrators	January 1, 2013	X	X
4.1. 1 Curriculum for math and English Language Arts will be entered into the curriculum managemeot system along with paciog guides that include teaching and testing windows.	Director of Curriculum and Instruction	January 2012 - May 2012	X	X

4.1.2 Administrators will monitor curriculum implementation, instruction, and student engagement.	Central Office and Building Administrators	August - May 2012 - 2013	X	X
4.1.3 Grade level/department teachers will analyze data to identify targeted SMART Goals. Collaborative teams meeting two times per week will develop rubrics to define proficiency and create common assessments to monitor progress toward proficiency of the SMART Goals.	Central Office and Building Administrators, Instructional Coach, Teachers, Students Parents	August - May 2012 - 2013	X	X
4.1.4 Results of assessments will be charted. Teachers will share best practice for teaching the content and skills identified in SMART Goals.	Central Office and Building Administrators, Instructional Coach, Teachers, Students Parents	August - May 2012 - 2013	X	X
4.1.5 Teachers will agree to teach anchor lessons, score assignments and assessments together and help each other group students based on the data.	Central Office and Building Administrators, Instructional Coach, Teachers, Students Parents	August - May 2012 - 2013	X	X
4.1.6 Teachers will research effective intervention strategies and provide small group instruction utilizing the strategies. Administrators and Instructional Coach will monitor SMART Goal progress.	Building Administrators, Consultants, Instructional Coach, Teachers	August - May 2012 - 2013	X	X
4.1.7 Teachers will review and revise common assessments to meet expectations of CCSS. Appropriate changes will be made in Achievement Series.	Teachers, Instructional Coach, Building Administrators	August - May 2012 - 2013	X	X

Goal 4: Parent and Community Involvement

Year 1 Detail and Years 2-3 Summary

	Responsible Staff	First-Year Detail by Month Implementation Date	Years 2-3 2	3
Objectives				
1.0 Meaningful Parent and community involvement that is related to the well-being and learning needs of students at Grandview Middle School will increase as measured by MIM surveys and parent focus groups.	Central Office Administrators, Building Administrators, Teachers, Parents, Community Representatives	March 1, 2012	X	X
Strategies				
1.1 A parent and community focus group of family, students, and community members will partner in the planning and implementation of meaningful parent/student activities.	Administrators, Parents, Community Representatives	March 1, 2012	X	X
1.2 Through the DMR and Data Team process, Year 2 implementation will include the training of parents and students to be involved in analyzing their own student data and establiswhing specifie goals. Year 1 imlementation may include a pilot of procedures developed throught the professional development.	Administrators, Parents, Teachers, Students	March 1, 2012	X	X
Action Steps				
1.1.1 Action team of staff, community, parents, and students will review data to determine needs	Central Office Administrators, Building Administrators, Teachers, Parents, Community Representatives	August - May 2012 - 2013	X	X
1.1.2 Team will plan and implement at least one parent/student activity quarterly.	Administrators, PTA, Teachers, Students	August - May 2012 - 2013	X	X
1.1.3 Team will gather data regarding both the participation level and the feedback of all activities.	Administrators, PTA, Teachers, Students	August - May 2012 - 2013	X	X

1.2.1 District and building teams will outline procedures and processes to be used to integrate the Data team process further with greater parent and student involvement.	Administrators, Leadership Team, Grade Level Teams	August - May 2012 - 2013	X	X
1.2.2 PD will be provided to staff to increase their skill level in this implementation.	Administrators, Instructional Coaches	August - May 2012 - 2013	X	X
1.2.3 Stipends will be paid to staff members in year 1 for additional parent/student conferences piloting procedures.	Administrators, Teachers	August - May 2012 - 2013	X	X
1.2.4 Parent and student input will be gathered related to this process.	Administrators, Teachers, Parents, Students	August - May 2012 - 2013	X	X
1.2.5 Year 2 implementation will include mini conferences with students during the first 2 weeks of school and additional parent, student, staff conference in the spring.	Administrators, Teachers, Parents, Students	August 2013 May 2014	X	X

Goal 5: Governance and Leadership

Year 1 Detail and Years 2-3 Summary

	Responsible Staff	First-Year Detail by Month Implementation Date	Years 2-3 2	3
Objectives				
1.0 A yearly evaluation using multiple data sources will indicate a governance and leadership structure at a high level (proficient to exemplary utilizing the DATA team rubric, SIG, and MIM rubrics for leadership assessment).	Assistant Superintendent of C & I, Director of C & I, Director of Technology, Building Administrators	March 1, 2012	X	X
Strategies				
1.1 Conduct quarterly, a review of all data sources related to essential skills and culture necessary to implement the intervention plan for the MOSIG.	Assistant Superintendent of C & I, Director of C & I, Director of Technology, Building Administrators	August 2012 - May 2013	X	X
Action Steps				
1.1 District and building administrative team will review the leadership rubrics from MOSIG, MIM, and Data team implementation	Assistant Superintendent of C & I, Director of C & I, Director of Technology, Building Administrators	March 1, 2012	X	X
1.2 From the above sources, clarity will be established on the monitoring tools and related expectations.	Assistant Superintendent of C & I, Director of C & I, Director of Technology, Building Administrators	March 1, 2012	X	X
1.3 The DMR process will be used to tie the above data pieces (cause data) to the student performance goals (effect data).	Assistant Superintendent of C & I, Director of C & I, Director of Technology, Building Administrators	March 1, 2012	X	X
1.4 A schedule for joint review will be determined . . . Monthly to quarterly dependent on measure.	Assistant Superintendent of C & I, Director of C & I, Director of Technology, Building Administrators	March 1, 2012	X	X

APPENDIX

F

BUDGET

Pre-Implementation (March 2012 – June 30)

1)	**PBIS**		
	• 2 day team training (10 man team)	$	100.00
	• Stipends (14 hours @ $22.00)	$	3,080.00
	• Staff Benefits	$	440.00
	• Stipends for team meetings (10 Man team -9 hours $22 per hour)	$	1,980.00
	• Staff Benefits	$	220.00
	Total	**$**	**5,820.00**
2)	**Decision Making For Results**		
	• Registration $679 per person (10)	$	6,790.00
	• Rooms @ $139.00 (2 nights)	$	2,780.00
	• Travel/expenses	$	1,200.00
	• Meals ($60 per day)	$	1,200.00
	Total	**$**	**11,970.00**
3)	**BIST Training**		
	• Trainer Fee (10 hours training – staff)	$	3,000.00
	• Staff Stipends (10 hours @ 22.00 for 26 staff members)	$	5,720.00
	• Staff Benefits	$	880.00
	• Consultation (30 hours @ $60 per hour)	$	1,800.00
	Total	**$**	**11,400.00**
	TOTAL PRE-IMPLEMENTATION ACTIVITIES		**29,190.00**

Year One (July 2012 – June 2013)

1)	**CRISS Training – 2 Days**	$	5,000.00
	• Materials @ $50 per teacher x 30	$	1,500.00
	• Stipends (2 days 16 hours $22 per hour, $176 per day – $352 per person X 26)	$	9,152.00
	• Staff Benefits	$	1,408.00
	• Resources/Materials	$	1,500.00
	Total	**$**	**18,560.00**
2)	**PBIS Training – 4 Days**	$	200.00
	• Materials/Supplies	$	3,000.00
	• Stipends for Staff (4 days - 32 hours @ $22 per hour $704 per person X 26)	$	18,304.00
	• Staff Benefits	$	2,816.00
	• Student Behavioral Incentives	$	5,000.00
	• Stipends for Staff to develop lessons (9 member Team 24 hours $528 per person)	$	4,752.00
	• Staff Benefits	$	748.00
	Total	**$**	**34,820.00**

3)	**Co-Teaching Training (3 days – 6 teachers)**	$	1,200.00
	• Rooms	$	2,100.00
	• Travel/expenses	$	1,000.00
	• Meals	$	700.00
	Total	**$**	**5,000.00**
4)	**Summer Institute – 5 Days**		
	• **Layered Curriculum (2 days)**	$	3,000.00
	• Stipends for staff (2 days – 16 hours @ $22 per hour $352 X 26)	$	9,152.00
	• Staff Benefits	$	1,408.00
	• Materials/resources	$	3,000.00
	• **Check and Connect (1 day) Trainer Fee**	$	5,000.00
	• Stipends for staff (1 day 8 hours @ 22 per hour 176 X 26)	$	4,576.00
	• Staff Benefits	$	704.00
	• Materials/Resources	$	3,000.00
	• **Data Planning (2 days)**		
	• Stipends for staff (2 days 16 hours @ 22 per hour 352 X 26)	$	9,152.00
	• Staff Benefits	$	1,408.00
	• Materials/Resources	$	3,000.00
	Total	**$**	**43,400.00**
5)	**Tutoring (Before & After School)**		
	• Materials/Incentives	$	5,000.00
	• 60 minutes – 4 days a week – 2 teachers at each grade level 1 substitute (34 weeks – 136 hours @ $22 per hour $2992 X 7)	$	20,944.00
	• Staff Benefits	$	2,992.00
	• Transportation	$	30,000.00
	Total	**$**	**58,936.00**
6)	**Communication Arts Support**		
	• Reading consultants (3 @ $60 for 340 hours - 10 hours per week)	$	61,200.00
	• Student academic incentives	$	5,000.00
	• Release days for teachers to engage in lesson observations and development specific to communication arts (subs)	$	9,290.00
	• Staff Benefits	$	710.00
	• Fidelity checks/monitoring	$	10,000.00
	Total	**$**	**86,200.00**
7)	**Math Support**		
	• Math consultants (3 @ $60 for 340 hours 10 hours per week)	$	61,200.00
	• Student academic incentives	$	5,000.00
	• Release days for teachers to engage in lesson observations and development specific to math (subs)	$	9,290.00
	• Staff Benefits	$	710.00
	• Fidelity checks/monitoring (Consultants hired for $50 per hour for 200 hours)	$	10,000.00
	Total	**$**	**86,200.00**

8) Parent and Community

• Parent meetings (12 meetings – 4 per grade level)	$	6,000.00
• Parent Resource Room/Resources	$	10,000.00
• Parent Trainings (5 per year)	$	5,000.00
• Communications/Newsletters/Calls/Incentives	$	5,000.00
• Parent Liaison – 3 parents hired for 150 hours @ $22.00 per hour $3300	$	9,900.00
Total	**$**	**35,900.00**

BUDGET
Year Two (July 2013 – June 2014)

1)	**CRISS Training – 1 Day (retrain)**	$	5,000.00
	• Stipends (1day 8 hours @22 per hour $176 per day X 26)	$	4,576.00
	• Staff Benefits	$	704.00
	• Resources/Materials	$	1,000.00
	• Train the Trainer	$	5,000.00
	Total	**$**	**16,280.00**
2)	**PBIS Training – 2 Days**	$	100.00
	• Materials/Supplies	$	3,000.00
	• Stipends for Staff (2 day 16 hours @ 22 per hour $352 X 26)	$	9,152.00
	• Staff Benefits	$	1,408.00
	• Student Behavioral Incentives	$	10,000.00
	• Stipends for Staff to develop lessons (9 member Team 24 hours $528 per person)	$	4,752.00
	Staff Benefits	$	748.00
	Total	**$**	**29,160.00**
3)	**Summer Institute – 4 Days**		
	• **Layered Curriculum (1 day)**	$	1,500.00
	• Stipends for staff (1 day 8 hours @22 per hour X 26)	$	4,576.00
	• Staff Benefits	$	704.00
	• **Check and Connect (1 day)**	$	5,000.00
	• Stipends for staff (26)	$	4,576.00
	• Staff Benefits	$	704.00
	• Materials/Resources/Incentives	$	2,000.00
	• **Data Planning (2 days)**		
	• Stipends for staff (2 days 16 hours $22 per hour $352 X 26)	$	9,152.00
	• Staff Benefits	$	1,408.00
	• Materials/Resources	$	3,000.00
	Total	**$**	**32,620.00**
4)	**Tutoring (Before & After School)**		
	• Materials/Incentives	$	5,000.00
	• 60 minutes – 4 days a week – 2 teachers at each grade level 1 substitute (34 weeks – 136 hours @ $22 per hour $2992 X 7)	$	20,944.00
	Staff Benefits	$	2,992.00
	• Transportation	$	30,000.00
	Total	**$**	**58,936.00**

5) Communication Arts Support		
• Reading consultants (3 @ $60 for 340 hours - 10 hours per week)	$	61,200.00
• Student academic incentives	$	5,000.00
• Release days for teachers to engage in lesson observations and development specific to communication arts (subs)	$	9,290.00
• Staff Benefits	$	710.00
• Fidelity checks/monitoring (consultants hired for $50 per hour for 200 hours)	$	10,000.00
Total	**$**	**86,200.00**
6) Math Support		
• Math consultants (3 @ $60 for 340 hours 10 hours per week)	$	61,200.00
• Student classroom incentives	$	5,000.00
• Release days for teachers to engage in lesson observations and development specific to math (subs)	$	9,290.00
• Staff Benefits	$	710.00
• Fidelity checks/monitoring (consultants hired for $50 per hour for 200 hours)	$	10,000.00
Total	**$**	**86,200.00**
7) Parent and Community		
• Parent meetings (12 meetings – 4 per grade level)	$	6,000.00
• Parent Resource Room/Resources	$	10,000.00
• Parent Trainings (5 per year)	$	5,000.00
• Communications/Newsletters/Calls/Incentives	$	5,000.00
• Parent Liaison – 3 parents hired for 150 hours @ $22.00 per hour $3300	$	9,900.00
Total	**$**	**35,900.00**

BUDGET
Year Three (July 2014 – June 2015)

1) CRISS Training – 1 Day (train the trainer)		
• Stipends (classroom visit by trainer – 12 hour feedback @22 per Hour $264 X 26)	$	6,864.00
Staff Benefits	$	1,056.00
• Resources/Materials	$	1,000.00
• Train the Trainer Preparation	$	500.00
Total	**$**	**9,420.00**
2) PBIS Training – 1 Day	$	50.00
• Materials/Supplies	$	1,000.00
• Stipends for Staff (26)	$	4,576.00
• Staff Benefits	$	704.00
• Student Behavioral Incentives	$	3,000.00
• Stipends for Staff to develop lessons (10 member Team 25 hours $550 per person)	$	4,752.00
Staff Benefits	$	748.00
Total	**$**	**14,830.00**
3) Summer Institute – 2 Days		
• Data Planning (2 days)		
• Stipends for staff (30)	$	9,152.00
• Staff Benefits	$	1,408.00
• Materials/Resources	$	1,000.00
Total	**$**	**11,560.00**
4) Tutoring (Before & After School)		
• Materials/Incentives	$	5,052.00
• 60 minutes – 4 days a week – 2 teachers at each grade level 2 substitutes – 354 weeks – 136 hours $2992 X 8	$	20,944.00
Staff Benefits	$	2,992.00
• Transportation	$	30,000.00
Total	**$**	**58,988.00**
5) Communication Arts Support		
• Reading consultants (3 @ $60 for 340 hours - 10 hours per week)	$	61,200.00
• Student academic incentives	$	2,000.00
• Release days for teachers to engage in lesson observations and development specific to communication arts (subs)	$	3,694.00
• Staff Benefits	$	306.00
• Fidelity checks/monitoring (consultants hired for $50 per hour for 80 hours)	$	4,000.00
Total	**$**	**71,200.00**

6) Math Support		
• Math consultants (3 @ $60 for 340 hours 10 hours per week)	$	61,200.00
• Student academic incentives	$	2,000.00
• Release days for teachers to engage in lesson observations and development specific to math (subs)	$	3,694.00
• Staff Benefits	$	306.00
• Fidelity checks/monitoring (consultants hired for $50 per hour for 80 hours)	$	4,000.00
Total	**$**	**71,200.00**
7) Parent and Community		
• Parent meetings (12 meetings – 4 per grade level)	$	3,000.00
• Communications/Newsletters/Calls/Incentives	$	3,000.00
• Parent Liaison – 1 parent hired for 150 hours @ $22.00 per hour $3300	$	3,300.00
Total	**$**	**9,300.00**
[illegible]	$	[illegible]
[illegible]	$	[illegible]