ORIGINAL

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
SHIPPED DEC 14 2011
1003(g) SCHOOL IMPROVEMENT GRANT (SIG)
Project Dates: February 29, 2012 to June 30, 2013
CFDA Number 84.388A
Federal Award Number S388A100026A

ORIGINAL

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
Lift for Life Academy			115-902
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	**ADDRESS**	**CITY, STATE, ZIP**	
Marshall Cohen	1731 S. Broadway	St. Louis, MO 63104	
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**	
mcohen@liftforlife.org	314-504-2337	314-446-5060	
NAME OF GRANT CONTACT	**ADDRESS**	**CITY, STATE, ZIP**	
Marshall Cohen	1731 S. Broadway	St. Louis, MO 63104	
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**	
mcohen@liftforlife.org	314-504-2337	314-446-5060	
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. - WAIVERS

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

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

☑ Extending the period of availability of school improvement funds.

> 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 12-13-2011
SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)	DATE

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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*	270,476		49,749		15,000			335,225
1200 Supplemental Instruction (Title I) *1003(g) SIG*								0
2100 Non-Instructional Support Services *1003(g) SIG*		75,236		35,000				110,236
2200 Professional Development *1003(g) SIG*				2,000	20,000			22,000
2600 Planning and Evaluation *1003(g) SIG*				10,500				10,500
3000 Community Services *1003(g) SIG*				500				500
Program Costs Subtotal *1003(g) SIG*	270,476	75,236	49,749	48,000	35,000	0		478,461
Indirect Costs								
Administrative Costs *1003(g) SIG*	96,885		15,277					112,162
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	96,885	0	15,277	0	0	0		112,162
GRAND TOTAL *1003(g) SIG*	367,361	75,236	65,026	48,000	35,000	0		590,623

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	3					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor				1		
Transition Case Manager						
Turnaround Officer						1
TOTAL	3	0	0	1	0	1

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
Lift for Life Academy Middle S	290057402828							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.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
Lift for Life Academy Middle School	115-902

Budget Codes	Related Strategies and Activities	
1100 Instruction		
1100 Instruction *1003(g) SIG*	Goal 1, Objective 1, Strategy 1, Action Step 2	$46,563
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*	Goal 2, Objective 1, Strategy 1, Action Step 3 Goal 3, Objective 1, Strategy 1, Action Step 2 Goal 5, Objective 1, Strategy 1, Action Step 1	$46,563 $28,673 $35,000
2200 Professional Development		
2200 Professional Development *1003(g) SIG*	Goal 1, Objective 1, Strategy 1, Action Step 1 Goal 2, Objective 1, Strategy 1, Action Step 3 Goal 2, Objective 1, Strategy 1, Action Step 4	$15,000 $236,122 $500
2600 Planning and Evaluation		
2600 Planning and Evaluation *1003(g) SIG*	Goal 2, Objective 1, Strategy 1, Action Step 1 Goal 2, Objective 1, Strategy 1, Action Step 2	$10,000 $7,500
3000 Parent Involvement		
3000 Parent Involvement *1003(g) SIG*	Goal 1, Objective 2, Strategy 1, Action Step 1 Goal 4, Objective 1, Strategy 1, Action Step 1	$500 $52,040
Administrative Costs		
Administrative Costs *1003(g) SIG*	Goal 1, Objective 1, Strategy 1, Action Step 1	$112,162

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
Lift for Life Academy Middle School	115-902

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								0
1100 Instruction *1003(g) SIG*	270,476		49,749		15,000			335,225
1200 Supplemental Instruction(Title I)								0
1200 Supplemental Instruction(Title I) *1003(g) SIG*								0
2100 Non-Instructional Support Services								0
2100 Non-Instructional Support Services *1003(g) SIG*		75,236		35,000				110,236
2200 Professional Development								0
2200 Professional Development *1003(g) SIG*				2,000	20,000			22,000
2600 Planning and Evaluation								0
2600 Planning and Evaluation *1003(g) SIG*								0
3000 Community Services								0
3000 Community Services *1003(g) SIG*								0
Administrative Costs								0
Administrative Costs *1003(g) SIG*	96,885		15,277					112,162
Program Costs Subtotal (Not including *1003(g) SIG*)	0	0	0	0	0	0	0	0
***1003(g) SIG* Subtotal**	367,361	75,236	65,026	37,000	35,000	0		579,623
Grand Total	367,361	75,236	65,026	37,000	35,000	0	0	579,623

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
Lift for Life Academy/Middle School	115-902

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								0
1100 Instruction *1003(g) SIG*	273,976		49,749		15,000			338,725 0
1200 Supplemental Instruction(Title I)								0
1200 Supplemental Instruction(Title I) *1003(g) SIG*								0
2100 Non-Instructional Support Services								0
2100 Non-Instructional Support Services *1003(g) SIG*		75,236		38,500				113,736 0
2200 Professional Development								0
2200 Professional Development *1003(g) SIG*				2,000	20,000			22,000 0
2600 Planning and Evaluation								0
2600 Planning and Evaluation *1003(g) SIG*				5,500				5,500 0
3000 Community Services								0
3000 Community Services *1003(g) SIG*				500				500 0
Administrative Costs								0
Administrative Costs *1003(g) SIG*	96,885		15,277					112,162 0
Program Costs Subtotal (Not including *1003(g) SIG*)	0	0	0	0	0	0	0	0
1003(g) SIG Subtotal	370,861 0	75,236 0	65,026 0	46,500 0	35,000 0	0		592,623 0
Grand Total	370,861 0	75,236 0	65,026 0	46,500 0	35,000 0	0	0	592,623 0

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
Lift for Life Academy/Middle School	115-902

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								0
1100 Instruction *1003(g) SIG*	277,976		49,749		15,000			342,725 0
1200 Supplemental Instruction(Title I)								0
1200 Supplemental Instruction(Title I) *1003(g) SIG*								0
2100 Non-Instructional Support Services								0
2100 Non-Instructional Support Services *1003(g) SIG*		75,236		38,500				113,736 0
2200 Professional Development								0
2200 Professional Development *1003(g) SIG*				2,000	20,000			22,000 0
2600 Planning and Evaluation								0
2600 Planning and Evaluation *1003(g) SIG*				5,500				5,500 0
3000 Community Services				500				500 0
3000 Community Services *1003(g) SIG*								0
Administrative Costs								0
Administrative Costs *1003(g) SIG*	96,885		15,277					112,162
Program Costs Subtotal (Not including *1003(g) SIG*)	0	0	0	0	0	0	0	0
1003(g) SIG Subtotal	374,861 0	0	65,026 0	0	0	0		596,623
Grand Total	374,861 0	0	65,026 0	0	0	0	0	596,623 0

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**			
Lift for Life Academy/Middle School					115-902			
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	632,136	0	217,063	2,068	14,000	2,500	0	867,767
1200 Supplemental Instruction(Title I)	152,325	0	17,077	57,915	8,625	21,000	0	256,942
2100 Non-Instructional Support Services	0	46,783	14,341	50	6,435	0	0	67,609
2200 Professional Development	17,267	0	3,286	29,583	3,175	0	0	53,311
2600 Planning and Evaluation	0	0	644	35,049	0	0	0	35,693
3000 Community Services	0	0	0	1,991	0	0	0	1,991
Administrative Costs	100,017	22,884	28,316	386	2,574	0	0	154,177
Program Costs Subtotal	801,728	46,783	252,411	126,655	32,235	23,500	0	1,283,312
Grand Total	901,745	69,667	280,727	127,042	34,809	23,500	0	1,437,489

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
Lift for Life Academy/Middle School	115-902

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Staff Training on data, 14 staff @ $25 per hour @ 24 hours	$8,400
At-Risk Coordinator	$46,563
4 Instructional Coaches (3/4 time positions)	$207,722
Staff Performance Recognitions	$7,500
Staff Stipends for Home Visits: 278 students @ 2 visits x $90 per visit	$50,040
6100 Subtotal	$ 320,225
6150: Non-Certificated Salaries	
Administrative Assistant	$28,673
Data Specialist	$46,563
6150 Subtotal	$ 75,236
6200: Employee Benefits *(optional categories)*	
FICA	
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	$
6300: Purchased Services	
Develop and Implement Staff and Administrator Evaluation System	$10,000
Teacher Home Visit Training Program	$2,000
Parent/Guardian Meetings 2 @ $250	$500
Turnaround Officer	$35,000
Professional Development Validity Study	$500
6300 Subtotal	$ 48,000
6400: Materials/Supplies	
Materials and Resources for Curriculum Development	$15,000
Materials and Resources for Professional Development	$20,000
6400 Subtotal	$ 35,000
6100-6400 Subtotal	$ 478,461
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	
6500 Subtotal	$
TOTAL	$ 478,461

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
Lift for Life Academy Middle School	115-902

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries Middle School Principal/Instructional Leader	$112,162
6100 Subtotal	$ 112,162
6150: Non-Certificated Salaries	
6150 Subtotal	$
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	
6200 Subtotal	$
6300: Purchased Services	
6300 Subtotal	$
6400: Materials/Supplies	
6400 Subtotal	$ 112,162
6100-6400 Subtotal	$ 112,162 0
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	
6500 Subtotal	$ 112,162
TOTAL	$ 112,162 0

Lift for Life Academy Middle School

115-902

School Improvement Grant 1003(g)

Section VII Project Narrative/Plan

December, 2011

Abstract

When Lift for Life Academy, the first independent charter middle school in the City of St. Louis, opened in 2000, it was the "school of last resort" for some students. Currently, students come to LFLA from throughout the city of St Louis. Ninety-seven percent of students at the LFLA Middle School are African American and 93% qualify for free and reduced lunch. Many students enter LFLA with a history of academic performance levels well below grade level standards in reading, mathematics and science. Although students feel safe and want to come to school, student progress toward academic goals has not been sufficient. Bold, innovative reform is necessary to reach our goals.

The Lift for Life Academy needs assessment found that the most critical area in need of improvement is student achievement in communication arts and mathematics. Although LFLA has a strong program to identify high-risk students and provide opportunities to succeed, it is necessary to develop additional strategies to foster rapid, sustained improvement.

The focus of this Transformation Model of school improvement is to recruit, retain, and develop highly effective teachers and leaders. In order to do this Lift for Life Academy will implement strategies to support research-based differentiated instruction to improve student achievement; develop targets for rapid improvement; develop a rigorous, transparent and equitable evaluation process that uses student achievement data as part of the evaluation system; provide high-quality professional development aligned to LFLA improvement goals; and will provide time for teachers to collaboratively plan instruction. These activities will lead to rapid and sustained improvement at Lift for Life Academy Middle School.

Needs Analysis

Lift for Life Academy Middle School is a Tier II school. The needs analysis identified areas of concern and in need of improvement.

Significant Results (1a)

Student Performance

- Improvement is needed to increase student proficiency in communication arts and mathematics. (Review and Analysis of MAP Data)

Southeast Missouri State University provided Lift for Life Academy with a data consultant, Dr. Sharon Schattgen, to analyze student performance data to assist LFLA in determining the areas of concern in student achievement. Acting upon a recommendation by Dr. Schattgen, LFLA hired a data coordinator to analyze and disseminate data to administrators and staff to more easily identify performance trends and address instructional deficiencies.

An analysis of Missouri Assessment Program (MAP) data revealed deficiencies in communication arts and mathematics. The Adequate Yearly Progress report showed none of the subgroups in grades 6-8 met AYP in communication arts and mathematics in 2011. Performance levels at all grades in communication arts and math test well below the state-wide performance averages.

Percent Attaining Proficient/Advanced Achievement Levels in 2011 MAP			
Communication Arts		Mathematics	
Grade 6	10.4	Grade 6	10.4
Grade 7	18.2	Grade 7	23.4
Grade 8	22.6	Grade 8	20.2

- Significant improvement is needed to increase the percentage of students performing at or above grade level in reading and mathematics. (NWEA Measures of Progress Data)

To increase student proficiency in communication arts and mathematics it is necessary to ensure all students are performing at grade level in those subject areas. A review of the Northwest Evaluation Association (NWEA) Measures of Progress reports indicated that a majority of students in Grades 6-8 are not performing at grade level in reading, language arts and mathematics.

Northwest Evaluation Association Measures of Progress	
In grade six:	59% of students scored at or below the 4th-grade level in reading and 24% scored at or below the 2nd-grade level
	71.8% of students scored at or below the 4th grade level in mathematics and 20.7% scored at or below the 2nd grade level
In grade seven:	61% of students scored at or below the 5th-grade level in reading and 22% scored at or below the 3rd-grade level
	53% of students scored at or below the 5th-grade level in mathematics and 10.9% scored at or below the fourth-grade level
In grade eight:	58% of students scored at or below the 6th-grade level in reading and 25% scored at or below the 4th-grade level in reading
	85% of students scored at or below the 6th-grade level in mathematics and 16% scored at or below the 4th-grade level

Preliminary 2011-2012 school year NWEA test data indicates that Lift for Life Academy consistently enrolls students that are significantly behind in both communication arts and math. The data demonstrates that Lift for Life Academy must progress students at a quicker rate in order for students to reach proficiency standards.

- There is a significant need to increase instructional time and improve the instructional value of the 4-week summer session in order to ensure rapid and sustainable growth in student performance. (Review and Analysis of MAP Data and NWEA Measures of Progress)

Lift for Life Academy added a four-week summer session eight years ago. The added instructional time was not consistently provided by certified communication arts and mathematics teachers. Instruction during the summer session provided some growth in student achievement during the last five years; however last year's drop in MAP student performance indicates that certified teachers and additional strategies must be implemented to increase student performance. The mandatory four-week summer program will be redesigned for all 6th and 7th graders. The school year will consist of a minimum of 194 days of regular session and summer session. In addition, LFLA has decided to extend instructional time during the regular school day. In 2012-2013, 45 minutes per day will be added to the daily schedule.

- There is a significant need to develop and implement a performance-based staff evaluation system.

A requirement of the Transformation Model intervention is to develop a performance-based instructional staff evaluation system. The Intervention Plan includes a process for developing and implementing the system. The new evaluation system will contribute to the overall goal of improving student achievement and is linked to the needs analysis through MAP data, NWEA data, and the AYP report.

Curriculum Development and Learning Management:

- Improvement is needed to ensure curriculum and instruction are fully aligned to Missouri standards, grade or course-level expectations, and Common Core Standards where applicable. (MAP data, NWEA Measures of Progress, Classroom Observations, Staff and Administration Interviews)
- There is a need for significant improvement in developing formative assessments, benchmark assessments, and summative assessments aligned to Missouri standards, grade-level expectations, and Common Core Standards. (MAP data, NWEA Measures of Progress, SEMO Review data, and Classroom Observations)
- There is also a need for improvement in ensuring the Professional Learning Communities model, structure and processes are implemented. (SEMO Review data, Staff and Administration Interviews)
- There is a need for all teachers, including those who teach subjects other than communication arts and mathematics, to develop lessons to support reading, writing and mathematics skills across the curriculum.

Lift for Life Middle School teachers and staff continue to construct a curriculum that is unique to LFLA in terms of its knowledge base and skill sets. The goal is to align the curriculum to the Show-Me Standards, Grade-Level Expectations documents, and Common Core Standards. The school's adoption of the Professional Learning Community model also requires the curriculum designers to reflect a set of essential student learning outcomes.

In the latest in-depth review of Lift for Life Academy by Southeast Missouri State University, there was evidence of instructional staff participating in discussions regarding student achievement and classroom instruction. However, only sixty-two percent (62%) of the teachers stated they used student assessment and performance data to plan instruction and seventy-two (72%) percent say teachers discuss student achievement on a regular basis. Student information from previous classes is used by sixty-two percent (62%) of the teachers to plan instruction. Only forty five percent (45%) report knowing what they are expected to do to improve student achievement as outlined in the CSIP. Since the review, LFLA implemented Professional Learning Communities and hired a part-time curriculum coordinator. These interventions have been in place for two years.

In 2011, LFLA hired a data coordinator to assist in the dissemination of MAP data and NWEA data. The school improvement plan for this grant includes funding for a data analyst to serve on the LFLA staff with the primary role of working with teachers to develop instruction and assessment based on student performance data.

Professional Development:

- Improvement is needed to implement a data-informed professional development program. (Staff and Administration Interviews)
- Improvement is needed to ensure professional development is fully aligned to curriculum, instruction and assessment. (Classroom Observations; Staff and Administration Interviews)

- Improvement is needed to ensure strategies acquired through teacher coaching sessions result in improved instruction. (Classroom Observations; Staff and Administration Interviews)
- Improvement is needed increase teacher knowledge and implementation of Professional Learning Communities model, structure and processes. (Staff and Administration Interviews)

Since the teachers have received some professional development in data-driven decision making, the percent of teachers who use data has increased but further professional development to insure effective use of the data is needed. An analysis of student performance data shows a significant need for improvement in curriculum and learning management.

Lift for Life Academy Middle School currently employs part-time instructional coaches for communication arts and mathematics teachers of grades six through eight. Teachers receive professional development through the Professional Learning Communities model, structure and processes. Additionally, teachers have received technology-centered professional development.

Safe, Secure, and Engaging Environment:

- The student attendance rate and the results of the student survey are strongly positive. However, there is room for improvement to increase the number of students who feel they have a connection to the school. (Staff, Administration and Student Interviews; SEMO review; student survey)

Lift for Life Middle School attendance rates have been close to, or have exceeded, the state average since 2009. In the 2010-2011 school year LFLA Middle School attendance was 93.2% in grade 6, 93.3% in grade 7, and 94.4% in grade 8. There are few discipline problems at Lift for Life Middle School. In the fall of 2011, students were surveyed regarding their feelings toward the school. The results were compiled from a sample size of more than 80 students.

Survey Item	Results
I attend school every day unless I am sick or suspended.	88% Yes, 12% No
I look forward to coming to school.	92% Yes, 8% No
I get teased or bullied by other students.	4% Yes, 96% No
My teachers like me.	96% Yes, 4% No
I am proud to be a student at this school.	96% Yes, 4% No
I feel safe at school.	98% Yes, 2% No
I have a good relationship with at least one teacher.	100% Yes
Teachers at my school believe in me.	99% Yes, 1% No
My teacher or principal know my parent or guardian.	100% Yes
I want my teacher or principal to be proud of me.	100% Yes

Although the survey results are impressive, the items did not require students to answer questions about instruction and only one item was included that referred to how connected they felt to the school. The 2011-2012 Performance Plan, developed by the staff and administration of LFLA and facilitated by Douglas Thaman and Jules Budd, indicates there is a need for students to feel a greater connection to the school.

Parent and Community Involvement:

- Improvement is needed to increase parental involvement. (Performance Plan; Staff and Administration Interviews; SEMO review)

One aspect worth noting is that LFLA is not a neighborhood school; students from all areas of the city of St. Louis attend LFLA. Traveling to the school is a hardship for some parents. Lift for Life Academy developed goals to increase parent/guardian involvement as part of the 2011-2012 Performance Plan and has appointed a staff person to coordinate parent and community involvement activities. The administration and staff recognize that involving parents/guardians in the education of their children will require sacrifice and added work by the school. This includes frequent contact with the parents/guardians at events and meetings at the school, home visits, telephone communications, and newsletters.

Information Technology and Data Management:

- Improvement is needed to increase teacher knowledge and use of technology as part of the teaching and learning process. (Classroom Observations; Staff and Administration Interviews)

As the school has expanded, the technology resources have also expanded. Lift for Life Academy has updated all computers to the Microsoft 2007 operating system; equipped all core content area classrooms, including foreign language, with Smart Board technologies; provided each grade level access to a mobile computer lab; provided professional development for teaching staff in the use of Smart Boards; and included a technology learning goal in every personal professional development plan for teaching staff. The school has also implemented the computer-based Northwest Evaluation Association assessment to provide administrators

and teachers additional student performance data in the areas of language usage, reading and mathematics.

Human Resources:

- There is a significant need to increase the percentage staff that is certified. (Human Resources Data; Performance Plan)

Recruiting and retaining highly-qualified staff is a significant concern. In 2010-11 six of the 45 teachers from grades six through 11 were either terminated or chose not to return for the 2011-2012 school year.

Lift for Life Academy staff members are contractually obligated to be fully-certified teachers. At the beginning of January 2011, 92% of middle school teachers in the core content areas of mathematics, communication arts, science and social students were considered highly qualified by subject area and grade level in the State of Missouri. Lift for Life Academy continues to assist teachers who are working toward certification. For newly hired teachers who are also new to the profession, all contracts are contingent upon obtaining state certification. The 2011-2012 Performance Plan, developed by staff and administration and facilitated by Douglas Thaman and Jules Budd, recognizes a concern and need for improvement in the percent of teachers that are certified.

Lift for Life Academy Middle School teachers were asked if they strongly agreed, agreed, disagreed or strongly disagreed with this statement: "The Lift for Life Academy Middle School improvement initiative will include strategies to support research-based differentiated instruction to improve student achievement; develop targets for rapid improvement; develop a rigorous, transparent and equitable evaluation process that uses student achievement data as

part of the evaluation system; provide high-quality professional development aligned to LFLA improvement goals; and will provide time for teachers to collaboratively plan instruction. These activities will lead to rapid and sustained improvement at Lift for Life Academy Middle School."

Thirteen out of fourteen teachers surveyed either "strongly agreed" or "agreed" with the statement. Specifically, seven teachers "strongly agree" with the statement, six teachers "agree", and one teacher "disagreed" with the statement about improvement strategies. This indicates a strong commitment from the staff for the proposed improvement efforts.

- There is a significant need to develop and implement a performance-based staff evaluation system.

A requirement of the Transformation Model intervention is to develop a performance-based system to evaluate instructional staff. The Intervention Plan includes a process for developing and implementing the system. The new evaluation system will contribute to the overall goal of recruiting, retaining, and developing highly-qualified instructional staff and is linked to the needs analysis through MAP data, NWEA data, and the AYP report. Lift for Life Academy administrators will review the evaluation system being revised by the Missouri Department of Elementary and Secondary Education as part of their development process.

Leadership and Governance:

- There is a need to increase the number of staff serving in positions of leadership.

Lift for Life Academy district and school-level administrators maintain open and frequent communication with staff, students, parents, Southeast Missouri State University, and

the St. Louis Public Schools. Although teams of teachers and administrators worked together to determine the goals of the 2011-2012 Performance Plan and teachers were encouraged to assume roles of leadership, there is still work to be accomplished in developing teacher leaders.

Fiscal and Budget:

- There is a need to end the fiscal year with a budget surplus.

The 2011-2012 Performance Plan identified an area in need of improvement in fiscal management.

Methodology (1b)

Lift for Life Academy Middle School's needs assessment was developed using information gathered from the LEAs Adequate Yearly Progress (AYP) details; Terra Nova/Northwest Evaluation Association (NWEA) testing data; information from Dr. Sharon Schattgen, LFLA Data Analysis Consultant; and the Southeast Missouri State University biennial evaluation and report which included staff survey information, a documentation review, and site analysis. Additionally, Lift for Life Academy created teams of teachers, administrators and other stakeholders to work with Doug Thaman and Jules Budd to develop a Performance Plan that identified seven concerns and areas in need of improvement.

Selected Intervention (1c)

Lift for Life Academy Middle School has selected the **Transformation Model** as the most appropriate intervention for the school. Requirements of the Transformation Model include

implementation of strategies to achieve dramatic change, rapid improvement, and significant results.

Previous School Improvement Initiatives (2a)

Lift for Life Academy has worked to improve student achievement through multiple initiatives with some success. The administration increased the duration of the school year to include a four-week summer program. The summer program includes differentiated instruction in communication arts and mathematics as well as enrichment activities. The after-school tutoring program has been implemented for the students that need assistance with homework and includes MAP preparation.

Professional Learning Communities professional development has been provided to the teachers for the past two years. A group of teachers and administrators attended PLC training during the summer of 2010. Since that time, regularly scheduled PLC professional development has been provided for the teachers. Additionally, the staff has worked to create curricula using the principles of Understanding by Design. Professional development for Understanding by Design curriculum development has been provided to the teachers. The professional development efforts have included all teachers, including those that teach music, visual art, technology, foreign language, and other non-core classes.

Lift for Life Academy provides collaborative planning time for most teachers. The challenge is how to teach the staff to use the time for the greatest benefit to students.

During the 2010-2011 school year, Lift for Life Academy hired an instructional coach to work with mathematics teachers for grades 6-8. In the fall of 2011, LFLA added a coach to work with communication arts teachers. The coaches observe the teachers and provide strategies to

improve instruction. The school also appointed an administrator to serve as the data coordinator and as a liaison between the teachers and the data consultant, Dr. Schattgen.

In the 2010-2011 school year, LFLA provided Smart Boards for all core content classrooms as well as the foreign language classroom. Mobile computer labs are available to teachers throughout the building. The challenge has been to provide enough professional development for the teachers to feel confident using the technology to improve instruction.

Lift for Life Academy middle school students have had opportunities to receive additional instruction in communication arts and mathematics. In 2011, two additional teachers were hired for sixth-grade students in order to increase instructional time in the two subjects. Previous efforts to increase instructional time included using teachers that were not certified in communication arts or mathematics. The results were mixed and were dependent upon the expertise of the teacher providing the extra class time.

Another improvement effort included reassigning some members of the staff. Several teachers were moved to different grade levels or were assigned to subject areas that were more compatible with their certification.

Students at Lift for Life Academy Middle School want to come to school; their attendance rate is proof of that. Disruptions to learning are addressed quickly and efficiently by administrators.

Lift for Life Academy Middle School has made conscientious efforts to implement improvement strategies. Some have been successful, some have not. The administration recognizes the need for a more focused approach with significant targets for improvement.

Lift for Life Academy Middle School Previous School Improvement Initiatives (2a)

School Improvement Initiatives	Required or Permissible SIG Interventions	There is Evidence of LEA/District-Level Support	Evaluation Data	Level of Success of Activities
LFLA increased time for instruction by extending the school year by 4 weeks into the summer and implementing after-school instruction. The focus for the extended school year into the summer was on providing additional instruction in communication arts and mathematics. Summer classes were to be differentiated to either provide re-teaching, remediation, intervention or enrichment, expansion, extension depending on the needs of the students. The focus for the after-school program was on tutoring and MAP preparation.	Yes	Yes	• MAP scores not demonstrate significant change in performance for majority of under achieving students • Some students moved from basic to proficient on MAP • By 8th grade fewer than 6% of students were classified as achieving below basic on the MAP • Enrichment and extension experiences, especially in mathematics, resulted in many more 8th grade students achieving higher levels of performance on the MA during the years of 2006-2010	Partially Successful
LFLA implemented the Professional Learning Community model for teacher collaboration on instruction and assessment. A significant number of faculty participated in PLC training and there has been some ongoing PD in PLC processes provided for the past two years. Although efforts have been made to create	Yes	Some Support: Common planning time for grade-level teams; established time to meet with teachers of like subject areas has been limited.	MAP scores and general performance as measured by teacher developed assessments during regular school year or school day did not demonstrate significant change in performance for majority of	Not Successful

time for grade-level collaboration, teachers have not consistently used the time to focus on student work and performance as prescribed by the PLC model, structure and processes.			under achieving students.	
LFLA implemented time for professional development of teachers.	Yes	Some Support: Time was limited and frequently needed to be used to accommodate other school-related matters. A lack of continuity led to insufficient understanding of new information, practicing of new skills, and solid integration of new knowledge and skills.	MAP scores did not demonstrate significant change in performance for majority of under achieving students.	Not Successful
LFLA hired a mathematics consultant to work with the teachers. The focus of the original work with teachers was on developing understanding of the mathematics curriculum, specifically the math text and approach to be used.	Yes	Some Support: Time for intensive teacher coaching was limited due to the availability of the consultant and lack of funding for additional coaching support.	MAP scores did not demonstrate significant change in performance for majority of under achieving students.	Not Successful
LFLA added technology to enhance instructional practice. Smart Boards and laptop computer carts were purchased for classroom use.	No	Some Support: Professional development in the uses of both tools in ways to more effectively engage students has been	• Most teachers self-reported a desire for more training in use of technology tools • MAP scores did not demonstrate significant	Partially Successful

		limited and there has been a lack of in-house certified technology support.	change in performance for majority of under-achieving students • Increased use of technology in classrooms	
LFLA implemented schedule changes to incorporate a period every other day for more targeted instruction in communication arts and mathematics. Core teachers and some specialists served as the teachers in these designated periods. The effectiveness of the learning experience varied by the level of expertise the teacher had in content areas to be addressed.	Yes	Yes	• MAP scores did not demonstrate significant change in performance for majority of under achieving students • Enrichment and extension experiences did result in some students demonstrating higher levels of performance in the regular communication arts and math classrooms • Some students moved from basic to proficient on MAP • By 8th grade fewer than 6% of students were classified as achieving below basic on the MA • Enrichment and extension experiences in mathematics resulted in many more 8th grade students achieving higher levels of performance on the	Partially Successful

			MAP during the years of 2006-2010	
LFLA changed teacher assignments. Teachers were moved from one grade level to another in an effort to better address students' academic needs.	Yes	Yes	• There was an increase in 7th grade mathematics from 2010-2011 (16.9-23.4) • There was a slight increase in 8th grade science from 2010 to 2011 (5.8-9.5) • Teachers needed further professional development to fully understand the new grade-level expectations and the behaviors unique to different grade levels.	Partially Successful

How Lift for Life Academy Middle School Will Implement the Required and Selected Permissible Activities of the Transformation Intervention (2b)

The Lift for Life Academy Middle School Principal and Assistant Principal will be replaced effective for the 2012-13 school year. The Lift for Life Academy Board of Education did not decide to apply for the School Improvement Grant funds until after the current middle school administrators were under contract and the school year had started. After they have been hired, the new administrators will lead the improvement initiatives. This should take place in the spring of 2012. They will work closely with the current administrators to ensure a smooth transition.

The School Improvement Grant application process requires the current administration and other leaders to develop a plan that will be implemented by the new administration. The LFLA Superintendent/Executive Director and Board of Education believe the new administrators will have specific strategies to best transform learning in the Middle School. This application outlines the concepts crucial to school improvement efforts.

Detailed Improvement Plan for Lift for Life Academy to Implement the Interventions and Improvement Activities (2.b.i-vi)

Although the most thorough description of the Intervention Plan can be found in Section VII C, LEA/District Actions, this section provides a clear and succinct overview of the plan. The plan includes goals for 1) enhancing instructional programs to improve student performance, 2) recruiting, attracting, developing, and retaining highly-qualified staff, 3) providing and maintaining appropriate instructional resources, support services, and functional,

safe, and secure facilities, 4) promoting and providing opportunities for parent, student, and community involvement, and 5) governing the school and district in an efficient and effective manner through leadership and representation that will benefit the students, staff, and patrons of the district.

The plan includes clearly-stated objectives with specific targets that can be measured. The objectives are directly aligned to the LFLA performance plan. The plan lists strategies that explain how the objectives will be accomplished. The strategies list the programs or practices to be implemented, who is responsible, what resources are committed to the strategy, and a timeline for implementation. Action Steps are provided to divide the strategies into more specific actions and activities. The action steps also list the responsible person, source of the resources, and timelines. The plan is aligned to, and reflects, the needs analysis.

Enhancing Instructional Programs to Improve Student Performance:

Lift for Life Academy Middle School will improve student performance on the Communication Arts and Mathematics components of the Missouri Assessment Program (MAP). To do this, LFLA will:

- implement a data-informed, competency-based, performance-based curricula by reviewing and developing curricula to ensure alignment to standards and competencies and will
- use student achievement data—diagnostic, formative, and summative—to inform classroom instruction.

Lift for Life Academy Middle School will increase the number of minutes of instruction time by 45 minutes per day and will increase the number of days of instruction of student learning by 20 days. To do this, LFLA will establish schedules and strategies that provide increased learning time and will use people strategically and time intentionally. Lift for Life Academy will implement a 4-week summer session (20 days) to provide additional instruction for all students enrolled in the middle school.

Additionally, Lift for Life Academy Middle School will:

- assess students every two and five week using MAP and MAP-like benchmarks in grades 6-8 communication arts and mathematics,
- hold weekly Professional Learning Community (PLC) middle school grade level meetings to set common learning goals for students and track progress,
- schedule common planning times for core teachers,
- hold weekly teacher and administrator meetings in communication arts with a focus on alignment of instruction to MAP standards and assessment strategies, using MAP and benchmark data in instructional decision making, and differentiating instruction for students below and above grade level,
- utilize a mathematics instructional coach to facilitate professional learning with an emphasis on implementing the Connected Math program at the middle school,
- place 20 students in an Algebra I Power Hour to prepare them for the Algebra I EOC in addition to the eighth-grade MAP,
- place 35 students in a MAP Attack program with two mathematics instructors during after-school sessions twice weekly,

- hold weekly middle school mathematics meetings with the focus on alignment of instruction to MAP standards and assessment strategies, using MAP and benchmark data in instructional decision making, and differentiating instruction for students below and above grade level,
- provide individualized reading instruction to below grade level readers,
- assign a special education teacher to the sixth-grade center,
- group students of similar skill and conceptual understanding in Power Hour to provide targeted instruction in reading and mathematics using NWEA test data, and
- target students of similar skill and conceptual understanding in an Extended Day Program 4 days per week with certified teachers in core content areas.

Recruiting, Attracting, Developing, and Retaining Highly-Qualified Staff:

Lift for Life Academy Middle School will refine and implement a rigorous staff and administrator evaluation system. The system will be developed by LFLA administration and staff, following guidelines established by the Missouri Department of Elementary and Secondary Education. Additional measures included in the plan to recruit, attract, develop and retain highly-qualified staff include:

- providing job-embedded high-quality professional development and
- measuring changes in instructional practices resulting from professional development.

Providing and Maintaining Appropriate Instructional Resources, Support Services, and Functional, Safe, and Secure Facilities:

Lift for Life Academy Middle School will provide instructional coaches to enable teachers in communication arts and mathematics, as well as other teachers, to enhance student achievement in language arts, reading and mathematics. Additionally, LFLA will implement clear and just policies and procedures and will monitor staff to ensure fidelity of implementation.

Promoting and Providing Opportunities for Parent, Student, and Community Involvement:

Lift for Life Academy will continue to communicate with parents/guardians, students, and the community through a variety of methods. These will include regularly-scheduled parent/guardian meetings at the school as well as home visits by the teachers. Lift for Life Academy will hold community events for local businesses and organizations, parents/guardians, students, and staff. Opportunities to volunteer at the school and in the community will be coordinated through LFLA.

Governing the School in an Efficient and Effective Manner through Leadership and Representation that will Benefit the Students, Staff, and Patrons of the District:

Lift for Life Academy administration will appoint a Turnaround Officer to facilitate and monitor reform efforts. The Lift for Life Academy Board of Education will ensure that the school receives ongoing, intensive technical assistance and related support to implement transformation strategies. A rigorous administrator and staff evaluation system will be utilized. Lift for Life Academy will establish team structures to serve specific functions such as analyzing student performance indicators and student engagement indicators, developing curriculum, increasing parent and community involvement. Staff at LFLA will have opportunities for

leadership. Students, staff and patrons of the district will have opportunities to serve on improvement teams.

How the school/district will support the interventions and improvement activities at the central office level (2.c.i-iii)

LEA Support for the Interventions and Improvement Activities

The Lift for Life Academy Board of Education and Superintendent/Executive Director approve the efforts outlined in this plan and support the implementation of the Transformation Model required strategies as well as the appropriate permissible activities within the plan.

The Superintendent/Executive Director has committed to appointing a Turnaround Officer to oversee the effective implementation of the transformation strategies. The Turnaround Officer will report directly the Superintendent/Executive Director. The Board of Education and Superintendent will review monthly reports and quarterly evaluations of the school improvement efforts.

The Board of Education and Superintendent/Executive Director will align LEA resources with the transformation model interventions. These include local, state, and other federal funds; partnerships with higher education; other educational resources; and community resources. As necessary, the LEA will modify policies and practices to enable implementation of the planned transformation model interventions. The implementation plan presented in this application superseded all other plans and becomes the adopted School Improvement Plan.

Through the three-year implementation process, the Board and Superintendent/Executive Director believe that the investment in development of human capital and focus on transformation strategies will significantly change the culture of the school so that the efforts can be sustained. Documentation and evaluation for the processes and procedures will allow portability of these efforts to other schools.

Lift for Life Academy is a Tier II School. There are no Tier I Schools in Lift for Life Academy, therefore Section VII B—Not Serving All Tier I Schools is not applicable.

School Improvement Grant Intervention Plan (3.1.a-g)

The following details explain how Lift for Life Academy Middle School will implement the required and permissible activities of the Transformation Model of Intervention. The plan includes goals, clearly-measurable objectives, specific and detailed strategies aligned to the needs assessment, and appropriate action steps that promote rapid improvement that will drive change. Additionally, funding sources, persons responsible for the implementation of the action steps, dates for when implementation will begin, dates when they will be fully implemented, and identification of implementation assessment actions are provided.

The Lift for Life Academy Middle School SIG Intervention Plan is directly aligned with the findings of the needs analysis and progress measures reflect the findings of that analysis.

Required transformation intervention strategies and actions are **bolded.**

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

Objective 1: The percentage of Lift for Life Academy Middle School students attaining proficient/advanced scores on the Communication Arts MAP and the Mathematics MAP will increase 10% annually by 2015 and the percentage of students in grades 6-8 scoring at or above grade-level on the reading and mathematics NWEA Measures of Progress will increase by 10% annually by 2015.

COMM ARTS MAP	BASELINE	TARGET ACHIEVEMENT GOALS			
	2011	2012	2013	2014	2015
Grade 6	10.4	20.4	30.4	40.4	50.4
Grade 7	18.2	28.2	38.2	48.2	58.4
Grade 8	22.6	32.6	42.6	52.6	62.6
MATH MAP	**BASELINE**	**TARGET ACHIEVEMENT GOALS**			
	2011	**2012**	**2013**	**2014**	**2015**
Grade 6	10.4	20.4	30.4	40.4	50.4
Grade 7	23.4	33.4	44.4	54.4	64.4
Grade 8	20.2	30.2	40.2	50.2	60.2

Lift for Life Academy's Growth Project Goal

- In 2011, Lift for Life Academy demonstrated growth as part of the student pilot growth project led by Dr. Sharon Schattgen in mathematics. In addition to the targeted achievement goals above, Lift for Life will assess program effectiveness based upon achieving significant growth in both communication arts and math.
- In 2010, Lift for Life Academy achieved Safe Harbor in communication arts. In addition to the goals above, Lift for Life Academy will demonstrate approximately a 10% increase over the prior year's scores in both communication arts and math in order to achieve Safe Harbor.

Percent of Students Scoring At or Above Grade Level in Reading on the NWEA Spring Assessment	**BASELINE**	**TARGET ACHIEVEMENT GOALS**		
	Fall, 2012	**2013**	**2014**	**2015**
Grade 6	N/A	25	35	45
Grade 7	19	29	39	49
Grade 8	22.6	33	43	53
Percent of Students Scoring At or Above Grade Level in Mathematics on the NWEA Spring Assessment	**BASELINE**	**TARGET ACHIEVEMENT GOALS**		
	Fall, 2012	**2013**	**2014**	**2015**
Grade 6	N/A	15	25	35
Grade 7	9.4	19	29	39
Grade 8	25	35	45	55

- Current NWEA scores identify 75% of Lift for Life Academy students scoring at least 1 or more years below grade level. In 2012-2013, students reading below grade level will demonstrate 1.5 years of growth.
- Lift for Life Academy has a reading specialist assigned to grades 7 and 8, a reading support person assigned to grade 6. Lift for Life Academy will also hire an additional reading specialist for middle school.

Strategy 1: Implement data-informed, competency-based, performance-based curricula. (Required)

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

Implementation Assessment:

Date/When	**Method/How**
July 2012	Document employment of Middle School Principal and Assistant Principal to replace previous leaders

August 2012	Document employment of Instructional Coaches
August 2012	Document employment of Data Specialist
August 2012	Document identification of teacher curriculum leaders; train leaders
Quarterly	Review Core Curriculum for: alignment; competency-based/performance-based focus; principles of Understanding by Design©; assessment; inclusion of Common Core Standards in CA & MA
Quarterly	Review documentation of staff review of student performance data and reported use of data to inform instruction and revise curriculum

Action Step 1: Continue curriculum and assessment development and review to ensure alignment to standards and competencies.

Person Responsible: Principal
Funding Source: SIG Year 1 $127,100; Year 2 $ 135,000; Year 3 $140,000 (Principal Salary, including benefits; Materials and Resources for Curriculum Development)

Implementation and Progress Monitoring Timeline:

- August 2012: Utilize curriculum director and teacher curriculum leaders to train staff in Understanding by Design© (UbD) principles of curriculum design and set Professional Learning Community (PLC) common learning goals for students
- Monthly: Review curriculum documentation to determine staff implementation progress; provide individual assistance to staff as needed to ensure implementation
- Weekly: Review PLC learning goals for students
- Weekly: Communication Arts teachers' meetings led by the Communication Arts Chair, Communication Arts Instructional Coach, and/or an administrator with a focus on alignment of instruction to MAP standards and assessment strategies
- Weekly: Mathematics teachers' meetings led by the Math Chair, Math Instructional Coach, and/or an administrator with a focus on alignment of instruction to MAP standards and assessment strategies
- Monthly: Conduct classroom observations of implementation; utilize instructional coaches for one-on-one targeted instructional improvement
- Quarterly: Conduct curriculum reviews for departmental and cross-curricular alignment and to ensure implementation of competency-based/performance-based instruction and assessment based on student-level data within UbD units (Implementation Assessment)

Action Step 2: Use student achievement data—diagnostic, formative, and summative—to inform classroom instruction. (Required)

Person Responsible: Principal and Data Specialist

Funding Source: SIG Year 1 - $46,500; Year 2 - $ 48,000; Year 3 - $50,000 (Data Specialist Salary + Benefits)
Implementation and Progress Monitoring Timeline:

- August 2012-June 2013: Utilize instructional coaches to provide technical assistance in gathering and interpreting data to inform instruction
- August 2012 and weekly thereafter: Track achievement data of student progress toward Professional Learning Community learning goals
- Weekly: Communication arts teachers' meetings with an administrator focusing on using MAP data and benchmark data in instructional decision-making and differentiating instruction for students below and above grade level
- Weekly: Mathematics teachers' meetings led by the Math Chair, Math Instructional Coach, and/or an administrator with a focus on using MAP and benchmark data in instructional decision making
- Quarterly: Utilize various data sources, including the Northwest Evaluation Association quarterly *Measures of Academic Progress* benchmark scores, classroom work, and student assessments to examine student performance data; identify related outcomes, practices and inputs; make adjustments in classroom instruction (Implementation Assessment)

Objective 2: The number of minutes of instruction of student learning time will increase by 45 minutes per day and the number of days of instruction of student learning will increase by 20 days.

Length of Instruction	BASELINE	TARGET GOALS		
	2012	2013	2014	2015
Length of School Day	6.75 hours	8.25 hours	8.25 hours	8.25 hours
Number of Days in the School Year	174	174 + 20 additional mandatory days in the summer	174 + 20 additional mandatory days in the summer	174 + 20 additional mandatory days in the summer

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

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

Implementation Assessment:

Date/When	Method/How
August 2012	Review documentation regarding meeting agendas and minutes to verify stakeholder participation in researching and developing an altered daily and academic year schedule for increasing student learning time
August 2012	Review documentation to verify adoption of an altered daily schedule and an altered yearly schedule for increasing student learning time
August 2012	Implement altered daily schedule and altered yearly schedule in 2012-2013 school year

The Lift for Life Academy Middle School will increase learning time by adding 45 minutes to each day for targeted instruction in core academic subjects including communication arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. The increased daily schedule will provide time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. The increased learning time will include a mandatory 4-week summer session for students that have completed grades six and seven that will provide instruction in communication arts and mathematics as well as other subjects and enrichment activities that contribute to a well-rounded education. Both the increased 45 minutes during the school year and the 4-week summer session are available to all students enrolled in Lift for Life Academy Middle School.

Action Step 1: Alter the daily schedule and yearly schedule to provide increased instructional time and increase student time on task.
Person Responsible: Administrative Team
Funding Source: SIG Year 1: $500
Implementation and Progress Monitoring Timeline:

- January-March 2012: Hold informational meetings for students, parents, and community members to review possible 2012-2013 schedules and provide input on the daily starting and ending times and the school year calendar (Local Funds)

- August 2012: Implement extended school day and extended school year
- March 2013: Survey stakeholders to provide input on the extended school day and extended school year; make adjustments as determined by administration/staff/student/parent committee for the 2013-2014 school year

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

Objective 1: The percentage of staff rated at or above proficient for the summative evaluation will meet or exceed 85% by 2015.

ASSESSMENT MEASURE	BASELINE	TARGET GOALS		
	2012	2013	2014	2015
Percent of Teacher Evaluations At or Above "Proficient"	No Data	75	80	85

Strategy 1: Create a staff and administrator evaluation system reflecting implementation of the key strategies of this plan. Utilize the system as a basis to recruit and retain highly-qualified and effective teachers. (Required)

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

Implementation of Assessment:

DATE/WHEN	METHOD/HOW
July 2012	Begin study of effective evaluation and recognition systems, including the work of the Missouri Department of Elementary and Secondary Education, and set up regular meetings that engage stakeholders
July 2012	Design new evaluation and recognition system
August 2012	Document employment of 4 3/4-time instructional coaches
August 2012	Document employment of a Counselor/At-Risk Coordinator
August 2012	Document distribution and review of the evaluation and recognition system tool
August 2012	Document number/percent of highly-qualified staff in classrooms
August 2012	Document adoption of the performance-based evaluation and recognition system for staff
Quarterly	Document implementation of the performance-based evaluation and recognition system

DATE/WHEN	METHOD/HOW
Quarterly	Compile and document teacher attendance data and correlation to teacher performance
Quarterly	Compile and document staff observations; calculate and document the distribution of teachers for each level of performance on the staff evaluation instrument; document the percentage of teachers rated at or above proficient
Quarterly	Compile and document records of one-on-one instructional coaching sessions for targeted instructional improvement
January 2013	Review instructional collaboration calendar to be implemented in three phases, beginning August 2013
May 2013	Review the external provider's report of the results of the validity and reliability assessment of the staff and administrator evaluation instrument
June 2013	Calculate and document the number of teachers retained from the 2012-2013 school year; document the percent of teacher attrition
June 2013	Review the external service provider's report of the effectiveness of the performance-based evaluation and recognition system

The Lift for Life Academy improvement plan will include the development of a rigorous, transparent, and equitable evaluation system for teachers and administrators that use student achievement data as a significant factor as well as frequent observation-based assessments of performance and ongoing collection of data from observations that are demonstrated through enhanced student achievement. The evaluation system will be developed with teacher and principal involvement.

School leaders, teachers, and other staff who have increased student achievement will be rewarded through recognition activities, opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students. Those teachers who have been provided ample opportunities to improve but have not done so will be removed from the classroom.

Action Step 1: Refine and implement a rigorous staff and administrator evaluation system. (Required)

Person Responsible: Principal
Funding Source: SIG: $10,000 (Development plus Validity and Reliability Evaluation)
Implementation and Progress Monitoring Timeline:

- August 2012: Distribute the staff and administrator evaluation tool; review the evaluation tool with staff; define performance levels and indicators
- August 2012: Contract with external provider to conduct a validity and reliability analysis of the evaluation tool
- Weekly: Conduct classroom observations; provide immediate, specific feedback; arrange for instructional coaches to provide one-on-one technical assistance for targeted improvement goals
- Quarterly: Compile teacher attendance data; examine correlation to teacher performance

Action Step 2: Design and implement a performance-based recognition system. (Required)

Person Responsible: Board of Education, Principal
Funding Source: SIG Year 1 $7,500, Year 2 $6,000, Year 3 $5,000
Implementation and Progress Monitoring Timeline:

- August 2012: With the assistance and input of teachers, identify priority areas for recognition (e.g., non-negotiable instructional practices in regard to classroom management, school policies and procedures, instructional strategies, curriculum development, and assessment strategies as well as student performance goals); determine expected outcomes and success indicators; determine appropriate incentive amounts and how these will be awarded; write policy for board approval
- August 2012: Contract with an external service provider to develop a method for determining the effectiveness of the performance-based recognition system, conduct an effectiveness study, present results
- September 2012: Secure board approval for the performance-based recognition system
- September 2012: Implement the performance-based recognition system for staff
- Monthly: Conduct classroom observations of performance-related indicators relative to the targeted goals of the recognition system
- Quarterly: Provide compensation/awards for attainment of targeted goals
- March 2012: Examine external provider's effectiveness report; determine the need for revisions to the recognition system

Teachers at Lift for Life Academy Middle School will be provided high-quality job-embedded professional development. The professional development will take place weekly at the school and will be closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from the professional development can be immediately transferred to classroom instructional practices. The Professional Learning Communities professional development will involve teachers working together collaboratively and will be facilitated by the Curriculum Coordinator and Instructional Coaches. The Understanding by Design curriculum development professional development will be facilitated by the Curriculum Coordinator and teacher leaders. The teachers will be actively engagement and will develop units and lessons aligned not only to the state standards, but also to the school's improvement goals.

All of the professional development will focus on understanding what and how students are learning by reviewing student work and achievement data. The data coordinator will provide guidance and assistance throughout the professional development activities. Teachers will be provided instructional coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice. The professional development will be designed with the assistance of the school staff.

Action Step 3: Provide job-embedded high-quality professional development to create and support capacity in staff. (Required)

Person Responsible: Principal
Funding Source: SIG Year 1-$236,122; Year 2-$250,000; Year 3-$275,000 (Instructional Coaches' Salaries + Benefits; Staff Training on Data, and PD Expenses)
Implementation and Progress Monitoring Timeline

- August 2012: Employ four ¾ time instructional coaches to work with the teachers (Aligns to Goal 1, Objective 1, Strategy 1, Action Step 1)

- August 2012: Employ At-Risk Coordinator
- August 2012: Utilize instructional coaches to provide one-on-one technical assistance to staff and support acquisition of effective instructional practices
- August 2010-June 2013: Implement planned professional development including:
    - staff training on data analysis
    - new teacher-mentoring program for new staff
    - Professional Learning Communities model, process and system training
    - *Understanding by Design*© training
- Quarterly: instructional coaches collect student performance and student engagement data for analysis and distribution to departments for departmental review and action planning (links to Goal 1, Objective 1, Strategy 1 Action Step 3)

Action Step 4: Develop and implement a system for measuring changes in instructional practices resulting from professional development.

Person Responsible: Principal
Funding Source: SIG Year 1 $500; Year 2 $500; Year 3 $500
Implementation and Progress Monitoring Timeline:

- August 2012: Contract with external service provider to assess the effect of professional development relative to instructional practice
- June 2013: review the effectiveness data prepared by the external service provider; determine the impact to changes in instructional practice (Implementation Assessment)

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

Objective 1: Ninety-five percent of the Lift for Life Academy Middle School teachers will receive proficient ratings on observation tools used to measure adherence to implementing the school discipline policy.

Measure	BASELINE	TARGET GOALS		
	2012	2013	2014	2015
Teachers will be rated proficient in adhering and implementing school discipline polity.	To be determined	80%	95%	95%

Strategy 1: Establish a supportive school climate and an effective approach to discipline.
Alignment to Needs Analysis: *Safe, Secure, and Engaging Environment*
Implementation Assessment:

Date/When	Method/How
August 2012	Evaluate staff training procedures and district policies to ensure a safe, secure, and engaging environment; document employment of administrative assistant for evaluations and other SIG functions
August 2012-June 2013	Document observation and monitoring of staff adherence to implement and enforce school/classroom policies and procedures; identify noncompliant staff for immediate corrective action; examine the number/percent of discipline referrals from each staff member
Quarterly	Document Discipline Committee meetings/reviews of discipline case data to inform decisions regarding policies and procedures; document revisions in policies and/or procedures
Monthly	Review placement documentation for students in Response to Intervention programming
Quarterly	Collect and calculate data regarding the number/percentage of discipline referrals

Lift for Life Academy students reported on surveys that they feel safe at school. This strategy is related to staff enforcement of fair, equitable discipline policies and procedures.

Action Step 1: Implement, with fidelity, clear and just policies and procedures.
Person Responsible: Assistant Principal
Funding Source: Local
Implementation and Progress Monitoring Timeline:

- August 2012: Identify Discipline Committee membership
- Quarterly: Review established policies and procedures with Discipline Committee; review statistics for disciplinary infractions and suspensions; determine patterns and trends; determine the need to revise policies or procedures (implementation evaluation)

Action Step 2: Monitor to ensure fidelity of implementation.
Person Responsible: Administrative team
Funding Source: SIG Year 1- $28,673; Year 2- $30,000; Year 3-$32,000 (Administrative Assistant Salary plus Benefits)
Implementation and Progress Monitoring Timeline:

- August 2012: Provide training to staff to ensure knowledge and understanding of school/classroom policies and procedures and the expectation of 100% implementation; (Implementation Assessment)
- August 2012-June 2013: Observe/monitor staff adherence to implement and enforce school/classroom policies and procedures; identify noncompliant staff or immediate corrective action
- Quarterly: administer assessment of staff implementation/use (Implementation Assessment)

Action Step 3: Implement an "early warning system" to identify students in need of support or intervention. (Required)
Person Responsible: Assistant Principal and At-Risk Coordinator (Counselor)
Funding Source: SIG Year 1-$37,678; Year 2-$40,000; Year 3 - $42,000 (At-Risk Coordinator Salary + Benefits)
Implementation and Progress Monitoring Timeline:

- August 2012-June 2013: Provide a system of "tiered support" differentiated for individual student needs
- Monthly: Conduct ongoing review of diagnostic and formative assessment
- Monthly: Conduct ongoing review of indicators (including attendance and discipline referrals) for at-risk students

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

Objective 1: Lift for Life Academy Middle School will increase the amount of parental/guardian participation to meet or exceed established target goals for multiple indicators of parent/guardian involvement.

Indicators of Parent/Guardian Involvement	BASELINE	TARGET GOALS		
	2012	2013	2014	2015
Percent of responses to parent survey	To be determined	35	50	70
Number or percent of parents at fall event/meeting	To be determined	15%	25%	45%
Number or percent of parents at spring event/meeting	To be determined	20%	25%	45%
Percent of parents with one or more documented home visit conferences with staff	--	80%	90%	100%

Strategy 1: Provide ongoing mechanism for family and community engagement. (Required)
Alignment to Needs Analysis: *Parent and Community Involvement*
Implementation Assessment:

Date/When	Method/How
August 2012	Document completion of training through agenda and materials provided by the Teacher Home Visit Program; review evaluations of the training
Semi-Annually	Review documentation of completed staff home visits
Monthly	Review documentation of telephone calls of staff to parents
Semi-Annually	Examine attendance records for fall & spring events/meetings; calculate number/percent of parents attending events/meetings; consider trend data
Annually	Review student and parent survey to determine level of use of newsletter (paper copy and online) as a communication tool; compile results; use data to inform decisions about communication tools

Action Step 1: Develop and implement a Teacher Home Visit Program as a mechanism of communication between staff, students, and parents.
Person Responsible: Assistant Principal
Funding Source: SIG Year 1 $52,040; Year 2 $ 52,040; Year $52,040
Implementation and Progress Monitoring Timeline:

- August 2012: Contract with the St. Louis Teacher Home Visit Program organization to provide training and support; evaluate training
- August-September 2012: Complete training and implement the home visit program (Implementation Assessment)
- Semi-Annually: Review documentation of staff home visits to conference with parents and students about student progress toward achievement goals; provide performance-based compensation for staff based on meeting home visit goals (Implementation Assessment)

Action Step 2: Develop and implement a Teacher Communication with Parent Program for ongoing communication with parents/guardians.
Person Responsible: Assistant Principal and At-Risk Coordinator
Funding Source: Local
Implementation and Progress Monitoring Timeline:

- August 2012: Verify telephone contact information for parents/guardians; update database (continuously, as needed)

- Fall and Spring: Notify parents of the school events/meetings; poll parents in attendance to determine impact of Teacher Communication with Parent Program (Implementation Assessment)
- Monthly: Review documentation of teacher telephone calls to parents (Implementation Assessment)
- Coordinated with newsletter publication dates: Alert parents to watch for copies of the school newsletter to be distributed in print and online
- May 2013: Examine results of parent survey to determine impacts of staff telephone calls as a communications tool

Action Step 3: Host fall and spring events/meetings to invite parents to become more familiar with the school.
Person Responsible: Assistant Principal
Funding Source: Local
August 2012: Plan fall event/meeting
Semi-Annually: publicize and host fall and spring events/meetings; collect and compile attendance data; calculate number/percent of parents in attendance

Action Step 4: Provide community supports and resources.
Person Responsible: At-Risk Coordinator/Counselor
Funding Source: Local
Implementation and Progress Monitoring Timeline:

- August 2012: Update list of community-based organizations offering services and support to families
- September 2012: Distribute the list of community-based organizations through print and online; provide the list to students as well as parents
- Monthly: Monitor frequency of use of community-based organization support (Implementation Assessment)
- Quarterly: Update list of community-based organizations

Action Step 5: Publish and distribute school newsletters.
Person Responsible: Principal/Instructional Leader
Funding Source: Local
Implementation and Progress Monitoring Timeline:

- August 2012: Determine publication dates/timeline for development and publication
- August 2012-September 2012: Recruit newsletter committee (teachers, students, parents, community patrons) to assist in writing articles and contribute to newsletter production
- Monthly: Publish newsletters in print and online (Implementation Assessment)
- Annually: Survey students and parents regarding their level of use of the newsletter as a communications tool (Implementation Assessment)

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

Objective 1: Lift for Life Academy will meet or exceed the Department of Elementary and Secondary Education's established criteria regarding fidelity to implementation of the school improvement plan and measures of leading indicators; SIG funding will be renewed for 2014 and 2015.

Measure	BASELINE	TARGET GOALS		
	2012	2013	2014	2015
SIG Funding Approved	n/a	Year 1 Approved	Year 2 Approved	Year 3 Approved

Strategy 1: Provide administration and board support and operation flexibility to implement fully a comprehensive approach to substantially improved student achievement outcomes. (Required)
Alignment to Needs Analysis: *Student Performance; Curriculum Development and Learning Management; Professional Development; Human Resources; and Leadership and Governance*

Implementation Assessment:

Date/When	Method/How
August 2012	Document employment of the Turnaround Officer
Monthly	Examine implementation reports submitted by Principal/Instructional Leader Turnaround Officer
Monthly	Review finance/budget records
August 2012	Document contracts with external service providers
Monthly	Identify needs for increased flexibility and/or support; document actions (e.g., changes in policy or procedure) to accommodate or address those needs

Action Step 1: Appoint a Turnaround Officer to facilitate and monitor reform efforts.
Person Responsible: Superintendent
Funding Source: SIG Year 1-$35,000; Year 2-$38,500; Year 3-$40,000

Implementation and Monitoring Timeline:

- August 2012: Employ Turnaround Officer (Implementation Assessment)
- Monthly: Examine implementation progress reports submitted by Turnaround Officer; determine progress toward meeting school improvement plan implementation goals
- Quarterly: Examine student performance and engagement data
- Semi-Annually: Examine staff effectiveness data (e.g., rating on staff evaluation tool)

Action Step 2: Approve and allocate funding for implementation of the strategies and activities outlined in the school improvement plan.
Person Responsible: Superintendent
Funding Source: SIG and Local (as documented in the SIG plan)
Implementation and Progress Monitoring Timeline:

- August 2012: Review budget with administrative team
- Monthly: Examine financial records; monitor expenses
- March 2013: Plan for 2013-2014 budget
- June 2013: Prepare financial report; review expenditures

Action Step 3: Ensure that the school receives ongoing, intensive technical assistance and related support to implement transformation strategies. (Required)
Person Responsible: Superintendent
Funding Source: Local
Implementation and Progress Monitoring Timeline:

- August 2012: Contract with external service providers (Implementation Assessment)
- Monthly: Examine implementation progress reports submitted by Turnaround Officer
- Quarterly: Examine progress reports submitted by external providers (Implementation Assessment)

Action Step 4: Meet with the Lift for Life Academy Middle School administrative team to identify needs for additional operational flexibility and/or other LEA/District support.
Person Responsible: Superintendent
Funding Source: Local
Implementation and Monitoring Timeline:

- Monthly: Meet to examine the implementation progress report submitted by the Turnaround Officer; identify, discuss, and apply problem-solving strategies to remove "roadblocks" hindering progress (Implementation Assessment)

Objective 2: The percent of instructional staff rated at the lowest performance level (Needs Significant Improvement) on the staff evaluation tool will decrease to zero by 2015.

Measure	BASELINE	TARGET GOALS		
	2012	2013	2014	2015
Percent of teachers rated at the lowest performance level	n/a	10	5	0

Strategy 1: Remove ineffective staff. (Required)
Alignment to Needs Analysis: *Student Performance; Curriculum Development and Learning Management; Professional Development; Human Resources; and Leadership and Governance*
Implementation Assessment:

Date/When	Method/How
August 2012	Adopt and publish policy and procedure for removal of ineffective instructional staff
August 2012	Document distribution and review of the staff evaluation tool and policy/procedure for removing ineffective instructional staff
Quarterly	Compile and document staff observations; calculate and document the distribution of teachers for each level of performance on the staff evaluation instrument; document the percentage of teachers rated at the lowest performance level (Needs Significant Improvement)
Quarterly	Compile and document records of one-on-one instructional coaching sessions for targeted instructional improvement
Quarterly	Document removal of ineffective instructional staff
September 2012	Adopt performance-based recognition system; document recognition guidelines
Quarterly	Review records of recognition/awards distributed to staff
March 2013	Review external provider's analysis of the effectiveness of the performance-based recognition system

Action Step 1: Utilize a rigorous staff evaluation system. (Required) (Links to Goal 2, Objective 1, Strategy 1, Action Step 1)

Person Responsible: Principal
Funding Source: Local
Implementation and Progress Monitoring Timeline:

- August 2012: Develop and adopt a policy and procedure for removal of instructional staff consistently performing at the Needs Improvement level (Implementation Assessment)
- August 2012: Distribute staff evaluation tool; review the staff evaluation tool with staff; define performance levels and indicators; communicate expectation that all instructional staff performing at the level of Needs Significant Improvement; distribute published policy regarding removal of instructional staff consistently performing at the level of Needs Significant Improvement (Implementation Assessment)
- Weekly: Conduct and document classroom observations; provide immediate, specific feedback; arrange for instructional coaches to provide one-on-one technical assistance for targeted improvement goals for instruction staff rated at the lower two levels (Nearing Proficient and Needs Significant Improvement) (Implementation Assessment)
- Quarterly: Use operational data, including classroom observations and student performance and engagement data to identify instructional staff rated Nearing Proficient and Needs Significant Improvement
- Quarterly: Follow policy and procedure to remove ineffective staff (rated as Needs Significant Improvement) (Implementation Assessment)

Action Step 2: Implement a performance-based recognition system. (Links to Goal 2, Objective 1, Strategy 1, Action Step 2)
Person Responsible: Board of Education, Principal
Funding Source: SIG Year 1 Incentive - $7,500, Year 2 - $6,000 Year 3 - $5,000
Implementation and Progress Monitoring Timeline:

- August 2012: Direct administration to identify priority areas for recognition and awards (e.g., non-negotiable instructional practices in regard to classroom management, school policies and procedures, instructional strategies, curriculum development, and assessment strategies as well as student performance goals); determine recognition and how these will be awarded; write policy for board approval (Implementation Assessment)
- August 2012: Contract with external service provider to develop a method for determining the effectiveness of the performance-based recognition system, conduct an effectiveness study, present results
- September 2012: approve the proposed performance-based recognition system
- September 2012: direct the administration to implement performance-based recognition system for staff
- Quarterly: Review records of recognition/awards for attainment of targeted goals (Implementation Assessment)

- March 2013: examine external provider's effectiveness report; determine the need for revisions to the recognition system (Implementation Assessment)

Objective 3: The percentage of instructional staff serving in leadership positions will increase to 100% by 2015.

Measure	BASELINE	TARGET GOALS		
	2012	2013	2014	2015
Percent of instructional staff serving in leadership positions	n/a	80	90	100

Strategy 1: Create a culture of distributed leadership.
Alignment to Needs Analysis: *Leadership and Governance*
Implementation Assessment

Date/When	Method/How
August 2012	Document team membership rosters and team meeting calendar
Monthly	Document team meeting agendas, attendance, and work accomplished
June 2013	Examine results of staff satisfaction survey; document the percent of instructional staff serving in leadership positions

Action Step 1: Establish team structures to serve specific functions (e.g., analyzing student performance indicators and student engagement indicators; developing curriculum; increasing parent and community involvement) and provide staff opportunities for leadership.
Person Responsible: Principal, Assistant Principal
Funding Source: Local
Implementation and Monitoring Timeline:

- August 2012: Determine teams (e.g., data analysis team, discipline team, parent involvement team, curriculum/assessment team; identify team members; establish a calendar for regular meetings (Implementation Assessment)
- Monthly: Attend team meetings; document meeting agenda, staff attendance, and work accomplished (Implementation Assessment)
- Quarterly: Teams share results of work in staff meetings
- June 2013: Collect and compile staff satisfaction survey data (Implementation Assessment)

Recruit, screen, and select external providers to ensure their quality. (2a-b)

The Lift for Life Academy Board of Education and Superintendent will develop the request for proposals (RFPs), memorandum of understanding, and contract and evaluation procedures for all external providers. The process includes the following action steps:

1. Develop and issue a Request for Proposal that describes the specific services to be delivered and the expected outcomes.
2. Research potential service providers that specialize in specific areas of expertise (e.g., reliability and validity studies of evaluation systems, curriculum development, instructional strategies, teacher home visits). Refer to the Missouri Department of Elementary and Secondary Education list of approved service providers.
3. Apply adopted criteria to screen and select applicants. Contact references. Interview service providers. Select the service provider with the strongest evidence and the "best fit" people skills for the specific need and the school environment.

Criteria	No Evidence	Evidence	Strong Evidence
Aligned to the specific services requested	□	□	□
Aligned to long-term school improvement goals	□	□	□
Customized plans to meet the specific needs of the school and the school environment	□	□	□
Crafted to obtain appropriate stakeholder support	□	□	□
Based on current and best available research regarding content and process	□	□	□
Implementation includes evaluation of outcomes	□	□	□
Designed to increase the capacity of staff to sustain the work beyond the duration of the service contract	□	□	□
Reasonable costs for the service provided contract fees and the projected costs of on-site implementation	□	□	□
Attainable timeline that meets expectations stated in the RFP	□	□	□
Service provider information, including references and example work product; frequent, fluent communication with clients; and evidence of financial solvency	□	□	□

4. Contract with the selected service provider. Develop terms that establish a timeline for deliverables, including evaluation of outcomes, and a clear fee structure with an itemized

budget for direct project costs. Obtain official signatures from LFLA and the service provider.

Lift for Life Academy will seek guidance on related laws and regulations regarding external service providers from the Missouri Department of Elementary and Secondary Education. Lift for Life Academy will consult, and refer to, the Missouri Department of Elementary and Secondary Education list of approved service providers for School Improvement Grant funds.

Aligning Other Resources with Selected Interventions (3a)

The Lift for Life Academy Board of Education and Superintendent/Executive Director will align LEA resources with the transformation model interventions. These include local, state, and other federal funds; partnerships with higher education; other educational resources; and other community resources.

The use of the following resources supports the selected interventions and strategies:

- Northwest Educational Assessment. Diagnostic and formative assessments are obtained through a contract with this vendor. Students take the assessments online and teachers utilize reports to assure targeted instruction meets student needs.
- *Scholastic Reading Inventory (SRI) and READ 180.* SRI is a diagnostic tool used to assess students' reading achievement and determine the need for READ 180 placement to support at-grade level reading skills.
- ASCD. Resources from this organization will be used to support professional development. Every staff member will receive membership benefits, including the journal subscription and books.
- St. Louis Teacher Home Visit Program. This organization provides training and technical assistance support for implementation of a home visit program to develop and sustain home-school partnerships.

- Missouri Department of Elementary and Secondary Education. SEA services will be used to support both implementation of the school improvement plan and evaluation of the plan's implementation.

Local funds, as well as the state and federal funds identified in the budget provided in the subsequent section, will be used to further support the school improvement efforts identified in this application.

Modifying Practices and Policies (4a-b)

All objectives, strategies, or anticipated outcomes are compatible with current Lift for Life Academy Board policies and practices. The Board of Education approves the efforts outlined in this plan and supports the implementation of the Transformation Model required strategies as well as the appropriate permissible activities within the plan.

As necessary, the Lift for Life Academy Board of Education will modify policies and practices to enable implementation of the planned transformation model interventions. The implementation plan presented in this application supersedes all other plans and becomes the adopted School Improvement Plan.

Sustaining the Reforms (5a-b)

The Superintendent/Executive Director has committed to appointing a Turnaround Officer to oversee the effective implementation of the transformation strategies; this individual will report directly to the Superintendent/Executive Director. As well, the Superintendent/Executive Director and Board will review quarterly evaluations of the implementation effort.

Through the three-year implementation process, the Board and Superintendent/Executive Director believe that the investment in development of human capital and focus on transformation strategies will significantly change the culture of the school so that the efforts can be sustained. Documentation and evaluation of the processes and procedures will allow portability of these efforts to other schools.

With the goal of sustained educational reform, it is necessary to immediately begin to search for financial resources to sustain the reform effort. Although funding is important, this transformation plan relies heavily on human capital. People, not funding, will create and sustain the success of any effort.

The strategies and interventions outlined in this plan are focused on changing how people, the leaders and the staff, view what should happen in a school. The plan is not focused on acquiring equipment or "consumables"; it is a focused approach to developing the highest quality of engaged educators to transform learning at Lift for Life Academy.

The Center for Comprehensive School Reform and Improvement invited Ann Chafin, chief of Program Improvement and Family Support Branch of the Maryland State Department of Education, to share her thoughts about sustaining school reform for their June newsletter. Following are nine statements for educators to consider when they face the hard of sustaining school reform.

1. It's easy to gather data; it's hard to use data.
2. It's easy to have volunteers; it's hard to have real parent involvement.
3. It's easy to do staff development; it's hard to develop staff.
4. It's easy to focus on teaching; it's hard to focus on learning.

5. It's easy to remediate; it's hard to accelerate.
6. It's easy to direct and manage; it's hard to lead.
7. It's easy to make a testimonial; it's hard to conduct an evaluation.
8. It's easy to assign blame; it's hard to solve problems.
9. It's easy to talk about "those kids;" it's hard to talk about "our kids."

The Lift for Life Academy plan for school improvement includes doing what is "hard" rather than what is "easy." The idea behind the LFLA improvement through transformation plan is to boldly alter current practices and make significant improvement in student performance. Three years of support for the LFLA efforts should result in dramatic increases in student achievement scores that reflect the difficult practice of "focusing on learning, not on teaching."

Lift for Life Academy includes grades 9-12 and will utilize strategies from the Middle School improvement plan to enhance student achievement for all students at LFLA. As a charter school, and member of the charter school network, Lift for Life Academy Middle School will also share their successes in improving student performance with fellow charter school network members.

All of the school improvement efforts outlined in this plan include an evaluation of the implementation. Evaluation of the Lift for Life Academy Middle School improvement efforts will be frequent and ongoing, as previously described. Results of the progress monitoring will be shared with appropriate stakeholders to increase the level of community involvement and motivation. In addition, this will increase the focus on communication, accountability, and consistency--factors that are important for replicating the efforts in other schools.

Timeline for Implementing the Planned Activities (4a-d)

Strategy/Action Steps	Person Responsible	Timeline	Funding Source	Progress Measures	LEA/District Oversight & Support
Goal 1 Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.					
Objective 1, Strategy 1: Implement data-informed, competency-based, performance-based curricula. (Required)					
Action Step 1: Continue curriculum and assessment development and review to ensure alignment to standards and competencies.	Principal	August 2012 and then Quarterly and Weekly throughout 2012-2013 term	SIG	Quarterly Review of Curricula; Quarterly review of documentation of student performance data NWEA Measures of Progress Reports	Oversight and Support through Hiring and Funding: Curriculum Specialist Data Analyst Leadership Coach Instructional Coaches Teacher Curriculum Leaders
Action Step 2: Use student achievement data—diagnostic, formative and summative—to inform classroom instruction. (Required)	Principal	August 2012-June 2013; Weekly administrator meetings with CA and MA teachers	SIG	Quarterly NWEA benchmark scores; classroom assessments	Oversight through Administrator & Data Analyst Support through Instructional Coaches
Objective 2, Strategy 1: Establish schedules and strategies that provide increased learning time by using people strategically and time intentionally. (Required)					
Action Step 1: Alter the daily schedule and yearly schedule to provide increased instructional time and increase student time on task.	Superintendent	January-March 2012 Parent Meetings; August 2012-June 2013 Implementation March 2013-survey parents	SIG	Meeting agendas, surveys	Board-Approved Policy

Strategy/Action Steps	Person Responsible	Timeline	Funding Source	Progress Measures	LEA/District Oversight & Support
Goal 2 Highly-Qualified Staff: Recruit, attract, develop, and retain highly-qualified staff to carry out the LEA/District mission, goals, and objectives.					
Objective 1, Strategy 1: Create a staff and administrator evaluation system reflecting implementation of the key strategies of this plan. Utilize the system as a basis to recruit and retain highly-qualified and effective teachers. (Required)					
Action Step 1: Refine and implement a rigorous staff and administrator evaluation system. (Required)	Principal	July: Design system August: Distribute and review with staff August 2012-June 2013 Implement system	SIG	Documented staff observations; review by external service provider on effectiveness of the system	Oversight through quarterly review of staff attendance data and observations of staff; support through Board-approved policy and Instructional Coaches
Action Step 2: Design and implement a performance-based recognition system.	Principal	August 2012: identify priorities for incentives; effectiveness study September 2012: implement system Monthly: classroom observations Quarterly: recognize attainment of target goals March: effectiveness report	SIG	Documented external service provider report; documented classroom observations	Oversight through monthly observations; support through Board-approved policy and external service provider study and report
Action Step 3: Provide job-embedded high-quality professional development to create and support capacity in staff.	Principal	August: employ Instructional Coaches and At-Risk Coordinator August 2012-June 2013: implement professional development including PLC and UbD	SIG	Quarterly progress reports of student performance and Instructional Coordinator reports from classroom observations of instructional practice	Oversight through Curriculum Coordinator

Strategy/Action Steps	Person Responsible	Timeline	Funding Source	Progress Measures	LEA/District Oversight & Support
Action Step 4: Develop and implement a system for measuring changes in instructional practices resulting from professional development.	Principal	August 2012: contract with external service provider to assess the effect of professional development relative to instructional practice		Quarterly progress reports of application of PLC and UbD in the classroom; June 2013: review effectiveness data from external service provider	Oversight through Curriculum Coordinator; support through securing external service provider
Objective 3 Facilities, Support, and Instructional Resources: ***Provide and maintain instructional resources, support services, and functional and safe facilities.***					
Objective 1, Strategy 1: Establish a supportive school climate and an effective approach to discipline.					
Action Step 1: Implement, with fidelity, clear and just policies and procedures.	Assistant Principal	August 2012: Identify Discipline Committee membership Quarterly: Review established policies and procedures with Discipline Committee; determine the need to revise policies or procedures	Local	Monthly: Review classroom observation reports for data on teacher Quarterly review of statistics for infractions; determine patterns and trends;	Oversight through administrator review of reports and support through Board-approved policy
Action Step 2: Monitor to ensure fidelity of implementation.	Principal	August 2012: provide training to staff August 2012-June 2013: Observe/monitor staff adherence to implement and enforce policies	Local	August 2012: Administer *Concerns Based Adoption Model* Levels of Concern Assessment	Oversight through administrator review of reports
Action Step 3: Implement an "early warning system" to identify students in need of support or	Assistant Principal and At-Risk Coordinator	August 2012-June 2013: utilize current structure to provide a system of "tiered support"	Local	Monthly: Conduct ongoing review of diagnostic and formative assessment;	Oversight through At-Risk Coordinator; Support through hiring At-Risk Coordinator

Strategy/Action Steps	Person Responsible	Timeline	Funding Source	Progress Measures	LEA/District Oversight & Support
intervention. (Required)		differentiated for individual student needs		review indicators for at-risk students	
Objective 4: Parent and Community Involvement: Promote, facilitate, and enhance parent, student and community involvement in LEA/District educational programs.					
Objective 1, Strategy 1: Provide ongoing mechanism for family and community engagement.					
Action Step 1: Develop and implement a Teacher Home Visit Program as a mechanism of communication between staff, students, and parents.	Assistant Principal	August 2012: Provide training for teachers through the St. Louis Teacher Home Visit Program August 2012-June 2013: Implement Home Visits	SIG	Evaluate training Review documentation of staff home visits	Provide compensation for staff based on meeting home visit goals
Action Step 2: Develop and implement a Teacher Communication with Parent Program for ongoing communication with parents/guardians.	Assistant Principal and At-Risk Coordinator	August 2012: Verify parent contact information Monthly: Review documentation of teacher-made calls to parents May: Examine results of parent survey to determine impact of staff calls	Local	Number of telephone calls made by teachers to parents Percent of responses to Parent Surveys Evaluation of survey data	Oversight through review of documentation of communication with parents and support by verifying accurate contact information
Action Step 3: Host fall and spring events/meetings to invite parents to become more familiar with the school.	Assistant Principal	Fall and Spring: Hold parent event/meetings	Local	Percent of parents attending events/meetings	Administrator oversight and support through funding the events/meetings
Action Step 4: Provide community supports and resources.	At-Risk Coordinator	August 2012 and Quarterly: Update list of community-based	Local	Monthly: Monitor frequency of use of community-based	At-Risk Coordinator oversight and support through updating

Strategy/Action Steps	Person Responsible	Timeline	Funding Source	Progress Measures	LEA/District Oversight & Support
		organizations offering services and support to families September 2012: Distribute list		organization support	information
Action Step 5: Publish and distribute school newsletters.	Principal	Monthly: Publish newsletter Annually: Implement student-parent survey; review results	Local	Monthly: Monitor frequency of publication of newsletter Annually: Survey students and parents regarding their level of use of the newsletters as a communications tool	Oversight through review of content of newsletter and support through funding newsletter in print and online
Goal 5 Governance: Govern the LEA/District in an efficient and effective manner, providing leadership and representation to benefit the students.					
Objective 1, Strategy 1: Provide administration and board support and operation flexibility to implement fully a comprehensive approach to substantially improved student achievement outcomes. (Required)					
Action Step 1: Hire a Principal and an Assistant Principal to facilitate and monitor reform efforts.	Board of Education	July 2012: Document employment of new Principal and new Assistant Principal.	SIG and Local	Student performance and engagement data Staff effectiveness data	Oversight through monthly reports to the Board of Education and support through interactions with the Superintendent
Action Step 2: Approve and allocate funding for implementation of the strategies and activities outlined in the school improvement plan.	Superintendent	August 2012: Review budget with administrative team Monthly: Examine financial records, monitor expenses March 2013: Plan for	SIG and Local	Independent Audit	Oversight through monthly reports to the Board of Education and support through interactions with the administrative team

Strategy/Action Steps	Person Responsible	Timeline	Funding Source	Progress Measures	LEA/District Oversight & Support
		2013-14 budget June 2013: Prepare financial report; review expenditures			
Action Step 3: Ensure that the school receives ongoing, intensive technical assistance and related support to implement transformation strategies. (Required)	Superintendent	August 2012: Contract with external service providers Monthly: Examine implementation progress reports submitted by Principal and Assistant Principal Quarterly: Examine progress reports submitted by external service providers	SIG and Local	Progress Reports	Oversight and Support by Board of Education
Action Step 4: Meet with the Lift for Life Academy Middle School administrative team to identify needs for additional operational flexibility and/or other LEA District support.	Superintendent	Monthly meetings with administrative team	Local	Implementation Progress Report submitted by administrative team	Oversight and Support by Board of Education

Overview of Timeline for Implementation

January – March 2012	Parent meetings to discuss altered daily and yearly schedule
Annually 2012-2013	Review student and parent survey to determine level of use of newsletter (paper copy and online) as a communication tool; compile results; use data to inform decisions about communication tools
Semi-Annually 2012-2013	Review documentation of completed staff home visits
	Examine attendance records for fall & spring events/meetings; calculate number/percent of parents attending events/meetings; consider trend data
Quarterly 2012-2013	Curriculum and assessment development and review of alignment to standards
	Review documentation of staff review of student performance data and reported use of data to inform instruction and revise curriculum
	Review NWEA Measures of Progress reports
	Document implementation of the performance-based recognition plan regarding the incremental awards for targeted goals
	Compile and document teacher attendance data and correlation to teacher performance
	Compile and document staff observations; calculate and document the distribution of teachers for each level of performance on the staff evaluation instrument; document the percentage of teachers rated at or above proficient
	Document removal of ineffective instructional staff
	Review records of recognition/awards distributed to staff
	Compile and document records of one-on-one instructional coaching sessions for targeted instructional improvement
	Document Discipline Committee meetings/reviews of discipline case data to inform decisions regarding policies and procedures; document revisions in policies and/or procedures
	Collect and calculate data regarding the number/percentage of discipline referrals
	Compile and document staff observations; calculate and document the distribution of teachers for each level of performance on the staff evaluation instrument; document the percentage of teachers rated at the lowest performance level (Needs Significant Improvement)
	Compile and document records of one-on-one instructional coaching sessions for targeted instructional improvement
	Document team meeting agendas, attendance, and work accomplished
	Curriculum and assessment development and review of alignment to standards
	Perform classroom observations for performance-based recognition system

Monthly	Review placement documentation for students in Response to Intervention programming
	Review documentation of telephone calls of staff to parents
	Examine implementation reports submitted by Principal
	Review finance/budget records
	Identify needs for increased flexibility and/or support; document actions (e.g., changes in policy or procedure) to accommodate or address those needs
	Review Curriculum and assessment development and alignment to standards
Weekly	Communication Arts and Mathematics teacher/administrator meetings to review student achievement data
	Document observation and monitoring of staff adherence to implement and enforce school/classroom policies and procedures; identify noncompliant staff for immediate corrective action; examine the number/percent of discipline referrals from each staff member
August 2012 through-June 2013	Implement daily schedule and yearly schedule to provide additional instructional time
	Implement staff and administrator evaluation system
	Implement professional development including Professional Learning Communities and Understanding by Design curriculum development
	Document employment of Middle School Principal and Assistant Principal to replace previous leaders
July 2012	Begin study of effective evaluation systems and set up regular meetings that engage stakeholders
	Design staff and administrator evaluation system
	Document employment of Instructional Coaches and At-Risk Coordinator
August 2012	Document employment of Data Specialist
	Document identification of teacher curriculum leaders; train leaders
	Curriculum and assessment development and review of alignment to standards
	Review documentation regarding meeting agendas and minutes to verify stakeholder participation in researching and developing an altered daily and academic year schedule for increasing student learning time
	Review documentation to verify adoption of an altered daily schedule and an altered yearly schedule for increasing student learning time
	Distribute and review staff and administrator evaluation system
	Document number/percent of highly-qualified staff in classrooms
	Identify priorities for incentives of performance-based recognition system
	Document adoption of the performance-based recognition plan for staff

	Evaluate staff training procedures and district policies to ensure a safe, secure, and engaging environment
	Document completion of training through agenda and materials provided by the Teacher Home Visit Program; review evaluations of the training
	Document contracts with external service providers
	Adopt and publish policy and procedure for removal of ineffective instructional staff
	Document distribution and review of the staff evaluation tool and policy/procedure for removing ineffective instructional staff
	Document team membership rosters and team meeting calendar
	Adopt performance-based recognition system; document recognition guidelines
September 2012	Implement parent survey Review external provider's analysis of the effectiveness of the performance-based recognition system
March 2013	Review the external provider's report of the results of the validity and reliability assessment of the staff and administrator evaluation instrument
May 2013	Calculate and document the number of teachers retained from the 2012-2013 school year; document the percent of teacher attrition Review the external service provider's report of the effectiveness of the performance-based recognition system Examine results of staff satisfaction survey; document the percent of instructional staff serving in leadership positions

Annual Goals for Student Achievement in Communication Arts and Mathematics (5a-d)

Lift for Life Academy has set specific annual targets for student achievement on the Missouri Assessment Program's (MAP) reading/communication arts and mathematics components. Baseline data has been provided and the targets will lead LFLA out of Restructuring in a reasonable amount of time. The targets are based on Missouri Department of Elementary and Secondary Education standards.

The Lift for Life Academy Middle School principal is responsible for the success of these targets.

COMM ARTS MAP	BASELINE	TARGET ACHIEVEMENT GOALS			
	2011	2012	2013	2014	2015
Grade 6	10.4	20.4	30.4	40.4	50.4
Grade 7	18.2	28.2	38.2	48.2	58.4
Grade 8	22.6	32.6	42.6	52.6	62.6
MATH MAP	**BASELINE**	**TARGET ACHIEVEMENT GOALS**			
	2011	**2012**	**2013**	**2014**	**2015**
Grade 6	10.4	20.4	30.4	40.4	50.4
Grade 7	23.4	33.4	44.4	54.4	64.4
Grade 8	20.2	30.2	40.2	50.2	60.2

Consultation with and Involvement of Stakeholders (8a-g)

Lift for Life Academy included the Board of Education, administrators, staff, students, parents/guardians, and community members in the development of this school improvement initiative.

Students: Students were involved in the planning of the SIG application as a result of their participation in the needs survey. Additionally, students were involved in developing the school's performance plan. The information provided by the students was important in the design of the strategies and professional development activities to be used over the next three years. Students will continue to be surveyed both in writing and in focus groups to assist in gauging the effectiveness of the proposed interventions.

Staff: Members of the staff were involved in the planning of the SIG application as a result of their participation in a survey and as part of the process in developing the school's performance plan. This information was critical in the design of the strategies and professional development activities to be used over the next three years. Staff will continue to be surveyed both in writing and in focus groups to assist in gauging the effectiveness of the proposed interventions. In late June and early July staff members will participate in a series of meetings to discuss the SIG application and its implementation so that there is a high level of awareness of the suggested strategies. Since 13 out of 14 teachers were either "strongly supportive" or "supportive" of the implementation plan at the time of the application, there is much support

for the improvement efforts. The LFLA administration will work to ensure staff support remains high.

Parents: Parents were involved in the planning of the SIG application as a result of their participation in the needs survey. Parent meetings were held to determine the school calendar that will add minutes and days of instructional time. Additionally, parents were involved in the development of the performance plan. This information was critical in the design of the strategies and professional development activities to be used over the next three years. The administration and staff of LFLA will continue to seek input from parents/guardians throughout the school improvement process.

Postsecondary Institutions: Southeast Missouri State University was directly involved in the development of this grant application. Not only did the university provide monetary support for the hiring of a grant writer, SEMO personnel participated in planning and development meetings, provided feedback on the grant application, and made requests for strategies and action steps that were included in this application.

Community Members: Several community members participated in meetings and discussions of the SIG application. Recognizing multiple perspectives helped LFLA design a collaborative plan.

Competitive Priorities

Implement one plan. The Lift for Life Academy Board of Education approved a transformation model of school improvement in 2011. The plan outlined in this proposal is aligned to the Title I plan, the current LFLA Middle School Performance Plan, and all policies, initiatives, and budgets. Staff assignments are being reviewed to support school transformation. To support the plan, the administrative staff, with support from the school's sponsor, Southeast Missouri State University, and from the Missouri Charter Public School Association, will review policies and procedures throughout the 2012-13 school year. Updates will reflect changes in federal law and state regulations. All stakeholders will be provided information on the transformation plan and will be given opportunities to provide input and support. The board and superintendent/executive director are committed to providing governance and oversight and will meet regularly with the turnaround officer to review the progress of the transformation initiative, provide support and review data.

Set ambitious targets for improvement. The Missouri Department of Elementary and Secondary Education sets annual targets for the school. The plan outlined in this application is designed to reach to achieve those targets. Additionally, targets have been set to move at least 10% of students from below basic/basic to proficiency each year after the first year in both communication arts and mathematics. This consists of doubling instructional time in communication arts and mathematics to two fifty-minute classes per day in each subject and a mandatory 4-week summer session. Instructional coaches will work with teachers to improve

learning and the data specialist will work with the staff to use data to enhance student achievement.

Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders. As part of the transformation plan, Lift for Life Academy will design a performance-based teacher evaluation and recognition system. The evaluation system will include multiple measures, one of which will be a measure of student achievement. Teachers will be observed frequently and will receive immediate feedback and support from the instructional coaches following the observations. A recognition system will be developed to provide incentives for exceptional growth in implementing appropriate strategies and using data to inform instruction. Incentives will include financial support for attending conferences and workshops and for improved student achievement scores during the school year. Teachers will be provided opportunities to assume leadership roles. Teachers who are in "needs improvement" status following two observation cycles will be removed.

Identify high-risk students and create opportunities to succeed. All sixth-grade students entering Lift for Life Academy Middle School and newly enrolled students in grades seven and eight will be screened in reading and mathematics. The teachers will utilize assessment data to develop interventions. Additionally, Lift for Life Academy Middle School teachers will assess students every two and five week using MAP and MAP-like benchmarks in grades 6-8 communication arts and mathematics. Teachers will attend weekly teacher and administrator meetings in communication arts with a focus on alignment of instruction to MAP standards and assessment strategies, using MAP and benchmark data in instructional decision making, and

differentiating instruction for students below grade level. Thirty-five students will be placed in a MAP Attack program with two mathematics instructors during after-school sessions twice a week. Teachers will attend weekly middle school mathematics meetings with the focus on alignment of instruction to MAP standards and assessment strategies, using MAP and benchmark data in instructional decision making, and differentiating instruction for students below grade level. Teachers will provide individualized reading instruction to below grade level readers. Administrators will assign a special education teacher to the sixth-grade center. To further ensure student academic achievement, LFLA will group students of similar skill and conceptual understanding in Power Hour to provide targeted instruction in reading and mathematics using NWEA test data. LFLA will also target students of similar skill and conceptual understanding in an Extended Day Program 4 days per week with certified teachers in core content areas. A systematic use of data will guide these activities.

Be bold and innovative. As a charter school, Lift for Life Academy has the opportunity to be innovative and operates with consistent freedom. The school has the autonomy to make personnel decisions. Lift for Life Academy will implement a transformation model of intervention and will lengthen its school day and will provide mandatory extended learning opportunities for all students. All funds will be used to benefit student achievement. Lift for Life Academy employs part-time instructional coordinators and a data specialist with funding from Southeast Missouri State University, the LFLA sponsor. The additional funding will allow LFLA to hire additional instructional coaches, another data analyst and an at-risk coordinator.

A strong accountability system will be in place with regularly-scheduled benchmark assessments.

Demonstrate teacher commitment. Lift for Life Academy Middle School teachers were asked if they strongly agreed, agreed, disagreed or strongly disagreed with this statement: "The Lift for Life Academy Middle School improvement initiative will include strategies to support research-based differentiated instruction to improve student achievement; develop targets for rapid improvement; develop a rigorous, transparent and equitable evaluation process that uses student achievement data as part of the evaluation system; provide high-quality professional development aligned to LFLA improvement goals; and will provide time for teachers to collaboratively plan instruction. These activities will lead to rapid and sustained improvement at Lift for Life Academy Middle School."

Thirteen out of fourteen teachers surveyed either "strongly agreed" or "agreed" with the statement. Specifically, seven teachers "strongly agree" with the statement, six teachers "agree", and one teacher "disagreed" with the statement about improvement strategies. This indicates a strong commitment from the staff for the proposed improvement efforts.