

100-062



ORIGINAL

Scott County Central R-V School District
SIG Application
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Missouri Department of Elementary and
Secondary Education

SECTION VII. A. NEEDS AND CAPACITY

- 1) Demonstrate analysis of needs and capacity to implement selected interventions.
 1. Provide information that explains how your LEA/District has analyzed the needs of each Tier I, Tier II, and Tier III school you intend to serve:
 - a. Discuss the most significant results of the needs analysis with supporting data;

Student Achievement

A review of MAP Scale Score data indicates that the Scott County Central High School Mean Scale Scores for both communication arts and mathematics over time are below the state and the Proficient scale scores in all but a few instances. The comparisons indicate that the rigor of instruction in core classes does not adequately prepare students for the demands of the MAP tests. The data may also show that the local curriculum is not aligned to the MAP GLEs and CLEs.

A review of MAP IBD Reports for Communication Arts indicates weakness in the areas of vocabulary, making inferences, interpreting text, drawing conclusions, and other skills at the Depth of Knowledge level of Strategic Thinking especially on items that asked for a constructed response. This indicates the rigor of instruction is not at a level to prepare students for the demands of the MAP assessments. It may also indicate that the local curriculum does not adequately address the MAP GLEs and CLEs.

A review of MAP IBD Reports for Mathematics indicates weakness in all areas especially those of algebraic relationships, rational numbers, and any items

demanding higher order analysis or complex problem-solving skills. This indicates the rigor of course content and instruction is not at the level demanded for success on the MAP assessments. It may also indicate that the local curriculum does not adequately address the MAP GLEs and CLEs.

Instruction

A review of the 2008 MSIP Advance Questionnaire indicates that the staff does not hold high expectations for students and students are not held accountable for doing quality work. Furthermore, the former building administration did not provide collaborative instructional leadership. The faculty and staff were not engaged in discussions of current research in teaching and learning. Results reported in the Leadership Scale and the Faculty Collegiality and Professionalism Scale reveal the perception that there was not a healthy climate for professional cooperation and collegiality. With the support of leadership and staff and leadership training in creating the conditions for professional cooperation and problem solving, a positive and professional climate can be generated. These findings indicate that the foundation for student success is not present.

A review of the most current ACT scores shows a need for a more rigorous academic environment. The current ACT average for Scott County Central is a 15. The needs analysis shows that students do not take challenging classes their senior year and are not pushed to achieve more than minimum standards required.

Assessment

Staff interviews reveal that common formative or benchmark assessments aligned to the MAP GLEs and CLEs have not been developed. There are not pacing guides in place to insure that all essential content is presented in time to check for mastery and provide the opportunity for remediation where necessary.

School Climate and Student Management

A review of the 2008 MSIP Advance Questionnaire indicates that there is the perception that discipline is not handled fairly. The fair handling of student discipline is a key element of the overall climate of a school. The perception that it is not handled fairly can undermine efforts to manage student behavior in a positive and productive manner. Furthermore, a comprehensive, positive student management system is essential to improving student academic performance.

Human Resources

Staff interviews indicate that there is a high rate of staff turnover related to a salary schedule that is not competitive with surrounding districts and the scarcity of available housing in the district.

Professional Development

This finding is supported by the teacher interview and data aggregated by the Southeast Regional Professional Development Center yearly. The Scott County Central administration offers and encourages professional development, but teachers feel the professional development often times lacks impact and continuity. Teachers reported that they feel what they learn is not translated to classroom practice across

the district. They also indicated that they lack informal time for collaboration with their colleagues which would allow them time to develop ideas and address issues.

Leadership and Governance

This finding was based on data from the teacher, parent and student surveys.

Teachers participating in the survey reported that one of their largest concerns was student achievement. They also reported concerns regarding parent/community support, drugs and alcohol use and attendance.

Parents participating in the survey reported their concerns as: a lack of challenging class work/help, academic needs, staff/parent collaboration and communication and parents feeling involved.

Students participating in the survey indicated that their concerns were getting extra help from teachers, student academic planning, attendance, drug and alcohol abuse and class sizes.

Fiscal and Budget

As responsible stewards of the taxpayers' dollars, the Scott County Central School District realizes the necessity to demonstrate fiscal accountability to its residents.

The top priority of the District is to communicate in an honest, open, and direct fashion. Open and honest communication includes sharing difficulties, as well as sharing information illustrating how the District is spending the community's tax dollars in a wise manner. First and foremost, our budget is built around the

educational needs and goals of the District for the well being and educational achievement of the students of our District, as they are perceived by our educators, Board of Education, and patrons of the District. As a result, the Scott County Central School District has and continues to improve its' financial future. Three years ago the district was designated as financially stressed, since then we have continued to improve to the stature of having a healthy financial picture of 15% in reserves. The faculty, administration, and community demonstrated its' commitment to education by passing a bond transfer from debt service to the general operating fund with an 88% mandate from the district patrons. We continue to have an open and transparent communication with all of the stakeholders that stresses financial accountability and fiscal responsibility and we will continue to do so without compromising student performance. This has been accomplished, however; this is not where we want to be in future years...we want to exceed the basics and achieve greatness. We believe that with additional resources, we will provide for our students the opportunity to reach goals that up until now, have been out of reach.

Parent and Community Involvement

This finding was based on data from the teacher and parent surveys and also data collected involving school activities (e.g. parent/teacher conferences, high school orientation, etc.). Teachers and parents participating in the survey revealed that parent and community involvement was a positive aspect of Scott County Central High School. Parent/teacher conferences for the 2011 school year first semester had a 64% attendance rate. Seventh grade orientation parent attendance at the beginning of the 2011-12 school year was 100%; ninth grade was 89%.

Curriculum Development and Learning Management

This finding was based on data from teachers, classroom observations, student data, and teacher surveys. The data showed that teachers are concerned with the age of the curriculum and feel that new curriculum should be developed to meet current needs of learners. Currently, teachers spend 88% of classroom instruction in lecture, 5% of the time in group learning, 7% of the time is spent in an unproductive manner with students not being engaged.

Information Technology and Data Management

This finding is also supported by the teacher interview and data aggregated by the Southeast Regional Professional Development Center yearly. Although Scott County Central High School teachers feel their classrooms are equipped with appropriate and advanced technology/data management tools and equipment, they feel the professional development in this area is lacking. The professional training is offered, however, support past the training does not allow them time to collaborate or move past the so called "learning curve" of feeling confident to integrate technology use within their classroom curriculum.

The Most Significant Results of the Needs Analysis

- Increase student achievement
- Increase parent participation
- Increase student average daily attendance

- Reduce the number of discipline incidents.
- Improve the quality of professional development initiatives and sustainability of said initiatives
- Attract and retain highly qualified teachers

b. The methods used to gather the data;

The Scott County Central Administrative Staff thoroughly reviewed the last five years of MAP score and IBD reports to determine areas in need of improvement. Staff, student, and parent survey results along with the results of the most recent MSIP Advance Questionnaire were thoroughly reviewed in order to measure perceptions concerning school climate, professional practices, student discipline, parent support, and related topics.

c. List the selected intervention for each school.

The Transformation Model is the chosen intervention model for Scott County Central High School. A new high school principal is in his first year at Scott County Central High School.

2. Provide the following information as it applies to LEA/District-level activities and individual school plans and activities (including any pre-implementation activities, if proposed):

a. A description of recent school improvement initiatives the LEA/District has implemented in its low-achieving schools and progress of and results from those initiatives:

i. The school improvement efforts include activities that are required or permissible activities listed in the SIG required interventions for Tier I and Tier II schools;

Developing and Increasing Teacher and School Leaders Effectiveness. Scott County Central R-V School District and Scott County Central High School have and/or will implement each of the following strategies **required** of the transformation model:

- A. Scott County Central R-V School District replaced the principal who led Scott County Central High School prior to the commencement of this plan.
- B. As described in Goals 2 and 5, Scott County Central R-V School District will consult and seek support from DESE on formulas for inclusion of student progress data and multiple performance-based assessments in the teacher evaluation. Scott County Central R-V School District will establish a committee of teachers and district and school leaders to research best practices and national models consistent with the requirements of transformation. The committee will identify measures for teacher performance and work to ensure that the evaluation system is rigorous, transparent, and equitable.
- C. Upon implementation of the above, Scott County Central High School will be better able to identify and more effectively reward school teachers and leaders who have increased student achievement and remove those, who after ample opportunities to improve, have not done so. In the interim, a revised evaluation observation protocol will be used by the principal to document implementation of high-yield strategies and strategies for student engagement. A Teacher Recognition Program will also be developed to regularly honor teachers who demonstrate continued professional development and accelerate student learning.
- D. As described in Goals 1 and 3, Scott County Central R-V School District will partner with an external provider to act as an instructional coach who will be charged with providing ongoing, job-embedded professional development, creating a collaborative peer observation system, providing constructive feedback, and supporting the ongoing

analysis of data such that teachers can successfully engage students and differentiate their instruction to meet the specific learning needs of all students, particularly non-proficient students.

Scott County Central R-V School District and Scott County Central High School have and/or will implement each of following **permissible** strategies of the transformation model:

- A. Providing additional compensation to retain staff with the skills necessary to meet the needs of the students in a transformation school will be considered in year 2. The salaries at Scott County Central High School are less than competitive for the region.
- B. As described in Goals 1 and 2, the curriculum coach, along with district and school administrators, will conduct informal, frequent classrooms observations to monitor the implementation of high yield instructional strategies discussed in weekly teacher meetings and professional development. The curriculum coach will design or select specific protocols for documenting observations, evidence of instructional practices that result from professional development and changes in student progress.
- C. Ensuring that the school is not required to accept a teacher without mutual consent is not applicable. Scott County Central R-V School District has one high school.

Comprehensive Instructional Reform Strategies. Scott County Central R-V School District and Scott County Central High School has and/or will implement each of following strategies **required** of the transformation model:

- A. In response to the key findings of the needs assessment, teachers will implement lessons that use research-based learning strategies, including Missouri Positive Behavior System classroom strategies, Marzano's high yield instructional strategies and culturally relevant teaching strategies. In addition, the following research-based instructional programs will be implemented: double-core scheduling and mandatory after school tutoring. Double-core scheduling ensures that low proficiency students receive an additional forty-five minutes of daily core content instruction designed by the most effective teachers to meet individual student learning needs.
- B. In order to promote the continuous use of data, Scott County Central High School will release 4-8 students for one hour each week. During that time, teachers will conduct weekly reviews of student data to identify student learning needs, differentiate instruction and target interventions. (see Goal 1) The instructional coach will oversee the weekly meetings as well as prioritize the data, offer a higher level of expertise in analyzing data, and help teachers translate their data analysis into action and planning. The instructional coach will also conduct and document weekly peer classroom observations focused on the high yield instructional strategies discussed in the weekly meetings and implemented to improve student engagement and student learning outcomes.

Scott County Central R-V School District and Scott County Central High School has and/or will implement each of following **permissible** strategies of the transformation model:

- A. Periodic reviews to ensure the curriculum is being implemented with fidelity and is having the desired effect will be conducted by district and school administrators, the curriculum coach, and an external evaluator. Curriculum rigor and relevance will be included as an indicator

during classroom observations and teacher evaluations. As detailed in Goal 3, the revisions of curriculum maps and pacing guides will be overseen by the curriculum coach to ensure that they are aligned to state standards and include research-based learning strategies.

In addition, a collaborative peer observation system as well as weekly reviews of student data will be implemented such that all staff will receive and offer frequent constructive feedback on implementation of the curriculum as well as high yield instructional strategies and strategies for student engagement. A protocol will be developed to track changes in instruction and student growth.

- B. Implementation of an RtI model will be considered in Year 2. District leaderships will convene a committee of teachers, administrators, and professional development providers to explore and design the implementation of an RtI model for Scott County Central High School.
- C. Scott County Central High School offers a dual enrollment English class with students earning credit at Southeastern Missouri State University. As detailed in Goal 3, enrichment courses aligned to state and college readiness standards will provide students with increased opportunities to enroll in on-line courses and earn college credit. All students, regardless of proficiency, will have access to enrichment courses one semester each year. In addition, in Year 2, paid opportunities for highly qualified teachers to pursue post graduate and masters level education in their content area will be offered with a mutual understanding that teacher(s) remain at Scott County Central High School for three years.
- D. Given that a content area master degree is required to teach Advanced Placement courses, this will help increase the rigor of academic study offered at Scott County Central High School.

- E. The double core content courses provide low proficiency students with smaller learning communities, the most effective teachers, and targeted instruction based on benchmark assessment data. Instruction will be designed to meet individual student learning needs and accelerate basic reading and mathematics skills to improve student performance and increase graduation rates. A credit recovery program is already in place and graduation rates have increased.

- F. Scott County Central R-V School District will design a technology-based data tracking system to monitor student progress on the quarterly assessments as well as use the National High School Center's Early Warning Tool to identify students at risk of dropping out or delayed graduation. (See Goal 3) The instructional coach will support and provide job-embedded professional development for teachers in weekly reviews of the data and identifying targeted interventions for specific students.

Increasing Learning Time and Creating Community-Oriented Schools. Scott County Central R-V School District and Scott County Central High School has and/or will implement each of following strategies **required** of the transformation model:

- A. The School Board of Scott County Central R-V School District approved the proposal to lengthen the school day by forty five minutes. To maximize this additional time, Scott County Central High School will implement a double core course schedule such that students below proficiency in Communication Arts and Mathematics will receive an additional forty five minutes of daily instruction targeted to their specific learning needs.

Scott County Central R-V School District and Scott County Central High School has and/or will implement the following **permissible** strategy of the transformation model:

- B. Scott County Central High School will implement the Missouri School wide Positive Behavior Support system (MO-SWPBS). As described in Goal 3, SWPBS works to create school environments that support both the academic and social success of all students by teaching positive behavior and interactions in the classroom and providing tiered interventions when necessary.

Operational Flexibility and Sustained Support. Scott County Central R-V School District and Scott County Central High School has and/or will implement each of following strategies **required** of the transformation model:

- A. There is only one high school in Scott County Central R-V School District. The district works closely with Scott County Central High school. All staffing, calendar timing, budgeting, hiring and improvement goals are done jointly, providing more than sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
- B. Scott County Central High School receives ongoing support and technical assistance from the SEA, including, for example, professional development trainings through the Regional Professional Development Center and technical assistance and technology trainings through MORE.net. District and school leaders as well as teacher are participating in summer professional development opportunities sponsored through Missouri Department of Elementary and Secondary Education.

Scott County Central R-V School District and Scott County Central High School has and/or will implement each of the following **permissible** strategy of the transformation model:

- A. A new principal was appointed in June 2011. No other changes in governance were made.
- B. Per-pupil school based-budget is not applicable as Scott County Central High School is the only high school in Scott County Central R-V School District.

District Support for School

"Attaining Excellence in Education" is the focus of Scott County Central High School and Scott County Central R-V School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success and meet the 92% achievement target for all Scott County Central secondary students by 2015.

- ii. There is evidence of LEA/District-level support;
 - 1. The Board of Education approved a master calendar allowing for the lengthening of the school day by forty-five minutes to enable students to be enrolled in a double-core curriculum.
 - 2. The Board of Education has approved a budget reflecting the needs of the school district to fully implement the Transformation Plan and has made resources available to the administration and teaching staff.
- iii. There is evaluation data available; and
 - 1. Prior to the writing of this grant, there have been no tools used on the local level. Information was gathered from the Missouri School

Improvement Plan Review and the district report card from the Department of Elementary and Secondary Education.

iv. The activities have or have not been successful.

1. School improvement activities have not been consistently successful.

b. Plan details that explain how the LEA/District will implement the required and selected permissible activities of the selected intervention(s):

i. There is a detailed improvement plan for each school to implement the interventions and improvement activities;

1. A revised School Improvement Plan will reflect the following measures used in implementing the selected interventions;

a. Replace the current principal

b. Secure an outside vendor to facilitate

i. Climate change

ii. Instructional strategy implementation

c. A home-school liaison for improved communication

ii. The plan is written in a format consistent with the requirements of Missouri's planning, budget, and reporting system;

iii. The plan is based on improvement activities focused on the significant findings of the needs analysis;

1. Student achievement

2. Parent-Community Involvement and Communication

3. Retaining Highly Qualified Teachers

4. Improved instructional practices in the classroom

5. Revised Teacher Evaluation System

- iv. Procedures are in place to evaluate the implementation of the strategies;
 - 1. The Scott County Central School District will secure an external vendor to oversee the implementation of the strategies.
 - 2. The Superintendent, along with the High School Principal will create an implementation calendar to ensure the strategies are carried out consistently with the Transformation Plan.
- v. The plan is based on improvement activities focused on the significant findings of the needs analysis;

Significant Findings	Improvement Activities
Student achievement	<ul style="list-style-type: none"> • Mandatory tutoring program • Double enrollment for core classes • Improve instructional practices using research based strategies (Marzano) and best practices • School-wide Positive Behavior Support
Parent-Community Involvement and Communication	<ul style="list-style-type: none"> • Home-School Liaison • Frequent parent contact • Positive Contact to parents concerning students
Retaining Highly Qualified Teachers	<ul style="list-style-type: none"> • Teacher recognition programs • Incentive programs for improved student progress • Higher education incentives • Increase salaries for highly qualified teachers
Improved instructional practices in the classroom	<ul style="list-style-type: none"> • External evaluator • Continued use of research based practices • Implementation calendar • Replace the instructional leader
Revised Teacher Evaluation System	<ul style="list-style-type: none"> • Use multiple measures for teacher evaluation • Teacher attendance rate • Incentives for improved student performance

- vi. Procedures are in place to evaluate the implementation of the strategies;
 - 1. implementation calendar monitored by the district administration
 - 2. Revised teacher evaluation system
 - 3. Secure an external vendor to oversee the implementation of the Transformation Model
- vii. The plans indicate that the required activities of the selected interventions for Tier I and Tier II schools will be implemented; and
 - 1. Replace the principal (5.1.1)
 - 2. Curriculum reform (3.1.1)
 - 3. Professional development (2.2.1 and 2.2.2)
 - 4. Extended learning time (3.4.1)
- viii. The plans indicate that appropriate permissible activities of the selected interventions will be implemented.
 - 1. Developing and Increasing Teacher and School Leaders Effectiveness. (Goal 5, Objective 1)
 - 2. Comprehensive Instructional Reform Strategies (Goal 3, Objective 1)
 - 3. Increasing Learning Time and Creating Community-Oriented Schools.(Goal 3, Objective 4)
 - 4. Operational Flexibility and Sustained Support (Goal 2, Objective 1)
 - 5. District Support for School (Goal 5, Objective 2)

2. How the LEA/District will support the interventions and improvement activities at the central office level:

- i. Planned LEA/District-level activities are listed;

Interventions	Improvement Activities Timeline	Responsible Staff
Replace the principal	June 2011	Superintendent and Board of Education
Revised Teacher Evaluation System	Full implementation—September 2012	High School Principal; district teachers
Curriculum Revision	September 2012; Full implementation—September 2014	Instructional coach, district teachers, High School principal
Retaining Highly Qualified Teachers	Initial implementation July 2012	Superintendent, High School Principal; Board of Education
Extended Learning Calendar	Full implementation August 2012	Superintendent, High School Counselor, Board of Education

SECTION VII.B. NOT SERVING ALL TIER 1 SCHOOLS

This section does not apply to the Scott County Central School District.

SECTION VII.C. LEA/DISTRICT ACTIONS

Scott County Central High School Improvement Plan

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 Adequate Yearly Progress measures for the group of All Students in Communication Arts, Mathematics, Graduation Rate, and Attendance Rate will increase as detailed in the following chart.

AYP	2011 Actual	2012 Baseline	2013 Target	2014 Target	2015 Target
Percent Proficient Comm. Arts	53.3		65	75	85
Percent Proficient Math	25.4		45	60	75
Graduate Rate	86.1		90	95	96
Attendance Rate	91.6		94	95	96

NOTE: Targets may be adjusted based on actual 2012 data.

Objective 1 additional measure: The Mean Scale Score for each MAP Test required for AYP will exceed the scale score necessary to be Proficient or the State Mean Scale Score (whichever is higher) on each assessment included in the 2014 MAP administration.

Grade/Subject	2011 Mean Scale Score	2012 Mean Scale Score	2013 Mean Scale Target	2014 Mean Scale Target
7 th grade CA	674		677	680
8 th grade CA	689		693	696
English II	204.8		208	212
7 th Grade Math	657.3		671	685
8 th Grade Math	695.6		703	710
Algebra I	188.4		199	210

NOTE: Targets may be adjusted based on 2012 MAP results.

Strategy 1: Align the curriculum for each course to the GLEs and CLEs and Common Core State Standards (CCSS).

Responsible Staff: Curriculum committee

Timeline: July-August, 2012 for GLEs and CLEs and May 2013 for CSS

Action Step 1: Review the taught and printed curriculum for each course to determine alignment to the Missouri GLEs and CLEs.

Action Step 2: Update curriculum documents to reflect findings of the curriculum study.

Action Step 3: Provide training in Common Core State Standards

Action Step 4: Align curriculum to Common Core State Standards

Strategy 2: Develop pacing guides to insure presentation of each GLE and CLE in a timely manner to insure the opportunity for mastery and remediation prior to the administration of the MAP assessments.

Responsible Staff: Core content teachers and principal with the support of the Curriculum Committee

Timeline: July-August, 2012 with ongoing adjustment as content is presented and students are assessed.

Action Step 1: Identify essential learning objectives based on IBD data from recent MAP administrations.

Action Step 2: Review the current year's course content to determine strengths and weaknesses as related to the IBD reports.

Action Step 3: Provide training in pacing.

Action Step 4: Write pacing guides for next year's instruction to insure essential learning objectives are presented and remediated, if necessary, prior to the administration of state required assessments.

Strategy 3: Provide professional development to increase understanding of the specific requirements for proficiency related to each GLE and CLE.

Responsible Staff: High School Principal and Professional Development Director

Timeline: July-August, 2012

Strategy 4: Develop common formative and benchmark assessments to check for mastery of each GLE and CLE and inform reteaching for remediation.

Responsible Staff: High School Principal and core content teachers

Timeline: July-August, 2012

Action Step 1: Provide professional development related to formative and benchmark test creation for the instructional staff.

Action Step 2: Create formative and benchmark assessments for each core subject.

Action Step 3: Implement the use of an assessment tool for test administration and to provide data to inform the planning of instruction and remediation.

Strategy 5: Implement a comprehensive data tracking system.

Responsible Staff: High school principal.

Timeline: July-August, 2012

Action Step 1: Provide professional development to train the instructional staff to use available data to plan and improve instruction.

Objective 2: The average ACT score for Scott County Central High School students will be equal to or above the Missouri average.

	2010-2011 Actual	2011-2012 Actual	2012-2013 Target	2013-2014 Target	2014-2015 Target
SCCHS Average ACT	15		17	19	21

Strategy 1: Increase participation in higher level courses.

Responsible Staff: High school principal and high school counselor

Timeline: March-August, 2012

Action Step 1: Review current course offerings and make recommendations for offering additional advanced courses and dual credit courses.

Action Step 2: Provide guidance to students to encourage enrollment in advance and dual-credit courses.

Action Step 3: Encourage juniors and seniors to enroll in dual credit courses offered at the local university extension site.

Strategy 2: Increase participation in ACT preparation classes.

Responsible Staff: High School Counselor

Timeline: August-December, 2012

Strategy 3: Review the curriculum and rigor of courses to be sure that ACT-related content is taught.

Responsible Staff: Curriculum committee and core subject teachers

Timeline: July-August, 2012

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

Objective 1: Scott County Central School District will have developed and implemented multiple strategies and incentives for improved teacher satisfaction and effective teaching.

Strategy 1: Develop strategies and incentives to increase and sustain retention of highly effective teachers.

Responsible Staff: Superintendent and Board of Education

Timeline: August, 2012-February, 2013

Action Step 1: Form a committee including representatives from the administration, board, teaching staff, and community to study salary, benefit, and incentive plans.

Action Step 2: Make recommendations to the board of education for a new salary, benefit, and incentive program for the district.

Objective 2: 100% of the Scott County Central High School teachers will be Highly Qualified as defined by the Missouri Department of Elementary and Secondary Education (DESE) and fully trained to improve student achievement as measured on state required assessments by the beginning of the 2012-2013 school year.

% of Classes Taught by HQ Staff 2011-2012	2012-2013 Target	2013-2014 Target
100%	100%	100%
% of Core Content Teachers Trained to Improve Student Achievement	2012-2013 Target	2013-2014 Target
Reliable data not currently available.	100%	100%

Strategy 1: Implement a teacher evaluation system that includes student growth as a measure of teacher effectiveness as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.

Responsible Staff: Superintendent and high school principal

Timeline: August-December, 2012

Action Step 1: Form a committee consisting of representatives of the teaching staff, administration, school board, parents, and community.

Action Step 2: Provide training for the committee in current trends in teacher evaluation.

Action Step 3: Create or adapt a teacher evaluation system to meet the needs of the district and meet the requirements SIG.

Action Step 4: Provide training for the administration and teaching staff on the evaluation system.

Action Step 5: Implement the teacher evaluation system 2012-2013 school year.

Strategy 2: Create a system of professional development to insure that the successful components of the school improvement intervention model are sustainable in the future.

Responsible Staff: Professional Development Committee

Timeline: August-December, 2012

Action Step 1: Update the District Professional Development Plan to require new teachers to be trained in understanding the Missouri Assessment Program GLEs and CLEs, the pacing of instruction, data analysis, and other topics necessary to facilitate a high level of student achievement.

Action Step 2: Update the District Professional Development Plan to include activities to improve the instructional practices of teachers who do not meet student achievement goals as outlined in the teacher evaluation system.

**Denotes pre-implementation activity.*

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

Objective 1: 100% of Scott County Central High School mathematics and communication arts teachers will implement a revised mathematics and communication arts curriculum that a) is aligned to state standards, b) includes researched based learning strategies and c) includes specific measures of student progress, as evidenced by a revised curriculum guide, classroom observations, lesson plans, and student performance data

Strategy 1: Design an interim benchmark assessment system

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Engage a vendor to support the implementation of a benchmark assessment system.

Action Step 2: Provide professional development to the instructional staff for implementation of the benchmark assessment system

Action Step 3: Implement a system for tracking data

Action Step 4: Provide continual support for staff

Objective 2: By June 2013, discipline referrals will have a 50% decrease and continue to improve each semester through June 2013 as evidence by the Scott County Central School District Discipline Statistical Report.

Strategy 1: Scott County Central High School will implement the Missouri School-wide Positive Behavior Support System

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Secure school and district administrator agreement

Action Step 2: Secure commitment and agreement to implement from at least 80% of staff

Action Step 3: Provide professional development to staff

Action Step 4: Establish a Positive Behavior Support System leadership team at the school

Strategy 2: Administrators, teachers, and parents will work collaboratively to ensure the success of the MO-SWPBS implementation

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Conduct an assessment of the current discipline system

Action Step 2: Create an action plan based on current school data and staff input

Action Step 3: Establish a system to collect office discipline referrals on a regular basis

Action Step 4: Plan continuing professional development on an annual basis and monthly collaboration among appropriate staff

Objective 3: By June 2013, Scott County Central High School will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation as evidence by technology based data system tracking, student participation in intervention strategies, and student performance measures.

Strategy 1: Scott County Central High School will begin monitoring student progress towards graduation

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Determine indicators of students' disengagement

Action Step 2: Identify students at risk of disengagement or dropout

Action Step 3: Select mentors

Action Step 4: Use procedures to monitor students

Strategy 2: Teachers will convene to review Early Warning Tool data and identify specific Interventions

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Organize existing resources for intervention

Action Step 2: Implement the procedures based on student needs

Action Step 3: Provide mentor support and supervision

Action Step 4: Evaluate program implementation

Strategy 3: Students identified as at-risk for dropping out will be paired with a mentor from the community

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Provide mentor support and supervision

Action Step 2: Develop early warning data and progress reports

Action Step 3: Evaluate program implementation

Action Step 4: Communicate with mentor regarding student progress toward academic goals

Objective 4: By January 2012, 100% of students below proficiency as determined by MAP, EOC, and/or interim benchmark assessments will review academic support services in addition to core academic courses as evidence by intervention attendance and interim assessment and other progress indicators for participating students.

Strategy 1: Teachers will convene to review Early Warning Tool data and identify specific interventions

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Teachers will convene on a monthly basis to monitor student progress

Action Step 2: Teachers will report progress of at-risk students to high school principal

Strategy 2: Extend the school day to provide an additional 50 minutes of instruction

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Redesign Master Calendar/Schedule

Strategy 3: Provide "double-core" classes for students furthest from proficiency

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Master schedule will be designed for "double-core"

Strategy 4: Develop enrichment classes to expose students to a broad array of post-secondary educational and vocational opportunities

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Develop a mobile resource room for students to explore opportunities

Action Step 2: Redesign master schedule

Strategy 5: Restructure the afterschool tutoring program

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Targeted intervention mandatory for students meeting specific data

Strategy 6: Explore the design and implementation of a Professional Learning Communities (PLC) Model

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Professional Development in PLC Model

**Denotes pre-implementation activity.*

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

Objective 1: By June 2014, there will be 100% parent participation in students' educational process as indicated by parent attendance at conferences and events and parent/teacher surveys.

Strategy 1: A home/school liaison will be hired

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Establish job expectations and job duty/goals

Action Step 2: A review of qualified applicants

Action Step 3: Develop a master calendar and parent visit schedule

Strategy 2: Parent/teacher conferences will include students

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Develop a master parent calendar

Strategy 3: All parents will receive positive communication about their students with the first 30 days of school

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: workshops and training programs, creating outreach programs, designing a partnership portfolio as a means to document parent communication, and a developing a community-based volunteer mentor program

Strategy 4: Parent/teacher conferences will be held at the midterm

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Develop a Master Calendar

Action Step 2: Phone calls home to each parent/guardian

Action Step 3: Develop a parent incentive program

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

Objective 1: By the beginning of the 2012-13 school year, the District administration (superintendent) in collaboration with the School Leadership Team, will monitor the implementation of the Transformation Plan in terms of timelines, measures of progress toward objectives, and student and teacher outcomes as evidence by implementation logs, board of education reports, and student achievement data reports..

Strategy 1: Parent and Community Forums

Responsible Staff: Superintendent, high school principal and project manager

Timeline: July-August, 2012

Action Step 1: Develop a yearly calendar for monthly meetings

Strategy 2: Quarterly Progress Checks

Responsible Staff: High school principal and project manager

Timeline: July-August, 2012

Action Step 1: Use of student information system to print checks and mail home

Action Step 2: Use of student information system to e-mail checks home to those with access

Objective 2: By July 2012, District Leadership and School Administration in collaboration with district administration will have developed, communicated and implemented an extended-learning calendar and protocol for parent/staff conferences that will address the needs of the students and parents at Scott County Central High School.

Strategy 1: create a master schedule that incorporates an extra 45 minutes of daily instruction and allows for early release time for teachers to engage in PD activities and student data analysis.

Responsible Staff: Superintendent

Timeline: July-August, 2012

Action Step 1: Secure appropriate Board policy to implement extended learning calendar

Action Step 2: communicate calendar changes to all stakeholders

Objective 3: Scott County Central School District will develop a new teacher evaluation system that includes the use of multiple measures (one significant portion of which will be student achievement gains) to examine teacher performance.

Strategy 1: Use an even numbered scale to more clearly define teacher performance above or below a midpoint.

Action Step 1: frequent classroom visits to monitor implementation

Strategy 2: Use effective, research based instructional practices

Action Step 1: monitor student assessment data

Action Step 2: study and implement tools, approaches and best practices through Professional Development training

Strategy 3: Teacher incentive program

Action Step 4: provide incentives to teachers for improved student achievement and/or the retention of highly qualified teachers

Responsible Staff: High school principal, counselor and professional development director

Timeline: August 2012-May 2013

Objective 4: Scott County Central High School will designate leadership roles and responsibilities in keeping with the Transformation Model requirements and providing support to teachers to address the key findings of the needs assessment.

Strategy 1: replace the existing principal

Responsible Staff: Superintendent and Board of Education

Timeline: August 2011

Action Step 1: conduct interviews of qualified personnel as new building administrator

As required by the Transformation model, the principal who led Scott County Central High School prior to the commencement of this plan has been replaced. A transformation project manager, as described above, will exist for the duration.

****Denotes pre-implementation activity.***

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

2. Recruit, screen and select external providers, if applicable, to ensure their quality:

a. LEA/District application process for external providers:

i. Request for proposals;

Identifying external providers based on the needs of Scott County Central District and Scott County High School as identified in the needs analysis and outlined in this transformation plan

ii. Memorandum of understanding;

Aligning the selected external provider with existing district and school resources; specifically time and personnel.

iii. Provider contract; and

The external vendor will be required to submit a scope of work memorandum of understanding including services, deliverables, costs and an agreement to work with the district's external evaluator in terms of data collection and information. This contract will be approved by the Scott County Central School Board.

iv. Evaluation procedures

Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure the quality and efficiency of each external provider.

b. SEA has been part of the planning process for selecting external providers:

i. Guidance on related laws and regulations has been provided; and

meetings with the SEA were attended to provide information and guidance in the appropriate actions that needed to be taken.

ii. If applicable, the SEA has cooperated in the planning for the selection process.

The SEA graded and critiqued a preliminary Request for Proposal and provided feedback.

3. Align other resources with the interventions:

a. The LEA/District has listed other resources that will support the interventions;

i. Local, State and other Federal funding sources;

Year One 2010-2011	6100 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	850,402	9553	318,868	6640	33784	24465		1,243,912
1200 Supplemental Instruction(Title I)	395,806	80,108	113,369	90,521	93,053	41,963		812,820
2100 Non- Instructional Support Services	79,750	20,591	24,702	13,228	1527	525		140,323
2200 Professional Development	33,800	450	9820	18,151	924	829		63,974
2600 Planning and Evaluation								
3000 Community Services	38,865	15,818	13,103	900	3916	4353		76,955
Administrative Costs								
Program Costs Subtotal								
Grand Total	1,396,623	126,520	479,862	129,440	133,204	72,135		2,337,784

Title I, Local appropriation earmarked for professional development

ii. Higher Education partnerships;

Southeast Missouri State University and Three Rivers Community College

iii. Other educational resources;

Southeast Regional Professional Development Center

iv. Other community resources; and

After school tutoring program located in Haywood City, MO

v. The resources are selected to align with the findings of the needs analysis.

Examining data with the transformation project manager and external evaluator to evaluate the effectiveness of the supports provided

4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively;

a. LEA/District policies and practices that have been or will be modified; and

The master schedule, curriculum, extension of the school day, all in an effort to create a more rigorous course of study.

b. Projected impact of those changes.

The hope is that the projected impact will be that student performance will improve/increase as a result of the initiatives proposed.

5. Sustain the reforms after the funding period ends:

a. Thorough explanation of how the reforms will be sustained:

i. LEA/District support;

The Scott County Central School District is committed to sustaining the strategies in this transformation plan beyond the school improvement grant funding period. As a small district with a 15% reserve and only \$500,000 in cost saving debt, Scott County Central School District is fiscally sound and able to sustain the structures, processes and procedures that will be established with the improvement grant funds.

ii. Community Support; and

As is true of many small, rural communities, the local high school is one of the main anchors for the community. Scott County Central is one of the largest employers in the community and serves as a crucial element in the economic health of the community.

iii. SEA Support.

The state funding formula that provides 70% of the district's total funding will continually be monitored and reviewed for possible changes. Upon notification of those changes we will make the necessary adjustments.

b. Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts.

The Scott County Central School District for many years has contracted with the Southeast Missouri Higher Education Center, Shawnee Community College and with Three Rivers Community College. This is made possible by the ongoing programs we have such as the A+ Program and a partnership with the aforementioned higher education institution by offering lower tuitions for those students who qualify.

SECTION VII.D. TIMELINE

- a. The LEA/District timeline includes specific dates for implementation of all components of the selected intervention;

Starting Date	AREA
July 2012	Implementation of transformation plan
July-August 2012	Extended school day
July-August 2012	Redesign master calendar/schedule
July 2012	Development of yearly calendars
July-August 2012	Parent personal contact within 30 days of school
July-August 2012	Review of the current curriculum rigor/relevance
July-August 2012	Quarterly parent/teacher conferences
July-August 2012	Align the curriculum for each course to GLE/CLE
July-August 2012	Development of pacing guides
July-August 2012	Professional development in GLE/CLE
July-August 2012	Common Formative and benchmark assessments
July-August 2012	Assessment tool for data
July-August 2012	Higher level course loads
July-August 2012	Implement revised math/communication arts curriculum
July-August 2012	Implement of SW-PBS
July-August 2012	Develop a master parent calendar
July-August 2012	Early warning and response system for at-risk students
July-August 2012	At-risk student mentoring program
July-August 2012	Academic support services in core classes
July-August 2012	Workshops and training on parent outreach
July-August 2012	Restructure after school tutoring programs
July-August 2012	"Double-core" classrooms
August-December 2012	New PBTE
August-December 2012	Professional development committee restructuring
July-August 2012	Parent/teacher conferences with students
August-December 2012	ACT preparation classes
August 2012-Feb 2013	Increase and sustain highly effective teachers
July-August 2013	50% decrease in discipline referrals
July-August 2013	Continual review of early warning system
July-August 2013	Develop enrichment classes
July-August 2013	Implementation of professional learning communities
May 2013	Align the curriculum for each course to CCSS
July-August 2013	Student led parent/teacher conferences
July-August 2014	100% parent participation in students' educational process

- b. The timeline is reasonable, achievable, and reflects urgency;
 The Scott County Central School District is committed to the timeline and feels that immediate change is needed to transform the school district into a highly productive school system. The district feels that the timeline is reasonable and achievable.

- c. The timeline identifies any pre-implementation activities the LEA/District proposes; The Scott County Central School District has no pre-implementation activities.
- d. Implementation and evaluation dates are included in the school improvement plans or attached documents.

Starting Date	AREA
July 2012	Implementation of transformation plan
July-August 2012	Extended school day
July-August 2012	Redesign master calendar/schedule
July 2012	Development of yearly calendars
July-August 2012	Parent personal contact within 30 days of school
July-August 2012	Review of the current curriculum rigor/relevance
July-August 2012	Quarterly parent/teacher conferences
July-August 2012	Align the curriculum for each course to GLE/CLE
July-August 2012	Development of pacing guides
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July-August 2012	Assessment tool for data
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July-August 2013	Develop enrichment classes
July-August 2013	Implementation of professional learning communities
May 2013	Align the curriculum for each course to CCSS
July-August 2013	Student led parent/teacher conferences
July-August 2014	100% parent participation in students' educational process

SECTION VII.E. ANNUAL GOALS FOR STUDENT ACHIEVEMENT

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

- a. The LEA/District has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate;

AYP	2011 Actual	2012 Baseline	2013 Target	2014 Target	2015 Target
Percent Proficient Comm. Arts	53.3		65	75	85
Percent Proficient Math	25.4		45	60	75
Graduate Rate	86.1		90	95	96
Attendance Rate	91.6		94	95	96

NOTE: Targets may be adjusted based on actual 2012 data.

- a. The District will initiate interventions and strategies design to improve student performance. The vendor chosen has a rigorous course of study to raise student performance in math, communication art; therefore affecting positively the outcome of graduation rate as continuing improvement. Scores have improved in the past at the rate of nearly 8 points per year. The goal we have set as a result of possible vendor services is 12 points.
- b. The AYP and APR data has identified areas of concern. Although they show continued improvement in those years, the improvement has not been drastic enough to met the goal stipulated by those respective reports. Therefore, as a result of consultation among all stakeholders, we have concluded that we must raise our expectations to reflect success for the future.
- c. Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time; and will continue to provide a focus that has been lacking in years past.

Targets have been set in consultation with the Department of Elementary and Secondary Education and all stakeholders, including the proposed vendor STI.

SECTION VII.F. SERVICES AND ACTIVITIES

This section does not apply to the Scott County Central School District.

SECTION VII.G. ANNUAL GOALS FOR STUDENT ACHIEVEMENT

This section does not apply to the Scott County Central School District.

SECTION VII.H. CONSULTATION WITH AND INVOLVEMENT OF STAKEHOLDERS

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

a. Students groups were formed into discussion panels with surveys of various questions to gauge their opinions regarding certain aspects of Scott County Central School District. The surveys total 121 and the responses were categorized regarding teacher instruction, school climate, and realistic expectations with regard to time to spend on various activities. This survey was conducted from August 22, 2011 thru September 30, 2011.

The teachers were surveyed and workshops conducted with staff that provided opinions as it relates to student performance and behavior. This time period was also conducted from August 22, 2011 thru September 30, 2011. The teachers felt that students on a hold were not as prepared as they needed them to be, therefore, the subject areas were not canvassed as much as they felt they should be. Teachers also denoted in several circumstances attendance was an issue for those students who were not performing up to expectations.

i. School facilities and resources were also covered in teachers, parents, and student surveys. Some classrooms need more technology and it was also concluded that textbooks are in dire need of updating or replacement.

- ii. As a result of the findings of the surveys, it was concluded by the District that immediate changes must be performed. Changes include but are not limited to textbook rotation; science lab must be updated to include laboratory assignments. The master schedule must be more rigorous and aligned to CLE's and GLE's. The use of Title 1 funds must include more technology in the classrooms.

- b. Parents; formulation of Parent Advisory Committee to meet with Administration and Teachers on a monthly basis will be implemented. This initiative was cited as one that will lead to more positive results in a varied number of facets of school district life from k thru 12.

- c. The local Community Teacher Association (CTA) as of September 30, 2011 has committed to the initiatives espoused throughout this proposal. On October 10, 2011, the CTA meet with the Board of Education at its' regular board meeting and committed to supporting all the initiatives that has been proposed. There were also committees of parents present who voiced their support and agreed to meet with the students once a week in their respective communities.

- d. Southeast Missouri State University, Three Rivers Community College, Shawnee Community College are local higher education organizations who continue to support and partner with the Scott County Central School District by providing resources and information that benefit the district.

- e. Community representatives:

Mayor J Avance of Haywood City, Missouri, Senator Jason Crowell, Senator Robert Mayer, Representative Ellen Brandom have all volunteered to assist the Scott County Central School District with furthering the proposed initiatives. The mayors and alderman from the four small communities that comprise the

Scott County Central School District have committed to the needs of the district.

- i. The business community and private stakeholders are contributing their resources.
- ii. The all school booster club and the Scott County Central School District Foundation continue to help and provide as much in the way of resources as our present economy will allow.

Fundraisers by parents who focus on individual classes continue to play a vital role with our student body.

SIG Required Leading Indicators

H-27. What are the leading indicators that will be used to hold schools receiving SIG funds accountable?

The following metrics constitute the leading indicators for the SIG program:

- (1) Number of minutes within the school year;
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- (3) Dropout rate;
- (4) Student attendance rate;
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- (6) Discipline incidents;
- (7) Truants;
- (8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- (9) Teacher attendance rate.

SIG Required Leading Indicators	Baseline 2010-2011 (unless noted)	Year 1 Target 2012-2013	Year 1 Actual	Year 2 Target 2013-2014	Year 2 Actual	Year 3 Target 2014-2015	Year 3 Actual
Number of minutes within the school year	1074 2011-2012	1203		1203		1203	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	100%	100%		100%		100%	

Dropout rate	5.8% 2009-2010	During the 2010-2011 SY, the district had a 0% dropout rate; however, this number has been inconsistent since the 2007-2008 school year. The goal is to maintain the 0% dropout rate.					
Student attendance rate	91.6% 2010-2011	95%		96%		97%	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;	49%	60%		70%		80%	
Discipline incidents	594	250		200		175	
Truants	50%	40%		30%		20%	
Teacher attendance rate	94%	96%		96.5%		97.5%	

Competitive Priorities

1. **Implement one plan.** LEAs should demonstrate that policies, processes and procedures support (and do not contradict) the implementation of the buildings turnaround plan.

The Scott County Central Board of Education is committed to improving the achievement of the district's students. The Scott County Central School Board has replaced the existing high school principal, approved a master calendar that allows for an extended school day and has approved a budget allowing for the needed resources to be made available for the implementation of the Transformation Model.

2. **Set ambitious targets for improvement.** LEAs should create improvement targets rigorous enough to demonstrate significant growth in student achievement over the three-year grant period, as agreed to by the Department.

- 95% Proficiency on all MAP assessments by 2015.
- Increase parent participation in school events to 100%.
- Increase student average daily attendance to 97% by 2015.

- Reduce the number of discipline incidents to 175 incidents or less.
- Improve the quality of professional development initiatives and sustainability of said initiatives
- Attract and retain highly qualified teachers

3. **Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders – and removing those who are ineffective.** To include: (1) annual evaluations of teachers using multiple measures, including student-growth data as one significant factor; (2) strategies for removing staff found to be ineffective in improving student outcomes; (3) incentives to attract teachers to high need areas.

4. **Identify high-risk students and create opportunities to succeed.** Strong proposals will feature early warning systems that use a combination of common formative assessment results and attendance measures to identify students at risk of failure. Such proposals also will provide supports designed to ensure that high-need students, including low income students, English-language learners, and special-needs students are achieving at grade level and are being prepared for success in college or a career.

5. **Be bold and innovative.** To receive these new SIG funds, districts must demonstrate that they provide their schools with consistent support, freedom to innovate, and autonomy to make personnel decisions. True reform requires structural changes in the school day and year. Bold proposals will lengthen the school day and add weekend or summer programs for all students. Districts that request SIG dollars must pledge to change personnel policies that lead to turnover among school leaders and staff. Districts must ensure that schools can

select their staff, remove ineffective employees, avoid an imbalance of novice teachers (unless part of an intentional staffing strategy), and retain high-performing staff members. In addition, LEAs must ensure that SIG dollars supplement, not supplant, the existing state, local, and federal funding that schools receive.

6. **Demonstrate teacher commitment.** Individual teachers have the largest single school effect on student performance. Strong proposals will demonstrate that at least 80% of the teachers agree to implement the plans included in the School Improvement Grant application.

An LEA implementing a transformation model must:

1. Replace the principal who led the school prior to commencement of the transformation model;

The current high school principal is in his first year at Scott County Central High School. He has worked with the staff to improve instructional practices during the school year. These are some of the practices implemented this year:

-Tracking from a principal level-grades daily, attendance, missing assignments daily

-Finals testing

-Grading per quarter to equal a semester grade, prior we kept a running total to give a semester grade

-Analyze state data with charts, graphs

-Analyze classroom grades with charts, graphs

-Visit high achieving school district

- Developed SMART goals for the semester and per class
- Developed expectations for the students
- Examined what we do well and what we need to improve on: communication, attendance, discipline, entering grades timely, etc.
- Listed what makes your classroom great
- Developed 10 essential skills students must know to enter each class
- Strengths Finder for high school staff
- Behavior plans for struggling students
- Identification of At-Risk students (5 discipline referrals, 2 grades lower than 65, and 4 days missed)
- Lunch detention for students with F's
- Daily e-mails to staff on lessons
- Daily walk through observations
- Quarterly formal observations
- Use of professional improvement plans
- Teachers shadowing other teachers
- Community members observing teachers
- Students from SEMO/TRCC observing teachers
- Focus on Higher Order Thinking
- Copy of lesson plan book turned into the office weekly
- Drug Testing

-Principal report at Board Meeting

2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
 - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (b) Are designed and developed with teacher and principal involvement;

As noted in the School Improvement Plan, the teacher evaluation system will be revised to include the components listed above. (Goal 5, Objective 3, Strategy 1)

3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

As noted in the School Improvement Plan the superintendent and board of education will make necessary changes in district policy to ensure that rewards are available to staff members who have increased student achievement and deal appropriately with staff members who have not improved their professional practice. (Goal 5, Objective 3, Strategy 3)

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

All of the initiatives outlined in the school improvement plan will be trained through high-quality, job-embedded professional development. (Goal 2, Objective 2, Strategy 2)

5. Implement such strategies as financial incentives, increased 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 in a transformation model.
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.
8. Establish schedules and strategies that provide increased learning time.
9. Provide ongoing mechanisms for family and community engagement.
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Scott County Central R-V School District

School Improvement Grant Application

**Submitted
December 16, 2011**

**Missouri Department of Elementary and Secondary
Education**

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Introduction

Scott County Central High School is a rural high school located five miles north of Sikeston in southeast Missouri. The high school serves approximately 180 secondary students, grades 7-12. The district serves 371 students K-12. The average racial composition at Scott County Central High School for 2009 and 2010 was 70% White and 30% Black. English language learners make up less than 1% of the student population. The special education department carries a tested load of 24%. The free lunch count is 66% for the 2011-2012 school year. The average family income for the district is \$18,500, based on surveys completed in 2011, while 51% earned less than \$22,000. The federal poverty level accounts for 62% of the communities' population. The district has one elementary school, K-6, and one secondary school, 7-12.

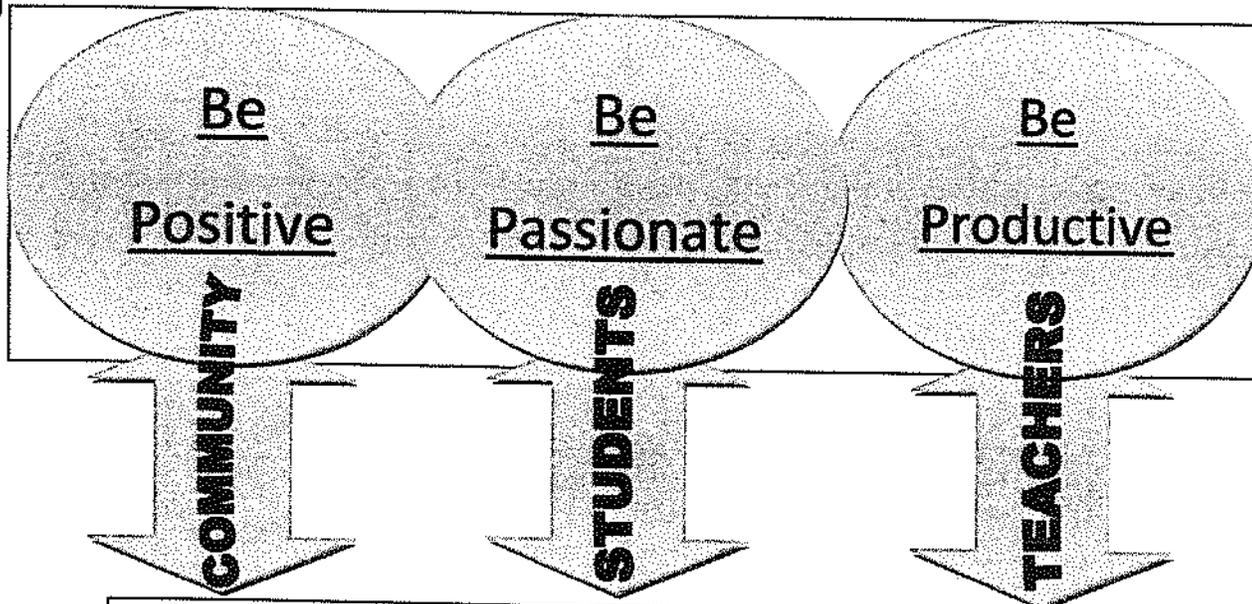
An in-depth needs assessment, developed by the district based on recommendations from the Southeast Regional Professional Development Center in Cape Girardeau, Missouri and on accepted best practices, was conducted in January 2010 and again in August/September of 2011. The results from this in-depth needs assessment displayed a community wide desire to make changes to improve the academic performance of the Scott County School District.

With the community support, the district carefully examined several different models for school improvement. Based on the academic needs for the Scott County Central School District the community selected the transformation model for Scott County Central High School. This model gives Scott County Central High School the highest percentage for

future academic success, ability to implement positive change and sustain a highly productive school. School closure was determined to be unrealistic to the Scott County Central communities; and charter schools had no interest in our district.

Based on this information and information from the Scott County Central Board of Education the district chose to introduce a new high school principal for the 2011-2012 school year. This strategic change does meet the turnaround model, which was thoroughly studied, but due to limited financial resources resulting in the lowest teacher salary in the area it is highly unlikely that replacing half of the teachers would yield a more highly effective teaching staff.

After several meetings and thoughtful examination during the summer and fall of 2011, the transformation model emerged as the best model to dramatically improve student performance at Scott County Central High School. All parties involved in this in-depth process agreed that the transformation model would allow the district to focus on improvement and sustained cultural change for the Scott County School District. A focus for the transformation model was developed by the district based on the needs analysis. Building and sustaining a paradigm shift of community members, student learners, and professional teaching staff that are positive, passionate, and productive would be the gateway developed to accomplish the goals of the district.



CULTURE FOR SUCCESS

COMMUNITY LIAISON	SW-PBS	PROFESSIONAL DEVELOPMENT
ADVISORY BOARD	EXTENDED SCHOOL DAY	CURRICULUM DEVELOPMENT
ACADEMIC RECOGNITION	ENRICHMENT PERIOD	DATA DEVELOPMENT
TUTORING PROGRAM	COMMON CORE ASSESSMENTS	TEACHER QUALITY
	DATA TRACKING	SCHEDULED COLLABORATION
		TEACHER RETENTION

Abstract

This grant application is the culmination of the hard work and diligent planning of the Scott County Central School District, Scott County Central High School, and the Scott County Central community. Scott County Central High School is a rural high school located in Scott County, Missouri. The school serves approximately 175 secondary students, Grades 7-12. Approximately 24 percent are students with disabilities. There is one elementary school and one high school. The average racial composition at Scott County Central High School for 2010 and 2011 was 25% Black and 75% White.

An extensive needs analysis was conducted in November 2011. In response to the key findings that surfaced and the willingness of both the district and school to embrace change, the transformation model was selected for Scott County Central High School. School closure was determined to undermine the already isolated Scott County Central community, and a charter school held no interest and no capacity for implementation. Although Scott County Central R-V School District was able to replace the principal, fulfilling the turnaround requirement of replacing half the teaching staff was improbable due to a limited pipeline of qualified teachers. Thus, the transformation model emerged as the best model to dramatically improve student performance at Scott County Central High School.

“Attaining Excellence in Education” is the focus of Scott County Central High School and Scott County Central R-V School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of educational excellence and allow

students to meet the 92% achievement target for all Scott County Central secondary students by 2014.

First and foremost, this plan is grounded in a leadership for change that focuses on building synergy between the strategic use of data, the powerful instructional practices that promote student engagement and specifically target individual learning needs, an extended instructional day in core academic subjects, and a positive behavior intervention system—all of which create a climate of success. In addition, this plan forges new partnerships and incentives among teachers and administrators to ensure that every teacher receives constructive observation feedback, coaching, and collaborative time to better align, deliver, and modify the curriculum and design targeted interventions that support student educational excellence for every student. Lastly, this plan provides new means and resources for the school to communicate with and better support parents in building and sustaining the academic and post secondary success of all Scott County Central students.

Competitive Priorities

1. Implement one plan.

The transformation plan represented in this SIG application for Scott County Central R-V School District and Scott County Central High School is the plan for student achievement, high teacher quality, instructional resources, parent and community involvement, and governance. In the past, Scott County Central High School did not receive Title I funds until the 2010-2011 school year. It is the intent of the superintendent to allocate Title I funds across all schools in the Scott County Central R-V School District. To that end, this transformation plan will guide and anchor how Title I funds are used at Scott County Central High School. All other school and/or district improvement plans (e.g., technology plans and professional development plans) will align to the objectives and strategies detailed in this transformation plan. In addition, all goals and benchmarks for student achievement will align with state requirements for adequate yearly progress such that Scott County Central High School will meet or exceed annual measures by 2014.

2. Set ambitious targets for improvement.

In 2010, 41.9% of secondary students in Scott County Central R-V School District achieved proficiency in Communication Arts, and 35.4% achieved proficiency in Mathematics. These scores fall far short of the 2010 proficiency targets of 67.4% and 63.3%, respectively.

The objectives and strategies of this transformation plan are targeted at aggressive student achievement so that by 2014, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics. Implementation of integrated assessment and data systems will enable district and school leadership and Scott County Central High School teachers to set rigorous achievement targets quarterly as well as annually in order to attain educational excellence.

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

Scott County Central R-V School District will consult and seek support from DESE on formulas for inclusion of student progress data. A committee of teachers, district leaders, and school administrators will collaborate and report to the district and school. All revisions to the teacher evaluation system will align with research-based indicators of effective teaching and be rigorous, transparent, and equitable.

All teachers at Scott County Central High School will be evaluated in 2012-13.

Classroom observations will occur multiple times each semester and result in the creation of a written professional learning plan. This process provides the documentation and leverage for Scott County Central High School to remove staff found to be ineffective in improving student outcomes.

Scott County Central R-V School District will work vigorously to recruit highly effective teachers. Paid opportunities for highly qualified teachers to pursue post-graduate and masters-level education in their content area will be offered with a mutual understanding that teachers remain at Scott County Central High School for three years. Job postings

will be publicized using all communication media as well as the Missouri Association for Rural Education and regional universities. The leadership team will develop and use a Competent Teacher Protocol to assure that all new hires are screened for fit to the transformation model.

4. Identify high-risk students and create opportunities to succeed.

Scott County Central High School will use the protocol developed under the current counseling department to identify students at risk of dropping out or delayed graduation.

The district will support the design of a technology-based data tracking system to monitor student progress on the quarterly benchmark assessments. To promote the continuous use of data, Scott County Central High School will release 4 to 8 students for one hour each week to ensure weekly reviews of student data to identify student learning needs, differentiate instruction, and target interventions.

High-risk students will be enrolled in a double-core schedule such that they receive an additional 50 minutes daily of instruction in core content areas by the most effective teachers. Opportunities to create success include the following:

- A mandatory afterschool tutoring program.
- A community and school-based mentoring program.
- A junior and senior internship program.
- An enrichment program aligned to state and college readiness standards.
- A student portfolio project to identify personal goals for postsecondary success.

5. Be bold and innovative.

Currently, Scott County Central High School operates in a more traditional manner, including the traditional school day with a voluntary afterschool tutoring program, a limited teacher evaluation system mainly for non-tenured teachers, state assessments and quarterly grades as the sole measures of student achievement with minimal analysis, stand-alone professional development initiatives, and inadequate communication between families and school.

Taken together, this transformation plan presents innovative strategies to dramatically improve each of these areas, including the following:

- An extended school day with a double core schedule for high-risk students and the potential to move to a year-round school.
- An early warning system to identify high-risk students as well as the creation of benchmark assessments and a technology-based data tracking system.
- Observation and evaluation of all teachers in 2012-13 and the development of a new teacher evaluation system that includes measures of student progress and multiple performance-based assessments.
- Job-embedded professional development, weekly professional learning communities, and a collaborative peer observation system.

All funds from this SIG grant will supplement, and not supplant, the existing state, local, and federal funding that Scott County Central R-V School District and Scott County Central High School receive.

6. Demonstrate teacher commitment.

Fifteen teachers (100% of Grades 7-12 teaching staff) completed teacher surveys.

District and school administrators, parent and community members and student representatives were actively engaged in the co-interpretation of the needs analysis, the identification of key findings, and the development of this transformation plan.

Leading Indicators

The following table provides details on measures, baselines, and annual targets for the leading indicators for school turnaround and transformation. Scott County Central R-V is committed to tracking and reporting these indicators as evidence of effectiveness of the Scott County Central High School Transformation Plan.

Leading Indicator	Measure	Baseline 2010-2011 unless noted	Year 1 Target 2012-2013	Year 2 Target 2013-2014	Year 3 Target 2014-2015
Number of minutes within the school year	Calculations based on calendar and school schedule	1074 hours (2011-2012)	1203 hours	1203 hours	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	State reported data on assessment participation	100%	100%	100%	100%
Dropout rate	High school dropout rate is the number of dropouts divided by (September enrollment plus transfers in minus transfers out minus dropouts added to total September enrollment then divided by two (2).	5.8% (2009-2010)	During the 2010-2011 SY, the district had a 0% dropout rate; however, this number has been inconsistent since the 2007-2008 school year. The goal is to maintain the 0% dropout rate.		
Student attendance rate	Average daily attendance	91.6% 2010-2011	95%	96%	97%

Number and percentage of students completing advanced coursework, early-college high schools, or dual enrollment classes.	Dual Credit offered by SEMO State	49%	60%	70%	80%
Discipline incidents	District Discipline Statistical Report – Teacher Referrals	594	250	200	175
	State Reported Incident Referrals	1.1	0	0	0
Truants	Missing more than 5 days out of an approximately 88 day semester puts student in jeopardy for not earning credit	50%	40%	30%	20%
Teacher attendance rate	Total actual days of teacher attendance / possible total days of teacher attendance x 100.	94%	96%	96.5%	97.5%

**LEA/District School Improvement Grant Application
Title I, Section 1003 (g) of ESEA**

DIRECTIONS			
Mail the completed form to Federal Instructional Improvement, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.			
Questions, contact Federal Instructional Improvement: Phone: (573) 751-9437; Fax: (573) 522-1759; or e-mail to: webrepvimprfi@dese.mo.gov ; Visit The Department's website at: dese.mo.gov			
LEA/DISTRICT AND PROGRAM CONTACT INFORMATION			
LEA/DISTRICT/AGENCY NAME Scott County Central School District			COUNTY-DISTRICT CODE 100-062
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Alvin McFerren	ADDRESS 20794 US HWY 61	CITY,STATE,ZIP Sikeston, MO 63801	
E-MAIL ADDRESS amcferren@scottcentral.k12.mo.us	TELEPHONE NUMBER (573) 471-2686	FAX NUMBER (573) 471-2029	
NAME OF GRANT CONTACT Same as above			
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	
THE DEPARTMENT'S APPROVAL			
For Department use only.			
The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED \$

A. List of Schools to be Served: (The Department will create a list of schools eligible and the LEA/district will mark the schools to be served and the selected interventions.)

A. 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
Scott Co. Central High School	292142001177	X						X

Note: 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.

(NOTE: 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.)

B. DESCRIPTIVE INFORMATION: An LEA/district must include the following information in its application for a School Improvement Grant.

B(1) For each Tier I and Tier II school that the LEA/district commits to serve, the LEA/district must demonstrate that—

- The LEA/district has analyzed the needs of each school and selected an intervention for each school
- The LEA/district has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's/district's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected and improvement activities in each Tier III school identified.

C. 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	202,500		57,010		35,260			288,770
1200 Supplemental Instruction (Title I) 1003(g) SIG	18,000		1,296		13,560			32,856
2100 Non-Instructional Support Services 1003(g) SIG		9,000	2,390		1,500			12,890
2200 Professional Development 1003(g) SIG				176,000				176,000
2600 Planning and Evaluation 1003(g) SIG								
3000 Community Services 1003(g) SIG	1,000	150						1,150
Program Costs Subtotal 1003(g) SIG	221,500	9,150	60,696	176,000	50,320			511,666
Indirect Costs								
Administrative Costs 1003(g) SIG								
ADMINISTRATIVE COSTS SUBTOTAL 1003(g) SIG								
GRAND TOTAL 1003(g) SIG	221,500	9,150	60,696	176,000	50,320			511,666

SECTION D. - 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 E. - 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.

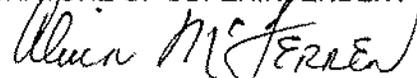
SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE



DATE

December 16, 2011

SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)



DATE

December 16, 2011

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

B(1)1 Needs Analysis

An extensive needs analysis, as described below, was conducted in November 2011. Scott County Central High School is a rural high school located in Scott County, Missouri. The school serves approximately 330 secondary students, Grades 7-12. Approximately 24 percent are students with disabilities. There is one elementary schools and one high school. The average racial composition at Scott County Central High School for 2010 and 2011 was 75% Black and 25% White.

In response to the key findings that surfaced and the willingness of both the district and school to embrace change, the transformation model was selected for Scott County Central High School. School closure was determined to undermine the already isolated Scott County Central community, and a charter school held no interest and no capacity for implementation. Although Scott County Central R-V School District was able to replace the principal, fulfilling the turnaround requirement of replacing half the teaching staff was improbable due to a limited pipeline of qualified teachers. Thus, the transformation model emerged as the best model to dramatically improve student performance at Scott County Central High School.

"Attaining Excellence in Education" is the focus of Scott County Central High School and Scott County Central R-V School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success and allow students to meet the 92% achievement target for all Scott County Central secondary students by 2014.

First and foremost, this plan is grounded in a leadership for change that focuses on building synergy between the strategic use of data, the powerful instructional practices that promote student engagement and specifically target individual learning needs, an extended instructional day in core academic subjects, and a positive behavior intervention system—all of which create a climate of success. In addition, this plan forges new partnerships and incentives among teachers and administrators to ensure that every teacher receives constructive observation feedback, coaching, and collaborative time to better align, deliver, and modify the curriculum and design targeted interventions that support student success every day for every student. Lastly, this plan provides new means and resources for the school to communicate with and better support parents in building and sustaining the academic and post secondary success of all Scott County Central students.

Comprehensive Needs Analysis

The needs analysis included a thorough evaluation of all the domains and involved multiple perspectives of key stakeholders for Scott County Central R-V School District and Scott County Central High School. The first domain, Student Performance, was analyzed and evaluated using achievement data from Missouri Department of Secondary and Elementary Education and an extant document review. The following domains—Curriculum Development and Learning Management; Professional Development; Safe, Secure, and Engaging Environment; Information Technology and Data Management; Human Resources; and Leadership and Governance—were

evaluated using an extensive document review, administrator and teacher interviews, and teacher surveys. Fiscal and Budget Systems were evaluated by extensive document review and superintendent interviews. Parent and community involvement was evaluated by parent and community surveys and teacher and administrator interviews and surveys.

Key Findings of the Needs Analysis

Following is a description of the key findings that arose from the co-interpretation process described below (see Methods Used to Analyze Data and Identify Key Findings), and which were used to drive the development of Scott County Central High School's transformation plan. Each key finding is presented with a brief summary of the evidence from the needs analysis that supports it.

In 2011, 53.3% of secondary students in Scott County Central R-V School District achieved proficiency in Communication Arts and 25.4% achieved proficiency in Mathematics. These scores fall far short of the 2010 proficiency targets of 75.5 and 72%, respectively. (Goal 1: Student Performance)

This finding is supported by the Scott County Central High School 2010-11 School Accountability Report. In 2011, district achievement targets were 75% in Communication Arts and 72.5% in Mathematics. While Scott County Central's 2011 proficiency scores represent a 21.3% gain in Communication Arts from 2010 to 2011 and a 39.3% gain in Mathematics scores, this growth falls dramatically short of the 2011 annual proficiency target.

Previous school improvement plans were developed by school administrators and teachers but parents or community involvement was limited. While the School Board reviews monthly reports on student progress, the targets for academic achievement written in previous school improvement plans were not aggressive enough to consistently sustain Scott County Central High School from school improvement status.

The administration offers and encourages professional development, but teachers feel the professional development sessions are a waste of time and lack impact. (Goal 2: Highly Qualified Staff)

This finding is supported by the Teacher Survey and Administrative reports. Administrators indicated that the Scott County Central administration strongly encourages teachers to engage in professional learning opportunities, and teachers are generally responsive to those opportunities that help them improve their instructional skills. However, a common denominator among the comments from teachers was that they feel that the professional learning sessions provided are not effective, and what they learn is not translated to classroom practice. Teacher survey results also indicate that while teacher professional development offerings have addressed content standards, little emphasis has been devoted to the development of learning strategies for lower proficiency students. Surveys also indicated that they lack strategies and resources for reaching their lower performing students in Reading/Communication Arts

and Mathematics, and that they would like to spend informal collaboration time with their colleagues developing ideas to address these issues.

It should be noted that teachers are provided with standalone professional development opportunities such as training from the Regional Professional Development Center (RPDC) or other external events. Evidence of job-embedded professional development in terms of formal collaboration or coaching were not apparent. This is based on information gathered using teacher surveys and the MSIP Advanced Questionnaire.

There is a need to align the curriculum horizontally and vertically to meet the requirements of the Grade Level Expectations (GLEs) while transitioning to the Common Core Standards and support the needs of low achieving students. (Goal 1: Student Performance)

This finding is supported by the Teacher and Administrator Interview reports and surveys. Administrator interview indicated that students need to increase their content knowledge, and that it is their goal that every lesson be aligned with state standards. Although district personnel have worked with the EAT online curriculum software to align the Communications Arts and Mathematics curricula to the state standards, teachers indicated that they need additional time to work on ensuring horizontal and vertical alignment within and across grade levels. On-site curriculum coaches or an instructional coach are not currently in place in Scott County Central to help facilitate

this work, however, there will be a curriculum coach in the coming year provided by Software Technology, Inc.

Although the school provides some academic supports for low achieving students, identifying and implementing more effective support strategies is needed. (Goal 1: Student Performance; Goal 3: Facilities, Support, and Instructional Resources)

This finding came out of data from the student and parent interviews and the Administrator Interview Report. Teachers and administrators interviewed indicated that while Scott County Central provides afterschool tutoring and credit recovery programs, attendance is not mandatory and student attendance is inconsistent. Further, student attendance, progress, and outcomes from these programs are not formally tracked, and records are not kept. Nor is there any alignment between what happens in these afterschool programs and the instruction that takes place during the school day.

Interviewed administrators felt that additional academic supports would be more effective if they could be tied to a higher level of parental support and involvement and student engagement.

Parent/school communication is inadequate. (Goal 4: Parent and Community Involvement; Goal 5: Governance)

This finding was based on data from the Teacher and Administrator Interview reports and the Parent survey report.

Parents participating in the survey reported that although teachers are responsive when contacted, the onus for initiating contact occasionally falls upon the parent. Currently, the only formal opportunities they have to interact with the teachers and administrators are during parent/teacher conferences, which parents perceive as inadequate. Both teachers and parents felt that improved home/school communication would help to resolve many issues, and teachers and administrators felt strongly that a higher level of parent/community involvement in the school would be necessary to raise student achievement overall.

Positive Key Findings.

Several positive key findings also emerged from the co-interpretation process. These findings, indicating what is being done well in the school, are as follows:

1. Teachers believe that the administration support and encourage high academic achievement (Teacher Surveys)
2. Scott County Central High School experiences low incident referrals as reported to the Department of Elementary and Secondary Education (Teacher Surveys, Administrator Interviews)

3. Scott County Central R-V School District meets the basic requirements for drop-out rate and graduation rate. (Document Review, Superintendent and Business Manager Interviews)

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

1. Provide information that explains how your LEA/District has analyzed the needs of each Tier I, Tier II, and Tier III school you intend to serve:

a. Discuss the most significant results of the needs analysis with supporting data;

Student Achievement

A review of MAP Scale Score data indicates that the Scott County Central High School Mean Scale Scores for both communication arts and mathematics over time are below the state and the Proficient scale scores in all but a few instances. The comparisons indicate that the rigor of instruction in core classes does not adequately prepare students for the demands of the MAP tests. The data may also show that the local curriculum is not aligned to the MAP GLEs and CLEs.

A review of MAP IBD Reports for Communication Arts indicates weakness in the areas of vocabulary, making inferences, interpreting text, drawing conclusions, and other skills at the Depth of Knowledge

level of Strategic Thinking especially on items that asked for a constructed response. This indicates the rigor of instruction is not at a level to prepare students for the demands of the MAP assessments. It may also indicate that the local curriculum does not adequately address the MAP GLEs and CLEs.

A review of MAP IBD Reports for Mathematics indicates weakness in all areas especially those of algebraic relationships, rational numbers, and any items demanding higher order analysis or complex problem-solving skills. This indicates the rigor of course content and instruction is not at the level demanded for success on the MAP assessments. It may also indicate that the local curriculum does not adequately address the MAP GLEs and CLEs.

Instruction

A review of the 2008 MSIP Advance Questionnaire indicates that the staff does not hold high expectations for students and students are not held accountable for doing quality work. Furthermore, the former building administration did not provide collaborative instructional leadership. The faculty and staff were not engaged in discussions of current research in teaching and learning. Results reported in the Leadership Scale and the Faculty Collegiality and Professionalism Scale reveal the perception that there was not a healthy climate for

professional cooperation and collegiality. With the support of leadership and staff and leadership training in creating the conditions for professional cooperation and problem solving, a positive and professional climate can be generated. These findings indicate that the foundation for student success is not present.

A review of the most current ACT scores shows a need for a more rigorous academic environment. The current ACT average for Scott County Central is a 15. The needs analysis shows that students do not take challenging classes their senior year and are not pushed to achieve more than minimum standards required.

Assessment

Staff interviews reveal that common formative or benchmark assessments aligned to the MAP GLEs and CLEs have not been developed. There are not pacing guides in place to insure that all essential content is presented in time to check for mastery and provide the opportunity for remediation where necessary.

School Climate and Student Management

A review of the 2008 MSIP Advance Questionnaire indicates that there is the perception that discipline is not handled fairly. The fair handling of student discipline is a key element of the overall climate of a

school. The perception that it is not handled fairly can undermine efforts to manage student behavior in a positive and productive manner. Furthermore, a comprehensive, positive student management system is essential to improving student academic performance.

Human Resources

Staff interviews indicate that there is a high rate of staff turnover related to a salary schedule that is not competitive with surrounding districts and the scarcity of available housing in the district.

Professional Development

This finding is supported by the teacher interview and data aggregated by the Southeast Regional Professional Development Center yearly. The Scott County Central administration offers and encourages professional development, but teachers feel the professional development often times lacks impact and continuity. Teachers reported that they feel what they learn is not translated to classroom practice across the district. They also indicated that they lack informal time for collaboration with their colleagues which would allow them time to develop ideas and address issues.

Leadership and Governance

This finding was based on data from the teacher, parent and student surveys.

Teachers participating in the survey reported that one of their largest concerns was student achievement. They also reported concerns regarding parent/community support, drugs and alcohol use and attendance.

Parents participating in the survey reported their concerns as: a lack of challenging class work/help, academic needs, staff/parent collaboration and communication and parents feeling involved.

Students participating in the survey indicated that their concerns were getting extra help from teachers, student academic planning, attendance, drug and alcohol abuse and class sizes.

Fiscal and Budget

As responsible stewards of the taxpayers' dollars, the Scott County Central School District realizes the necessity to demonstrate fiscal accountability to its residents. The top priority of the District is to communicate in an honest, open, and direct fashion. Open and honest communication includes sharing difficulties, as well as sharing information illustrating how the District is spending the community's tax

dollars in a wise manner. First and foremost, our budget is built around the educational needs and goals of the District for the well being and educational achievement of the students of our District, as they are perceived by our educators, Board of Education, and patrons of the District. As a result, the Scott County Central School District has and continues to improve its' financial future. Three years ago the district was designated as financially stressed, since then we have continued to improve to the stature of having a healthy financial picture of 15% in reserves. The faculty, administration, and community demonstrated its' commitment to education by passing a bond transfer from debt service to the general operating fund with an 88% mandate from the district patrons. We continue to have an open and transparent communication with all of the stakeholders that stresses financial accountability and fiscal responsibility and we will continue to do so without compromising student performance. This has been accomplished, however; this is not where we want to be in future years...we want to exceed the basics and achieve greatness. We believe that with additional resources, we will provide for our students the opportunity to reach goals that up until now, have been out of reach.

Parent and Community Involvement

This finding was based on data from the teacher and parent surveys and also data collected involving school activities (e.g. parent/teacher

conferences, high school orientation, etc.). Teachers and parents participating in the survey revealed that parent and community involvement was a positive aspect of Scott County Central High School. Parent/teacher conferences for the 2011 school year first semester had a 64% attendance rate. Seventh grade orientation parent attendance at the beginning of the 2011-12 school year was 100%; ninth grade was 89%.

Curriculum Development and Learning Management

This finding was based on data from teachers, classroom observations, student data, and teacher surveys. The data showed that teachers are concerned with the age of the curriculum and feel that new curriculum should be developed to meet current needs of learners. Currently, teachers spend 88% of classroom instruction in lecture, 5% of the time in group learning, 7% of the time is spent in an unproductive manner with students not being engaged.

Information Technology and Data Management

This finding is also supported by the teacher interview and data aggregated by the Southeast Regional Professional Development Center yearly. Although Scott County Central High School teachers feel their classrooms are equipped with appropriate and advanced technology/data management tools and equipment, they feel the

professional development in this area is lacking. The professional training is offered, however, support past the training does not allow them time to collaborate or move past the so called "learning curve" of feeling confident to integrate technology use within their classroom curriculum.

The Most Significant Results of the Needs Analysis

- Increase student achievement
- Increase parent participation
- Increase student average daily attendance
- Reduce the number of discipline incidents.
- Improve the quality of professional development initiatives and sustainability of said initiatives
- Attract and retain highly qualified teachers

b. The methods used to gather the data;

The Scott County Central Administrative Staff thoroughly reviewed the last five years of MAP score and IBD reports to determine areas in need of improvement.

Staff, student, and parent survey results along with the results of the most recent MSIP Advance Questionnaire were thoroughly reviewed in

order to measure perceptions concerning school climate, professional practices, student discipline, parent support, and related topics.

- c. List the selected intervention for each school.

The Transformation Model is the chosen intervention model for Scott County Central High School. A new high school principal is in his first year at Scott County Central High School.

2. Provide the following information as it applies to LEA/District-level activities and individual school plans and activities (including any pre-implementation activities, if proposed):

- a. A description of recent school improvement initiatives the LEA/District has implemented in its low-achieving schools and progress of and results from those initiatives:

Methods Used to Collect Data for the Needs Analysis

The needs analysis involved the collection of five types of comprehensive data and the perspectives of multiple school and district stakeholders. Methods for collection included the following:

Student Performance Data. The first type of data collected was Scott County Central High School student achievement data. Available data was accessed via the Missouri Department of Elementary and Secondary Education School

Statistics Web site. A detailed analysis of student achievement data can be found in Appendix A.

The analysis process explored data from the Missouri Assessment Program (MAP) in Mathematics and Communication Arts for Scott County Central's Grade 7 and 8 students. This data was analyzed and disaggregated from several perspectives: 2011 global achievement in Mathematics and Communication Arts in terms of Missouri's progress indicators (Advanced, Proficient, Basic, Below Basic), 2008-2011 grade level trend data, and 2008-11 subgroup trend data by grade level. The needs analysis also explored ACT and graduation data for Scott County Central's high school students from 2004 to 2008, including composite scores, comparisons to national averages, comparisons to Missouri statewide data, and graduation and dropout rate data. State assessment data was the only student performance data available for review thus highlighting the needs for assessment and data analysis support described above.

Administrator Interviews and Teacher Interviews. The Scott County Central School District conducted multiple administrator interviews and teacher surveys in November 2011 that examined the following domains of the needs analysis: Student Performance; Curriculum Development and Learning Management; Information Technology and Data Management; Leadership and Governance; Professional Development; Safe, Secure, and Engaging Environment; and Human Resources. School and district administrators (100% of Grades 7-12

administrative staff) fifteen teachers (88% of Grades 7-12 teaching staff) participated in interviews and surveys.

Teacher Surveys. Teacher Surveys were completed by fifteen teachers (88% of Grades 7-12 teaching staff) in November 2011. The survey was administered to learn about the opinions and experiences of all teachers, no matter the subject area or grade levels they teach. The survey addressed the following domains: Student Performance; Curriculum Development and Learning Management; Information Technology and Data Management; Leadership and Governance; Professional Development; and Safe, Secure, and Engaging Environment.

A more detailed explanation of the methods used for gathering interview, focus group and survey data and a detailed list of the topics examined in each, including how they inform the domains of the needs analysis (bulleted above), can be found in Appendix B.

Document Review. The Scott County Central administration along with core teachers conducted an in-depth review of curriculum, assessment, professional development, and fiscal documents. Twelve documents, including, for example, Scott County Central R-V Accountability Plan, Scott County Central R-V School District Professional Development Policy, and Scott County Central High School Curriculum and GLEs, were analyzed and used to inform the needs analysis. The document review addressed the following domains: Student Performance;

Curriculum Development and Learning Management; Professional Development; Safe, Secure, and Engaging Environment; Information Technology and Data Management; Human Resources; Leadership and Governance; and Fiscal and Budget.

Methods Used to Analyze Data & Identify Key Findings of Needs Analysis

Data collected from the needs analysis was presented to the school at a meeting in November 2011. The analysis presentation, developed by the administrative staff, ensures full participation of all stakeholders in the design of school improvement plans. Two district and school administrators (100% of Grades K-12 administrative staff), fifteen teachers, two parent and community members and one student representative were present.

During this meeting, stakeholders read the data reports, and through a facilitated and collaborative group process, identified and prioritized key findings that emerged from the data. Of note, the student performance data was limited to state achievement data and teacher generated grades. Scott County Central High School does not have a student data tracking system that supports the collection and analysis of student assessment data from multiple perspectives or a user-friendly data system that allows school and district staff access to the data in a timely manner.

The process began with all stakeholders working in representative teams (i.e., an administrator, a teacher, a community member, and a student) to draw out data points and categorize their findings under the goals that are consistent with the School Improvement Grant and planning template: Student Performance, Highly Qualified Staff, Facilities, Support and Instructional Resources, Parent and Community Involvement, and Governance and Leadership.

Once findings were posted, news teams were formed, equally as representative, and through further discussion and collaboration, each team generated key findings that synthesized several of the findings and triangulated to more than one data report.

These key findings had to identify issues, challenges, or strengths that were systemic to the school and if addressed, would likely improve school and student achievement. Once developed, the key findings were presented to the whole group and refined to reach consensus and understanding.

All stakeholders were then asked to prioritize and vote on the most critical key findings.

Participants used the following criteria to rate key findings:

- Is the key finding one of the most critical problems faced by the school and addressed by the needs assessment?
- If resolved, would student achievement improve sufficiently to move the school out of corrective action?
- If resolved, would there be a measurable, positive impact system wide?

It was through this unique, collaborative process that the following key findings emerged. Because interpretation requires considerable analysis, thought, and discussion; all key stakeholders gained both an in-depth understanding of the data collected from the needs analysis and the key findings used in the development of this school improvement plan.

Fiscal and Budget Analysis.

The Superintendent assessed the district fiscal and budget history and current conditions.

The document review and analysis of the afore-mentioned interviews led to the Positive Key Finding that Scott County Central R-V School District meets the basic requirements for fiscal and budget management. Both district finance officers comply with the Missouri School Accounting manual recommendations for all financial reporting and state and federal laws. Scott County Central R-V School District has about 15% in reserve. Annual budgets are prepared by the superintendent, approved by the School Board, and amended as needed throughout the year. In previous years, Scott County Central R-V School District has passed all federal audits. They also have adequate insurance provided by Missouri United School Insurance Consortium.

Summary of Selected Intervention Model

In summary, the transformation model was chosen for Scott County Central High School and Scott County Central R-V School District as the best model to dramatically improve student performance in order to attain educational excellence. School closure was determined to undermine the already isolated Scott County Central community. A charter school held no interest and no capacity for implementation. Although Scott County Central R-V School District was able to replace the principal, fulfilling the turnaround requirement of replacing half the teaching staff was improbable due to a limited pipeline of qualified teachers.

B(1)2 District Capacity

While Scott County Central's 2011 proficiency scores represent a gain in Communication Arts from 2009 to 2010 and also again in Mathematics scores, Scott County Central R-V School District has not yet effectively implemented the requirements of the transformation plan in a way that has had significant impact on student achievement. As noted, past school improvement plans did not include all stakeholders and student achievement targets were not aggressive enough to move Scott County Central High School out of school improvement status. In addition, past school improvement initiatives, lacked cohesion and were not comprehensive and thus met with minimal success.

As a result of the needs analysis and collaborative interpretation and Action Planning processes, all key stakeholders have participated in and galvanized around the development of the transformation plan presented here in this SIG application. District

and school leadership, teachers as well as family and community members have demonstrated their support for the integrated and comprehensive approach of “Attaining Excellence in Education.” To that end, Scott County Central R-V School District, in partnership with Scott County Central High School, has taken the following steps, as required by the transformation model, to demonstrate its willingness to embrace change:

- In May 2011, Scott County Central R-V School District replaced the principal who led Scott County Central High School prior to the commencement of this plan. A member of the teaching faculty familiar with Scott County Central R-V schools and community was hired as the principal for 2010-11.
- The School Board of Scott County Central R-V School District has intentions to approve the proposal to lengthen the school day by one hour each day. Each of the instructional periods will increase from 50 minutes to one hour, lengthening the instructional day from seven hours to eight hours in 2011–12 and subsequent school years.
- Scott County Central R-V School District has over 15% in reserve.
- The Scott County Central R-V School District has sponsored summer 2011 professional development trainings for 7-12 teachers and administrators in the following areas: Response to Intervention, and Boosting Bootheel Mathematics.

Recent school improvement initiatives **Scott** County Central R-V School District has implemented in its low-achieving schools that have met with minimal success or insufficient impact on student achievement include the following:

The afterschool tutoring program was voluntary and ran for 45 minutes daily. It was structured to allow students to redo assignments in order to improve their grades. An average of the initial failing grade and the grade earned on the revised assignment was the final grade (i.e., 50F and 90A averages to 70C.) Students self-selected to participate. Unfortunately, progress data for individual students as well as overall evaluation data of the effectiveness of this program are not available. A redesign of this program, including mandatory participation for students of concern and specific targeted instruction that meets individual learning needs, is included in this transformation plan.

In partnership with the Regional Professional Development Center, all Grades 7-12 faculty have participated in annual reviews of core subject-area curricula. Subject-area curricula have been revised and updated to meet state adopted standards and Grade Level Expectations (GLEs). As noted in Key Finding 4, the need for the curriculum to be more clearly articulated in terms of objectives, pacing and outcomes measures and implemented with fidelity will be addressed in this transformation plan.

In 2008-09, the district purchased SMART boards and made them available for every core subject classroom in Grades 7-12. Training to teachers on effective instruction using SMART boards was provided. School-wide data was not tracked. The implementation of a student data tracking system is included in this transformation plan to ensure Scott County Central High School is "Attaining Excellence in Education".

No Advanced Placement courses are currently offered at Scott County Central High School due to a lack of certification on behalf of the faculty. A content area master's degree is required. Incentives to attract and retain teachers of high quality are included in this transformation plan to help address this need.

Opportunities for expanding dual enrollment opportunities are also included.

Thus, because past school improvement initiatives have met with inconsistent and minimal results, there remains a definitive and urgent need for more dramatic transformation. Scott County Central R-V School District and Scott County Central High School, as well as key stakeholders, are committed to implementing the comprehensive transformation plan represented here in this SIG application and described further.

Written Plan for School Transformation

"Attaining Excellence in Education" is the focus of Scott County Central High School and Scott County Central R-V School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success and meet the 92% achievement target for all Scott County Central secondary students by 2014.

First and foremost, this plan is grounded in a leadership for change that focuses on building synergy between the strategic use of data, the powerful instructional practices that promote student engagement and specifically target individual learning needs, an extended instructional day in core academic subjects, and a positive behavior intervention system—all of which create a climate of success. In addition, this plan forges new partnerships and incentives among teachers and administrators to ensure that every teacher receives constructive observation feedback, coaching, and collaborative time to better align, deliver, and modify the curriculum and design targeted interventions that support student success in order to attain educational excellence.

Lastly, this plan provides new means and resources for the school to communicate with and better support parents in building and sustaining the academic and post secondary success of all Scott County Central students.

The Scott County Central R-V School District and Scott County Central High School plans for transformation were written in collaboration with key stakeholders over the course of three days at Scott County Central High School (see B(8) Stakeholder Involvement) and in communication thereafter. These detailed plans include identified planning goals, measurable objectives, strategies and action steps for the transformation model.

Both Scott County Central R-V School District and Scott County Central High School plans are written in a format consistent with the requirements of Missouri's planning, budget, and reporting system. Scott County Central R-V School District has the capacity to use school improvement funds to provide adequate resources and related support to Scott County Central High School (Tier I) in order to implement, fully and effectively, the required activities of the school transformation model. A description of the plan follows:

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 Adequate Yearly Progress measures for the group of All Students in Communication Arts, Mathematics, Graduation Rate, and Attendance Rate will increase as detailed in the following chart.

AYP	2011 Actual	2012 Baseline	2013 Target	2014 Target	2015 Target
Percent Proficient Comm. Arts	53.3		65	75	85
Percent Proficient Math	25.4		45	60	75
Graduate Rate	86.1		90	95	96
Attendance Rate	91.6		94	95	96
NOTE: Targets may be adjusted based on actual 2012 data.					

Objective 1 additional measure: The Mean Scale Score for each MAP Test required for AYP will exceed the scale score necessary to be Proficient or the State Mean Scale

Score (whichever is higher) on each assessment included in the 2014 MAP administration.

Grade/Subject	2011 Mean Scale Score	2012 Mean Scale Score	2013 Mean Scale Target	2014 Mean Scale Target
7 th grade CA	674		677	680
8 th grade CA	689		693	696
English II	204.8		208	212
7 th Grade Math	657.3		671	685
8 th Grade Math	695.6		703	710
Algebra I	188.4		199	210
NOTE: Targets may be adjusted based on 2012 MAP results.				

Strategy 1: Align the curriculum for each course to the GLEs and CLEs and Common Core State Standards (CCSS).

Responsible Staff: Curriculum committee

Timeline: July-August, 2012 for GLEs and CLEs and May 2013 for CSS

Action Step 1: Review the taught and printed curriculum for each course to determine alignment to the Missouri GLEs and CLEs.

Action Step 2: Update curriculum documents to reflect findings of the curriculum study.

Action Step 3: Provide training in Common Core State Standards

Action Step 4: Align curriculum to Common Core State Standards

Strategy 2: Develop pacing guides to insure presentation of each GLE and CLE in a timely manner to insure the opportunity for mastery and remediation prior to the administration of the MAP assessments.

Responsible Staff: Core content teachers and principal with the support of the Curriculum Committee

Timeline: July-August, 2012 with ongoing adjustment as content is presented and students are assessed.

Action Step 1: Identify essential learning objectives based on IBD data from recent MAP administrations.

Action Step 2: Review the current year's course content to determine strengths and weaknesses as related to the IBD reports.

Action Step 3: Provide training in pacing.

Action Step 4: Write pacing guides for next year's instruction to insure essential learning objectives are presented and remediated, if necessary, prior to the administration of state required assessments.

Strategy 3: Provide professional development to increase understanding of the specific requirements for proficiency related to each GLE and CLE.

Responsible Staff: High School Principal and Professional Development Director

Timeline: July-August, 2012

Strategy 4: Develop common formative and benchmark assessments to check for mastery of each GLE and CLE and inform reteaching for remediation.

Responsible Staff: High School Principal and core content teachers

Timeline: July-August, 2012

Action Step 1: Provide professional development related to formative and benchmark test creation for the instructional staff.

Action Step 2: Create formative and benchmark assessments for each core subject.

Action Step 3: Implement the use of an assessment tool for test administration and to provide data to inform the planning of instruction and remediation.

Strategy 5: Implement a comprehensive data tracking system.

Responsible Staff: High school principal.

Timeline: July-August, 2012

Action Step 1: Provide professional development to train the instructional staff to use available data to plan and improve instruction..

Objective 2: The average ACT score for Scott County Central High School students will be equal to or above the Missouri average.

	2010-2011 Actual	2011-2012 Actual	2012-2013 Target	2013-2014 Target	2014-2015 Target
SCCHS Average ACT	15		17	19	21

Strategy 1: Increase participation in higher level courses.

Responsible Staff: High school principal and high school counselor

Timeline: March-August, 2012

Action Step 1: Review current course offerings and make recommendations for offering additional advanced courses and dual credit courses.

Action Step 2: Provide guidance to students to encourage enrollment in advance and dual-credit courses.

Action Step 3: Encourage juniors and seniors to enroll in dual credit courses offered at the local university extension site.

Strategy 2: Increase participation in ACT preparation classes.

Responsible Staff: High School Counselor

Timeline: August-December, 2012

Strategy 3: Review the curriculum and rigor of courses to be sure that ACT-related content is taught.

Responsible Staff: Curriculum committee and core subject teachers

Timeline: July-August, 2012

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

Objective 1: Scott County Central School District will have developed and implemented multiple strategies and incentives for improved teacher satisfaction and effective teaching.

Strategy 1: Develop strategies and incentives to increase and sustain retention of highly effective teachers.

Responsible Staff: Superintendent and Board of Education

Timeline: August, 2012-February, 2013

Action Step 1: Form a committee including representatives from the administration, board, teaching staff, and community to study salary, benefit, and incentive plans.

Action Step 2: Make recommendations to the board of education for a new salary, benefit, and incentive program for the district.

Objective 2: 100% of the Scott County Central High School teachers will be Highly Qualified as defined by the Missouri Department of Elementary and Secondary Education (DESE) and fully trained to improve student achievement as measured on state required assessments by the beginning of the 2012-2013 school year.

% of Classes Taught by HQ Staff 2011-2012	2012-2013 Target	2013-2014 Target
100%	100%	100%
% of Core Content Teachers Trained to Improve Student Achievement	2012-2013 Target	2013-2014 Target
Reliable data not currently available.	100%	100%

Strategy 1: Implement a teacher evaluation system that includes student growth as a measure of teacher effectiveness as well as other factors, such as multiple

observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.

Responsible Staff: Superintendent and high school principal

Timeline: August-December, 2012

Action Step 1: Form a committee consisting of representatives of the teaching staff, administration, school board, parents, and community.

Action Step 2: Provide training for the committee in current trends in teacher evaluation.

Action Step 3: Create or adapt a teacher evaluation system to meet the needs of the district and meet the requirements SIG.

Action Step 4: Provide training for the administration and teaching staff on the evaluation system.

Action Step 5: Implement the teacher evaluation system 2012-2013 school year.

Strategy 2: Create a system of professional development to insure that the successful components of the school improvement intervention model are sustainable in the future.

Responsible Staff: Professional Development Committee

Timeline: August-December, 2012

Action Step 1: Update the District Professional Development Plan to require new teachers to be trained in understanding the Missouri Assessment Program GLEs and CLEs, the pacing of instruction, data analysis, and other topics necessary to facilitate a high level of student achievement.

Action Step 2: Update the District Professional Development Plan to include activities to improve the instructional practices of teachers who do not meet student achievement goals as outlined in the teacher evaluation system.

****Denotes pre-implementation activity.***

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

Objective 1: 100% of Scott County Central High School mathematics and communication arts teachers will implement a revised mathematics and communication arts curriculum that a) is aligned to state standards, b) includes researched based learning strategies and c) includes specific measures of student progress, as evidenced by a revised curriculum guide, classroom observations, lesson plans, and student performance data

Strategy 1: Design an interim benchmark assessment system

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Engage a vendor to support the implementation of a benchmark assessment system.

Action Step 2: Provide professional development to the instructional staff for implementation of the benchmark assessment system

Action Step 3: Implement a system for tracking data

Action Step 4: Provide continual support for staff

Objective 2: By June 2013, discipline referrals will have a 50% decrease and continue to improve each semester through June 2013 as evidence by the Scott County Central School District Discipline Statistical Report.

Strategy 1: Scott County Central High School will implement the Missouri School-wide Positive Behavior Support System

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Secure school and district administrator agreement

Action Step 2: Secure commitment and agreement to implement from at least 80% of staff

Action Step 3: Provide professional development to staff

Action Step 4: Establish a Positive Behavior Support System leadership team at the school

Strategy 2: Administrators, teachers, and parents will work collaboratively to ensure the success of the MO-SWPBS implementation

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Conduct an assessment of the current discipline system

Action Step 2: Create an action plan based on current school data and staff input

Action Step 3: Establish a system to collect office discipline referrals on a regular basis

Action Step 4: Plan continuing professional development on an annual basis and monthly collaboration among appropriate staff

Objective 3: By June 2013, Scott County Central High School will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation as evidence by technology based data system tracking, student participation in intervention strategies, and student performance measures.

Strategy 1: Scott County Central High School will begin monitoring student progress towards graduation

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Determine indicators of students' disengagement

Action Step 2: Identify students at risk of disengagement or dropout

Action Step 3: Select mentors

Action Step 4: Use procedures to monitor students

Strategy 2: Teachers will convene to review Early Warning Tool data and identify specific Interventions

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Organize existing resources for intervention

Action Step 2: Implement the procedures based on student needs

Action Step 3: Provide mentor support and supervision

Action Step 4: Evaluate program implementation

Strategy 3: Students identified as at-risk for dropping out will be paired with a mentor from the community

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Provide mentor support and supervision

Action Step 2: Develop early warning data and progress reports

Action Step 3: Evaluate program implementation

Action Step 4: Communicate with mentor regarding student progress toward academic goals

Objective 4: By January 2012, 100% of students below proficiency as determined by MAP, EOC, and/or interim benchmark assessments will review academic support services in addition to core academic courses as evidence by intervention attendance and interim assessment and other progress indicators for participating students.

Strategy 1: Teachers will convene to review Early Warning Tool data and identify specific interventions

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Teachers will convene on a monthly basis to monitor student progress

Action Step 2: Teachers will report progress of at-risk students to high school principal

Strategy 2: Extend the school day to provide an additional 50 minutes of instruction

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Redesign Master Calendar/Schedule

Strategy 3: Provide "double-core" classes for students furthest from proficiency

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Master schedule will be designed for "double-core"

Strategy 4: Develop enrichment classes to expose students to a broad array of postsecondary educational and vocational opportunities

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Develop a mobile resource room for students to explore opportunities

Action Step 2: Redesign master schedule

Strategy 5: Restructure the afterschool tutoring program

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Targeted intervention mandatory for students meeting specific data

Strategy 6: Explore the design and implementation of a Professional Learning Communities (PLC) Model

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Professional Development in PLC Model

**Denotes pre-implementation activity.*

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

Objective 1: By June 2014, there will be 100% parent participation in students' educational process as indicated by parent attendance at conferences and events and parent/teacher surveys.

Strategy 1: A home/school liaison will be hired

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Establish job expectations and job duty/goals

Action Step 2: A review of qualified applicants

Action Step 3: Develop a master calendar and parent visit schedule

Strategy 2: Parent/teacher conferences will include students

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Develop a master parent calendar

Strategy 3: All parents will receive positive communication about their students with the first 30 days of school

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: workshops and training programs, creating outreach programs, designing a partnership portfolio as a means to document parent communication, and a developing a community-based volunteer mentor program

Strategy 4: Parent/teacher conferences will be held at the midterm

Responsible Staff: High school principal and instructional coach

Timeline: July-August, 2012

Action Step 1: Develop a Master Calendar

Action Step 2: Phone calls home to each parent/guardian

Action Step 3: Develop a parent incentive program

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

Objective 1: By the beginning of the 2012-13 school year, the District administration (superintendent) in collaboration with the School Leadership Team, will monitor the implementation of the Transformation Plan in terms of timelines, measures of progress toward objectives, and student and teacher outcomes as evidence by implementation logs, board of education reports, and student achievement data reports..

Strategy 1: Parent and Community Forums

Responsible Staff: Superintendent, high school principal and project manager

Timeline: July-August, 2012

Action Step 1: Develop a yearly calendar for monthly meetings

Strategy 2: Quarterly Progress Checks

Responsible Staff: High school principal and project manager

Timeline: July-August, 2012

Action Step 1: Use of student information system to print checks and mail home

Action Step 2: Use of student information system to e-mail checks home to those with access

Objective 2: By July 2012, District Leadership and School Administration in collaboration with district administration will have developed, communicated and implemented an extended-learning calendar and protocol for parent/staff conferences that will address the needs of the students and parents at Scott County Central High School.

Strategy 1: create a master schedule that incorporates an extra 45 minutes of daily instruction and allows for early release time for teachers to engage in PD activities and student data analysis.

Responsible Staff: Superintendent

Timeline: July-August, 2012

Action Step 1: Secure appropriate Board policy to implement extended learning calendar

Action Step 2: communicate calendar changes to all stakeholders

Objective 3: Scott County Central School District will develop a new teacher evaluation system that includes the use of multiple measures (one significant portion of which will be student achievement gains) to examine teacher performance.

Strategy 1: Use an even numbered scale to more clearly define teacher performance above or below a midpoint.

Action Step 1: frequent classroom visits to monitor implementation

Strategy 2: Use effective, research based instructional practices

Action Step 1: monitor student assessment data

Action Step 2: study and implement tools, approaches and best practices through Professional Development training

Strategy 3: Teacher incentive program

Action Step 4: provide incentives to teachers for improved student achievement and/or the retention of highly qualified teachers

Responsible Staff: High school principal, counselor and professional development director

Timeline: August 2012-May 2013

Objective 4: Scott County Central High School will designate leadership roles and responsibilities in keeping with the Transformation Model requirements and providing support to teachers to address the key findings of the needs assessment.

Strategy 1: replace the existing principal

Responsible Staff: Superintendent and Board of Education

Timeline: August 2011

Action Step 1: conduct interviews of qualified personnel as new building administrator

As required by the Transformation model, the principal who led Scott County Central High School prior to the commencement of this plan has been replaced. A transformation project manager, as described above, will exist for the duration.

Alignment of Plan to Key Findings of Needs Analysis

The focus of Scott County Central R-V School District and Scott County Central High School transformation plan, "Building Success, Every Student, Every Day," is based on the prioritized key findings that emerged from the needs analysis and the Co- Interpretation process. Table 1 below details the alignment between the key findings of the needs analysis and the objectives, strategies and concrete action steps that will dramatically improve student achievement:

Table 1. Alignment of Plan: Goals and Progress Measures

Goal 1: Student Performance	
Implementation Objective	Progress Measures (* Leading Indicator)
By 2014, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics, representing a 22% increase in Communication Arts scores increase in Mathematics scores from a baseline of 11.9% proficiency in 2009-10. (Goal 1: District & School)	MAP and End of Quarter (EOC) annual assessment scores
By June 2013, Scott County Central R-V School District will have developed and implemented multiple strategies and incentives for improved teacher satisfaction and effective teaching. (Goal 2: District)	<ul style="list-style-type: none">• Distribution of teachers by performance level*• Teacher attendance rate*• Teacher surveys
To improve teacher effectiveness, by June 2013,	<ul style="list-style-type: none">• Distribution of teachers by performance level*

<p>Scott County Central R-V School District will have developed and implemented a targeted evaluation process using multiple measures including student achievement that provides teachers with regular ongoing formative evaluations, open communication and clear expectations. (Goal2: District & School)</p>	<ul style="list-style-type: none"> • Teacher attendance rate* • Teacher surveys • District policy • Document review
<p>By June 2013, 100% of Scott County Central High School mathematics and communication arts teachers will implement a revised mathematics and communication arts curriculum that a) is aligned to state standards, b) includes researched based learning strategies (such as, MO-SWPBS Effective Classroom Strategies, Marzano's High Yield Instructional Strategies, Hattie's Visible Learning, or Culturally Responsive Teaching) and c) includes specific measures of student progress, as evidenced by a revised curriculum guide, classroom observations, lesson plans, and student performance data. (Goal 3: District & School)</p>	<ul style="list-style-type: none"> • Revised curriculum guide • Classroom observations • Lesson plans • Student performance data on interim assessments
<p>By June 2013, Scott County Central High School will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation as evidence by technology based data system tracking, student participation in intervention strategies, and student performance measures. (Goal 3: District & School)</p>	<ul style="list-style-type: none"> • Technology based data system tracking • Student participation in intervention strategies • Student performance measures • Graduation rate • Dropout rate* • Student attendance*
<p>By January 2011, 100% of students below proficiency as determined by MAP, EOC, and/or interim benchmark assessments will review academic support services in addition to core academic courses as evidence by intervention attendance and interim assessment and other progress indicators for participating students. (Goal 3: District & School)</p>	<ul style="list-style-type: none"> • Intervention participation and attendance rates • Interim assessment scores • Early Warning System data
<p>By the beginning of the 2010-11 school year, the District administration (superintendent) in collaboration with the School Leadership Team, will monitor the implementation of the Transformation Plan in terms of timelines, measures of progress toward objectives, and student and teacher outcomes as evidence by implementation logs, board of education reports, and student achievement data reports. (Goal 5: District)</p>	<ul style="list-style-type: none"> • Implementation logs • Board of Education reports • Student achievement data reports • Early Warning System data • Classroom observation
<p>Beginning July 2010, District Leadership and School</p>	<ul style="list-style-type: none"> • School calendar

Administration in collaboration with district administration will have developed, communicated and implemented an extended-learning calendar and protocol for parent/staff conferences that will address the needs of the students and parents at Scott County Central High School. (Goal 5: District & School)	<ul style="list-style-type: none"> • Parent/teacher conference attendance • Parent meeting notes • Parent surveys • Number and minutes in school year*
Scott County Central R-V School District will develop a new teacher evaluation system that includes the use of multiple measures (one significant portion of which will be student achievement gains) to examine teacher performance. (Goal 5: District & School)	<ul style="list-style-type: none"> • Board policy • Teacher evaluation documentation • Distribution of teachers by performance level*
Scott County Central High School will designate leadership roles and responsibilities in keeping with the transformation model requirements and providing support to teachers to address the key findings of the needs analysis. (Goal 5: School)	<ul style="list-style-type: none"> • Implementation logs • Board of Education reports • Teachers surveys
Key Finding 2. Teachers report that they do not know how to analyze student achievement data and they need help developing teaching strategies for differentiating instruction—particularly for lower achieving students. (Goal 2: Highly Qualified Staff; Goal 3: Facilities, Support, and Instructional Resources)	
Implementation Objective	Progress Measures (* Leading Indicator)
By 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics, representing a 58.4% increase in Communication Arts scores from a baseline of 23.6% proficiency in 2009-10 and an 80.1% increase in Mathematics scores from a baseline of 11.9% proficiency in 2009-10. (Goal 1: District & School)	MAP and End of Quarter (EOC) annual assessment scores
To improve teacher effectiveness, Scott County Central High School will implement Professional Learning Communities in which teachers will collaboratively review student data, plan curriculum and instructional strategies, and identify student intervention needs as evidenced by documentation logs, agendas, and administrator and peer observations. (Goal 2: School)	<ul style="list-style-type: none"> • Documentation logs • Agendas • Administrator and peer observations • Teacher surveys • Distribution of teachers by performance level*
By June 2013, Scott County Central High School will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation as evidence by technology based data system tracking, student participation in intervention strategies, and	<ul style="list-style-type: none"> • Technology based data system tracking • Student participation in intervention strategies • Student performance measures • Graduation Rate • Dropout rate* • Student attendance*

student performance measures. (Goal 3: District & School)	
By the beginning of the 2010-11 school year, the District administration (superintendent) in collaboration with the School Leadership Team, will monitor the implementation of the Transformation Plan in terms of timelines, measures of progress toward objectives, and student and teacher outcomes as evidence by implementation logs, board of education reports, and student achievement data reports. (Goal 5: District & School)	<ul style="list-style-type: none"> • Implementation logs • Board of Education reports • Student achievement data reports • Early Warning System data • Classroom observation documentation
Scott County Central High School will designate leadership roles and responsibilities in keeping with the transformation model requirements and providing support to teachers to address the key findings of the needs analysis. (Goal 5: School)	<ul style="list-style-type: none"> • Implementation logs • Board of Education reports • Teachers surveys
Key Finding 3. The administration offers and encourages professional development, but teachers feel the professional development sessions are a waste of time and lack impact. (Goal 2: Highly Qualified Staff)	
Implementation Objective	Progress Measures (* Leading Indicator)
By 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics, representing a 58.4% increase in Communication Arts scores from a baseline of 23.6% proficiency in 2009-10 and an 80.1% increase in Mathematics scores from a baseline of 11.9% proficiency in 2009-10. (Goal 1: District & School)	MAP and End of Quarter (EOC) annual assessment scores
By June 2013, Scott County Central R-V School District will have developed and implemented multiple strategies and incentives for improved teacher satisfaction and effective teaching. (Goal 2: District)	<ul style="list-style-type: none"> • Distribution of teachers by performance level* • Teacher attendance rate* • Teacher surveys
To improve teacher effectiveness, Scott County Central High School will implement Professional Learning Communities in which teachers will collaboratively review student data, plan curriculum and instructional strategies, and identify student intervention needs as evidenced by documentation logs, agendas, and administrator and peer observations. (Goal 2: School)	<ul style="list-style-type: none"> • Documentation logs • Agendas • Administrator and peer observations • Teacher surveys • Distribution of teachers by performance level*
By June 2013, 100% of Scott County Central High School mathematics and communication arts teachers will implement a revised mathematics	<ul style="list-style-type: none"> • Revised curriculum guide • Classroom observations • Lesson plans

<p>and communication arts curriculum that a) is aligned to state standards, b) includes researched based learning strategies (such as, MO-SWPBS Effective Classroom Strategies, Marzano's High Yield Instructional Strategies, Hattie's Visible Learning, or Culturally Responsive Teaching) and c) includes specific measures of student progress, as evidenced by a revised curriculum guide, classroom observations, lesson plans, and student performance data. (Goal 3: District & School)</p>	<ul style="list-style-type: none"> • Student performance data on interim assessments
<p>Key Finding 4. There is a need to align the curriculum horizontally and vertically to meet the requirements of the Grade Level Expectations (GLEs) and support the needs of low achieving students. (Goal 1: Student Performance)</p>	
<p>Implementation Objective</p>	<p>Progress Measures (* Leading Indicator)</p>
<p>By 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics, representing a 58.4% increase in Communication Arts scores from a baseline of 23.6% proficiency in 2009-10 and an 80.1% increase in Mathematics scores from a baseline of 11.9% proficiency in 2009-10. (Goal 1: District & School)</p>	<p>MAP and End of Quarter (EOC) annual assessment scores</p>
<p>By June 2013, 100% of Scott County Central High School mathematics and communication arts teachers will implement a revised mathematics and communication arts curriculum that a) is aligned to state standards, b) includes researched based learning strategies (such as, MO-SWPBS Effective Classroom Strategies, Marzano's High Yield Instructional Strategies, Hattie's Visible Learning, or Culturally Responsive Teaching) and c) includes specific measures of student progress, as evidenced by a revised curriculum guide, classroom observations, lesson plans, and student performance data. (Goal 3: District & School)</p>	<ul style="list-style-type: none"> • Revised curriculum guide • Classroom observations • Lesson plans • Student performance data on interim assessments
<p>Key Finding 5. Although the school provides some academic supports for low achieving students, identifying and implementing more effective support strategies is needed. (Goal 1: Student Performance; Goal 3: Facilities, Support, and Instructional Resources)</p>	
<p>Implementation Objective</p>	<p>Progress Measures (* Leading Indicator)</p>
<p>By 2013, 92% of students will score proficient on MAP and EOC tests in Communication Arts and Mathematics, representing a 58.4% increase in Communication Arts scores from a baseline of 23.6% proficiency in 2009-10 and an 80.1% increase in Mathematics scores from a baseline of</p>	<p>MAP and End of Quarter (EOC) annual assessment scores</p>

11.9% proficiency in 2009-10. (Goal 1: District & School)	
By 2013, and in consultation with teachers and/or administrators, 100% of Scott County Central High School Students will identify personal goals for post secondary success. Evidence of progress towards meeting those goals will be captured in individual student portfolios, including such things as student reflections on "Test Talks," participation in extracurricular activities, Missouri Connection Tool documents, and participation in mentoring and student internship activities. (Goal 1: District & School)	<ul style="list-style-type: none"> • Student portfolios • "Test Talk" schedules • Participation rates for enrichment courses • Extracurricular, mentoring, and internship activities • Number/Percentage of students completing advanced coursework* • Early Warning System data
By June 2013, Scott County Central High School will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation as evidence by technology based data system tracking, student participation in intervention strategies, and student performance measures. (Goal 3: District & School)	<ul style="list-style-type: none"> • Technology based data system tracking • Student participation in intervention strategies • Student performance measures • Graduation Rate • Dropout rate* • Student attendance*
By January 2011, 100% of students below proficiency as determined by MAP, EOC, and/or interim benchmark assessments will review academic support services in addition to core academic courses as evidence by intervention attendance and interim assessment and other progress indicators for participating students. (Goal 3: District & School)	<ul style="list-style-type: none"> • Intervention participation and attendance rates • Interim assessment scores • Early Warning System data
By June 2013, there will be 100% parent participation in students' educational processes as indicated by parent attendance at conferences and events and parent teacher/surveys. (Goal 4: School)	<ul style="list-style-type: none"> • Parent attendance at conferences and events • Parent surveys • Teacher surveys
Beginning July 2010, District Leadership and School Administration in collaboration with district administration will have developed, communicated and implemented an extended-learning calendar and protocol for parent/staff conferences that will address the needs of the students and parents at Scott County Central High School. (Goal 5: District & School)	<ul style="list-style-type: none"> • School calendar • Parent/teacher conference attendance • Parent meeting notes • Parent surveys • Number and minutes in school year*
Key Finding 6: Parent/school communication is inadequate. (Goal 4: Parent and Community Involvement; Goal 5: Governance)	
Implementation Objective	Progress Measures (* Leading Indicator)
By 2013, 92% of students will score proficient on	MAP and End of Quarter (EOC) annual assessment

MAP and EOC tests in Communication Arts and Mathematics, representing a 58.4% increase in Communication Arts scores from a baseline of 23.6% proficiency in 2009-10 and an 80.1% increase in Mathematics scores from a baseline of 11.9% proficiency in 2009-10. (Goal 1: District & School)	scores
By June 2011, discipline referrals will drop to below 600 referrals and continue to improve each semester through June, 2013 as evidence by the Scott County Central R-V School District Discipline Statistical Report. (Goal 3: District & School)	<ul style="list-style-type: none"> • Discipline Statistical Report • Early Warning System data • Discipline incidents* • Truancy rate*
By June 2013, Scott County Central High School will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation as evidence by technology based data system tracking, student participation in intervention strategies, and student performance measures. (Goal 3: District & School)	<ul style="list-style-type: none"> • Technology based data system tracking • Student participation in intervention strategies • Student performance measures • Graduation Rate • Dropout rate* • Student attendance*
By June 2013, Scott County Central R-V School District will have established a Community Resource Center (CRC) based in the high school that offers a variety of activities for all community stakeholders, including families, businesses, and community members, as evidenced by the variety of learning opportunities, attendance, calendar of events, and program announcements. (Goal 4: District & School)	<ul style="list-style-type: none"> • Variety of learning opportunities • Attendance • Calendar of event • Program announcements • Parent surveys
By June 2013, there will be 100% parent participation in students' educational processes as indicated by parent attendance at conferences and events and parent teacher/surveys. (Goal 4: School)	<ul style="list-style-type: none"> • Parent attendance at conferences and events • Parent surveys • Teacher surveys
By June 2013, Scott County Central High School will have established a three pronged communication plan including a student led school newspaper, the district website, and process checks as evidenced by publication circulation, website hits, and parent/family surveys. (Goal 4: School)	<ul style="list-style-type: none"> • Publication circulation • Website hits • Parent surveys
Beginning July 2010, District Leadership and School Administration in collaboration with district administration will have developed, communicated and implemented an extended-learning calendar and protocol for parent/staff conferences that will address the needs of the	<ul style="list-style-type: none"> • School calendar • Parent/teacher conference attendance • Parent meeting notes • Parent surveys • Number and minutes in school year*

students and parents at Scott County Central High School. (Goal 5: District & School)	
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Evaluation of Plan and Progress toward Measurable Objectives

Scott County Central R-V School District has a limited number of district staff to provide oversight and monitoring of the transformation efforts of Scott County Central High School. The district superintendent will also be a participant in many of the strategies outlined in this plan. For these reasons, the district felt it important to secure assistance in providing high quality oversight and evaluation of both the district and school plans. A part time transformation project manager will be hired to monitor the completion of the timeline and documentation of all initiatives. The project manager will work closely with the school leadership team, district superintendent, and external evaluator to oversee the implementation of this plan, meet the documentation requirements of the Missouri Department of Elementary and Secondary Education, and communicate progress to school board members and stakeholders as described in Goal 5.

The district will also contract with an external evaluator for the technical evaluation of various aspects of the Scott County Central R-V School District and Scott County Central High School transformation plan and the impact on student achievement. The school and district specifically identify collaboration with an external provider as an action step for the implementation of strategies related to each objective. Specific areas for external evaluation include but are not limited to:

Overall Transformation Plan and Key Staff. The overall transformation plan and curriculum coach will be evaluated with the support of an external evaluator. The external evaluator will work with the school leadership to develop surveys for teachers,

administrators, and curriculum coach. The surveys will address student achievement, the impact of instructional coaching, and the overall transformation plan. The surveys will be conducted in August, December, and May or September, January, and June of each year from 2010 to 2013. The results of these reports will be shared no less than one month after the surveys have been conducted.

Professional Learning Communities and Job-embedded Coaching. With the support of an external evaluator, the leadership team will evaluate the implementation of professional learning communities as it relates to the analysis and use of student data to inform instruction. Evidence will include visual data throughout the school/classrooms and classroom observations. The external evaluator will also examine student data, conduct observations, and review the results of classroom observations conducted by the leadership team in order to assess the degree to which the job-embedded professional development is having an impact on the classroom instruction of participating teachers. This formative analysis will be ongoing and will begin in September of 2012 and continue with reviews each trimester through June 2015. Recommendations from the external evaluator will be offered to the leadership team on a trimester basis for the revision of the implementation plan in the following trimester.

Academic Interventions. The external evaluator will assist the school leadership team in assessing the impact of double core course schedule for core content classes and other academic interventions, including, for example, the afterschool tutoring program. Assessment will include the measures described above as well as a cross reference of student data from the Early Warning System (see Goal 3) and student participation in

these specific academic supports. This analysis will be conducted every quarter in tandem with the interim benchmark assessments.

Home/School Liaison Partnership. To assure the quality of the Home/School Liaison Partnership, an external evaluator will work with the leadership team to evaluate the partnership each trimester. The evaluation will include document reviews as well as parent, staff and community surveys. The surveys will specifically address the success of the Home/School Partnership as it relates to the improvement of communication between teachers, parents and students so as to increase student achievement.

Teacher Evaluation. Prior to engaging an external evaluator for monitoring the impact of teacher evaluation practices, the district will seek to collaborate with the Missouri Department of Elementary and Secondary Education and other regional districts in a study of national models in teacher evaluation. These models will include varying types of measures for examining teacher performance (i.e. observation, value-added test scores, instructional artifacts, teacher self-report measures, student surveys, parent surveys, portfolios, student performance measures). This collaboration will begin in August 2012 and will continue to May 2013.

Based on the reports from the external evaluator in Year 2, Scott County Central R-V School District will implement the use of student growth measures as one measure for assessing teacher and principal performance in Year 3.

Required and Permissible Activities for Transformation Model

"Attaining Excellence in Education" is the focus of Scott County Central High School and Scott County Central R-V School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success, and meet the 92% achievement target for all Scott County Central secondary students by 2015.

Developing and Increasing Teacher and School Leaders Effectiveness. Scott County Central R-V School District and Scott County Central High School have and/or will implement each of the following strategies **required** of the transformation model:

- A. Scott County Central R-V School District replaced the principal who led Scott County Central High School prior to the commencement of this plan.
- B. As described in Goals 2 and 5, Scott County Central R-V School District will consult and seek support from DESE on formulas for inclusion of student progress data and multiple performance-based assessments in the teacher evaluation. Scott County Central R-V School District will establish a committee of teachers and district and school leaders to research best practices and national models consistent with the requirements of transformation. The committee will identify measures for teacher performance and work to ensure that the evaluation system is rigorous, transparent, and equitable.
- C. Upon implementation of the above, Scott County Central High School will be better able to identify and more effectively reward school teachers and leaders who have increased student achievement and remove those, who after ample opportunities to improve, have not done so. In the interim, a revised evaluation observation protocol will be used by the principal to document implementation of high-yield strategies and strategies for student engagement. A Teacher Recognition Program will also be developed to regularly honor teachers who

demonstrate continued professional development and accelerate student learning.

- D. As described in Goals 1 and 3, Scott County Central R-V School District will partner with an external provider to act as an instructional coach who will be charged with providing ongoing, job-embedded professional development, creating a collaborative peer observation system, providing constructive feedback, and supporting the ongoing analysis of data such that teachers can successfully engage students and differentiate their instruction to meet the specific learning needs of all students, particularly non-proficient students.

Scott County Central R-V School District and Scott County Central High School have and/or will implement each of following **permissible** strategies of the transformation model:

- A. Providing additional compensation to retain staff with the skills necessary to meet the needs of the students in a transformation school will be considered in year 2. The salaries at Scott County Central High School are less than competitive for the region.
- B. As described in Goals 1 and 2, the curriculum coach, along with district and school administrators, will conduct informal, frequent classrooms observations to monitor the implementation of high yield instructional strategies discussed in weekly teacher meetings and professional development. The curriculum coach will design or select specific protocols for documenting observations, evidence of instructional practices that result from professional development and changes in student progress.
- C. Ensuring that the school is not required to accept a teacher without mutual consent is not applicable. Scott County Central R-V School District has one high school.

Comprehensive Instructional Reform Strategies. Scott County Central R-V School District and Scott County Central High School has and/or will implement each of following strategies **required** of the transformation model:

- A. In response to the key findings of the needs assessment, teachers will implement lessons that use research-based learning strategies, including Missouri Positive Behavior System classroom strategies, Marzano's high yield instructional strategies and culturally relevant teaching strategies. In addition, the following research-based instructional programs will be implemented: double-core scheduling and mandatory after school tutoring. Double-core scheduling ensures that low proficiency students receive an additional forty-five minutes of daily core content instruction designed by the most effective teachers to meet individual student learning needs.

- B. In order to promote the continuous use of data, Scott County Central High School will release 4-8 students for one hour each week. During that time, teachers will conduct weekly reviews of student data to identify student learning needs, differentiate instruction and target interventions. (see Goal 1) The instructional coach will oversee the weekly meetings as well as prioritize the data, offer a higher level of expertise in analyzing data, and help teachers translate their data analysis into action and planning. The instructional coach will also conduct and document weekly peer classroom observations focused on the high yield instructional strategies discussed in the weekly meetings and implemented to improve student engagement and student learning outcomes.

Scott County Central R-V School District and Scott County Central High School has and/or will implement each of following **permissible** strategies of the transformation model:

- A. Periodic reviews to ensure the curriculum is being implemented with fidelity and is having the desired effect will be conducted by district and school administrators, the curriculum coach, and an external evaluator. Curriculum rigor and relevance will be included as an indicator during classroom observations and teacher evaluations. As detailed in Goal 3, the revisions of curriculum maps and pacing guides will be overseen by the curriculum coach to ensure that they are aligned to state standards and include research-based learning strategies.

In addition, a collaborative peer observation system as well as weekly reviews of student data will be implemented such that all staff will receive and offer frequent constructive feedback on implementation of the curriculum as well as high yield instructional strategies and strategies for student engagement. A protocol will be developed to track changes in instruction and student growth.

- B. Implementation of a RtI model will be considered in Year 2. District leaderships will convene a committee of teachers, administrators, and professional development providers to explore and design the implementation of a RtI model for Scott County Central High School.
- C. Scott County Central High School offers a dual enrollment English class with students earning credit at Southeastern Missouri State University. As detailed in Goal 3, enrichment courses aligned to state and college readiness standards will provide

students with increased opportunities to enroll in on-line courses and earn college credit. All students, regardless of proficiency, will have access to enrichment courses one semester each year. In addition, in Year 2, paid opportunities for highly qualified teachers to pursue post graduate and masters level education in their content area will be offered with a mutual understanding that teacher(s) remain at Scott County Central High School for three years.

- D. Given that a content area master degree is required to teach Advanced Placement courses, this will help increase the rigor of academic study offered at Scott County Central High School.

- E. The double core content courses provide low proficiency students with smaller learning communities, the most effective teachers, and targeted instruction based on benchmark assessment data. Instruction will be designed to meet individual student learning needs and accelerate basic reading and mathematics skills to improve student performance and increase graduation rates. A credit recovery program is already in place and graduation rates have increased.

- F. Scott County Central R-V School District will design a technology-based data tracking system to monitor student progress on the quarterly assessments as well as use the National High School Center's Early Warning Tool to identify students at risk of dropping out or delayed graduation. (See Goal 3) The instructional coach will support and provide job-embedded professional development for teachers in weekly reviews of the data and identifying targeted interventions for specific students.

Increasing Learning Time and Creating Community-Oriented Schools. Scott County Central R-V School District and Scott County Central High School has and/or will implement each of following strategies **required** of the transformation model:

- A. The School Board of Scott County Central R-V School District approved the proposal to lengthen the school day by forty five minutes. To maximize this additional time, Scott County Central High School will implement a double core course schedule such that students below proficiency in Communication Arts and Mathematics will receive an additional forty five minutes of daily instruction targeted to their specific learning needs.

Scott County Central R-V School District and Scott County Central High School has and/or will implement the following **permissible** strategy of the transformation model:

- B. Scott County Central High School will implement the Missouri Schoolwide Positive Behavior Support system (MO-SWPBS). As described in Goal 3, SWPBS works to create school environments that support both the academic and social success of all students by teaching positive behavior and interactions in the classroom and providing tiered interventions when necessary.

Operational Flexibility and Sustained Support. Scott County Central R-V School District and Scott County Central High School has and/or will implement each of following strategies **required** of the transformation model:

- A. There is only one high school in Scott County Central R-V School District. The district works closely with Scott County Central High school. All staffing, calendar timing, budgeting, hiring and improvement goals are done jointly, providing more than sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
- B. Scott County Central High School receives ongoing support and technical assistance from the SEA, including, for example, professional development trainings through the Regional Professional Development Center and technical assistance and technology trainings through MORE.net. District and school leaders as well as teacher are participating in summer professional development opportunities sponsored through Missouri Department of Elementary and Secondary Education.

Scott County Central R-V School District and Scott County Central High School has and/or will implement each of the following **permissible** strategy of the transformation model:

- A. A new principal was appointed in June 2011. No other changes in governance were made.
- B. Per-pupil school based-budget is not applicable as Scott County Central High School is the only high school in Scott County Central R-V School District.

District Support for School

"Attaining Excellence in Education" is the focus of Scott County Central High School and Scott County Central R-V School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success, lessen the achievement differential between White

and Black students, and meet the 92% achievement target for all Scott County Central secondary students by 2015.

To accomplish this over the next three years, Scott County Central R-V School District is committed to leading change efforts and working hand in hand with Scott County Central High School to fully support and implement all transformation initiatives.

Table 2 outlines the strategies Scott County Central R-V School District will use to fully support and implement this plan throughout the duration of the grant.

Table 2. Scott County Central R-V School District Strategies to Support and Lead Change

SIG Goal	Key Strategies for Scott Co. Central R-V School District	Implementation Timeline		
		YR1	YR2	YR3
Goal 1: Student Performance	Objective 1, Strategy 1: Align the curriculum for each course to the GLEs and CLEs and Common Core State Standards (CCSS).			
	Strategy 2: Develop pacing guides to insure presentation of each GLE and CLE in a timely manner to insure the opportunity for mastery and remediation prior to the administration of the MAP assessments.			
	Strategy 3: Provide professional development to increase understanding of the specific requirements for proficiency related to each GLE and CLE.			
	Strategy 4: Develop common formative and benchmark assessments to check for mastery of each GLE and CLE and inform reteaching for remediation.			
	Strategy 5: Implement a comprehensive data tracking system.			
	Objective 2, Strategy 1: Increase participation in higher level courses.			

	Objective 2, Strategy 2: Increase participation in ACT preparation classes.			
	Objective 2, Strategy 3: Review the curriculum and rigor of courses to be sure that ACT-related content is taught.			
Goal 2: Highly Qualified Teachers	Objective 1, Strategy 1: Develop strategies and incentives to increase and sustain retention of highly effective teachers.			
	Objective 2, Strategy 1: Implement a teacher evaluation system that includes student growth as a measure of teacher effectiveness as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.			
	Objective 2, Strategy 2: Create a system of professional development to insure that the successful components of the school improvement intervention model are sustainable in the future.			
	Objective 3, Strategy 1: Scott County Central High School will implement the Missouri School-wide Positive Behavior Support System			
	Objective 3, Strategy 2: Administrators, teachers, and parents will work collaboratively to ensure the success of the MO-SWPBS implementation			
	Objective 4, Strategy 1: Scott County Central High School will begin monitoring student progress towards graduation			
	Objective 4, Strategy 2: Teachers will convene to review Early Warning Tool data and identify specific interventions			
	Objective 4, Strategy 3: Students identified as at-risk for dropping out			

	will be paired with a mentor from the community			
	Objective 5, Strategy 1: Teachers will convene to review Early Warning Tool data and identify specific interventions			
	Objective 5, Strategy 2: Extend the school day to provide an additional 50 minutes of instruction			
	Objective 5, Strategy 3: Provide "double-core" classes for students furthest from proficiency			
	Objective 5, Strategy 4: Develop enrichment classes to expose students to a broad array of post-secondary educational and vocational opportunities			
	Objective 5, Strategy 5: Restructure the afterschool tutoring program			
	Objective 5, Strategy 6: Explore the design and implementation of a Professional Learning Communities (PLC) Model			
Goal 4: Parent and Community Involvement	Objective 1, Strategy 1: A home/school liaison will be hired			
	Objective 1, Strategy 2: Parent/teacher conferences will include students			
	Objective 1, Strategy 3: All parents will receive positive communication about their students with the first 30 days of school			
	Objective 1, Strategy 4: Parent/teacher conferences will be held at the midterm			
Goal 5: Governance	Objective 2, Strategy 1: Parent and Community Forums			
	Objective 2, Strategy 2: Quarterly Progress Checks			

	Objective 3, Strategy 1: create a master schedule that incorporates an extra 45 minutes of daily instruction and allows for early release time for teachers to engage in PD activities and student data analysis.		
	Objective 4, Strategy 1: Use an even numbered scale to more clearly define teacher performance above or below a midpoint.		
	Objective 4, Strategy 2: Use effective, research based instructional practices		
	Objective 4, Strategy 3: Teacher incentive program		
	Objective 5, Strategy 1: replace the existing principal		

B. DESCRIPTIVE INFORMATION: An LEA/district must include the following information in its application for a School Improvement Grant.

B(2) If the LEA/district is not applying to serve each Tier I school, the LEA/district must explain why it lacks capacity to serve each Tier I school.

B(2) District Lack of Capacity

Scott County Central R-V School District is applying to serve Scott County Central High School, a Tier I school. No schools within the district are designated as Tier II schools.

B. DESCRIPTIVE INFORMATION: An LEA/district must include the following information in its application for a School Improvement Grant.

B(3) The LEA/district must describe actions it has taken, or will take, to—

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

B(3)LEA/District Implementation Plan and Actions for Tier I/II schools

"Attaining Excellence in Education" is the focus of Scott County Central High School and Scott County Central R-V School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success, and meet the 92% achievement target for all Scott County Central secondary students by 2015.

First and foremost, this plan is grounded in a leadership for change that focuses on building synergy between the strategic use of data, the powerful instructional practices that promote student engagement and specifically target individual learning needs, an extended instructional day in core academic subjects, and a positive behavior intervention system—all of which create a climate of success. In addition, this plan forges new partnerships and incentives among teachers and administrators to ensure that every teacher receives constructive observation feedback, coaching, and collaborative time to better align, deliver, and modify the curriculum and design targeted interventions that support student to attain excellence in education. Lastly, this plan provides new means and resources for the school to communicate with and better support parents in building and sustaining the academic and post secondary success of all Scott County Central students.

B(3)1 Plan Consistent with Final Requirements

The transformation plans for both Scott County Central R-V School District and Scott County Central High School are consistent with the final requirements and the competitive priorities established by Missouri Department of Elementary and Secondary Education. Scott County Central R-V School District and Scott County Central High School are committed to the following competitive priorities:

1. **Implement one plan.** LEAs should demonstrate that policies, processes and procedures support (and do not contradict) the implementation of the buildings turnaround plan.

The Scott County Central Board of Education is committed to improving the achievement of the district's students. The Scott County Central School Board has replaced the existing high school principal, approved a master calendar that allows for an extended school day and has approved a budget allowing for the needed resources to be made available for the implementation of the Transformation Model.

2. **Set ambitious targets for improvement.** LEAs should create improvement targets rigorous enough to demonstrate significant growth in student achievement over the three-year grant period, as agreed to by the Department.

- 95% Proficiency on all MAP assessments by 2015.
- Increase parent participation in school events to 100%.
- Increase student average daily attendance to 97% by 2015.

- Reduce the number of discipline incidents to 175 incidents or less.
 - Improve the quality of professional development initiatives and sustainability of said initiatives
 - Attract and retain highly qualified teachers
3. **Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders – and removing those who are ineffective.** To include: (1) annual evaluations of teachers using multiple measures, including student-growth data as one significant factor; (2) strategies for removing staff found to be ineffective in improving student outcomes; (3) incentives to attract teachers to high need areas.
 4. **Identify high-risk students and create opportunities to succeed.** Strong proposals will feature early warning systems that use a combination of common formative assessment results and attendance measures to identify students at risk of failure. Such proposals also will provide supports designed to ensure that high-need students, including low income students, English-language learners, and special-needs students are achieving at grade level and are being prepared for success in college or a career.
 5. **Be bold and innovative.** To receive these new SIG funds, districts must demonstrate that they provide their schools with consistent support, freedom to innovate, and autonomy to make personnel decisions. True reform requires structural changes in the school day and year. Bold proposals will lengthen the school day and add weekend or summer programs for all students.

Districts that request SIG dollars must pledge to change personnel policies that lead to turnover among school leaders and staff. Districts must ensure that schools can select their staff, remove ineffective employees, avoid an imbalance of novice teachers (unless part of an intentional staffing strategy), and retain high-performing staff members. In addition, LEAs must ensure that SIG dollars supplement, not supplant, the existing state, local, and federal funding that schools receive.

6. **Demonstrate teacher commitment.** Individual teachers have the largest single school effect on student performance. Strong proposals will demonstrate that at least 80% of the teachers agree to implement the plans included in the School Improvement Grant application.

APPENDIX

Comprehensive School Improvement Plan

Building Demographic Data

Advanced Questionnaire

2007-2011 MAP Results

Discipline Incidents Report

Dropout Rate

APPENDIX

Comprehensive School Improvement Plan

Building Demographic Data

Advanced Questionnaire

2007-2011 MAP Results

Discipline Incidents Report

Dropout Rate

Budget Information

[Larger](#) | [Smaller](#) | [Reset](#)

Run Date: 12-14-2011

MO DEPT ELEMENTARY AND SECONDARY EDUCATION

Run Time: 16:55:23

EPEGS

Submitted Date: Not Submitted

CSIP

SCHOOL YEAR: 2010 - 2011

DISTRICT: 100-062 SCOTT CO. CENTRAL

Mission Statement: The Scott County Central School District is firmly committed to obtaining educational excellence for all students. Our mission is to provide educational opportunities and to incorporate technology into the instructional, curricular, and management functions that enable learners to make a positive contribution to society and achieve fulfillment in their personal lives. Staff members will be involved in meaningful professional development that will enhance instruction and increase student performance. Our vision for our students is that they will value education, be lifelong learners, and develop tolerance, empathy, and respect for others.

Local Needs:

The Scott County Central School district has recognized the following as some areas of concern according to our own needs assessments and our school accountability report card: to meet standards in both Communication Arts and Math on the MAP test in both our Elementary and High School, to keep our graduation rate high and our dropout rate low, to increase our ACT scores and to increase the number of students entering a 2 yr. and 4 yr. college, to increase our percentage of classes taught by highly qualified teachers, to increase our number of fully certified teachers, and to increase parent involvement.

Our 2010 Professional Development Needs Assessment shows the following top three district needs: preparing students for the MAP test, addressing needs of low achieving students, and strategies for working with at-risk students.

Needs Assessment: No comments made.

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

1. Objective: To increase student achievement and academic performance to ensure that Adequate Yearly Progress is met in all subgroups and to meet all MAP standards on the district's Annual Performance Report.

MSIP Standard: 6.1,6.2,6.3,6.4,6.5,9.1

SPP Indicators:

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2006 - 2007	22.1/18.8	26/18.4	42.9/35.8	No
2007 - 2008			100	No
2008 - 2009	28.6/30.4	40.8/34.3	59.2/54.1	No
2009 - 2010	40.8/34.3	43.9/41.5	67.4/63.3	No
2010 - 2011	43.9/41.5	42.8/41.4	75.5/72.5	No
2011 - 2012	42.8/41.4		83.7/81.7	N/A

Comments: Scott Central district will work to increase both the Comm, Arts and Math AYP by 5% for the district.

1. Strategy: 2. Scott Central Schools will hold high expectations and accountability for all staff and students.

MSIP Standard: 6.1,6.2,6.3,6.4,6.5,6.7,9.1

Persons Responsible: Administration and teachers

Funding Source Name: Local Funds, Basic Formula - State Monies, Title I

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/18/2012

Comments:

1. Action Step: 1. Teachers will be accountable for properly planned instruction. Evidence of effective planning will be: review of lesson plans, assessments, curriculum resource and classroom observations.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

2. Action Step: 2. Teachers will protect instructional time by providing bell to bell instruction and maintaining high student engagement.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

3. Action Step: 3. Administrators will conduct walk-through evaluations on a regular basis.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

4. Action Step: 4. Classroom interruptions and distractions will be kept to a minimum by keeping intercom announcements to a minimum, keeping hall traffic to a minimum, and not allowing other class interruptions.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

5. Action Step: 5. Administration will provide support by assuring that teachers have the necessary instructional resources to implement research based instructional strategies.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

6. Action Step: 6. Administration will provide support by assuring that teachers have the necessary instructional resources to implement research based instructional strategies.

Date To Implement Action Step: 08/15/2011

Date of Completion:	05/18/2012
2. Strategy:	4. Elementary and Junior High students who scored in the higher level of Basic in Communication Arts or Math on the MAP test will be targeted for a MAP Club after school or Saturdays.
MSIP Standard:	6.1,6.2,6.3,6.4,6.5,9.1
Persons Responsible:	Administration and teachers
Funding Source Name:	Local Funds, Basic Formula - State Monies
Date to Implement Strategy:	01/09/2012
Date of Completion:	03/23/2012
Comments:	
1. Action Step:	1. Student MAP data will be analyzed to identify those students who are eligible for the MAP Club.
Date To Implement Action Step:	01/09/2012
Date of Completion:	03/23/2012
2. Action Step:	2. The administration will notify parents and students informing them of th tutoring sessions and requirements.
Date To Implement Action Step:	12/05/2011
Date of Completion:	01/09/2012
3. Action Step:	3. The administration will keep track of student attendance and correspondence with parents.
Date To Implement Action Step:	01/09/2012
Date of Completion:	03/23/2012
3. Strategy:	6. Teachers will incorporate MAP like activities and assessments and test taking strategies into everyday instruction in all subjects.
MSIP Standard:	6.1,6.2,6.3,6.4,6.5,9.1
Persons Responsible:	Administration and teachers
Funding Source Name:	Local Funds, Basic Formula - State Monies, Title I
Date to Implement Strategy:	08/15/2011
Date of Completion:	05/18/2012
Comments:	
1. Action Step:	1. The administration will provide MAP like assessments from the Classroom Manager (software) to grades 2-8. The Elem. building uses Education City (software) in their computer lab for MAP practice.
Date To Implement Action Step:	08/15/2011
Date of Completion:	05/18/2012
2. Action Step:	2. Teachers will revise assessments and classroom activities to include MAP like items to give students daily practice in the MAP style.
Date To Implement Action Step:	08/15/2011

- Date of Completion:** 05/18/2012
- 3. Action Step:** 3. Building level administrators will conduct observations to ensure that MAP like activities and assessments are being incorporated in the classrooms.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 05/18/2012
- 4. Strategy:** 7. Research-based instructional strategies will be implemented district-wide. Grades 7-12 will continue training with McRel's Closing the Gap initiative and the implementation of Marzano's nine instructional strategies. Grades K-3 will continue with the implementation of Reading First (non-funded).
- MSIP Standard:** 6.1,6.2,6.3,6.4,6.5,6.7
- Persons Responsible:** Administration and teachers
- Funding Source Name:** TITLE II.A, Local Funds, Title I
- Date to Implement Strategy:** 08/15/2011
- Date of Completion:** 06/29/2012
- Comments:**
- 1. Action Step:** 3. Early release days will be implemented to provide time to collaborate with building staff to increase knowledge of instructional strategies for each of these programs.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 06/04/2012
- 2. Action Step:** 4. All professional development must be related to student achievement and improved instruction.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 06/01/2012
- 3. Action Step:** The elementary will continue with the Reading First program.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 06/01/2012
- 5. Strategy:** 8. Strategies will be researched and implemented district-wide to increase instructional Depth-of-Knowledge and strategies to improve students' critical thinking skills.
- MSIP Standard:** 6.1,6.2,6.3,6.4,6.5,6.7
- Persons Responsible:** Administration and teachers
- Funding Source Name:** TITLE II.A, Local Funds, Title I
- Date to Implement Strategy:** 08/15/2011
- Date of Completion:** 05/18/2012
- Comments:**
- 1. Action Step:** 1. Some members of the faculty will attend DOK workshops at SEMO through RPDC to become better informed and how to increase student knowledge.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 06/04/2012

2. Action Step: 2. Administrators will provide time for staff training of both DOK and critical thinking skills.

Date To Implement Action Step: 08/15/2011

Date of Completion: 06/01/2012

3. Action Step: 3. Administrators will monitor and evaluate implementation of the adopted strategies.

Date To Implement Action Step: 08/15/2011

Date of Completion: 06/01/2012

6. Strategy: 1. Administration and teachers will analyze MAP achievement data: Clear Access Data, Item Benchmark Descriptions, and Disaggregated Data Reports to determine areas of concern.

MSIP Standard: 6.2,6.7,9.1

Persons Responsible: Administration, Dir. of Instr., and teachers

Funding Source Name: TITLE II.A, Local Funds, Title I

Date to Implement Strategy: 08/15/2011

Date of Completion: 06/29/2012

Comments:

1. Action Step: 1. The administration and teachers will analyze MAP data, in the fall, to determine Item Benchmark Descriptions of concern.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

2. Action Step: 2. Administrators will complete yearly analysis of the data to determine trends.

Date To Implement Action Step: 08/15/2011

Date of Completion: 06/22/2012

3. Action Step: 3. Grade level groups will meet with the administrators to study MAP data to determine the process/content standards in which less than 70% of points were earned.

Date To Implement Action Step: 08/15/2011

Date of Completion: 06/22/2012

4. Action Step: 4. Administrators will analyze the effectiveness of the implemented strategies using local as well as standardized assessment data.

Date To Implement Action Step: 08/15/2011

Date of Completion: 06/22/2012

7. Strategy: 3. Progress reports will be generated at mid-quarter to determine students who are deficient (D or below) in the core areas of Communication Arts, Math, Science, and Social Studies.

MSIP Standard: 6.4,6.5,7.5

Persons Responsible: Administration and teachers

Funding Source Name: Local Funds, Basic Formula - State Monies, Title I School Improvement (a)

Date to Implement Strategy: 08/15/2011

Date of Completion: 06/29/2012

Comments:

1. **Action Step:** 1. Teachers will complete mid-quarter grade reports for all student
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 06/29/2012
2. **Action Step:** 2. Mid-quarter grades will be sent home with the students.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 06/22/2012
3. **Action Step:** 3. Parents will be informed of these reports.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 06/22/2012
4. **Action Step:** 4. Administration will keep a list of deficient students.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 06/22/2012

8. **Strategy:** 5. Each building will continue implementation of the MAP Incentive Program and the Student Achievement Plan.

MSIP Standard:

Persons Responsible: Administration and teachers

Funding Source Name:

Date to Implement Strategy: 09/12/2011

Date of Completion: 05/18/2012

Comments:

1. **Action Step:** 1. The administration and teachers in each building will continue to review and monitor the current incentive program for both MAP students (proficient and advanced) and honor roll students.
- Date To Implement Action Step:** 09/12/2011
- Date of Completion:** 05/18/2012
2. **Action Step:** 2. This plan includes strategies preparing students for the MAP, stressing the importance of the MAP, informing parents of their role in the MAP testing, motivating students in test day attendance and effort. Also, to continue to encourage and praise students to strive for honor roll grades.
- Date To Implement Action Step:** 09/12/2011
- Date of Completion:** 05/18/2012
3. **Action Step:** 3. Incentive plans for MAP include the following: Daily drawings for prizes based on attendance and effort, recognition of MAP high achievers, and a reward trip for proficient and advanced students in the fall. Incentives for Honor Roll students: Elem. has an award assembly (parents invited), both buildings treat students to a honor roll lunch at a local restaurant, submit honor roll names to the local newspaper.
- Date To Implement Action Step:** 08/29/2011
- Date of Completion:** 05/18/2012

9. Strategy: 9. The Scott Central Alternative Learning Center (ALC) will be maintained for students grades K-12. Students will be assigned to ALC for specific violations of the school discipline code. Students will be placed in ALC for the number of days needed for the infraction.

MSIP Standard: 6.3,6.5,6.6

Persons Responsible: Administration and teachers

Funding Source Name: Local Funds

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/18/2012

Comments:

1. Action Step: 1. Students in ALC will be given assigned daily work by their classroom teachers.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

2. Action Step: 2. Teachers in charge of ALC are certified staff members who are able to assist students when needed.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

3. Action Step: 3. ALC is utilized as much as possible to try to keep students in school so they are able to keep up with daily assignments and tests.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

10. Strategy: To integrate technological resources for improvement of teaching and learning.

MSIP Standard: 6.4

Persons Responsible: Technology Coordinator

Funding Source Name: School Improvement Grant (g) (SIG), 50/50 Equipment Grant, REAP - Small Rural School Achievement, Enhancement Grant

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/22/2012

Comments:

1. Action Step: All students will have access to equipment and software to specifically support higher thinking skills.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/22/2012

2. Objective: One hundred per cent of the students in the Scott County Central school district will improve academic achievement through the use of technology.

MSIP Standard: 6.3,6.4

SPP Indicators:

Progress Measure:

School Year	Baseline Progress	Target	Target Met
2006 - 2007	100		Yes
2007 - 2008		100	Yes
2008 - 2009		100	Yes
2009 - 2010		100	Yes

Comments:

1. Strategy: Improve achievement of every student through a comprehensive elementary keyboarding program for grades 4-6.

MSIP Standard: 1.1

Persons Responsible: Principal and Technology Coordinator

Funding Source Name: School Improvement Grant (g) (SIG)

Date to Implement Strategy: 08/14/2009

Date of Completion: 05/22/2012

Comments:

1. Action Step: Each elementary grade will meet 80% of the state technology standards.

Date To Implement Action Step: 08/17/2009

Date of Completion: 05/22/2012

2. Strategy: Integrate the student technology competencies into the District's curriculums. One hundred of the students will be provided the opportunity to integrate the techniques and strategies that the district has provided based on the curriculum.

MSIP Standard: 6.1,6.4

Persons Responsible: Technology Coordinator, Administrators, teachers

Funding Source Name: REAP - Small Rural School Achievement, Local Funds, Title I

Date to Implement Strategy: 08/14/2009

Date of Completion: 05/22/2012

Comments:

1. Action Step: Review the information from the Missouri Educational Technology Plan and ISTE National Educational Technology Standards (NETS) and revise student technology competencies.

Date To Implement Action Step: 08/22/2009

Date of Completion: 05/22/2012

2. Goal: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

1. Objective: 1. Scott Central Schools will recruit, hire, develop, and retain staff members who are 100% highly qualified, experienced, and properly certified in the area they will be providing instruction.

MSIP Standard: 5.1,8.4

SPP Indicators:

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2007 - 2008	100%			Yes
2009 - 2010	100%	100%	100%	Yes
2010 - 2011	100%		100%	Yes
2011 - 2012			100%	N/A

Comments:

1. Strategy: 1. Administrators will attend Job Fairs in the area in order to seek out the best possible candidates for employment.
MSIP Standard: 5.1
Persons Responsible: Administration
Funding Source Name: Local Funds, Basic Formula - State Monies
Date to Implement Strategy: 08/15/2011
Date of Completion: 05/18/2012

Comments:

- 1. Action Step:** 1. The administration will attend job fairs on an as needed basis.
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/18/2012
- 2. Action Step:** 2. Applications will be placed in the proper files in the administrator office.
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/18/2012

2. Strategy: 2. The Performance Based Teacher Evaluation and the MSIP 4th Cycle Observation form will both be used for evaluation purposes of certified staff.
MSIP Standard: 4.1,4.2,4.3,5.1
Persons Responsible: Administration
Funding Source Name:
Date to Implement Strategy: 08/15/2011
Date of Completion: 05/18/2012

Comments:

- 1. Action Step:** 1. Tenured staff will have a summative evaluation every three years.
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/18/2012
- 2. Action Step:** 2. Tenured staff will have a formative evaluation annually.
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/18/2012
- 3. Action Step:** 3. Tenured staff will receive several walk-through observations annually.
Date To Implement Action Step: 08/16/2010
Date of Completion: 05/20/2011
- 4. Action Step:** 4. Probationary staff will receive one scheduled and one non-scheduled formative evaluation and frequent walk-through observations.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

5. Action Step: 5. Probationary staff will be assigned a mentor during the first two years of district employment. Other staff will be assigned a mentor as needed.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

6. Action Step: 7. In collaboration with the mentor the probationary teacher will complete, during the first two years, the required Professional Development Plan as outlined in the District's Professional Development Plan.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

7. Action Step: 6. Probationary staff will have a summative evaluation annually.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

3. Strategy: 4. A district interview process will be developed that will include an established list of questions which focus on performance responsibilities, background, and qualifications.

MSIP Standard: 5.1,8.4

Persons Responsible: Administration and teachers

Funding Source Name: Local Funds, Basic Formula - State Monies

Date to Implement Strategy: 03/05/2012

Date of Completion: 05/31/2013

Comments:

1. Action Step: 1. The superintendent will collaborate with building level administrators to develop an established set of questions for potential staff interviews.

Date To Implement Action Step: 03/05/2012

Date of Completion: 05/31/2013

2. Action Step: 2. A team will be established for the interviewing process made up of teachers and administrators.

Date To Implement Action Step: 03/05/2012

Date of Completion: 05/31/2013

3. Action Step: 3. The building level administrator will make recommendations to the board of education for possible hires and the board will then decide to interview or hire for the needed position.

Date To Implement Action Step: 03/05/2012

Date of Completion: 05/31/2013

4. Strategy: 4. An evaluation will be used for non-certified staff.

MSIP Standard: 8.10,8.4,8.11,8.15

Persons Responsible: Administration

Funding Source Name: Local Funds, Basic Formula - State Monies

Date to Implement Strategy: 08/15/2011

Date of Completion: 06/22/2012

Comments:

1. Action Step: 1. The building principals will meet with non-certified staff to review and evaluate job performance.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

2. Action Step: 2. Non-certified and extra-duty positions will be evaluated on an annual basis.

Date To Implement Action Step: 08/15/2011

Date of Completion: 06/22/2012

5. Strategy: 5. The district will provide staff development activities and Professional development opportunities for all staff as needed to develop and increase content knowledge.

MSIP Standard: 6.1,6.3,6.4,6.5,6.7

Persons Responsible: Administration and PDC

Funding Source Name: Local Funds, Basic Formula - State Monies, Title I

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/18/2012

Comments:

1. Action Step: 1. The administration will work with the Professional Development Committee provide needed staff development opportunities on half-day PD days.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

2. Action Step: 2. The PD committee will plan focused professional development for the staff.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

3. Action Step: 3. The PD committee will conduct an annual survey to assess the needs of the teachers and use these results when planning professional development.

Date To Implement Action Step: 03/02/2012

Date of Completion: 04/02/2012

6. Strategy: In-service technology workshops will continue to be offered to the staff and faculty that will enable integration of technology into the curriculum.

MSIP Standard: 6.4,6.7

Persons Responsible: Technology coordinator

Funding Source Name:

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/24/2013

Comments:

1. Action Step: Workshops dates will be scheduled so that everyone will have an opportunity to attend and clear, concise instructions will be included with the workshops. The technology coordinator will follow up with help for those who need added training.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/24/2013

2. Objective: As a result of teachers attending two technology workshops provided by the district, our goal will be for one hundred percent of the teachers on staff to become proficient with all district technology.

MSIP Standard: 6.4
SPP Indicators:
Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2006 - 2007	100			Yes
2007 - 2008		100		Yes
2008 - 2009			100	Yes
2009 - 2010	100%	100%	100	Yes
2010 - 2011	100%	100%	100%	N/A
2011 - 2012	100%		100%	N/A

Comments: One hundred percent of the district's teachers will become proficient with the use of all district technology. This will be accomplished by all staff attending two workshops which must be satisfactorily mastering before each school year begins.

1. Strategy: Teachers will be required to attend 100 percent of after school opportunities for professional development in integrating technology in the classroom. They will also be evaluated of the performance based evaluation tool as to their competencies two times during the academic year.

MSIP Standard: 6.3,6.4
Persons Responsible: Administrators and technology coordinators
Funding Source Name: TITLE II.A, Title I
Date to Implement Strategy: 08/15/2011
Date of Completion: 05/24/2013

Comments: These strategies will enable and improve the district staff by 70 percent which will translate into better quality education for all our students.

1. Action Step: The technology coordinator will provide sessions dealing with technology issues in group settings and also on a one-to-one basis when individuals need information. Administration will mandate one hundred percent participation by all teachers and staff of the Scott County School District.

Date To Implement Action Step: 08/15/2011
Date of Completion: 05/25/2012

2. Action Step: The PDC will also encourage staff members to seek outside training from conferences and meetings by providing an amount of money to pay for costs, which is available each certified staff member.

Date To Implement 08/15/2011
Action Step:

Date of Completion: 06/29/2012

3. Action Step: Outside sources will be brought in for in-service purposes when needed.

Date To Implement 08/15/2011
Action Step:

Date of Completion: 06/22/2012

4. Action Step: All teachers technology skills will be evaluated with a basic set of competency skills either the principal or the technology coordinator.

Date To Implement 08/15/2011
Action Step:

Date of Completion: 06/15/2012

5. Action Step: A teacher survey will be conducted to determine skill competency, interests and technology needs. Workshops will be administered and attended by those teachers increase their technology knowledge.

Date To Implement 08/15/2011
Action Step:

Date of Completion: 05/22/2012

2. Strategy: Technology skills will be added to the performance based teacher evaluation.

MSIP Standard: 6.7

Persons Responsible: Principal and Technology Coordinator

Funding Source Name: School Improvement Grant (g) (SIG), REAP - Small Rural School Achievement, Career Ladder

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/24/2013

Comments:

1. Action Step: All teachers technology skills will be evaluated with a basic set of competency skills by either the principal or the technology coordinator.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/24/2013

3. Objective: 100% of the 7-12 teachers will participate in credit recovery workshops in order to increase skills to raise the graduation rate.

MSIP Standard: 6.3,6.4,6.7,9.1,9.2,9.3,9.4,9.5

SPP Indicators:

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2010 - 2011	100%	100%	100%	N/A
2011 - 2012	100%		100%	N/A

Comments:

1. Strategy: Teachers will meet during professional days and summer days to become familiar with credit recovery programs and assist other staff with programs.
MSIP Standard: 6.7,9.1,9.2,9.3,9.4,9.5,9.6
Persons Responsible: Principal, teachers, counselor
Funding Source Name: TITLE II,A, Local Funds, Title I
Date to Implement Strategy: 08/15/2011
Date of Completion: 06/21/2013
Comments:

1. Action Step: 100% of teachers grades 7-12 will attend a technology workshop presented by A+ software. This software will be used for credit recovery with at risk student
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/24/2013

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

1. Objective: 3. The Guidance Department will be an integral part of the instructional program serving 100% of the district's students.
MSIP Standard: 3.2,6.1,6.9
SPP Indicators:
Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2009 - 2010	100%	100%	100%	N/A
2010 - 2011	100%	100%	100%	N/A
2011 - 2012	100%	100%	100%	N/A

Comments:

1. Strategy: 1. Student Guidance- to plan and provide guidance lessons. Program Management- to evaluate the overall guidance program.
MSIP Standard: 3.2,6.1,6.9
Persons Responsible: Principals and counselors
Funding Source Name: Local Funds, Basic Formula - State Monies
Date to Implement Strategy: 08/15/2011
Date of Completion: 05/18/2012
Comments:

1. Action Step: 1. A calendar will be developed at each building for classroom guidance lessons.
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/18/2012
2. Action Step: 2. Guidance lessons will be facilitated by counselors and others to help students master the guidance grade level expectations.
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/18/2012

- 3. Action Step:** 3. Student guidance activities will be conducted at the elementary, junior high and high school. They will be based on a set of age-appropriate and state developed guidance grade level expectations in the areas of personal and social development, academic development, and career development.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012
- 4. Action Step:** 4. A program of self-study will be conducted periodically to evaluate the design of t school counseling program.

Date To Implement Action Step: 04/02/2012

Date of Completion: 05/18/2012
- 5. Action Step:** 5. Building level principals will evaluate counselors.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012
- 6. Action Step:** 6. Students will periodically evaluate classroom guidance lessons and/or counselors.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012
- 7. Action Step:** 7. As a result of evaluations any necessary changes will be made to the counseling department.

Date To Implement Action Step: 04/20/2012

Date of Completion: 06/22/2012

2. Objective: 1. The district will develop long and short range plans for the maintenance, renovation, and replacement of facilities to accommodate the district's instructional programs and to maintain 100% compliance with the American With Disabilities (ADA) standards.

MSIP Standard: 7.1,8.10,8.11,8.15

SPP Indicators:

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2007 - 2008	80%			N/A
2008 - 2009		90%	100%	Yes
2009 - 2010	90%	95%	100%	No
2010 - 2011	95%	100%	100%	N/A
2011 - 2012	100%	100%	100%	N/A

Comments:

1. Strategy: 1. The district will implement the state ADA plan and monitor compliance with the plan throughout the district.

MSIP Standard:

Persons Responsible:

Funding Source Name:

Date to Implement Strategy: 08/15/2011
Date of Completion: 05/18/2012
Comments:

1. Action Step: 1. The building level principals along with the special education coordinator will annually review the ADA standards and conduct an accessibility study to determine compliance of these standards. If compliance issues are noted, the building principal will submit compliance plan with corrective actions to the superintendent and the Board of Education.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

2. Action Step: 2. If corrective actions are needed, the building principal and the special education coordinator will monitor the implementation of the compliance plan.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

2. Strategy: 2. The district will develop a plan for the maintenance, renovation and replacement of facilities and grounds.

MSIP Standard:

Persons Responsible: Administration and maintenance

Funding Source Name: Local Funds, Basic Formula - State Monies, Title I School Improvement (a)

Date to Implement Strategy: 05/21/2012

Date of Completion: 08/10/2012

Comments:

1. Action Step: 1. Each spring, the building principals will provide a maintenance request form to each staff member, soliciting short term and long term improvements to classroom buildings, and grounds.

Date To Implement Action Step: 05/18/2012

Date of Completion: 08/10/2012

2. Action Step: 2. The building principal will compile the requests and share the list with the Superintendent and maintenance supervisor.

Date To Implement Action Step: 05/18/2012

Date of Completion: 08/10/2012

3. Action Step: 3. The administrative team will review the list and prioritize, indicating short term and long term requests.

Date To Implement Action Step: 05/18/2012

Date of Completion: 08/10/2012

3. Objective: 2. The district will provide a safe, orderly, drug-free environment for all students and staff.

MSIP Standard: 6.5,6.6,8.4,8.12

SPP Indicators:

Progress Measure:

School Year Baseline Progress Target Target Met

2007 - 2008	80%			N/A
2008 - 2009		90%		Yes
2009 - 2010		95%	100%	No
2010 - 2011	95%	100%	100%	Yes
2011 - 2012	100%		100%	Yes

Comments:

- 1. **Strategy:** 1. The district will provide procedures for handling crisis situations and discipline referrals.
- MSIP Standard:** 4.1,4.2,4.3,6.5,6.6
- Persons Responsible:** Principal and teachers
- Funding Source Name:** Local Funds, Basic Formula - State Monies
- Date to Implement Strategy:** 08/15/2011
- Date of Completion:** 05/24/2013

Comments:

- 1. **Action Step:** 1. The district student handbook will be reviewed with all faculty and students at the beginning of each school year. Each student and faculty member will sign their name indicating that they have read and understand all rules in the handbook.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 08/19/2011
- 2. **Action Step:** 2. The district and building level crisis plans will be reviewed annually by the building principals to determine effectiveness and make recommendations for any necessary revisions.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 06/15/2012
- 3. **Action Step:** 3. Staff will be trained annually at the beginning of the school year on the implementation of the crisis plan.
- Date To Implement Action Step:** 08/11/2011
- Date of Completion:** 08/19/2011
- 4. **Action Step:** 4. Drills will be conducted to practice the crisis drills.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 05/18/2012

- 2. **Strategy:** 2. The Scott County Central District will provide appropriate measures to ensure the safety of students, and students and staff will indicate positive and safe feelings about school.

- MSIP Standard:**
- Persons Responsible:** Principals, teachers, and counselors
- Funding Source Name:**
- Date to Implement Strategy:** 08/15/2011

Date of Completion: 05/24/2013

Comments:

- 1. Action Step:** 1. Appropriate supervision will be provided at all times in the building, on the school grounds, and before and after school- entering and leaving the building, and during extra-curricular activities.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012
- 2. Action Step:** 2. The building principal will assign duties and develop a duty schedule to ensure proper supervision at all times.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012
- 3. Action Step:** 3. The building counselors will implement programs on bullying, student violence substance abuse, and character education.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012
- 4. Action Step:** 4. The Alternative Learning Center (ALC) will be implemented for those students who break rules according to the student handbook and receive ALC time as a form of discipline.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012
- 5. Action Step:** 5. Students who are placed in either ALC or OSS (out of school suspension) will be suspended from all extracurricular activities while serving those days.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012
- 6. Action Step:** 6. Administrators will monitor security cameras that are installed throughout the schools.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

4. Objective: 4. The Library Media Center (LMC) resources and services will be an integral part of the instructional programs serving 100% of the district's students.

MSIP Standard: 6.8

SPP Indicators:

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2009 - 2010	100%	100%	100%	N/A
2010 - 2011	100%	100%	100%	N/A
2011 - 2012	100%	100%	100%	N/A

Comments:

1. Strategy: 1. The library media centers in each building will progress toward achieving the appropriate level in all designated areas according to the Standards for Missouri School Media Centers. The LMC will integrate needed information throughout the curriculum.

MSIP Standard: 3.1,6.8

Persons Responsible: Librarian

Funding Source Name: TITLE IV.A, Local Funds, Basic Formula - State Monies

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/18/2012

Comments:

- 1. Action Step:** 1. The librarian will conduct an annual inventory to evaluate current holdings, determine weeding, and plan budget for new materials.
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/18/2012
- 2. Action Step:** 2. A budget will be developed based on needs in deficient areas and resources requested to support curriculum needs, through collaboration with staff.
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/18/2012
- 3. Action Step:** 3. Progress will be monitored over the next five years.
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/20/2016
- 4. Action Step:** 4. The librarian will become more familiar with the curriculum in all areas.
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/18/2012
- 5. Action Step:** 5. The librarian will develop bibliographies of in-house and on-line resources available to staff to support the curriculum.
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/18/2012

2. Strategy: The library media center will have up-to-date technology equipment and software.

MSIP Standard: 6.8

Persons Responsible: Technology Coordinator, Librarian

Funding Source Name: REAP - Small Rural School Achievement, Title I School Improvement (a)

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/22/2012

Comments: For the year 2009-2010, new library catalog software will be purchased along with a dedicated back-up server.

- 1. Action Step:** Every year the technology coordinator will review with the librarian any technology needs.
Date To Implement Action Step: 08/15/2011
Date of Completion: 05/22/2012

5. **Objective:** With seventy-percent of our classrooms and teachers having smart-boards and other technology in their classrooms, it is our goal to achieve one hundred percent coverage in all classrooms as resources permit. School administrators, teachers, staff and students will have equitable access to education technologies that promote student performance and academic achievement.

MSIP Standard: 6.4

SPP Indicators:

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2006 - 2007	100			Yes
2007 - 2008			100	No
2008 - 2009		60		Yes
2009 - 2010		70	100%	Yes
2010 - 2011	70%	95%	100	No
2011 - 2012	95%	100%	100%	Yes

Comments: It is our objective to have 100 percent coverage of all classrooms by 2010-2011.

1. Strategy: All computers will be updated every five years. All repairs will be made in a timely manner. In addition, each classroom will have smartboards at their disposal during the entire school day...174 days of the school year.

MSIP Standard: 6.4

Persons Responsible: Technology Coordinator and Administrators

Funding Source Name: 50/50 Equipment Grant, Local Funds, Enhancement Grant, TITLE V, Technology Education Grant

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/22/2012

Comments:

1. Action Step: Contract with MoreNet to increase bandwidth for existing and future convergent technologies.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/22/2012

2. Action Step: Purchase Smartboards for each classroom as money becomes available.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/22/2012

3. Action Step: Continue to replace and update computers, networking software, internet filter/ and educational software. Purchase smartboards for each classroom as monies become available.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/22/2012

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

1. Objective: The goal of increasing parent and community involvement by fifty percent within the next three years will be the focus. The Scott County Central school district will develop and enhance opportunities for parents, students, and the community to be involved in the educational programs of the district.

MSIP Standard: 7.6
SPP Indicators:
Progress Measure:

School Year	Baseline	Progress Target	Target Met
2006 - 2007	30%		No
2007 - 2008		45%	No
2008 - 2009		50%	100 No
2009 - 2010	50%		100 N/A
2010 - 2011			100 N/A
2011 - 2012			100% N/A

Comments: The district has realized a significant increase which can be measured by the number of parents who sign in during parent/teacher conferences, open-house, and special events spread throughout the years.

1. Strategy: 2. Each building will host an annual Back to School Open House for parents to attend. Valuable information is provided at this event such as: Quarterly objectives, Grading procedures, Homework tips, Discipline policies, etc.. Following the Open House a Community Picnic, hosted by the district, is provided on the school grounds with everyone invited.

MSIP Standard: 7.5,7.6,8.8,8.9

Persons Responsible: Administration and teachers

Funding Source Name:

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/18/2012

Comments:

1. Action Step: 1. Information on the school sign and flyers will be distributed advertising the Back to School night, Community Picnic and Technology Night.

Date To Implement Action Step: 08/01/2011

Date of Completion: 08/19/2011

2. Action Step: 2. Teachers will have appropriate information planned for parents provided at the Open House.

Date To Implement Action Step: 08/12/2011

Date of Completion: 08/12/2011

3. Action Step: 3. Administration will implement and coordinate the Open House and picnic.

Date To Implement Action Step: 08/12/2011

Date of Completion: 08/12/2011

4. Action Step: FBLA members and the sponsor will organize and schedule a Technology Night for community which will include the basics of internet research, word processing and any other technology area of interest to the community.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

2. Strategy: 3. An annual Parent-Student Orientation will be held for seventh grade students and parents. Parent-Teacher conferences are held at the end of the first and third quarters.

MSIP Standard:

Persons Responsible: Principals, counselors, and teachers

Funding Source Name:

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/18/2012

Comments:

1. Action Step: 1. Administration will determine a date for the Parent-Student Orientation.

Date To Implement Action Step: 08/01/2011

Date of Completion: 08/12/2011

2. Action Step: 2. Mail notices will be sent to the incoming seventh grade parents.

Date To Implement Action Step: 08/01/2011

Date of Completion: 08/10/2011

3. Action Step: 3. Parents and students will attend an informational meeting with the building principal and the building counselor. Information included will be: Grading policies, Schedules, Room numbers and locations. Discipline policies, etc.

Date To Implement Action Step: 08/01/2011

Date of Completion: 08/10/2011

4. Action Step: 4. The school calendar denotes the date of the first and third quarter Parent-Teacher conferences.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

5. Action Step: 5. Convenient times are provided (1:30-7:30) for parents to have the opportunity attend the conferences and/or make appointments with teachers.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

6. Action Step: 6. Parents will be given the quarter report card and have the opportunity to meet with the teachers and the building principal if needed.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012
7. Action Step: 7. Progress reports are sent home at mid-quarter of each of the four quarters.
Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

3. Strategy: 1.The district will maintain the current Parent-Teacher Organization (PTO) and work to increase the number of parents involved.

MSIP Standard: 7.5,7.6,8.8

Persons Responsible: Principals and teachers

Funding Source Name: Local Funds

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/18/2012

Comments:

1. Action Step: 1. Staff members will increase parent involvement through our PTO by promoting activities and keeping parents informed.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

2. Action Step: 2. Developing opportunities for parents and staff through the PTO, to work together to promote community cooperation.

Date To Implement Action Step: 08/12/2011

Date of Completion: 05/18/2012

4. Strategy: The high school computer lab will be available during school hours and evenings for patrons and high school graduates. Open house, college nights, after school tutoring, etc...all are provided and communicated to the community and parents through letters and announcements which go home three times a week.

MSIP Standard: 7.5,7.6

Persons Responsible: Technology Coordinator, Business Teacher, and Administrators

Funding Source Name: School Improvement Grant (g) (SIG)

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/18/2012

Comments: The availability of the districts resources is routinely communicated by word of mouth, letters home, and announcements made mornings and weekly through the paper.

1. Action Step: Several times during the year FBLA members and sponsor will open the high school computer lab in the evening and adjoining business room for the community to learn use the internet and basic word processing. Community members and school gradua are encouraged to avail themselves to the school resources at every possible opportunity which normally occurs twice weekly during the school year.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/22/2012

2. Action Step: Any member of the community and especially graduates in college classes are encouraged to use the high school computer lab during school hours for projects and assignments.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/22/2012

5. Strategy: All federal requirements will be followed when conducting parent meetings. All parents will receive a parent involvement plan and parent/school compact.

MSIP Standard: 8.8

Persons Responsible: Principal, teachers, counselor

Funding Source Name: Local Funds, Basic Formula - State Monies, Title I

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/18/2012

Comments:

1. Action Step: Any member of the community and especially graduates in college classes are encouraged to use the high school computer lab during school hours for project and assignments.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/18/2012

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

1. Objective: 1. Scott County Central district leaders will govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the district. The policies and procedures adopted by the Scott County Central District School Board will be and continues to be administered by the district administrators on a one hundred percent routine basis. This consistent administration of policies and procedures are the guidelines that govern the district and can be found in the District office occupied by the Superintendent and the appropriate building principals.

MSIP Standard: 8.7,8.8,8.9

SPP Indicators:

Progress Measure:

School Year Baseline Progress Target Target Met

School Year	Baseline	Progress	Target	Target Met
2006 - 2007	100			Yes
2007 - 2008		100	100	Yes
2008 - 2009		100	100	Yes
2009 - 2010	100	100	100	Yes
2010 - 2011	100	100	100	Yes
2011 - 2012	100	100	100	Yes

Comments: The Scott County School District has for several years demonstrated consistent and responsible governance of all phases of day to day, year to year daily governance. This shall be the goal for many years to come.

1. Strategy: 1. The local school board and district leaders commit to implement fully the Missouri School Improvement Standards and Indicators, as outlined in the fourth cycle Standards and Indicators Manual.

MSIP Standard: 4.1,7.7,8.2,8.3,8.6,8.7

Persons Responsible: Superintendent, Supt. Sec., Principals, BOE

Funding Source Name:

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/24/2013

Comments:

- 1. Action Step:** 1. The district maintains appropriate procedures to assure the accurate and timely reporting of required data to state and federal agencies.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/24/2013
- 2. Action Step:** 2. The district reports Core Data as required for each reporting period.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/24/2013
- 3. Action Step:** 3. The district completes and submits self-monitoring documents to state and federal programs.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/24/2013
- 4. Action Step:** 4. The district reviews the Annual Performance Report and checks for any needed corrections.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/24/2013
- 5. Action Step:** 5. The district submits reports required by the Safe Schools Act.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/24/2013

2. Strategy: 2. The local school board and district leaders commit to fully implement the Comprehensive School Improvement Plan (CSIP). The board approved CSIP is ongoing with goals, outcomes, and objectives to direct the improvement efforts of the district for the next five years.

MSIP Standard: 8.1,8.2

Persons Responsible: Superintendent, Principal, BOE

Funding Source Name:

Date to Implement Strategy: 08/15/2011

Date of Completion: 05/24/2013

Comments:

- 1. Action Step:** 1. The district involves representatives of school and community in the CSIP planning process.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/24/2013
- 2. Action Step:** 2. The CSIP is continuously evaluated and updated as necessary.

- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 05/24/2013
- 3. Action Step:** 3. Strategies contained within the district's CSIP are being implemented and student performance is improving.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 05/24/2013
- 4. Action Step:** The school board and district leaders will fully fund necessary maintenance or acquisition of up-to-date technology for students and staff.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 05/24/2013
- 5. Action Step:** The school board and district leaders will fully fund necessary maintenance or acquisition of up-to-date technology for students and staff.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 05/24/2013
- 6. Action Step:** The technology coordinator will use strategies and action steps connected with technology to implement the improvement efforts of the district.
- Date To Implement Action Step:** 08/15/2011
- Date of Completion:** 05/24/2013

3. Strategy: 3. The district will create a process that will provide both time and ways for faculty and administration to create an action plan to raise student achievement. The board of education and the administration will support curriculum review and alignment to state and national standards.

MSIP Standard: 6.2,6.3,6.4
Persons Responsible: Administration and teachers
Funding Source Name: Local Funds, Basic Formula - State Monies
Date to Implement Strategy: 08/15/2011
Date of Completion: 05/24/2013
Comments:

1. Action Step: 1. School leaders and faculty will work together in deciding such instructional decisions as: what is taught, teaching instruction, student learning expectations, and evaluating student learning.

Date To Implement Action Step: 08/15/2011
Date of Completion: 05/24/2013

2. Action Step: 2. District administrators will participate in professional development concerning student achievement.

Date To Implement Action Step: 08/15/2011
Date of Completion: 05/24/2013

3. Action Step: 3. Teachers participated in EAT online training for updating curriculum using an electronic online tool. This training was supported by the administration and teachers continually updating their curriculums throughout the year.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/24/2013

4. Action Step: 4. Teachers are working with the administration to keep the curriculum aligned and to monitor assessments with the DOK levels.

Date To Implement Action Step: 08/15/2011

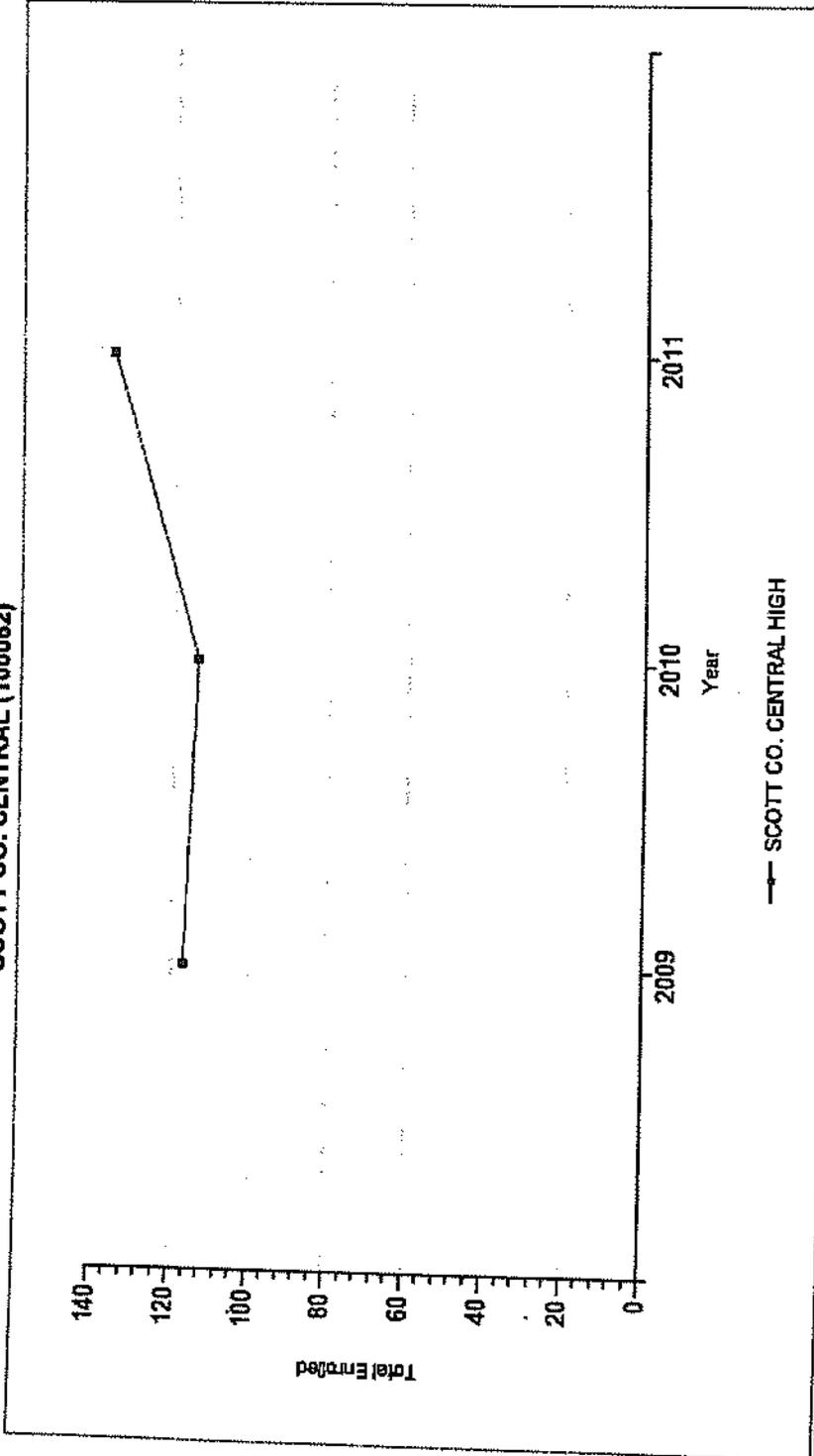
Date of Completion: 05/24/2013

5. Action Step: The technology coordinator will work closely with the curriculum director and administration on technology methods to increase student achievement by fifty percent. School leaders/faculty will work together in deciding instructional decisions as: what is taught, teaching instruction, student learning expectations and evaluating student achievement. District administration will attend twenty percent more professional development workshops covering student achievement.

Date To Implement Action Step: 08/15/2011

Date of Completion: 05/24/2013

Building Demographic Data
SCOTT CO. CENTRAL (100062)



School: SCOTT CO. CENTRAL HIGH (1050)

Year	Total Enrollment	Asian (Percent)	Black (Percent)	Hispanic (Percent)	Indian (Percent)	White (Percent)	Free/Reduced Lunch (FTE) (Percent)
2011	182	0.00	25.30	0.00	0.00	74.70	60.8

* Indicates field has been suppressed.

The following are excerpts from the December, 2008, MSIP Advance Questionnaire. Areas of concern are highlighted in the report. The district's comments follow each section.

6.5 The efficacy and expectations scale from the faculty Advance Questionnaire identifies the degree to which teachers believe that they are capable of impacting student achievement. The Faculty scale for Efficacy & Expectations consists of seven questions. The original questions and a summary of district responses follow:

Faculty	percentile	mean	std_dev	n
There are avenues for recognizing and rewarding the accomplishments of all students.	47	4.28	0.64	40
There are effective supports in place to assist students who are in jeopardy of academic failure.	54	4.20	0.85	40
I emphasize the importance of effort with students.	89	4.83	0.38	40
I have the skills necessary to meet the needs of all learners in my classroom.	65	4.33	0.66	39
All staff in our school hold high expectations for student learning.	14	3.88	0.97	40
I believe that I can positively impact student performance.	64	4.63	0.49	40
Students are held accountable for doing quality work.	9	3.78	0.97	40

Two questions within the faculty efficacy and expectations scale yielded significantly low percentile scores. When compared to the state sample, 40 faculty members in the district reported a mean score of 3.88 on the question "All staff in our school hold high expectations for student learning." which placed it at the 14th percentile, scoring lower than 86 percent of districts in the state.. The district reported a mean score of 3.78 on the question "Students are held accountable for doing quality work." which placed it at the 9th percentile, scoring lower than 91 percent of districts in the state.

Comment: Research indicates that staff expectations, especially those for quality work, have a significant impact on student achievement.

6.5.2.1c The leadership scale from the faculty Advance Questionnaire identifies the degree to which leadership is perceived as effective in improving student learning. The Faculty scale for Leadership consists of nine questions. The original questions and a summary of district responses follow:

Faculty	percentile	mean	std_dev	n
The mission of this school is clearly defined.	35	4.23	0.73	40
My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning.	2	3.25	1.06	40
My school's principal fosters shared beliefs and a sense of community and cooperation.	20	4.10	0.87	40
Our principal identifies issues in the school that could potentially become problems.	11	3.93	0.92	40
In our school teachers are encouraged to be instructional leaders	27	4.31	0.69	39
My school's principal monitors the effectiveness of school practices and their impact on student learning.	5	3.75	1.03	40
There are open channels of communication among students, staff and administrators.	10	3.75	0.90	40
Our principal promotes innovation.	6	3.78	1.03	40
My school's administration protects instructional time available to teachers from interruptions.	36	3.83	0.93	40

A summary of results for the district and its buildings regarding the Faculty Leadership scale:

district	school	school_name	source	percentile	mean	std_dev	n
SCOTT CO. CENTRAL		DISTRICT	fac	8	3.88	0.69	40
SCOTT CO. CENTRAL	1050	SCOTT CO. CENTRAL HIGH	fac	10	3.62	0.81	17
SCOTT CO. CENTRAL	4020	SCOTT CO. CENTRAL ELEM.	fac	22	4.07	0.53	23

Some observations regarding the additive scale results reported on the preceding table:

The 40 faculty members responding from SCOTT CO. CENTRAL district reported a mean score of 3.88 on the Leadership scale, which placed it at the 8th percentile, scoring lower than 92 percent of districts in the state.

The 17 faculty members responding from SCOTT CO. CENTRAL HIGH school reported a mean score of 3.62 on the Leadership scale, which placed it at the 10th percentile, scoring lower than 90 percent of secondary schools in the state.

Comment: The faculty had the perception that the leadership necessary to promote student achievement was not present in the district. No score for a question within the leadership scale was above the 36th percentile. The leadership has changed in the buildings since the questionnaire was completed. It remains necessary for the principals to continue to improve their instructional leadership skills.

6.6.2 The equity scale from the faculty Advance Questionnaire measures perceptions around issues of fairness in addressing student needs. The Faculty scale for Equity consists of two questions. The original questions and a summary of district responses follow:

Faculty	percentile	mean	std_dev	n
Discipline is handled fairly in this school.	5	3.58	1.15	40
Students are treated fairly in this school.	28	4.10	0.74	40

A summary of results for the district and its buildings regarding the Faculty Equity scale:

district	school	School name	source	percentile	mean	std_dev	n
SCOTT CO. CENTRAL		DISTRICT	fac	14	3.84	0.82	40
SCOTT CO. CENTRAL	1050	SCOTT CO. CENTRAL HIGH	fac	10	3.47	0.87	17
SCOTT CO. CENTRAL	4020	SCOTT CO. CENTRAL ELEM.	fac	22	4.11	0.67	23

Some observations regarding the additive scale results reported on the preceding table:

The 40 faculty members responding from SCOTT CO. CENTRAL district reported a mean score of 3.84 on the Equity scale, which placed it at the 14th percentile, scoring lower than 86 percent of districts in the state.

The 17 faculty members responding from SCOTT CO. CENTRAL HIGH school reported a mean score of 3.47 on the Equity scale, which placed it at the 10th percentile, scoring lower than 90 percent of secondary schools in the state.

Comment: The fair handling of student discipline is a key element of the overall climate of a school. The perception that it is not handled fairly can undermine efforts to manage student behavior in a positive and productive manner. Furthermore, a comprehensive, positive student management system is essential to improving student academic performance.

6.7.2.4 The collegiality and professionalism scale from the faculty Advance Questionnaire identifies the degree to which professional staff collaborate to improve student learning. The Faculty scale for Collegiality & Professionalism consists of three questions. The original questions and a summary of district responses follow:

Faculty	percentile	mean	std_dev	n
Teachers are routinely engaged in collaborative problem solving around instructional issues.	10	3.67	0.84	39
Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed.	28	3.93	0.89	40
Teachers in my school are routinely involved in formulating schoolwide decisions and policies.	8	3.28	0.99	40

A summary of results for the district and its buildings regarding the Faculty Collegiality & Professionalism scale:

district	school	school_name	source	percentile	mean	std_dev	n
SCOTT CO. CENTRAL		DISTRICT	fac	9	3.63	0.76	40
SCOTT CO. CENTRAL	1050	SCOTT CO. CENTRAL HIGH	fac	10	3.39	0.82	17
SCOTT CO. CENTRAL	4020	SCOTT CO. CENTRAL ELEM.	fac	18	3.80	0.69	23

Some observations regarding the additive scale results reported on the preceding table:

The 40 faculty members responding from SCOTT CO. CENTRAL district reported a mean score of 3.63 on the Collegiality & Professionalism scale, which placed it at the 9th percentile, scoring lower than 91 percent of districts in the state.

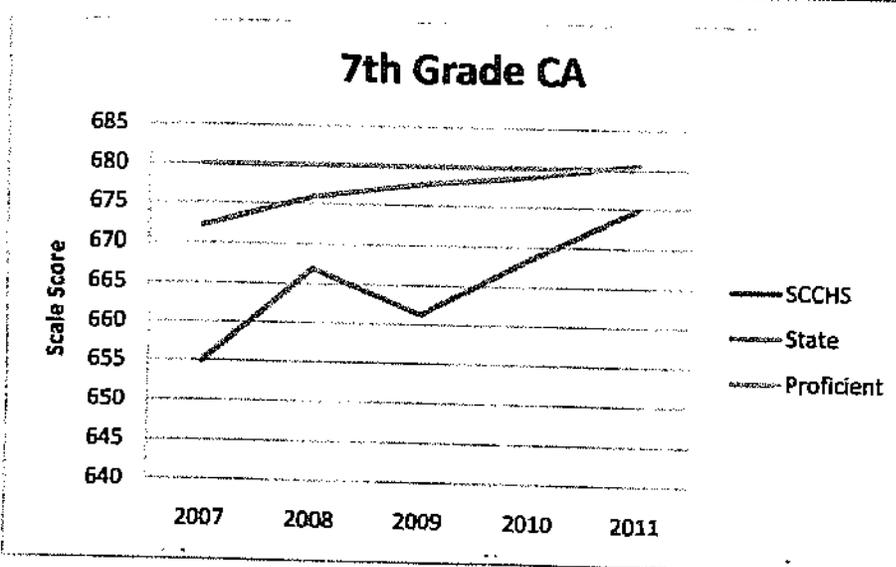
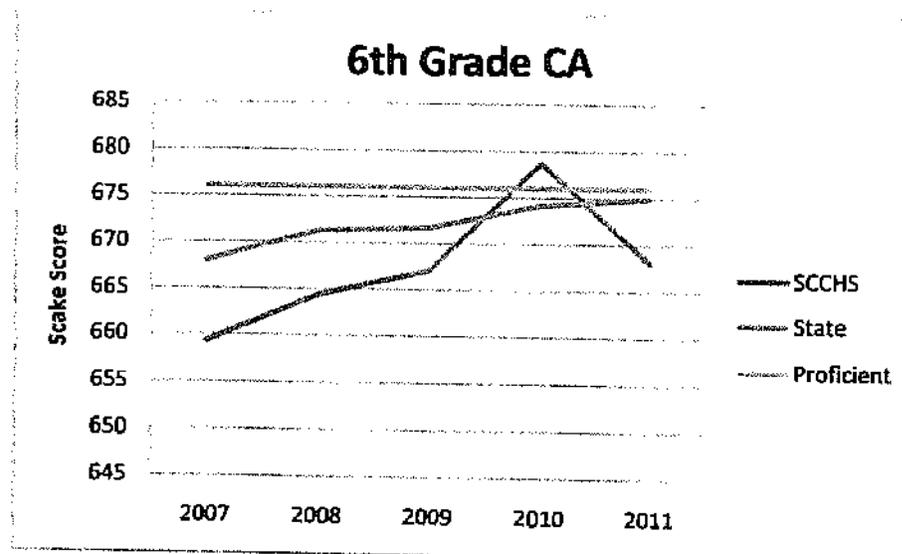
The 17 faculty members responding from SCOTT CO. CENTRAL HIGH school reported a mean score of 3.39 on the Collegiality & Professionalism scale, which placed it at the 10th percentile, scoring lower than 90 percent of secondary schools in the state.

Comment: Results reported in the Leadership Scale and the Faculty Collegiality and Professionalism Scale reveal the perception that there was not a healthy climate for professional cooperation and collegiality. With the support of leadership and staff and leadership training in creating the conditions for professional cooperation and problem solving, a positive and professional climate can be generated.

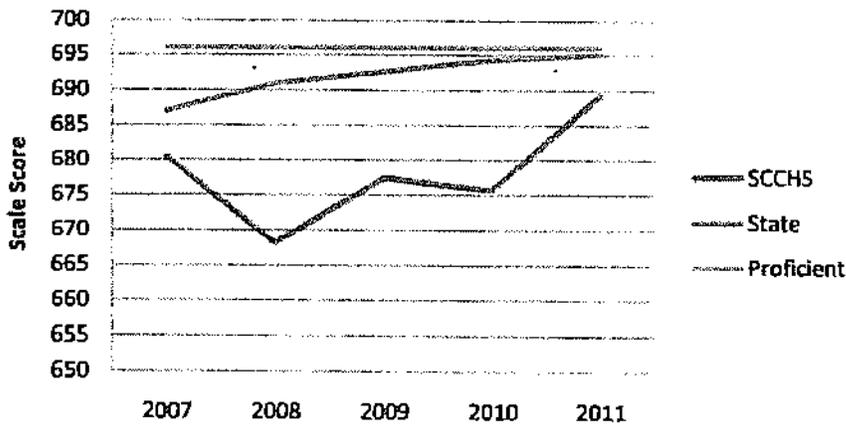
Mean Scale Score Comparisons—2007-2011 MAP Results

These charts show comparisons of the Mean Scale Score results from the MAP tests for the years 2007-2011. The test results include grades 6-high school for the Scott County Central School District and the state of Missouri compared to the scale score that is the lower limit of the Proficient range for each assessment. Grade 6 is the highest grade in the Scott County Central Elementary School, and the other results are Scott County Central High School.

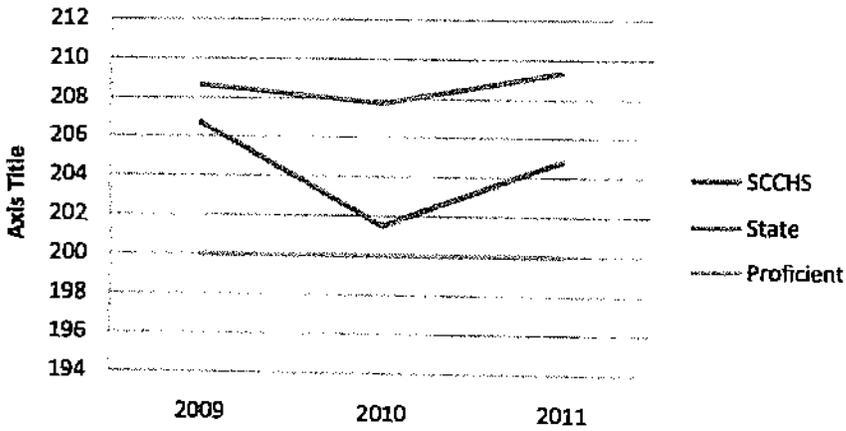
A review of these data indicates that the Scott County Mean Scale Scores over time are generally below the state and the Proficient scale scores in all but a few instances. The comparisons indicate that the rigor of instruction in core classes does not adequately prepare students for the demands of the MAP tests. The data may also show that the taught curriculum is not tightly aligned to the MAP GLEs and CLEs.



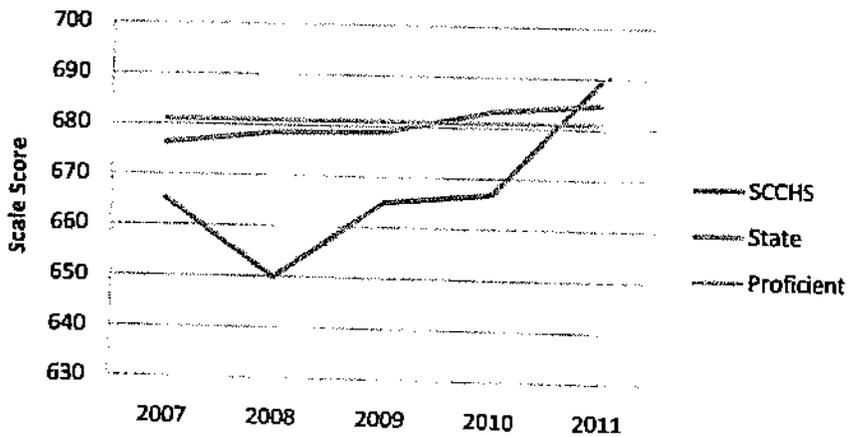
8th Grade CA



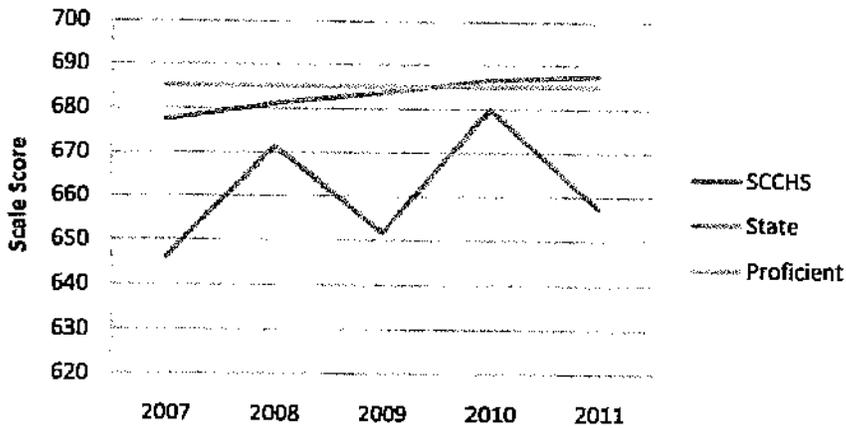
English II



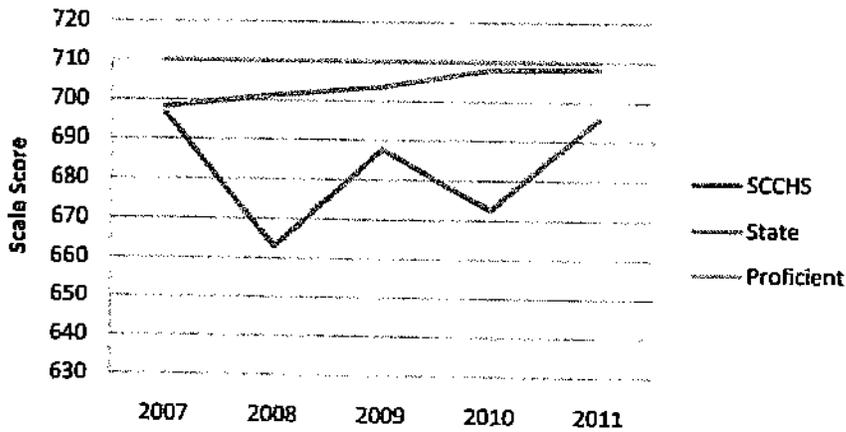
6th Grade Math



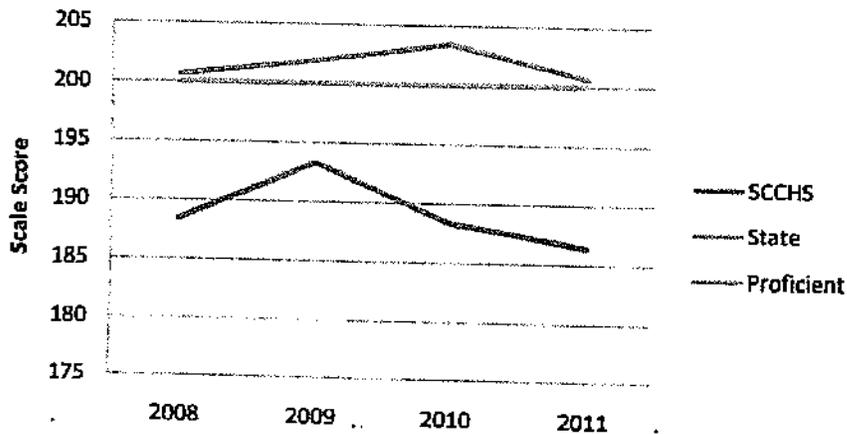
7th Grade Math



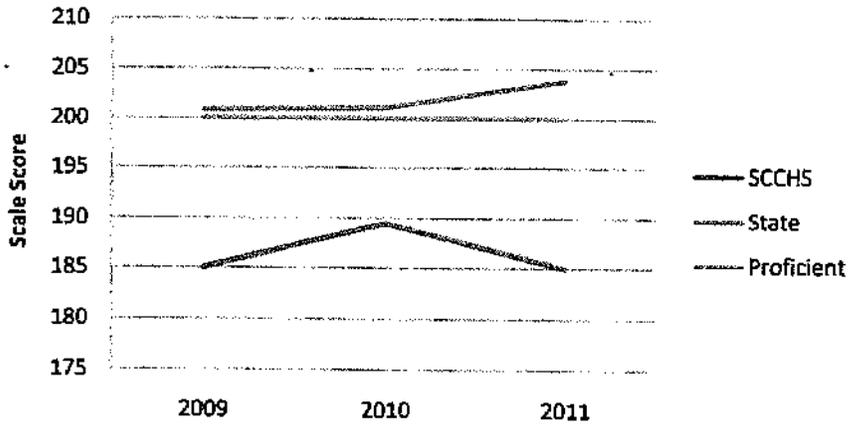
8th Grade Math



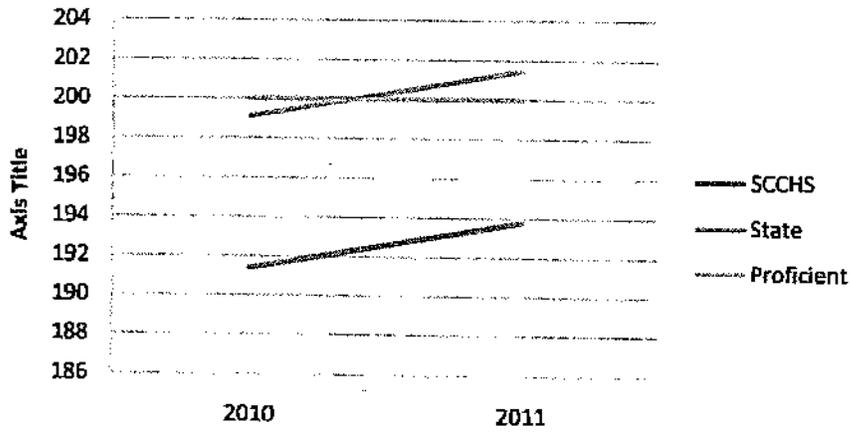
Algebra I



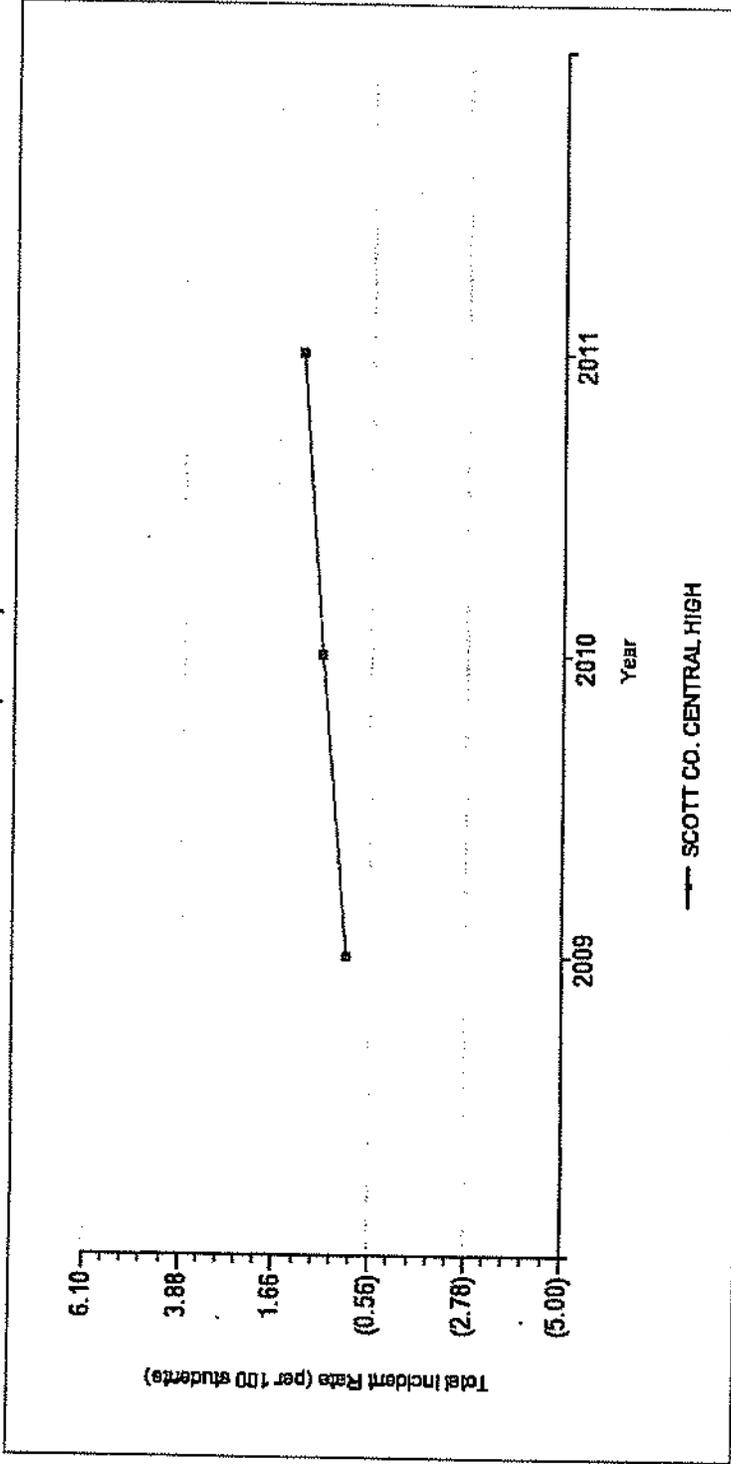
Biology 1



Government



Building Discipline Incidents
SCOTT CO. CENTRAL (100062)



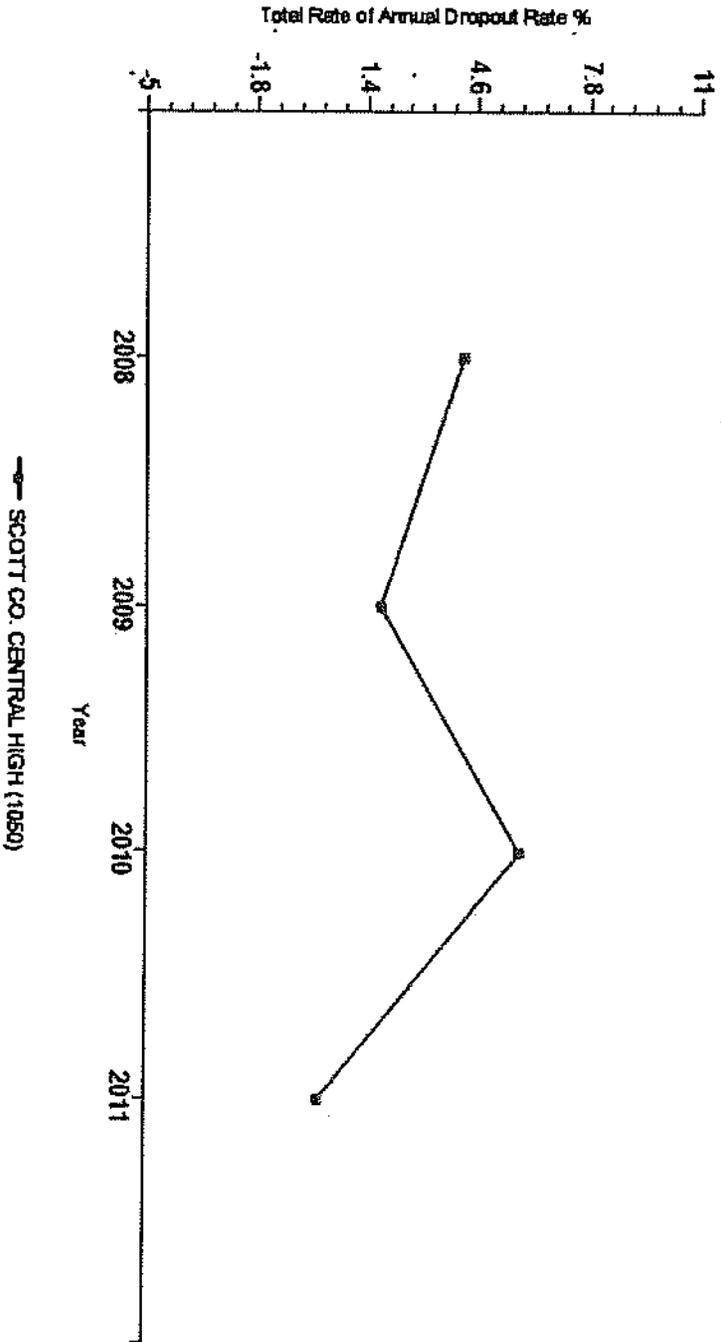
Incidents - Each incident is to be reported in which a student is removed from the traditional classroom setting for ten or more consecutive days.
 NOTE: Multiple Short Sessions (cumulative removals adding up to 10 days) are not included in this analysis.
 Type of Offense - Weapon -Device or instrument capable of causing serious bodily injury. Does not include a knife with a blade of less than 2 1/2 inches in length, Alcohol-Use, possession, sale, or solicitation of intoxicating alcoholic beverages. Drug -Use, possession, sale or solicitation of drugs. Does not include alcohol or tobacco. Tobacco -Use, possession, sale, or solicitation of tobacco. Weapon Act -As defined by school board and including, but not limited to, exhibition of physical force with intent to do serious bodily harm. Other -Other offenses not listed above.
 Type of Removal - In School Suspension -Removal of student from regular classroom setting (within a school building) for a fixed amount of time with student automatically returning to school after the suspension is completed. Out of School Suspension -Removal of student from school for a fixed amount of time with student automatically returning to school after the suspension is completed. Expulsion -Removal of student from school for an indefinite period of time until student is reinstated by local board of education.

Building Discipline Incidents
SCOTT CO. CENTRAL (100062)

SCOTT CO. CENTRAL HIGH (1050)	2009	2010	2011
Enrollment	172	161	182
Total Number of Incidents	0	1	2
Incident Rate (per 100 students)	0.00	0.60	1.10
Type of Offense			
Alcohol (number rate)	0 0.0	0 0.0	0 0.0
Drug (number rate)	0 0.0	0 0.0	0 0.0
Tobacco (number rate)	0 0.0	0 0.0	0 0.0
Violent Act (number rate)	0 0.0	0 0.0	0 0.0
Weapon (number rate)	0 0.0	0 0.0	0 0.0
Other (number rate)	0 0.0	1 0.6	2 1.1
Type of Removal			
In-School Suspension (number rate)	0 0.0	0 0.0	1 0.5
Out of School Suspension (number rate)	0 0.0	1 0.6	1 0.5
Expulsion (number rate)	0 0.0	0 0.0	0 0.0
Length of Removal			
10 Consecutive Days (number rate)	0 0.0	0 0.0	2 1.1
More than 10 Consecutive Days (number rate)	0 0.0	1 0.6	0 0.0

Incidents - Each incident is to be reported in which a student is removed from the traditional classroom setting for ten or more consecutive days.
 NOTE: Multiple Short Sessions (cumulative removals adding up to 10 days) are not included in this analysis.
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Building Annual Dropout Rate
SCOTT CO. CENTRAL (100062)





Building Annual Dropout Rate
SCOTT CO. CENTRAL (100062)

	2008	2009	2010	2011
SCOTT CO. CENTRAL HIGH (1050)				
Asian Dropout Rate 9-12 (%)	0	0	0	0
Asian Dropout Rate 9-12 (%)	0.00	0.00	0.00	0.00
Black Dropouts 9-12	0	0	0	0
Black Dropout Rate 9-12 (%)	0.00	0.00	0.00	0.00
Hispanic Dropouts 9-12	0	0	0	0
Hispanic Dropout Rate 9-12 (%)	0.00	0.00	0.00	0.00
Indian Dropouts 9-12	0	0	0	0
Indian Dropout Rate 9-12 (%)	0.00	0.00	0.00	0.00
White Dropouts 9-12	4	2	6	0
White Dropout Rate 9-12 (%)	6.80	2.80	8.50	0.00
Total Dropouts 9-12	4	2	6	0
Total Dropout Rate 9-12 (%)	4.20	1.80	5.80	0.00



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: webreplvsic2010@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			\$

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME Scott County Central School District	COUNTY-DISTRICT CODE 100062
---	---------------------------------------

NAME OF BOARD-AUTHORIZED REPRESENTATIVE Alvin McFerren	ADDRESS 20794 US Hwy. 61	CITY, STATE, ZIP Sikeston, MO 63801
--	------------------------------------	---

E-MAIL ADDRESS amcferren@scottcentral.k12.mo.us	TELEPHONE NUMBER (573)471-2686	FAX NUMBER (573)471-2029
---	--	------------------------------------

NAME OF GRANT CONTACT Alvin McFerren	ADDRESS 20794 US Hwy. 61	CITY, STATE, ZIP Sikeston, MO 63801
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E-MAIL ADDRESS amcferren@scottcentral.k12.mo.us	TELEPHONE NUMBER (573)471-2686	FAX NUMBER (573)471-2029
---	--	------------------------------------

NAME OF LEA TURNAROUND OFFICER (if known) Alvin McFerren	ADDRESS 20794 US Hwy. 61	CITY, STATE, ZIP Sikeston, MO 63801
--	------------------------------------	---

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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.

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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

Wain McFarren, Supt.

December 16, 2011

SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)

DATE

December 16, 2011

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COPY

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LEA/DISTRICT/AGENCY NAME Scott County Central School District		COUNTY-DISTRICT CODE 100062	
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Alvin McFerren	ADDRESS 20794 US Hwy. 61	CITY, STATE, ZIP Sikeston, MO 63801	
E-MAIL ADDRESS amcferren@scottcentral.k12.mo.us	TELEPHONE NUMBER (573)471-2686	FAX NUMBER (573)471-2029	
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NAME OF LEA TURNAROUND OFFICER (if known) Alvin McFerren	ADDRESS 20794 US Hwy. 61	CITY, STATE, ZIP Sikeston, MO 63801	
E-MAIL ADDRESS amcferren@scottcentral.k12.mo.us	TELEPHONE NUMBER (573)471-2686	FAX NUMBER (573)471-2029	

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December 16, 2011

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December 16, 2011

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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	202,500		57,010		35,260			288,770

1200 Supplemental Instruction (Title I) 1003(g) SIG	18,000		1,296		13,560		32,856
2100 Non-Instructional Support Services 1003(g) SIG		9,000	2,390		1,500		12,890
2200 Professional Development 1003(g) SIG				176,000			176,000
2600 Planning and Evaluation 1003(g) SIG							
3000 Community Services 1003(g) SIG	1,000	150					1,150
Program Costs Subtotal 1003(g) SIG	221,500	9,150	60,696	176,000	50,320		511,666
Indirect Costs							
Administrative Costs 1003(g) SIG							
ADMINISTRATIVE COSTS SUBTOTAL 1003(g) SIG							
GRAND TOTAL 1003(g) SIG	221,500	9,150	60,696	176,000	50,320		511,666

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	4.5	2.0					
Preschool							
Class Size Reduction	1.0						
Neglected/Definquent Institution Supplemental Instruction							
Other Staff							
Instructional Coach	2.0						
Reading Recovery Teacher Leader							
School/Home Coordinator			2.0				
Language Translator							
Guidance Counselor					.5		
Transition Case Manager						.5	
Turnaround Officer							.5
TOTAL	7.5	2.0	2.0	.5	.5	.5	.5

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.

SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					TU	RE	CL	TR
Scott County Central High School	292142001177	1						1

- 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.

VI.A - LEA/DISTRICT/BUILDING YEAR ONE STRATEGIES AND ACTIVITIES TEMPLATE (COPY AS NEEDED)

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 in 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.

DISTRICT/BUILDING NAME OTT COUNTY CENTRAL HIGH SCHOOL	COUNTY-DISTRICT - BUILDING CODE 100-062-1050
--	---

Budget Codes	Related Strategies and Activities
0 Instruction	
0 Instruction 1003(g) SIG	Curriculum Coach to provide job-embedded professional development and support analysis of data; Extended school day teacher salaries
0 Supplemental Instruction (Title I)	
0 Supplemental Instruction (Title I) 1003(g) SIG	
0 Non-Instructional Support Services	
0 Non-Instructional Support Services 1003(g) SIG	Site Coordinator for Community Resource Center (CRC), Home/School Liaison, Nurse and Social Workers as part of the CRC
0 Professional Development	
0 Professional Development 1003(g) SIG	<ol style="list-style-type: none"> 1. External vendor providing instructional coaching and professional development and primary implementation partner 2. Software Technology Incorporated-vendor providing data and assessment support 3. RPDC-vendor providing Professional Learning Community and Positive Behavior Systems Support
0 Planning and Evaluation	
0 Planning and Evaluation 1003(g) SIG	External Evaluator for the technical evaluation of transformation plans and impact on student achievement
0 Parent Involvement	

Parent Involvement 1003(g) SIG	Parent/Community outreach materials; CRC equipment; CRC Advisory Board materials
Administrative Costs	
Administrative Costs 1003(g) SIG	

4g) SIG Subtotal								
Grand Total	221,500	9,150	60,696	176,000	50,320			511,666

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			
SCOTT COUNTY CENTRAL HIGH SCHOOL					100-062--1050			
Year One 2010-2011	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	850,402	9553	318,868	6640	33784	24465		1,243,912
1200 Supplemental Instruction(Title I)	395,806	80,108	113,369	90,521	93,053	41,963		812,820
2100 Non- Instructional Support Services	79,750	20,591	24,702	13,228	1527	525		140,323
2200 Professional Development	33,800	450	9820	18,151	924	829		63,974
2600 Planning and Evaluation								
3000 Community Services	38,865	15,818	13,103	900	3916	4353		76,955
Administrative Costs								
Program Costs Subtotal								
Grand Total	1,396,623	126,520	479,862	129,440	133,204	72,135		2,337,784

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)

<input type="checkbox"/> PRE-IMPLEMENTATION	<input type="checkbox"/> PRE-IMPLEMENTATION ADMINISTRATIVE COSTS	<input checked="" type="checkbox"/> YEAR ONE IMPLEMENTATION	<input type="checkbox"/> YEAR ONE IMPLEMENTATION ADMINISTRATIVE COSTS
LEA/DISTRICT/BUILDING NAME		COUNTY-DISTRICT - BUILDING CODE	
BUDGET ITEMIZATION			GRANT FUNDS REQUESTED
6100: Certificated Salaries THESE SALARIES WILL REFLECT INSTRUCTION FROM CERTIFIED TEACHERS AND CURRICULUM COACHES			
6100 Subtotal			\$221,500
6150: Non-Certificated Salaries THIS SALARY AND RELATED EXPENSES WILL FOCUS ON PROFESSIONAL DEVELOPMENT WHICH WILL PRIMARILY COME FROM BRINGING EDUCATORS TO OUR SCHOOL.			
6150 Subtotal			9,150
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) REQUIRED BY LAW Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal			60,696
6300: Purchased Services ESTIMATED VENDOR EXPENDITURES			
6300 Subtotal			176,000
6400: Materials/Supplies GENERAL SUPPLIES NEEDED THROUGHOUT THE YEAR.			
6400 Subtotal			511,666
6100-6400 Subtotal			\$
Indirect Cost Optional (Restricted Rate: _____% X Subtotal)			\$
6500: Capital Outlay			
6500 Subtotal			\$
TOTAL			511,666