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

RECEIVED DEC 16 2011

ORIGINAL

DIRECTIONS

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

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

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			$

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
Wright City R-II	109-002

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP
Dr. Chris Gaines	90 Bell Rd.	Wright City, MO 63390

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
chris.gaines@wrightcity.k12.mo.us	(636) 745-7200	(636) 745-3616

NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Jeff Haug	100 Bell Rd.	Wright City, MO 63390

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
jeff.haug@wrightcity.k12.mo.us	(636) 745-7301	(636) 745-7304

NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER

SECTION II. - ASSURANCES

A local educational agency (LEA)/District must include the following assurances in its application for a School Improvement Grant.

Check the boxes in this table to include the assurances in this application.

The LEA/District must assure that it will—

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

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

SECTION III. - WAIVERS

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

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

☑ Extending the period of availability of school improvement funds.

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

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

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

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE 12-15-11
SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)	DATE

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

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

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	163965		42880		16200			223045
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development *1003(g) SIG*				39078				39078
2600 Planning and Evaluation *1003(g) SIG*				10000				10000
3000 Community Services *1003(g) SIG*				10000	2000			12000
Program Costs Subtotal *1003(g) SIG*	163965		42880	59078	18200			284123
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	163965		42880	59078	18200			284123

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

SECTION V. - SCHOOLS TO BE SERVED

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

					INTERVENTION (TIER I AND II ONLY)			
SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
Wright City Middle School	293231002576		x					X

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. An LEA/District that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA/District with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/District will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

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

List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/District and each school the LEA/District has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities. Include the Year One Pre-implementation Budget in this grid, if applicable.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
WRIGHT CITY MIDDLE SCHOOL	109-002-3000

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG*	*<u>GOAL 1, OBJECTIVE 1, STRATEGY 1</u>: REQUIRED SUMMER SCHOOL FOR STUDENTS SCORING BELOW BASIC ON DISCOVERY TESTING* *<u>GOAL 1, OBJECTIVE 1, STRATEGY 2</u>: EXTENDING THE SCHOOL DAY BY APPROXIMATELY 30 MINUTES* *<u>GOAL 1, OBJECTIVE 2, STRATEGY 1:</u> HIRE TWO FULL TIME INTERVENTIONISTS TO IDENTIFY STRUGGLING STUDENTS AND PROVIDE INTERVENTIONS IN THE SUBJECTS OF MATH AND COMMUNICATION ARTS* *<u>GOAL 1, OBJECTIVE 2, STRATEGY 2</u>: HIRE A MIDDLE SCHOOL TEACHER FOR THE ALTERNATIVE SCHOOL* *<u>GOAL 1, OBJECTIVE 2, STRATEGY 3:</u> PROVIDE AFTER SCHOOL TUTORING FOR STRUGGLING STUDENTS IN THE AREAS OF MATH AND COMMUNICATION ARTS* *<u>GOAL 1, OBJECTIVE 2, STRATEGY 4:</u> PROVIDE DATA INTERVENTION DAYS FOR MATH AND COMMUNICATION ARTS TEACHERS* *<u>GOAL 1, OBJECTIVE 3, STRATEGY 1:</u> THE MIDDLE SCHOOL WILL HIRE AN ADDITIONAL MATH TEACHER*
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non-Instructional Support Services	

2100 Non-Instructional Support Services *1003(g) SIG*	
2200 Professional Development	
2200 Professional Development *1003(g) SIG*	*GOAL 2, OBJECTIVE 1, STRATEGY 1: THE MIDDLE SCHOOLWILL TRAIN THE STAFF TO IMPROVE RIGOR OF INSTRUCTION AND ASSESSMENT BY FOCUSING ON STRATEGIES TO INCREASE DEPTH OF KNOWLEDGE.* *GOAL 2, OBJECTIVE 1, STRATEGY 2: THE MIDDLE SCHOOL WILL RECEIVE THREE DAYS OF STUDENT ENGAGEMENT STRATEGY TRAINING PRIOR TO THE START OF THE 2012-2013 SCHOOL YEAR AND FOUR DAYS OF ONGOING TRAINING DURING THE SCHOOL YEAR. THE TWO SUBSEQUENT YEARS, THE STAFF WILL RECEIVE ON DAY OF TRAINING PRIOR TO THE START OF SCHOOL AND FOUR DAYS PER YEAR* *GOAL 2, OBJECTIVE 1, STRATEGY 3: CONTRACT WITH AN OUTSIDE SOURCE TO PROVIDE TRAINING, SUPPORT, AND RESOURCES, IN THE AREA OF DATA TEAMSFOR STAFF AND ADMINISTRATION.*
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	*GOAL 3, STRATEGY 1: THE MIDDLE SCHOOL WILL DEVELOP A NEW TEACHER EVALUATION SYSTEM BASED ON THE iObserve EVALUTION SYSTEM.*
3000 Parent Involvement	
3000 Parent Involvement *1003(g) SIG*	*GOAL 5, OBJECTIVE 1, STRATEGY 1: THE MIDDLE SCHOOL WILL CREATE A PARENTEDUCATION SERIES THAT FOCUSES ON PROVIDING EXPERTS TO SPEAK TO ENLIGHTEN PARENT ABOUT CURRENT TRENDS AND RESEARCH IN EDUCATIONAND CHILDREN, AS WELL AS CREATING INFORMTIONAL EVENINGS SUCH MAP AND DISCOVERY ASSESSMENT NIGHT AND A MATH AND LITERACY NIGHT.*

Administrative Costs	
Administrative Costs *1003(g) SIG*	

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
WRIGHT CITY MIDDLE SCHOOL	109-002-3000

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG*	163965		42880		16200			223045
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development								
2200 Professional Development *1003(g) SIG*				39078				39078
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*				10000				10000
3000 Community Services								
3000 Community Services *1003(g) SIG*				10000	2000			12000
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs								

Subtotal (Not including *1003(g) SIG*)								
***1003(g) SIG* Subtotal**	**163965**		**42880**	**59078**	**18200**			**284123**
Grand Total	**163965**		**42880**	**59078**	**18200**			**284123**

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

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
WRIGHT CITY MIDDLE SCHOOL	109-002-3000

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG*	169813		45024		1200			216037
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development								
2200 Professional Development *1003(g) SIG*				29826				29826
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*				10000				10000
3000 Community Services								
3000 Community Services *1003(g) SIG*				10000	2000			12000
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)								
***1003(g) SIG* Subtotal**	169813		45024	49826	3200			267863
Grand Total	169813		45024	49826	3200			267863

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

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
WRIGHT CITY MIDDLE SCHOOL	109-002-3000

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG*	175833		47275		1200			220432
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*								
2200 Professional Development								
2200 Professional Development *1003(g) SIG*				29826				29826
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*				10000				10000
3000 Community Services								
3000 Community Services *1003(g) SIG*				10000	2000			12000
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)								
***1003(g) SIG* Subtotal**	175833		47275	49826	3200			272258
Grand Total	175833		47275	49826	3200			272258

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			
WRIGHT CITY MIDDLE SCHOOL					109-002-3000			
Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	703,828	2,613	200,893	63,930	46,732			1,1017,996
1200 Supplemental Instruction(Title I)	178,216	56,432	74,817	17,518	2,660			329,643
2100 Non-Instructional Support Services	38,624	48,616	25,678	8,871	8,365			130,154
2200 Professional Development	23,372	33,671	17,570	60,753	29,381	28,720		193,467
2600 Planning and Evaluation				458				458
3000 Community Services		3,303	454		3,013			6,770
Administrative Costs								
Program Costs Subtotal								
Grand Total	944,040	144,635	319,412	151,530	90,151	28,720		1,678,488

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR ONE BUDGET ITEMIZATION *(COPY AS NEEDED)*

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

☐ PRE-IMPLEMENTATION	☐ PRE-IMPLEMENTATION ADMINISTRATIVE COSTS	X☐ YEAR ONE IMPLEMENTATION	☐ YEAR ONE IMPLEMENTATION ADMINISTRATIVE COSTS

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
WRIGHT CITY R-II, WRIGHT CITY MIDDLE SCHOOL	109-002-3000

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
• **Provide greater academic opportunities and learning time for students.**	
1. Require mandatory attendance at summer school for those students scoring below basic on the Discovery Assessment. Hire an additional 2 teachers for summer school.	10435
2. Hire an additional math teacher at the 8th grade level to provide an opportunity for all students to take algebra	38000
• **Provide time for intervention and remediation of struggling students.**	
1. Add a middle school teacher at the alternative school to provide intervention services in the core areas for middle school students who are not successful in a traditional school setting.	38000
2. Provide after school tutoring for any student scoring Below Basic on the Discovery Assessment or who is currently having trouble in a class.	0
• **Establish intervention programs to identify and provide remediation for struggling students.**	
1. Hire two interventionists to create an RtI program and provide remediation instruction and interventions for struggling students.	76000
6100 Subtotal	**$162435**
6150: Non-Certificated Salaries	
• **Provide professional development in the areas of engagement, rigor, and taking data to action**	
1. Require full day data team meetings in math and communication arts allowing the collaboration of teachers to take data from assessment, to action in the	1530

classroom. Substitute teachers will be needed to cover class periods.	
6150 Subtotal	**$1530**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	**42880**
6200 Subtotal	**$42880**
6300: Purchased Services	
• **Provide professional development in the areas of engagement, rigor, and taking data to action**	
1. Require full day data team meetings in math and communication arts allowing the collaboration of teachers to take data from assessment, to action in the classroom.	**3000**
2. Provide ongoing training during the year to increase teacher expertise in the area of Depth of Knowledge.	**4600**
3. Continue to build on the professional development in the area of student engagement by increasing the number of professional development days by three prior to the start of school and to four throughout the school year.	**15478**
4. District personnel will attend the Model Schools Conference to gain a better understanding of Common Core State Standards, Next Generation Assessments, and teacher evaluations based on student performance.	**16000**
6300 Subtotal	**$39078**
6400: Materials/Supplies	
Costs are for supplies for summer school ($1,200), interventionists ($5,000), math teacher ($5,000), and alternative teacher ($5,000).	
6400 Subtotal	**$16200**
6100-6400 Subtotal	**$284123**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	

6500 Subtotal	$
TOTAL	$284123

SECTION VII. – PROJECT NARRATIVE/PLAN

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

SECTION VII.A. - NEEDS AND CAPACITY

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

1. Provide information that explains how your LEA/District has analyzed the needs of each Tier I, Tier II, and Tier III school you intend to serve:
   a. Discuss the most significant results of the needs analysis with supporting data;
   b. The methods used to gather the data; and
   c. List the selected intervention for each school.

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

Clearly identify any pre-implementation activities included above.

1a. Significant Findings

Student Performance

Wright City Middle School's academic achievement is significantly lower than the state average. In 2009, 31.3% of WCMS students scored proficient or advanced on the Communication Arts MAP test. The state average for the same year was 51.2%. For the same test in 2010, WCMS had 33.6% of students proficient and again, the state averaged 53.6%, or 20% higher in each case. Math has the same, if not greater disparity.

WCMS had 27.2% of students proficient in 2009 and the state scored 47.6%. In 2010, WCMS increased to 30.6%. The state average for that year increased as well to 52.7%.

A comprehension and exhaustive compilation of data measuring cohort scores, attendance, achievement and much more can be referenced in the Appendix A to the SIG Grant.

Based on MAP scores, needs assessments, MSIP findings, and internal data review, the following areas are of significant need:

1a,c and 2 Significant Needs

- **Provide greater academic opportunities and learning time for students.**

1. Change the middle school schedule to eliminate a sixteen minute class that is not being utilized properly and extend the school day by an additional thirteen minutes. This creates twenty-nine additional minutes of classroom instruction a day.

2. Require mandatory attendance at summer school for those students scoring below basic on the Discovery Assessment.

3. Hire an additional math teacher at the 8th grade level to provide an opportunity for all students to take algebra

- **Provide time for intervention and remediation of struggling students.**

1. Add a middle school teacher at the alternative school to provide intervention services in the core areas for middle school students who are not successful in a traditional school setting.

2. Provide after school tutoring for any student scoring Below Basic on the Discovery Assessment or who is currently having trouble in a class.

- **Establish intervention programs to identify and provide remediation for struggling students.**

1. Hire two interventionists to create an RtI program and provide remediation instruction and interventions for struggling students.

- **Provide professional development in the areas of engagement, rigor, and taking data to action**

1. Require full day data team meetings in math and communication arts allowing the collaboration of teachers to take data from assessment, to action in the classroom.
2. Provide ongoing training during the year to increase teacher expertise in the area of Depth of Knowledge.
3. Continue to build on the professional development in the area of student engagement by increasing the number of professional development days by two prior to the start of school and to four throughout the school year.
4. District personnel will attend the Model Schools Conference to gain a better understanding of Common Core State Standards, Next Generation Assessments, and teacher evaluations based on student performance.

- **Provide an evaluation system, based in educational research, which provides criterion and objectives for teachers to improve their practice.**

1. Implement iObserve evaluation system developed by Robert Marzano

- **Provide greater opportunity for parent education and involvement**

1. The middle school will host a Discovery Assessment and MAP night so parents can become better educated on the two major assessments in which their child participates in.

2. The middle school will host a Literacy and Math night.

3. The middle school will host a Guest Speaker series in which nationally acclaimed education and child development speakers will present to parents.

1b. Methodology

Three main sources of information are being used to conduct the needs assessment. 1. The Wright City R-II School District was part of a four district group in mid-Missouri working on turning around student achievement. The Heart of Missouri Regional Professional Development Center and the Department of Elementary and Secondary Education were the facilitators of monthly meetings as we developed a needs assessment. This work is ongoing, and began in 2010. 2. The district also went through the 4th Cycle Missouri School Improvement Program full review during the 2010-11 school year complete with a Federal Programs site review, Panel of Experts review of curriculum and assessment, advanced questionnaires given to students, staff, board of education and parents, and a two day on-site review conducted by an MSIP Team. 3. The district has spent considerable amount of time and funds in the 2010-11 school year collecting and utilizing benchmark data from AIMSweb (grades K-2) and Discovery Assessment (grades 3-12) as well as collecting student engagement and rigor/relevance data throughout the district and at the middle school.

Additionally, a review of historical data has been conducted by the central office staff and shared with staff and community in many settings. This includes at board meetings, faculty meetings, communications home (both written and electronic) as well as many town hall meetings with built in opportunities for input.

2a. Capacity:

The Wright City R-II School District has made many changes in the past 3 years, and has a board of education that is very interested in continual school improvement. To outline the capacity to implement and sustain change, this section will line out district strengths, goals and changes made to achieve those goals.

STRENGTHS:

- 2011 MAP / EOC scores improved in 17 out of 22 tests over 2010 MAP / EOC tests.
- Student engagement as measured by Instructional Practice Inventory sweeps is improving.
- AIMSweb and Discovery benchmarks are outperforming prior year's scores and improving.
- The district has remained financially strong, with 25% reserves as of July 1, 2011.
- Wright City West Elementary, the feeder school to the middle school, is a Gold Star recipient.
- Wright City Academy (alternative school) is a CSD Service Learning Award winner and a national presenter of their work.
- District turnover of staff at or less than 15% annually in the last few years. Once was near 25%.
- Special education numbers are below 12% and almost all students are served in a Class Within a Class setting.
- Student attendance increased significantly in 2009-10 and 2010-11 school years
- Technology available to staff and students is extensive.

GOALS:

- The Wright City R-II School District will meet all Annual Performance Report metrics.

- The Wright City School District will score higher than the state average on all 22 MAP / EOC tests.
- The Wright City R-II School District will have student engagement increase to the level of research based benchmarks of successful schools.
- The Wright City R-II School District will increase student rigor in terms of both classroom instruction and assessment.
- The Wright City R-II School District will use better data today to make better decisions tomorrow.

CHANGES MADE PRIOR TO TODAY:

- The district has created an accountability plan called Positive Action for Wildcat Success (PAWS).
- The district provided $27,000 to fund this plan in 2011-12 and plans to continue this funding for years to come.
- The main parts of the plan are centered on increasing student engagement, rigor in instruction, rigor in assessment and using data to drive instruction.
- Professional development that is ongoing and systematic is the key of the plan.
- The district spent approximately 30 days of training on staff development around Reading Workshop and teaching with the Inquiry model in communication arts.
- The district has purchased and maintained AIMSweb and Discovery Assessment systems to drive data teams and instruction, as well as inform our Response to Intervention process via progress monitoring.
- Intervention Time has been installed daily at the elementary level.
- The district has doubled the amount of professional development time in the last 3 years.
- Mathematics curriculum and resources were vertically aligned and scores have increased.

- Advanced Placement courses are being added to the high school annually.
- Build Your Own Curriculum purchased to put curriculum online and facilitate collaboration and transparency.
- Curriculum Review Committee created to review, implement and monitor curriculum and assessment.
- Assessment Reflection Tool created to align assessed to taught to written curriculum.
- The data used to designate Wright City Middle School as Tier II is from the MAP tests of 2008, 2009 and 2010. Only 1 of the 7 Math and Communication Arts teachers present today was here in 2010. Turnover has occurred both organically and by design.
- The district hosts 6 Town Hall Meetings annually, and the topics include student performance, parent involvement and resources.
- The board of education has approved new program evaluations that have SMART Goals and metrics associated with them and they review these annually.
- The district has moved their climate survey to November and leadership teams write action plans with metrics for success that are readily available within the school year.
- The district has partnered with Lindenwood University to create a program with courses held in our district for our staff. The district has seen the percent of their staff with a Master's Degree double in recent years.
- The central office administration hosts monthly question and answer sessions in each of the buildings in the district.
- The board of education has created a Community Advisory Team (CAT) with 2 members from 20 local organizations and entities to study and recommend changes in the school.

- The district focuses the majority of the professional development dollars on systemic and multi-year training including coaching from outside experts.
- The district pays for each senior to take the ACT once.
- The district, in response to historical attendance issues, created a truancy officer position and coordinates with another school district as well as the judicial and juvenile divisions in the county. Attendance is up.
- The district routinely hosts parent Love and Logic training at no cost.
- The district hosts extended learning time with transportation provided for 88 students.
- The district has partnered with a day care to provide extensive after care services that are academically aligned and an extension of the school day.
- The board of education reviews student data and implementation of the PAWS plan monthly in the open session of their board meetings.

The board of education has shown not only to focus on achievement, but to support prescriptive initiatives to address needs. They have shown they have high expectations and the awareness to support initiatives for the long term. The district administrators meet every other week with agenda items only on instruction and leadership. The plans for improvement are centered on a few important items. They are funded within our budget and provided ample time to not only receive training on but to implement and monitor effectiveness.

The district has become known for their best practice in organizational change, implementation of plan and monitoring of that implementation. The Department of Elementary and Secondary Education has partnered with the district as one of 15 to pilot the new Missouri Teacher Standards rubric. It has also partnered with the district as one of 4 to pilot iObservation as a possible model evaluation system. The University of Missouri requested the district work on their new evaluation tool as well. The district is used as a model during Leadership Academy both regionally and at the state level of best practice.

The district clearly has the capacity both at the board of education level and central office level to embrace change and sustain best practice. The entire district, including the board of education, is excited about implementing and sustaining the plan the middle school is putting forth in this application. Through student growth and the relief in budget that filling our current building to capacity will bring, we would sustain initiatives that after 3 years are showing significant impact.

2. Curriculum Development and Learning Management:

The Wright City Middle School's curriculum in communication arts and mathematics were approved by the Board of Education in 2006. These were not being utilized. The district implemented a new curriculum writing process with embedded time and outside training, utilizing Show-Me Curriculum Administrators Association and the MU product Electronic Alignment Tool (E.A.T.) starting in 2009-10 school year. A curriculum review team was formed to oversee implementation of these changes.

E.A.T. has proved to be problematic and the staff has completely turned over in the past twelve months. The MSIP review of the 2006 communication arts curriculum and the 2010 mathematics curriculum in November of 2010 stated that alignment was an area of need. Furthermore, it was stated that many of the activities and assessments were at a low level of rigor and student engagement. Lastly, it was stated, that checklists were needed within the process to ensure all components of curriculum were included.

The curriculum review committee obtained examples from within and outside of the state, from both public schools and private consultants, and developed a timeline of what parts of the curriculum need to be done within the school year. They also developed a series of reviews throughout out the school year by team members, vertical peers, administrators and the curriculum review committee. The committee has also created guidelines on resource allocation alignment. The committee has also chosen to switch from E.A.T. to Build Your Own Curriculum, which will allow for pacing guides and lesson plans to be part of the curriculum. These are all to be

implemented in the 2011-12 school year, with the curriculum review committee overseeing implementation.

The Wright City Middle School is also implementing an Assessment Reflection Tool (A.R.T.) created by Wright City Staff. This is a tool to look at horizontal alignment of assessed, written and taught curriculum.

The Wright City Middle School also collected data on student engagement utilizing the Instructional Practice Inventory (IPI). A 1 denotes no engagement while a 6 denotes that both the student and the teacher are highly engaged in the learning process. This was also collected via walkthroughs. This data is compared to research based percentages of each section in historically highly successful schools and historically highly unsuccessful schools.

Again, our data is closer aligned with data of highly unsuccessful schools. Our level of student engagement during instruction is proportionately lower than it should be. This matches what the MSIP findings noted in the Spring of 2011. They stated that student engagement was moderate to extensive in 34 out of 77 classroom observations. They also stated that the most common instructional delivery methods were question and answer (40%), seat work (36%) and guided practice (28%). The most common instructional strategy observed by the MSIP team was nonlinguistic representation (22%), summarizing and note taking (15%) and similarities and differences (14%). In 24 out of 77 observations, no instructional strategies were observed. In 68% of the observations, no differentiation of instruction was observed.

Lesson plans are not currently collected at Wright City Middle School. In the MSIP findings, 66% of the observations indicated that learning objectives were identifiable. 75% of the time the instructional strategies were aligned to the learning objective. 71% of the time, students understood the objective, as well as focused on the objective. District curriculum was not present during the observations.

In 2010-11, the Wright City Middle School adopted the sister program of EnVision by Pearson for mathematics. Previously, the Wright City Middle School had utilized CMP mathematics program, while both the elementaries and the high school utilized more traditional math programs. The district is now aligned philosophically in

method of instruction within mathematics.

In regard to efforts to assist the low achieving students throughout the district, the MSIP Review Team stated, "Interviews indicated efforts to assist low achieving students consist of grade level teams, CARE team, and instructional leadership meetings. However, the implementation and coordination of these efforts district wide is minimal."

The MSIP team noted that "the most pressing instructional issues were; low literacy levels preventing higher level of rigor in instruction, student reading levels below grade level/raising reading levels in a timely manner, lack of high quality materials for instruction in Reading and Science (specifically at the middle school level), and student motivation."

Classrooms are all equipped with a SMARTBoard. eMINTS and clickers also exist in the building. The Information Technology section will discuss more fully the technology that is available to students, as well as student proficiency. This is an area of strength. In the previous three school years, there have been no textbook requests denied. The district budget for textbooks has increased by more than 2.5 times in the past three years. The building conducts an annual inventory of resources. A process is in place for faculty to request up-to-date materials. Standards for instructional resources are established and monitored.

New teachers to the profession are enrolled in a new teacher training program that meets monthly for the first semester. The training covers classroom management and instructional practices, including modeling and practice. This is provided under the Heart of Missouri Regional Professional Development Center.

The Wright City Middle School has 4.17 hours of plan time per five day week minimum, with one plan time exceeding this amount. Every Wednesday is an early out for professional development. The early outs last at minimum 50 minutes for professional development and total 34 early outs in a year. At least ten of those sessions are used for curriculum development. At least ten of those are used for PD focus groups. At least eight

of those are used for assessment review and no more than five of those are used at the building's discretion. Core teachers have grade level common plan period daily.

Staff also annually attends three pre-service workshops prior to the beginning of the year and two full days during the year. The Professional Development Committee (PDC) meets monthly and coordinates the two full days. New teachers participate in two additional days at the beginning of the year, participate in the Training New Teacher (TNT) program that meets monthly, and are provided a mentor complete with monthly checklist of items to cover.

The 1% of state revenue for professional development has been preserved, and the PDC has used it primarily to send teachers to workshops upon request. The allocation of funds was voted on by the ten teacher committee. Administrators had no vote. The MSIP review noted "there is no evidence to show professional development is planned to address poor student performance across the district." The review team noted that the process does encourage students to try new ideas, but is not done so with fidelity or focus. As part of the accountability plan, the district is moving forward with 75% of the PDC funds being allocated to the implementation of the accountability plan to increase focus and fidelity.

MSIP review denoted five major findings: the rigor of instruction and assessment was too often DOK 1 and not rigorous enough; the student engagement was low; (the curriculum reflected these three things); and professional development was not focused on these needs. This is in line with data shared in the Curriculum Development and Learning Management section.

The Wright City R-II Board of Education conducted a 108 self-evaluation questionnaire in 2011. The lowest ranking response was "I know my district's professional development is effective." It received a 1.857143 average on a 1 to 4 Likert-scale.

In 2010-11 school year, the average teacher logged 62.1125 hours of professional development.

Title II.A funds have been used at the Wright City Middle School to provide annual curriculum training with the

Show-Me Curriculum Administrators Association (SMCAA) via a three day annual workshop. They have also been used to attend SMCAA fall workshops. Title II.A funds have also been utilized to bring in Willy Wood, national literacy expert, to work with staff for a total of 7 days in training with the reading workshop model and the inquiry model. Title II.A funds have been used to support the mentor – mentee program. Title II.A funds have been used to bring in Heart of Missouri Regional Professional Development staff to work on Depth of Knowledge and Pacing Guide work.

Tuition Reimbursement is in place for teachers pursuing an advanced degree. In 2009-10 and 2010-11 school year, a partnership with Lindenwood University created a cohort of Wright City staff who took their first six courses together on our campus taught by Wright City teachers. This focused on Wright City data, issues, and needs. As many as twenty individuals were part of this cohort at one time.

2c. Leadership and Governance

The Board of Education annually engages in self-evaluation. The evaluation is a modification of the instrument used by the Missouri School Boards' Association. Each member provides a Likert-scale rank for each question. Those are then averaged and presented to the Board of Education. The Board then reviews the results at an open meeting.

For the 2010-2011 self-evaluation the top 3 average scores were for:

I believe schools are for learning

My Board openly and honestly identifies and discusses the district's achievement challenges in public forums.

Every member of my Board actively participates in the superintendent evaluation process.

The Board of Education revised its program evaluation format during the spring of 2010 for implementation in the 2010-2011 school year. Program evaluations are no longer based on opinion surveys, but data linked to program goals and objectives.

The Board of Education openly supports the middle school in the process and application for this grant. Numerous Board members were present during town hall meetings to discuss the possibilities and direction for the SIG grant. The board of education will help implement and provide continued guidance throughout implementation.

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

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

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

SECTION VII.C. - LEA/DISTRICT ACTIONS

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

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

LEA/District oversight and support

GOAL 1: DEVELOP AND ENHANCE QUALITY EDUCATIONAL/INSTRUCTIONAL PROGRAMS TO IMPROVE PERFORMANCE AND ENABLE STUDENTS TO MEET THEIR PERSONAL, ACADEMIC, AND CAREER GOALS.

Significant Needs

Provide greater academic opportunities and learning time for students.

Provide time for intervention and remediation of struggling students.

Establish intervention programs to identify and provide remediation for struggling students.

OBJECTIVE 1: INCREASE LEARNING TIME SO STUDENTS CAN RECEIVE THE PROPER EDUCATIONAL INSTRUCTION AND THE SCHOOL CAN MOVE FROM THE LOWER 10% OF SCHOOLS IN MISSOURI TO MEETING STATE REQUIREMENTS

STRATEGY 1: REQUIRED SUMMER SCHOOL FOR STUDENT SCORING BELOW BASIC ON DISCOVERY TESTING

Wright City Middle School will require students scoring below basic in math and reading on Discovery testing to attend summer school. The district will provide remediation in the areas of writing, math, and reading for all students required to attend. The addition of 7.5 hours of learning time for 24 days in the summer will provide a foundation of interventions for those students to succeed. Progress will be monitored throughout summer school and measured using teacher created Discovery Assessment Probes. Progress will be measured throughout the program as well as with a pre and post-test.

Action Steps:

1. Students will take the Discovery Assessment three times a year in math and communication arts
2. Students that score below basic throughout the year will be provided remediation and interventions to improve skills and ability and hopefully increase achievement on Discovery testing.
3. If Students are still scoring below basic after the third round of Discovery testing, they will be required to attend summer school.

Progress Measures:

The district will have three valid data points before the student enters summer school. The district will also provide a pre and post Discovery Assessment during summer school. The data will be analyzed for improvement in the targeted areas. The district will continue to monitor the progress of each student throughout the next year to identify the success of the student and the program.

Person(s) Responsible:

The District will hire two interventionists. The two interventionists, along with the counselor will be responsible for identifying and contacting students that are required to attend summer school.

The principal will be responsible for hiring the two teachers for the summer school program.

Time Frame:

The middle school assesses the students three times per year with Discovery Assessments. The process of identifying students would start after the first assessment in the fall. Interventions would be provided for those students requiring remediation throughout the year. Students and parents would be notified during the year of progress. A final summer school list containing students required to attend summer school would be created in March. Teachers would be hired at that point as well.

Funding:

The addition of a program to provide remediation during summer school would cost the district an additional $5, 217 dollars per teacher hired and the current plan is for the district to hire two teachers. This funding would be generated from the SIG 1003g grant.

STRATEGY 2: EXTENDING THE SCHOOL DAY SO STUDENTS RECEIVE APPROXIMATELY 30 ADDITIONAL MINUTES OF INSTRUCTION

Wright City Middle School is dedicated to providing and increased amount of learning time for our students. Data proves that our students are not achieving at the same rate as others and the increase of instructional time will help. The middle school will extend the school day by approximately 30 minutes of instruction a day. 15 minutes through the extension of the school day and another 16 minutes through the restructuring of the schedule. This addition of approximately 15 minutes adds 37.7 hours to the amount of instruction time over the course of a single school year. The addition of thirteen minutes of instructional time a day will come as a result of changing the transportation pick-up for the school. The restructuring of the schedule allows for the removal of 16 minutes of academic enrichment time that is not being utilized effectively. The schedule will also change from 7 periods of 52 minutes to 6 periods of 69 minutes of instruction

Action Steps:

1. The district administration team will discuss and align the changes to building schedules.
2. The district will work with the transportation department to arrange for a reversal of the bus pick-up for high school and middle school.
3. The district will notify parents of the schedule changes for dismissal.

Progress Measures:

The implementation of this strategy is a one-time occurrence and therefore progress measures will not be needed.

Person(s) Responsible:

The district administration and the director of transportation will be responsible for the rerouting and changing of times for dismissal at the middle school.

Time Frame:

By March 2012, the middle school will create a committee which will be charged with providing guidance and disseminating information to the board of education, parents, and community. The committee will finalize their findings and suggestions by May 2012.

Funding:

No additional funding needed.

OBJECTIVE 2: IMPLEMENT RtI AND OTHER INTERVENTION PROGRAMS SO THE SCHOOL CAN INCREASE THE NUMBER OF STUDENTS SCORING PROFICIENT.

STRATEGY 1: HIRE A FULL TIME MATH INTERVENTIONIST AND A FULL TIME COMMUNICATION ARTS INTERVENTIONIST.

The district will hire two interventionists to provide remediation to students on a daily basis. The interventionists will be hired in the areas of communication arts and math. The interventionists will build a Response to Intervention program and target students for improvement in all areas. The interventionists will not only identify and support those scoring low, but will also provide strategies for those students scoring basic and proficient as well.

The interventionists will use Discovery Assessment and MAP scores, as well as daily interaction with teacher.

The interventionists will be the data support for the school as well and be integral in the data portion of professional development and team meetings.

Action Steps:

1. Follow district policy to hire two interventionists.
2. Provide professional development in the areas of Depth of Knowledge, Taking Data to Action, Engagement Strategies, and Discovery Assessment.
3. The staff and interventionists will create and RtI program for the interventionists to provide remediation and enrichment to targeted students throughout the school year.

Progress Measures:

Progress will be measured as each student is monitored and the scores from the three Discovery assessments are analyzed to see if the interventionist is leading the student to higher achievement levels.

Person(s) Responsible:

The middle school principal will be responsible for analyzing the data to check for improvement in data.

Time Frame:

The interventionists will be hired in the spring of 2012 and in place for the following school year. The interventionists will be provided student Discovery, MAP, and grade data immediately to establish interventions and programs for implementation day one of the following school year.

Funding:

The district will hire two full time employees. The cost of two full time employees is $96, 340. This expense would be funded by the SIG 1003g grant.

STRATEGY 2: ADD A MIDDLE SCHOOL TEACHER FOR THE ALTERNATIVE SCHOOL TO PROVIDE REMEDIATION SERVICES FOR STUDENTS WHO HAVE NOT BEEN SUCCESSFUL IN A TRADITIONAL SETTING.

The school district will hire a teacher specifically to open a classroom in the alternative education school for middle school students. This room will provide remediation for struggling students who are having trouble finding success in a traditional school setting.

While much of the instruction in the alternative school is computer based, the middle school section would be a curriculum based on teaching and intervention from the teacher.

Action Steps:

1. Hire a teacher according to district policy.
2. Identify students based on teacher recommendation, principal recommendation for the program.
3. Provide resources for the alternative classroom in the four core areas of math, communication arts, science, and social studies.

Progress Measures:

The students in the alternative classroom will be measured by benchmark exams and mastery of expected Learner Outcomes developed by the grade level teachers. The growth and achievement of the students in the alternative classroom will also be measured by the Discovery Assessment.

Person(s) Responsible

The principal is responsible for the hiring and direction of the alternative classroom teacher. The teacher will be responsible for the teacher and progress monitoring of the students.

Time Frame:

The teacher will be hired in the spring of 2012. The students will be identified at the completion of the 2011-2012 school year and placed in the alternative classroom for the 2012-2013 school year.

Funding:

The cost for 1.0 FTE teacher is $48,720. This salary and a $5,000 supply budget and will be funded through the SIG 1003g grant.

STRATEGY 3: PROVIDE AFTER SCHOOL TUTORING FOR STRUGGLING STUDENTS IN THE AREAS OF MATH AND COMMUNICATION ARTS.

The school district will begin an afterschool tutoring program to help students struggling in the many aspects of school. The extra time will not only provide remediation and small group instruction, but will also provide a time when students can stay and receive help on homework as well. The interventionists hired above will work on a flexible schedule with their workday starting 1 hour later than the start of school so the last hour of their workday will be after school tutoring. Transportation is not an issue because students staying for tutoring will be allowed to ride the elementary bus home from school.

Action Steps:

1. Hire interventionist to provide guidance for the afterschool tutoring program.
2. The teachers will identify struggling students from test scores or teacher input.
3. The teachers will invite/require students to stay 1-4 days a week for interventions serving different segments of students on different days.

Progress Measures:

The students who participate in the afterschool tutoring program will be monitored in the areas in which they are receiving remediation. Data such as grades and test scores will be analyzed for improvement trends.

Person(s) Responsible

The interventionists and the building administration will be responsible for both the identification of students for the program as well as the analysis of data produced.

Time Frame:

This program will be based on achievement data from the 2011-2012 school year. This program will begin with the start of the 2012-2013 school year and run four days a week.

Funding:

The cost for the after school tutoring programing will be for supplies at $2,000 annually.

STRATEGY 4: TEACHERS WILL COLLABORATE AND USE DATA TO DRIVE INSTRUCTION AND POSITIVELY IMPACT STUDENT ACHEIVEMENT.

The district would acquire substitute teachers to cover the classes of the math and communication art teachers for a day so the teachers could meet and collaborate to provide the best incentives and curricular help for the students based on Discovery scores. The teachers will meet three times a year during the week immediately following Discovery testing.

Action Steps:

1. Hire subs three time a year for the Communication Arts teachers and Math teachers
2. One day following the culmination of Discovery testing will be used for the departments to analyze data and identify interventions for students who might be struggling.

3. Allocate resources for an intervention room.

Progress Measures:

The teachers and administration will meet to analyze student achievement after the implementation of the intervention 3 times a year as well.

Person(s) Responsible:

The building principal will be responsible for setting the dates and acquiring the substitute teachers. The teachers will be responsible for creating the interventions based on the data.

Time frame:

This program will be implemented over the course of a school year. The three meeting days will take place the week after the Discovery assessment is given.

Funding:

The cost for this program will be $1530. The expense breakdown is $85 dollars for a sub multiplied by the 6 teachers over three days each. The funding for this program will come from the SIG 1003g grant.

OBJECTIVE 3: PROVIDE ALGEBRA FOR ALL AND LOWER CLASS SIZES IN 8TH GRADE MATH BY HIRING AN ADDITIONAL MATH TEACHER

STRATEGY 1: THE MIDDLE SCHOOL WILL HIRE AN ADDITIONAL MATH TEACHER.

The middle school will hire an additional math teacher to teach seventh and eighth grade math and algebra classes. The hiring of an additional teacher is will allow for the number of students in each math class to be significantly lower than the current level. The addition of a math teacher will also allow the middle school to offer more sections of Algebra as well as creating common assessments.

Action Steps:

1. Hire a math teacher with 7th and 8th grade mathematics certification.

Progress Measures:

The growth of the students will be tracked by Discovery and MAP scores and well as common assessment data.

Person Responsible:

The principal will be responsible for hiring an additional math teacher. The interventionist and the principal, along with the teacher will be responsible for monitoring and collecting data.

Time Frame:

The time frame for implementation will be to have a math teacher in place for the 2012-2013 school year.

Funding:

The cost for 1.0 FTE teacher is $48,720. An additional $5,000 supply budget will be needed. Both expenses will be funded from the SIG 1003g grant.

GOAL 2: PROVIDE AND MAINTAIN APPROPRIATE INSTRUCTIONAL RESOURCES, SUPPORT SERVICES, AND FUNCTIONAL AND SAFE FACILITIES

Significant Needs

Provide professional development in the areas of engagement, rigor, and taking data to action.

OBJECTIVE 1: TEACHERS WILL RECEIVE MORE PROFESSIONAL DEVELOPMENT DAYS BEFORE THE START OF SCHOOL AND THROUGHOUT THE SCHOOL YEAR.

The middle school staff will be required to attend two additional professional development days and receive training in the areas of professional development focus for the district. Those areas are taking data to action, student engagement, and rigor.

STRATEGY 1: THE MIDDLE SCHOOLWILL TRAIN THE STAFF TO IMPROVE RIGOR OF INSTRUCTION AND ASSESSMENT BY FOCUSING ON STRATEGIES TO INCREASE DEPTH OF KNOWLEDGE.

Action Steps:

1. The middle school will designate 4 days throughout the school year to work with the outside source.

Progress Measures:

The principal will collect a sample of the assessments given and analyze the data to measure the level of DOK. The DOK level will be tracked and monitored for DOK improvement with each collection.

Person(s) Responsible:

The principal will be responsible for procuring the outside source for the four professional development days as well being responsible for the collection and analysis of classroom assessment.

Time Frame:

An outside source will be identified in the spring of 2012 to provide 4 days of training throughout the 2012-2013 school year.

Funding:

The cost of contracting with an outside entity is $400 per day.

STRATEGY 2: THE MIDDLE SCHOOL WILL RECEIVE THREE DAYS OF STUDENT ENGAGEMENT STRATEGY TRAINING PRIOR TO THE START OF THE 2012-2013 SCHOOL YEAR AND FOUR DAYS OF ONGOING TRAINING DURING THE SCHOOL YEAR. THE TWO SUBSEQUENT YEARS, THE STAFF WILL RECEIVE ON DAY OF TRAINING PRIOR TO THE START OF SCHOOL AND FOUR DAYS PER YEAR

Action Steps:

1. The middle school will designate 4 days throughout the school year for ongoing training.
2. The middle school staff will be required to attend three extra professional development days prior to the start of the school year to receive student engagement training.

Progress Measures:

The principal will continually collect walkthrough observation data to measure engagement levels as well as implementation of the strategies. The data will be analyzed for improvement as well as in conjunction with Discovery and MAP scores.

Person(s) Responsible:

The principal will be responsible for procuring an outside entity for the four professional development days as well AS being responsible for the collection and analysis of classroom assessment. The building principal will also be responsible for setting up the student engagement training.

Time Frame:

The contracts will be completed and information disseminated to staff and central office by the beginning of May 2012.

Funding:

The total cost for the extra two days of student engagement professional development is $13,878. The cost to the district to bring an outside trainer in is $400 per day for four days. Years two and three will cost $4,627 each for

the PD day and $400 dollars a day.

STRATEGY 3: CONTRACT WITH AN OUTSIDE SOURCE TO PROVIDE TRAINING, SUPPORT, AND RESOURCES, IN THE AREA OF DATA TEAMSFOR STAFF AND ADMINISTRATION.

The district collects data in the areas of MAP, attendance, discipline, and Discovery Assessment. Identify the specific teacher data to be analyzed. The data will be gathered through walkthrough observations and collaborative meetings. The classroom instruction, or rigor, will be measured by identifying Depth of Knowledge levels of instruction and assessments. Student engagement will be measured by using the Instructional Practices Inventory.

Action Steps:

1. The middle school administration will meet on a regular basis throughout the school year to work with this outside source to analyze data and formulate a plan for taking that data to action.

Progress Measures:

This will be determined as an ongoing process.

Person(s) Responsible:

The principal will be responsible for procuring the outside source and providing the necessary data for the meetings.

Time Frame:

The outside expert will be under contract by the beginning of May 2012.

Funding:

The cost of contracting with an outside source is approximately $3000 for the year.

GOAL 3: RECRUIT, ATTRACT, DEVELOP, AND RETAIN HIGHLY QUALIFIED STAFF TO CARRY OUT THE SCHOOL'S MISSION, GOALS, AND OBJECTIVES.

Significant Needs

Provide an evaluation system, based in educational research, which provides criterion and objectives for teachers to improve their practice.

OBJECTIVE 1: THE DISTIRICT PROVIDES AN EVALUATION TOOL BASED ON EDUCATIONAL RESEARCH THAT PROVIDES DIRECTION FOR TEACHERS OF VARYING ABILITY TO PROGRESS

The district will continue to attract highly qualified staff by attending recruitment fairs and work closely with area colleges and teacher programs. The district will also continue to offer professional development, as stated in Goal 2, in the areas of Depth of Knowledge, Data to Action, and Student Engagement.

The process for providing the training and continued staff development is described in Goal 2

STRATEGY 1: THE MIDDLE SCHOOL WILL ADOPT A NEW TEACHER EVALUATION SYSTEM BASED ON THE NEW TEACHER STANDARDS.

The middle school will adopt the iObserve teacher evaluation system to provide growth and guidance for the staff and teachers. The iObserve system is based on the research of Dr. Robert Marzano. Wright City Middle School is currently piloting the program with a select few teachers.

Action Steps:

1. The middle school will form a committee to decide the best way to implement the iObserve evaluation.

2. The middle school will seek approval from the Board of Education to use the iObserve evaluation.

Progress Measures:

The group will meet once a month for a school year to monitor the progress with the goal to have BOE approval in the spring.

Person(s) Responsible:

The principal and the committee

Time Frame:

The middle school has been asked to pilot this program with a selected group of teachers for the 2011-2012 school year. The school would purchase the program for the 2012 school year and receive ongoing training.

Funding:

Funding for iObserve is $10,000 and would be covered by the SIG 10003g grant.

GOAL 4: GOVERN THE SCHOOL DISTRICT IN AN EFFICIENT AND EFFECTIVE MANNER PROVIDING LEADERSHIPAND REPRESENTATION TO BENEFIT THE STUDENTS, STAFF, AND PATRONS OF THE DISTRICT.

Significant Needs

Provide greater academic opportunities and learning time for students.

OBJECTIVE 1: USE GOOD RESEARCH AND GUIDANCE FROM HIGHLY SUCCESSFUL SCHOOLS TO PROVIDE AN EDUCATIONAL ATMOSPHERE THAT ALLOWS ALL STUDENTS TO BECOME PROFICIENT.

STRATEGY 1: THE DISTRICT WILL EXPLORE THE CONCEPT OF THE MODEL SCHOOLS CONFERENCE

The Model Schools conference is a cutting edge approach from schools that are ahead of the curve in preparing for the Common Core State Standards, Next Generation Assessments, and Teacher Evaluations based on student performance.

Action Steps:

1. The district will form a leadership team to attend the conference.

Progress Measures:

After attending the conference in the summer of 2012, a checklist would be established to monitor progress.

Person(s) Responsible:

The principal and assistant superintendent will be responsible for the attendance of the conference and implementation of the leadership team and ideas.

Time Frame:

The time frame for this strategy is for attendance at the first conference in the summer 2012 and implementation and meetings throughout the school year.

Funding:

Travel and conference registration is $16,000 dollars and funded through the SIG 1003g grant.

GOAL 5: PROMOTE, FACILITATE, AND ENHANCE PARENT, STUDENT, AND COMMUNITY INVOLVEMENT IN LEA/DISTRICT EDUCATIONAL PROGRAMS.

Significant Needs

Provide greater opportunity for parent education and involvement.

OBJECTIVE 1: HAVE INFORMED AND EDUCATED PARENTS THAT UNDERSTAND AND COMMUNICATE EFFECTIVELY ABOUT THEIR CHILD'S EDUCATION

STRATEGY 1: THE MIDDLE SCHOOL WILL CREATE A PARENTEDUCATION SERIES THAT FOCUSES ON PROVIDING EXPERTS TO SPEAK TO ENLIGHTEN PARENT ABOUT CURRENT TRENDS AND RESEARCH IN EDUCATIONAND CHILDREN, AS WELL AS CREATING INFORMTIONAL EVENINGS SUCH MAP AND DISCOVERY ASSESSMENT NIGHT AND A MATH AND LITERACY NIGHT.

Action Steps:

1. The middle school will designate 2 nights per year to stress the importance of Math and Communication arts as well as build relationships between school and community.
2. The teachers will create a program for the evening to provide tips and strategies as well as a common theme for parents to grow in their knowledge of the subject area.
3. The middle school will work with the district, the PTO, and other staff members to identify areas the parents would like to have an opportunity to hear a speaker and learn more about particular subjects.

Progress Measures:

The progress of the two evenings will be measured by exit surveys

Person(s) Responsible:

The principal and teachers of the middle school.

Time Frame:

The time frame for this strategy is for implementation and meeting throughout the school year.

Funding:

The cost of the program is approximated at $12,000 for speaker, snacks, and supplies and will be funded through the SIG 1003g grant.

			Year 1 of the Grant	
Goal	Objective	Strategy	Description	Cost
1	1	1	Hire two additional summer school teachers for those students scoring below basic on Discovery Assessment (includes $1,200 for curriculum and supplies)	$11,635
1	2	1	Hire a separate interventionist for Math and Communication Arts (includes $5,000 for startup supplies)	$102,440
1	2	3	Hire an alternative education teacher for Middle School(includes $5,000 for startup supplies)	$53,720
1	2	4	Provide after school tutoring for identified students	$0
1	3	1	Hire an additional math teacher(includes $5,000 for startup supplies)	$53,720
1	2	4	Substitute teachers needed for intervention days	$1,530
2	1	1	Contract for DOK training (4 days @ $400)	$1,600
2	1	2	Student Engagement training days 3 and 4 ($2,226 per 16 teachers per day and $300 per teacher cost for training)	$13,878
2	1	2	Contract to provide 4 engagement follow up trainings throughout the year (4 days @ $400)	$1,600
2	1	3	Contract for data team training	$3,000
2	1	4	Depth of Knowledge Training	$3,000
3	1	1	iObserve Evaluation Implementation and Purchase	$10,000
4	1	1	Models School Conference and Implementation	$16,000
5	1	1	Parent Education Series	$12,000
				$284,123

			Year 2	
Goal	Objective	Strategy	Description	Cost
1	1	1	Hire two additional summer school teachers for those students scoring below basic on Discovery Assessment (includes $1,200 for curriculum and supplies)	$11,635
1	2	1	Hire a separate interventionist for Math and Communication Arts (multiplied by 3% for increased wages and benefits multiplied by 5%)	$101,436
1	2	3	Hire an alternative education teacher for Middle School (multiplied by 3% for increased wages and benefits multiplied by 5%)	$50,718
1	2	4	Provide after school tutoring for identified students	$0
1	3	1	Hire an additional math teacher(multiplied by 3% for increased wages and benefits multiplied by 5%)	$50,718
1	2	4	Substitute teachers needed for intervention days	$1,530
2	1	1	Contract for DOK training (4 days @ $400)	$1,600
2	1	2	Kagan training days 3 and 4 ($2,226 per 16 teachers per day and $300 per teacher cost for training)	$4,646
2	1	2	Contract to provide 4 engagement follow up trainings throughout the year (4 days @ $400)	$1,600
2	1	3	Contract for data team training	$3,000
2	1	4	Depth of Knowledge Training	$3,000
3	1	1	iObserve Evaluation Implementation and Purchase	$10,000
4	1	1	Models School Conference and Implementation	$16,000
5	1	1	Parent Education Series	$12,000
				$267,863

			Year 3	
Goal	Objective	Strategy	Description	Cost
1	1	1	Hire two additional summer school teachers for those students scoring below basic on Discovery Assessment (includes $1,200 for curriculum and supplies)	$11,635
1	2	1	Hire a separate interventionist for Math and Communication Arts (multiplied by 3% for increased wages)	$104,498
1	2	3	Hire an alternative education teacher for Middle School (multiplied by 3% for increased wages)	$52,249
1	2	4	Provide after school tutoring for identified students	$0
1	3	1	Hire an additional math teacher(multiplied by 3% for increased wages)	$52,249
1	2	4	Substitute teachers needed for intervention days	$1,530
2	1	1	Contract for DOK training (4 days @ $400)	$1,600
2	1	2	Kagan training days 3 and 4 ($2,226 per 16 teachers per day and $300 per teacher cost for training)	$4,646
2	1	2	Contract to provide 4 engagement follow up trainings throughout the year (4 days @ $300)	$1,600
2	1	3	Contract for data team training	$3,000
2	1	4	Depth of Knowledge Training	$3,000
3	1	1	iObserve Evaluation Implementation and Purchase	$10,000
4	1	1	Models School Conference and Implementation	$16,000
5	1	1	Parent Education Series	$12,000
				$272,258

			Year 1	$284,123
			Year 2	$267,863
			Year 3	$272,258
			Total Amount of Grant	**$824,224**

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

(See Appendix D for additional information.)

Clearly identify any pre-implementation activities included above.

3a. PURCHASING

The Board recognizes the importance of a sound fiscal management program and expects district staff to maximize the resources available for the district's educational program and to be good stewards of public funds by exercising fair, competitive purchasing practices. The district will respect its financial obligations and will also require that providers meet their obligations to provide quality products and services in a timely manner to the district.

All funds deposited with the district, regardless of source, are considered district funds and are subject to Board of Education policy. No contract will be entered into or bill paid without the proper documentation and without an affirmative vote from a majority of the whole Board. Purchases that may exceed $25,000 must have prior Board approval unless the Board of Education policy's emergency provisions are applicable.

The Board encourages district staff to purchase products manufactured, assembled or produced in the United States.

Purchasing Supervision

The superintendent or designee will supervise district purchases of products and services and may authorize purchases on behalf of the district that comply with the Board-adopted budget and this policy. The superintendent or designee shall develop procedures to implement Board of Education policy in a manner that will meet the district's needs while protecting the district's resources. These procedures will comply with all applicable laws and will centralize and provide oversight of all purchasing decisions.

Competitive Purchasing

District staff will research all purchases and compare prices prior to making decisions regarding the expenditure of district funds, unless a purchase is covered by an exception pursuant to this policy. Employees are expected to contact multiple providers before making a decision regarding purchases under $3,000. Purchases of $3,000 or more will be competitively bid, and sealed bids will be required for purchases that may exceed $15,000.

The district will select the lowest or best bid. The district reserves the right to waive minor technical defects in a bid, reject any and all bids, reject any part of a bid, advertise for new bids, or make the purchase on the open market if the product or service can be obtained at a better price.

When the superintendent or designee determines that the purchase requires competitive negotiations, products or services may be purchased by competitive proposals. Likewise, the superintendent is directed to create procedures that allow the district to benefit from cooperative purchasing and address unusual situations such as purchasing when there is a single feasible source for the purchase. The superintendent is also directed to create a process whereby authorized providers are selected for frequent purchases, while still monitoring the competitiveness of these providers.

Emergency Situations

Unless otherwise required by law, the superintendent may waive the requirement for competitive bids or proposals when he or she has determined that there exists a threat to life, property, public health or public safety or when immediate expenditure is necessary in order to protect against further loss of or damage to property, or to prevent or minimize a serious disruption in services. Emergency purchases shall be made with as much competition as is practical under the circumstances and will only be utilized for purchases that are necessary to alleviate the emergency.

Debarred or Suspended Providers

The district will not do business with providers who have been suspended or debarred on a state or federal level unless the superintendent authorizes the transaction and provides the Board with written justification. District employees are directed to verify that selected providers are in good standing before making a purchasing decision.

Confidentiality

Sealed bids and related documents will be kept confidential until bids are opened. District staff will not disclose offers, bids or price quotations to competitors except as necessary to conduct negotiations beneficial to the district or as required by law. All contract negotiations and related documents are considered closed until a contract is executed or all proposals are rejected.

Credit and Purchasing Cards

Authorized district employees may use credit cards or purchasing cards issued to the district to make certain purchases for the district or to pay for reasonable travel expenses incurred when performing job duties. Employees will not use these cards to circumvent the bidding and purchasing requirements established by law and Board policy. All purchases made using district cards must be attributed to the appropriate budget code and must conform to the Board-adopted budget.

The Board will approve which employee positions will be issued district purchasing cards and the limitations on the cards. The superintendent will annually review and revise the list of persons receiving district cards and the limitations on those cards. The annual review will ensure that only the employees who appropriately utilize the cards have access to them, and that the limitations on the cards do not exceed the amounts of the projected expenditures to be made with the cards. The Board will annually approve all modifications prior to implementation.

Any employee using a district card shall sign a card usage agreement and will receive training on applicable procedures for card use. District employees issued a card must provide documentation, such as receipts and applicable budget codes, justifying expenditures. The superintendent or designee will examine all documentation prior to payment.

All employees issued a district card must take all reasonable measures to protect the cards against damage, loss, theft or misuse. Any damage, loss, theft or misuse of the card must be reported to the superintendent immediately. No person may use the card other than the authorized employee to whom the card was issued. District employees will surrender all cards upon completion of their employment with the district or upon demand by the district.

Prohibited Activity and Reporting Requirements

The district expects all staff members to comply with the letter and intent of all district policies and procedures regarding purchasing. Under no circumstances may employees use district funds to make unauthorized or personal purchases. Staff members may not artificially divide purchases to avoid bidding requirements or design bid specifications to favor a particular provider.

All district employees must report suspected fraud, theft or misuse of district funds to the superintendent or designee immediately. District employees may be disciplined or terminated from employment for failing to follow Board policy or district procedures and for any misuse of district resources, including district cards.

The superintendent or designee will contact law enforcement and file a report or sign a

complaint on behalf of the district in situations where a crime may have occurred.

4a. The district has already shown a healthy commitment to the area of need. The district spent roughly $10,000 to provide training to teachers in engagement strategies. The district contracted with an outside company and used professional development dollars to pay teachers for an extra day of professional development before the school year started. In addition to the pre-year training, the district has also contracted with an outside source to provide 3 additional days of student engagement training.

6a. Through the planning and writing of this grant, conversations have taken place amongst district administration regarding the long term sustainability of the grant. The district has already made a commitment to professional development areas that the needs analysis reveals. The belief of district administration is this grant will allow us to provide greater support and stimulus to the professional development and the changes the district is already implementing. The district planned on using current resources to provide the engagement and data to action professional development. The current plan calls for two more days of Kagan Engagement strategies training prior to the start of next school year and for year two of data intervention development.

Other areas of need, such as extending the school day can be sustained as well. The change to the schedule and the extension of the school day require no additional funding. Two additional summer school teachers can be continued through state reimbursement on student attendance. The two additional interventionists, math teacher, and alternative school teacher will be evaluated on data and results. If the results justify the additional staff, the district will analyze

budgetary outlay to see about continued support for the position.

6b. The district is committed to collaboration amongst schools and will continue to share best practices to allow for a richer school district as a whole.

SECTION VII.D. – TIMELINE

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

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

Clearly identify any pre-implementation activities included above.

The following section addresses the timeline and implementation of the changes requested in the grant. The greatest influence on the decisions and request was the urgency for change. Wright City Middle School understands the need for student achievement to increase. The changes are researched and directed for that change to take place immediately.

Provide greater academic opportunities and learning time for students.

Change the middle school schedule to eliminate a sixteen minute class that is not being utilized properly and extend the school day by an additional fifteen minutes. This creates twenty-nine additional minutes of classroom instruction a day.

Time Frame:

By March 2012, the middle school will create a committee which will be charged with providing guidance and disseminating information to the board of education, parents, and community. The committee will finalize their findings and suggestions by May 2012.

Require mandatory attendance at summer school for those students scoring below basic on the Discovery Assessment.

Time Frame:

The middle school assesses the students three times per year with Discovery Assessments. The process of identifying students would start after the first assessment in the fall. Interventions would be provided for those students requiring remediation throughout the year. Students and parents would be notified during the year of progress. A final summer school list containing students required to attend summer school would be created in March. Teachers would be hired at that point as well.

Hire an additional math teacher at the 8th grade level to provide an opportunity for all students to take algebra

Time Frame:

The time frame for implementation will be to have a math teacher in place for the 2012-2013 school year.

Provide time for intervention and remediation of struggling students.

Add a middle school teacher at the alternative school to provide intervention services in the core areas for middle school students who are not successful in a traditional school setting.

Time Frame:

The teacher will be hired in the spring of 2012. The students will be identified at the completion of the 2011-2012 school year and placed in the alternative classroom for the 2012-2013 school year.

Provide after school tutoring for any student scoring Below Basic on the Discovery Assessment or who is currently having trouble in a class.

Time Frame:

This program will be based on achievement data from the 2012 school year. This program will begin with the start of the 2012-2013 school year and run four days a week.

Establish intervention programs to identify and provide remediation for struggling students.

Hire two interventionists to create an RtI program and provide remediation instruction and interventions for struggling students.

Time Frame:

The interventionists will be hired in the Spring of 2012 and in place for the following school year. The interventionists will be provided student Discovery, MAP, and grade data immediately to establish interventions and programs for implementation day 1 of the following school year.

Provide professional development in the areas of engagement, rigor, and taking data to action

Require full day data team meetings in math and communication arts allowing the collaboration of teachers to take data from assessment, to action in the classroom.

Time frame:

This program will be implemented over the course of a school year. The three meeting days will take place the

week after the Discovery assessment is given.

Provide ongoing training during the year to increase teacher expertise in the area of Depth of Knowledge.

Time Frame:

An outside source will be identified in the spring of 2012 to provide 4 days of training throughout the 2012-2013 school year.

Continue to build on the professional development in the area of student engagement by increasing the number of professional development days by two prior to the start of school and to four throughout the school year.

Time Frame:

The contracts will be completed and information disseminated to staff and central office by the beginning of May 2012.

District personnel will attend the Model Schools Conference to gain a better understanding of Common Core State Standards, Next Generation Assessments, and teacher evaluations based on student performance.

Time Frame:

The time frame for this strategy is for attendance of the first conference in the summer 2012 and implementation and meeting throughout the school year.

Provide an evaluation system, based in educational research, which provides criterion and objectives for teachers to improve their practice.

Implement iObserve evaluation system developed by Robert Marzano

Time Frame:

The middle school has been asked to pilot this program with a selected group of teachers for the 2011-2012 school year. The school would purchase the program for the 2012-2013 school year and receive ongoing training.

Provide greater opportunity for parent education and involvement

The middle school will host a Discovery Assessment and MAP night so parents can become better educated on the two major assessments their child participates in.

The middle school will host a Literacy and Math night.

The middle school will host a Guest Speaker series in which nationally acclaimed education and child development speakers will present to parents.

Time Frame:

The time frame for this strategy is for implementation and meeting throughout the school year.

SECTION VII.E. - ANNUAL GOALS FOR STUDENT ACHIEVEMENT

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

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

Wright City School District has set goals that will not only change instruction but allow Wright City Middle School to move out of the school improvement classification. The goals, as well as the strategies, have been set with an understanding of urgency, a quick need for change in practice and instruction.

Wright City Middle School's academic achievement is significantly lower than the state average. In 2009, 31.3% of WCMS students scored proficient or advanced on the Communication Arts MAP test. The state average for the same year was 51.2%. For the same test in 2010, WCMS had 33.6% of students proficient and again, the state averaged 53.6%, or 20% higher in each case. Math has the same, if not greater disparity. WCMS had 27.2% of students proficient in 2009 and the state scored 47.6%. In 2010, WCMS increased to 30.6%. The state average for that year increased as well to 52.7%.

Goal 1

Wright City Middle School students will increase the number of students scoring proficient by 15% for the 2013-2014 school year in Communication Arts and Math. WCMS students scored 33.4% in Communication Arts and 29.8% in Math for 2011. An increase of 15 percentage points will significantly decrease the gap between WCMS and the State.

WCMS 2011 CA Score	State 2011 CA Score	WCMS 2013 Target
33.4%	54.6%	48%
WCMS 2011 Math Score	State 2011 Math Score	WCMS 2013 Target
29.8%	54.2%	45%

Goal 2

Wright City Middle School students will increase the number of students scoring proficient to levels higher than the state average for the 2014-2015 school year in Communication Arts and Math. This increase would be approximately 20-25% increase in the number of students scoring proficient from the 2011 baseline data.

WCMS 2011 CA Score	State 2011 CA Score	WCMS 2014 Target
33.4%	54.6%	56+%
WCMS 2011 Math Score	State 2011 Math Score	WCMS 2014 Target
29.8%	54.2%	56+%

Goal 3

Wright City Middle School students will increase the number of students scoring proficient to levels higher than 75% for the 2015-2016 school year in Communication Arts and Math. This increase would be approximately 45% increase in the number of students scoring proficient from the 2011 baseline data.

WCMS 2011 CA Score	State 2011 CA Score	WCMS 2015 Target
33.4%	54.6%	75+%
WCMS 2011 Math Score	State 2011 Math Score	WCMS 2015 Target
29.8%	54.2%	75+%

SECTION VII.F. - SERVICES AND ACTIVITIES

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

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

Clearly identify any pre-implementation activities included above.

SECTION VII.G. - ANNUAL GOALS FOR STUDENT ACHIEVEMENT

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

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

Wright City Middle School is dedicated to the success of our students and it is important to us that those students achieve at the highest levels.

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

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

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

Below is a list of dates of notification to stakeholders throughout the community.

May 5 – Learn we're on the list

May 6 – Email to staff, parents, Board, Community Advisory Team, Chamberof Commerce

May 11 – Conference call with DESE. Meeting with staff

May 16 – Letter to parents about meeting

May 19 – Discussion with Board of Education

May 23 – Discussion with Community Advisory Team

May 24 – Community meeting

October 21 – DESE notification of Grant Due Date

October 27 – Community meeting

November 3 – Board decision on initial approval

December 15 – Board decision on final grant application

December 16 – Grant due

8a. Wright City Middle School did not specifically seek the input of students when deciding upon the grant application or model to be used.

8b. The district was very proactive about including the staff. The district held a meeting within a week of the announcement that WCMS was on the list of low performing schools. The district provided great detail of the

possibilities to the teacher and staff. These were not easy meetings but the district felt the teachers had every right to be informed.

The teachers were allowed input and choice as to what model the school would use. A unanimous vote was taken by the teachers as they chose the transformational model.

8c. District administration notified the parents through letters and meetings. The meetings were very well attended and had excellent parent support.

The dates listed above provide the initiative from the district to include the community in the process.

SECTION VII.I. – COMPETITIVE PRIORITIES

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

Support from the Board of Education and District Administration provides a seamless transition for the implementation of the SIG Grant. The Board of Education has been part of the approval process for the grant application. The strategies listed within the application support the strategies in the school improvement plan as well as a newly adopted P.A.W.S. Reporting tool. This coordination assures the implementation of the SIG grant and the two district plans would not hinder, or contradict, the other.

The Wright City Board of Education has adopted a reporting system to gather and review monthly data from the schools. The report is called the P.A.W.S plan, Positive Achievement for Wildcat Success. The Middle School's P.A.W.S report is attached as Appendix B. This plan is focused on data pertaining to depth of knowledge, student engagement, and data, which are all goals of the SIG Grant application.

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.

Goal 1

Wright City Middle School students will increase the number of students scoring proficient by 15% for the 2013-2014 school year in Communication Arts and Math. WCMS students scored 33.4% in Communication Arts and 29.8% in Math for 2011. An increase of 15 percentage points will significantly decrease the gap between WCMS and the State.

WCMS 2011 CA Score	State 2011 CA Score	WCMS 2013 Target
33.4%	54.6%	48%
WCMS 2011 Math Score	State 2011 Math Score	WCMS 2013 Target
29.8%	54.2%	45%

Goal 2

Wright City Middle School students will increase the number of students scoring proficient to levels higher than the state average for the 2014-2015 school year in Communication Arts and Math. This increase would be approximately 20-25% increase in the number of students scoring proficient from the 2011 baseline data.

WCMS 2011 CA Score	State 2011 CA Score	WCMS 2014 Target
33.4%	54.6%	56+%
WCMS 2011 Math Score	State 2011 Math Score	WCMS 2014 Target
29.8%	54.2%	56+%

Goal 3

Wright City Middle School students will increase the number of students scoring proficient to levels higher than 75% for the 2015-2016 school year in Communication Arts and Math. This increase would be approximately 45% increase in the number of students scoring proficient from the 2011 baseline data.

WCMS 2011 CA Score	State 2011 CA Score	WCMS 2015 Target
33.4%	54.6%	75+%
WCMS 2011 Math Score	State 2011 Math Score	WCMS 2015 Target
29.8%	54.2%	75+%

The 3 goals are rigorous and have the targets to show significant growth in student achievement. The growth projected by the goals would allow the middle school to meet AYP.

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.

The plan for evaluation of teachers is cutting edge and based on years of research. The middle school currently is piloting the iObserve evaluation tool. The tool is based on over 20 years of academic research and is tied directly to best practices with identifiable measures for teacher improvement. The evaluation tool not only provides for growth but also requires the evaluation process to occur throughout the year.

Research reveals the negative effects of poor teachers on students. That is why it is imperative to remove ineffective staff. The Middle School currently has one teacher remaining with a direct correlation to the data

that identified the middle school for this grant. All core teachers, with the exception of 6th grade communication arts have either left the district or been replaced since the 2010 data. The district will continue to identify teachers who are ineffective and provide support for improvement. If improvement is not noted using the new iObserve evaluation tool, the teacher will be replaced.

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.

Wright City Middle School realizes the need to identify struggling students early in the process. A major condition of the grant is for the middle school to hire two interventionists who will identify and provide support for struggling students and to aid teachers. The interventionist will use classroom data, grades, attendance, and Discovery Scores as a base line to provide the appropriate remediation. We currently have a modified RtI system that we are seeing great success from. We currently offer remediation in math and communication arts to a select group for 15 minutes a day, one day a week and provide individual tutoring with the library aid when possible. Our targeted kids made significant gains on the last round of local testing. We have the means in place and the knowledge to identify students and provide remediation in limited doses. The SIG grant will allow us to increase the resources for a full range of intervention for individuals and classroom teachers

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.

This grant will allow Wright City Middle School to make bold and innovative changes. The addition of personnel in the areas of math, alternative education, and interventionists shows a major commitment by the district to change the current structure to provide a change in education. The school and the district understand the challenges set for in the needs assessment and the pressing need for quick change. The addition of after school tutoring, the extension of the school day, the restructuring of the schedule, and the requirement of summer school falls directly in line with what is requested above.

The district has shown willingness over the last couple of years to remove ineffective teachers and allow schools to hire as they see fit. The funds requested through the application are for programs and staffing that will allow the middle school to supplement education and provide a greater learning opportunity for the students.

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.

Wright City Middle School understands that teachers are the largest single school effect on student performance and there is no stronger statement from the teachers as a unanimous vote. The staff at Wright City Middle School understands the need for change is willing to implement any changes the awarding of the grant would allow. This is a committed staff that truly has the best interest of the students in mind. The staff voted unanimously for the transformation model and will support the grant.

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	Year 1 Target	Year 1 Actual	Year 2 Target	Year 2 Actual	Year 3 Target	Year 3 Actual
Number of minutes within the school year	68520	71130		71130		71130	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	100	100		100		100	
Dropout rate	0	0		0		0	
Student attendance rate	93.87	95		95.5		96	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;	0	0		0		0	
Discipline incidents	377	250		175		100	
Truants	0	0		0		0	
Distribution of teachers by performance level on an LEA's teacher evaluation system							
Teacher attendance rate	91%	93%		95%		95%	

Appendix A: School Data

The following data has been compiled by district administration to better understand our current state as well as trends in achievement. The data below is comprehensive and allows for comparisons to be made to the achievement of our neighboring schools as well as cohorts throughout the district.

Section 1: MAP Metrics

Section 2: Attendance and Achievement Scores by ADA

Section 3: MAP Data

Section 4: Discovery Data

Section 5: MSIP Questionnaire

Section 1: MAP Metrics

Metric	2008	2009	2010
Attendance – WCMS	94.0	93.9	94.1
Attendance – State (K-12)	94.0	94.4	94.2
6th Grade CA MAP Index – WCMS	755.90	725.50	723.20
6th Grade CA MAP Index – State	752.20	753.80	758.80
6th Grade MA MAP Index – WCMS	736.30	724.20	716.00
6th Grade MA MAP Index – State	754.60	754.90	763.90
7th Grade CA MAP Index – WCMS	736.30	738.20	712.00
7th Grade CA MAP Index – State	752.40	756.30	759.70
7th Grade MA MAP Index – WCMS	723.00	721.80	711.10
7th Grade MA MAP Index – State	749.00	754.60	760.70
8th Grade CA MAP Index – WCMS	739.30	726.10	745.00
8th Grade CA MAP Index – State	757.80	761.50	765.50
8th Grade MA MAP Index – WCMS	708.10	700.80	708.10
8th Grade MA MAP Index - State	740.30	746.00	757.00
CA AYP Percent Proficient / Advance - WCMS		31.3	33.3
CA AYP Percent Proficient / Advance - State		51.2	53.6
MA AYP Percent Proficient / Advance – WCMS		27.2	30.6
MA AYP Percent Proficient / Advance – State		47.6	52.7

Section 2: Attendance and Achievement Scores by ADA

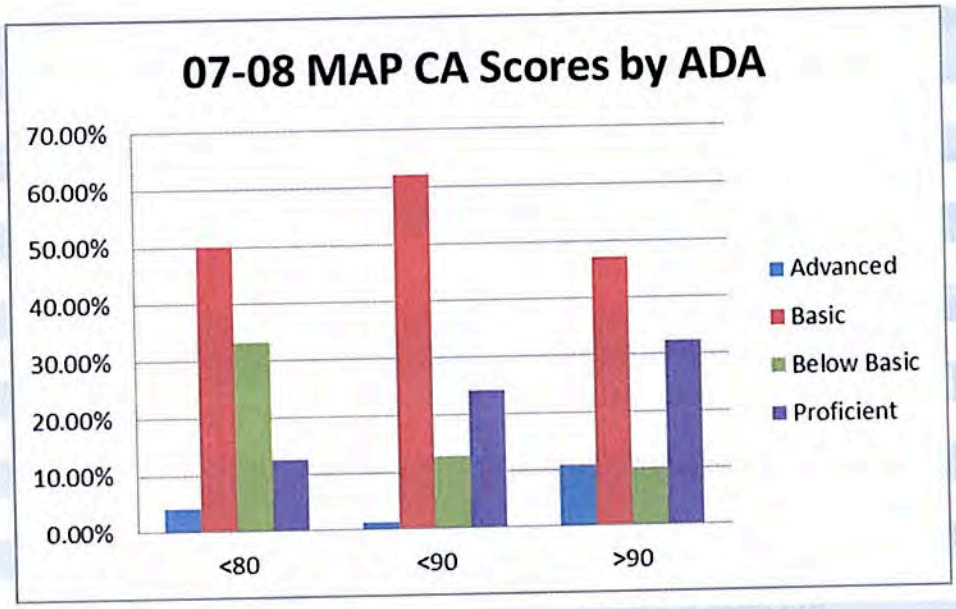
In 2009-2010 school year, DESE's statistical download site lists the Wright City Middle School as having 94.1% attendance. This ranks 253 out of the 352 schools listed in the data base that is considered a middle school or junior high.

When we compare ourselves to districts in our conference and border us, our middle school attendance is also behind. Below is data from the 2008-09 school year comparing our middle school to those in the Eastern Missouri Conference and to those that border our district. Those 16 schools are: Bowling Green, Community R-IV, Elsberry, Francis Howell, Montgomery County, Orchard Farm, Pike R-III, Silex, Troy, Van-Far, Warren Co. R-III, Washington, Wellsville, Wentzville, Winfield, Wright City.

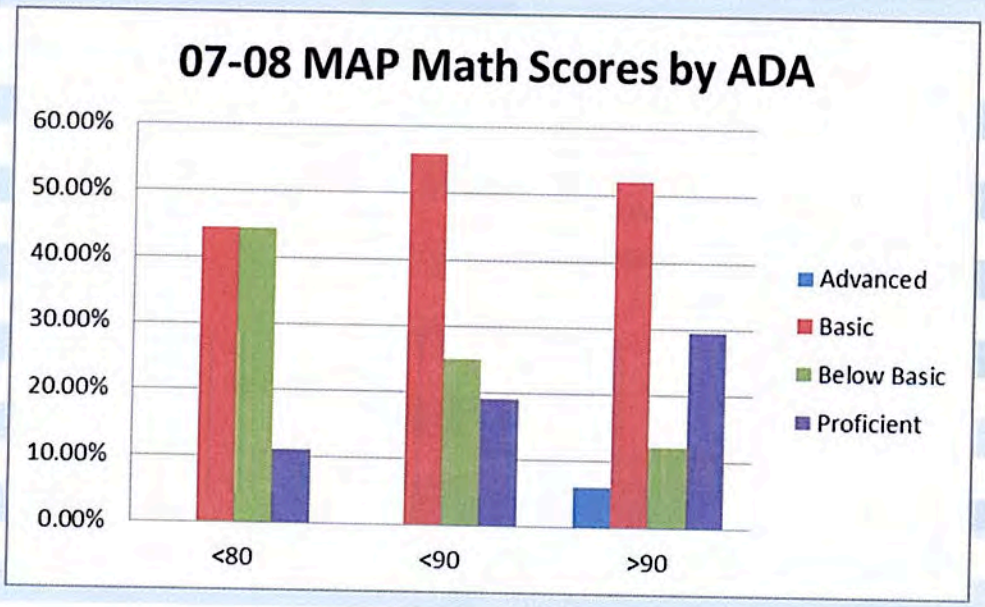
	YEAR	DISTNAME	SCHLNAME	ATTENDANCE_RATE
1	2009.00	ELSBERRY R-II	IDA CANNON MIDDLE	96.2
2	2009.00	FRANCIS HOWELL R-III	FRANCIS HOWELL MIDDLE	96.2
3	2009.00	FRANCIS HOWELL R-III	BRYAN MIDDLE	95.7
4	2009.00	ORCHARD FARM R-V	ORCHARD FARM MIDDLE	95.6
5	2009.00	VAN-FAR R-I	VAN-FAR JR./SR. HIGH	95.6
6	2009.00	WASHINGTON	WASHINGTON MIDDLE	95.4
7	2009.00	BOWLING GREEN R-I	BOWLING GREEN MIDDLE	95.3
8	2009.00	FRANCIS HOWELL R-III	SAEGER MIDDLE	95.2
9	2009.00	WENTZVILLE R-IV	WENTZVILLE SOUTH MIDDLE	94.7
10	2009.00	FRANCIS HOWELL R-III	BARNWELL MIDDLE	94.5
11	2009.00	FRANCIS HOWELL R-III	HOLLENBECK MIDDLE	94.3
12	2009.00	WENTZVILLE R-IV	FRONTIER MIDDLE	94.2
13	2009.00	WENTZVILLE R-IV	WENTZVILLE MIDDLE	94.2
14	2009.00	WINFIELD R-IV	WINFIELD MIDDLE	94.2
15	2009.00	TROY R-III	TROY MIDDLE	94.1
16	2009.00	WRIGHT CITY R-II	WRIGHT CITY MIDDLE	93.9
17	2009.00	MONTGOMERY CO. R-II	MONTGOMERY CO. MIDDLE	93.8
18	2009.00	WARREN CO. R-III	BLACK HAWK MIDDLE	93.6

In 2008-09, we did a MAP comparison based on % attendance in the 2007-08 school year and noted the percent of students who were advanced, proficient, basic and below basic based on three criteria: students with less than 80% attendance, students with less than 90% attendance, and students with greater than 90% attendance. The results for CA and Math MAP are below.

Test	**Map-CA**				
Count of result	**Test Result**				
07-08 ADA	**Advanced**	**Basic**	**Below Basic**	**Proficient**	**Grand Total**
<80	4.17%	50.00 %	33.33%	12.50%	100.00%
<90	1.27%	62.03 %	12.66%	24.05%	100.00%
>90	10.82%	47.02 %	9.72%	32.45%	100.00%
Grand Total	**9.58%**	**48.72 %**	**10.80%**	**30.90%**	**100.00%**

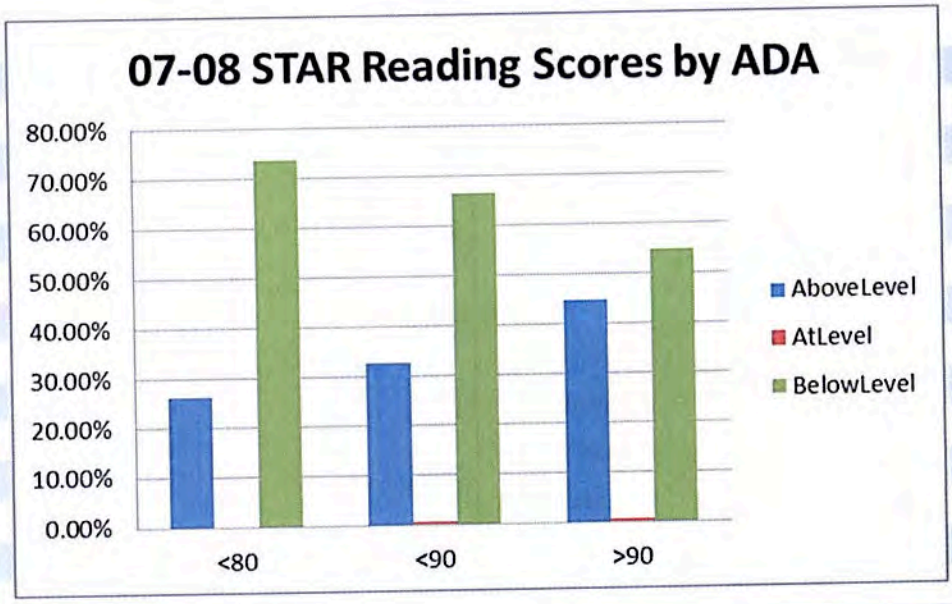


Test	Map-Math				
Count of result	Test Result				
07-08 ADA	Advanced	Basic	Below Basic	Proficient	Grand Total
<80	0.00%	44.44 %	44.44%	11.11%	100.00%
<90	0.00%	55.95 %	25.00%	19.05%	100.00%
>90	6.20%	52.09 %	12.25%	29.46%	100.00%
Grand Total	5.29%	52.25 %	14.81%	27.65%	100.00%



The same analysis was conducted with STAR reading scores:

Test	STAR Reading			
Count of result	Test Result			
07-08 ADA	Above Level	At Level	Below Level	Grand Total
<80	26.26%	0.00%	73.74%	100.00%
<90	32.68%	0.65%	66.67%	100.00%
>90	44.62%	0.63%	54.75%	100.00%
Grand Total	**43.02%**	**0.61%**	**56.37%**	**100.00 %**



Section 3: MAP Data

A closer look at 2010 MAP Index data when comparing our scores to the state as a function of rank and % of middle schools we beat in each score (% Rank) is listed below:

Test	MAP Index	LEA Rank	LEA Possible	% Rank
6 CA (2010)	723.2	493	547	9.9%
7 CA (2010)	712.0	513	545	5.9%
8 CA (2010)	745.0	432	543	20.4%
6 MA (2010)	716.0	513	547	6.2%
7 MA (2010)	711.1	514	545	5.7%
8 MA (2010)	708.1	504	543	7.2%
8 Science (2010)	726.1	377	543	30.6%

Looking at 2010 MAP Mean Scale Scores (the actual test scores students received) for the same years is as follows:

Test	MAP Mean Scale Score	LEA Rank	LEA Possible	% Rank
6 CA (2010)	659.1	504	547	7.9%
7 CA (2010)	661.7	508	545	6.8%
8 CA (2010)	684.3	456	543	16.0%
6 MA (2010)	659.1	514	547	6.0%
7 MA (2010)	666.2	506	545	7.2%
8 MA (2010)	691.4	487	543	10.3%
8 Science (2010)	691.3	411	543	24.3%

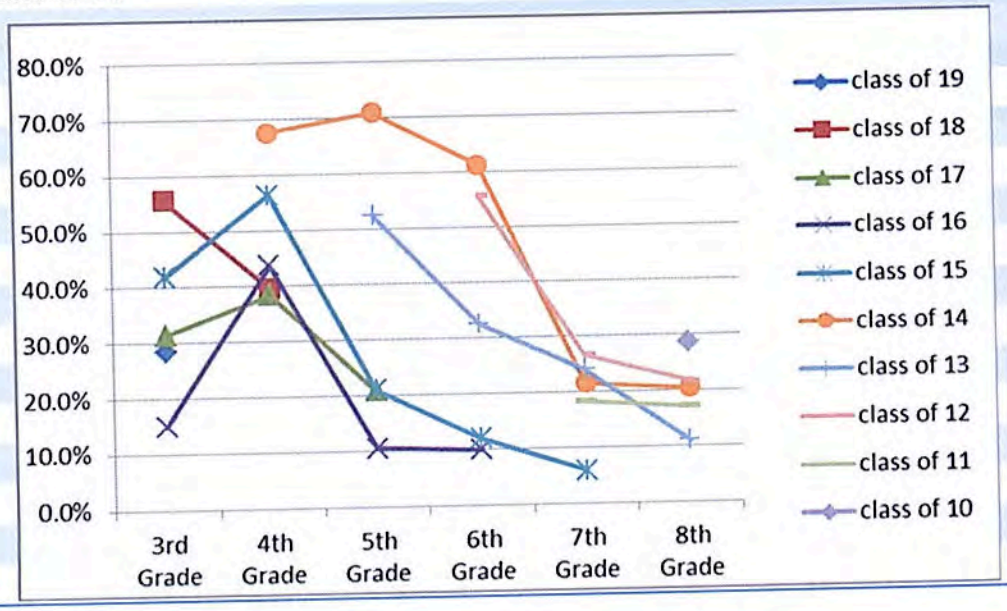
The following data is following cohorts with MAP Index and MAP Mean Scale Scores and by % ranks. The data shows that we are ahead of more schools at the 3rd and 4th grade level than we are at the MS level.

Communication Arts Cohort MAP Index

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
class of 19	735.0					
class of 18	750.0	754.6				
class of 17	733.7	740.6	738.0			
class of 16	722.9	742.2	722.3	723.2		
class of 15	744.7	752.6	739.6	725.5	712.0	
class of 14		755.2	765.4	755.9	738.2	745.0
class of 13			748.5	734.2	736.3	726.1
class of 12				745.5	730.9	739.3
class of 11					721.8	723.7
class of 10						736.2

Communication Arts Cohort MAP Index % Rank

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade
class of 19	28.5%							
class of 18	55.6%	39.6%						
class of 17	31.4%	38.4%	20.9%					
class of 16	14.9%	43.7%	10.4%	9.9%				
class of 15	41.8%	56.4%	21.1%	11.9%	5.9%			
class of 14		67.5%	70.8%	61.1%	21.5%	20.4%		
class of 13			52.4%	32.5%	24.0%	11.0%	9.8%	
class of 12				55.6%	26.5%	21.6%		31.6%
class of 11					18.3%	17.2%		27.5%
class of 10						28.7%		

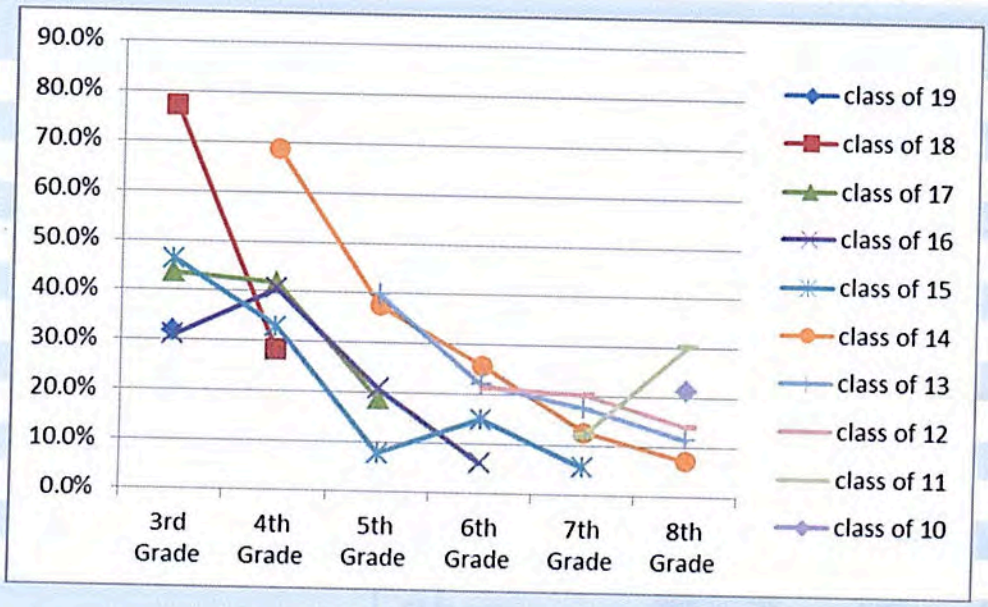


Math Cohort MAP Index

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
class of 19	737.6					
class of 18	760.0	734.3				
class of 17	739.0	736.8	733.9			
class of 16	735.2	735.7	728.1	716.0		
class of 15	741.9	733.7	711.0	724.2	711.1	
class of 14		752.9	741.3	763.3	721.8	708.1
class of 13			736.9	730.6	723.0	700.8
class of 12				724.5	720.0	708.1
class of 11					707.3	719.1
class of 10						711.5

Math Cohort MAP Index % Rank

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
class of 19	31.9%					
class of 18	77.1%	28.2%				
class of 17	43.7%	41.7%	18.7%			
class of 16	31.1%	40.6%	20.8%	6.2%		
class of 15	46.4%	33.0%	7.8%	15.0%	5.7%	
class of 14		68.6%	37.5%	25.8%	12.7%	7.2%
class of 13			39.8%	22.1%	17.6%	11.6%
class of 12				21.4%	20.3%	14.2%
class of 11					12.2%	30.3%
class of 10						21.4%

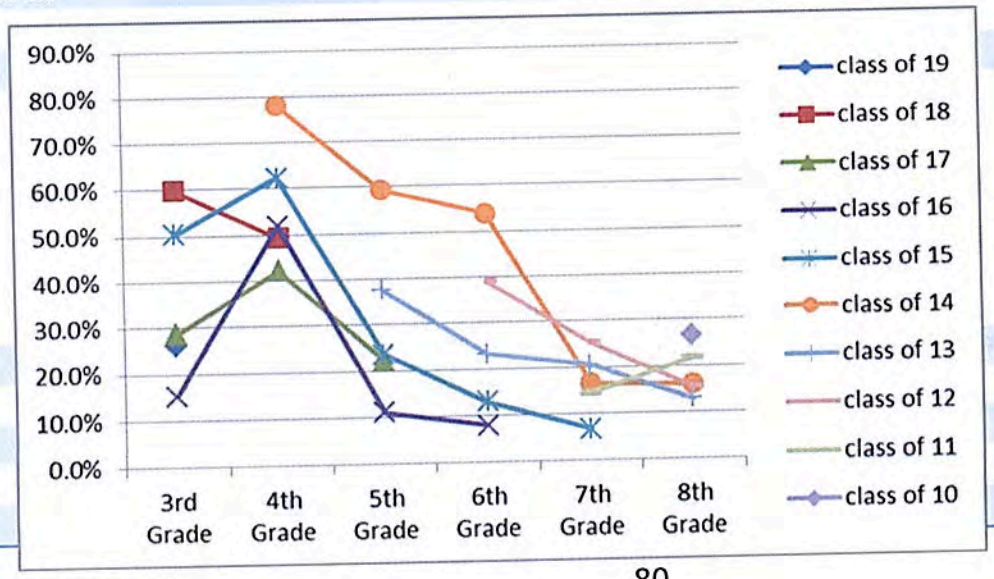


Communication Arts Cohort Mean Scale Score

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
class of 19	632.8					
class of 18	641.0	659.9				
class of 17	630.9	653.2	664.4			
class of 16	628.0	654.9	658.2	659.1		
class of 15	639.6	658.3	665.3	661.2	661.7	
class of 14		660.3	671.0	672.0	667.6	684.3
class of 13			664.8	662.5	668.8	680.6
class of 12				665.6	666.0	682.3
class of 11					661.6	679.1
class of 10						682.1

Communication Arts Cohort Mean Scale Score % Rank

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade
class of 19	26.2%							
class of 18	59.8%	49.3%						
class of 17	28.6%	42.1%	22.2%					
class of 16	15.3%	51.9%	11.0%	7.9%				
class of 15	50.4%	62.4%	23.5%	13.0%	6.8%			
class of 14		78.1%	59.3%	53.9%	16.5%	16.0%		
class of 13			37.5%	23.2%	20.5%	13.0%	14.4%	
class of 12				39.1%	25.4%	15.4%		33.3%
class of 11					14.5%	21.7%		29.9%
class of 10						26.4%		

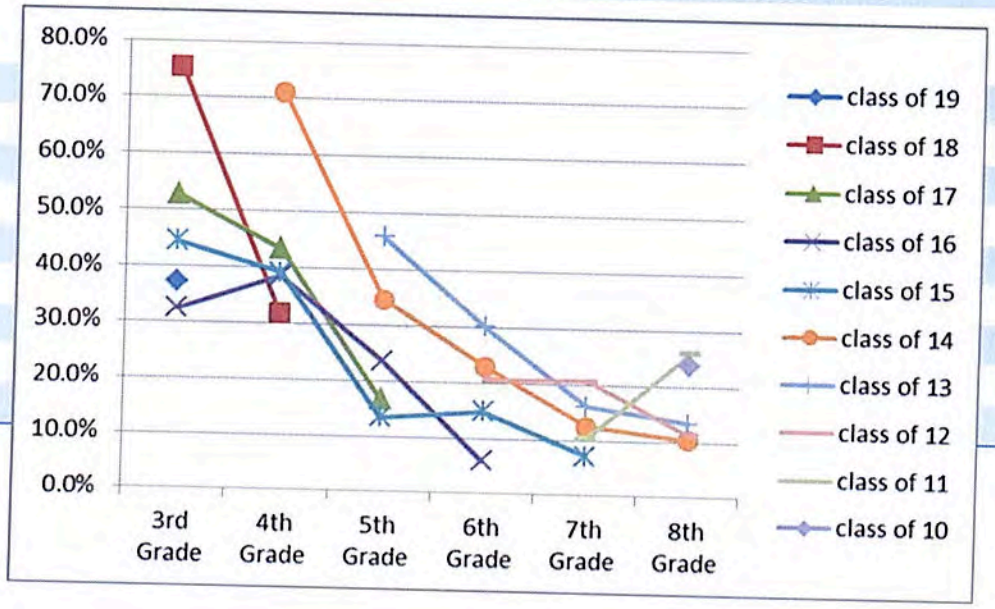


Math Cohort Mean Scale Score

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
class of 19	619.1					
class of 18	628.2	652.5				
class of 17	621.6	641.3	651.7			
class of 16	616.2	639.9	651.3	659.1		
class of 15	619.6	641.1	646.9	665.2	666.2	
class of 14		648.8	656.9	669.5	668.3	691.4
class of 13			657.6	670.4	669.5	689.4
class of 12				664.9	668.2	686.7
class of 11					661.6	691.4
class of 10						691.8

Math Cohort Mean Scale Score % Rank

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
class of 19	37.2%					
class of 18	75.4%	31.7%				
class of 17	52.7%	43.4%	16.7%			
class of 16	32.4%	38.4%	23.6%	6.0%		
class of 15	44.5%	39.1%	13.5%	14.8%	7.2%	
class of 14		71.1%	34.6%	23.0%	12.5%	10.3%
class of 13			45.9%	30.1%	16.1%	13.4%
class of 12				20.5%	20.7%	11.2%
class of 11					10.3%	26.0%
class of 10						23.7%



Earlier, we compared ourselves to the districts in the Eastern Missouri Conference (EMO) and those that border us via attendance. We did so via the percentage of students who were proficient or advanced in each middle school since 2006. Below is the results:

Communication Arts MAP:

CA	2006	Pro and Adv
1	WENTZVILLE SOUTH MIDDLE	55.00
2	ORCHARD FARM MIDDLE	54.60
3	WASHINGTON MIDDLE	54.00
4	FRANCIS HOWELL MIDDLE	53.60
5	HOLLENBECK MIDDLE	51.30
6	BOWLING GREEN MIDDLE	50.90
7	BRYAN MIDDLE	50.10
8	FRONTIER MIDDLE	50.00
9	BARNWELL MIDDLE	49.00
10	WENTZVILLE MIDDLE	48.50
11	SAEGER MIDDLE	47.70
12	TROY MIDDLE	47.70
13	WRIGHT CITY MIDDLE	41.10
14	MONTGOMERY CO. MIDDLE	41.00
15	BLACK HAWK MIDDLE	39.50
16	IDA CANNON MIDDLE	33.60

CA	2007	Pro and Adv
1	WASHINGTON MIDDLE	59.50
2	FRANCIS HOWELL MIDDLE	58.10
3	ORCHARD FARM MIDDLE	54.00
4	WENTZVILLE SOUTH MIDDLE	53.80
5	FRONTIER MIDDLE	53.00
6	SAEGER MIDDLE	50.10
7	BRYAN MIDDLE	50.00
8	BOWLING GREEN MIDDLE	49.20
9	TROY MIDDLE	49.00
10	HOLLENBECK MIDDLE	48.40
11	BARNWELL MIDDLE	47.10
12	WENTZVILLE MIDDLE	45.90
13	BLACK HAWK MIDDLE	40.80
14	MONTGOMERY CO. MIDDLE	40.40
15	WRIGHT CITY MIDDLE	39.60
16	IDA CANNON MIDDLE	36.60

CA	2008	Pro, Adv, and Gro
1	WASHINGTON MIDDLE	64.90
2	FRANCIS HOWELL MIDDLE	62.90
3	WENTZVILLE SOUTH MIDDLE	61.50
4	FRONTIER MIDDLE	61.00
5	ORCHARD FARM MIDDLE	57.80
6	BRYAN MIDDLE	56.30
7	SAEGER MIDDLE	54.20
8	BOWLING GREEN MIDDLE	53.40
9	WRIGHT CITY MIDDLE	52.80
10	HOLLENBECK MIDDLE	52.40
11	MONTGOMERY CO. MIDDLE	50.30
12	BARNWELL MIDDLE	49.60
13	BLACK HAWK MIDDLE	48.80
14	TROY MIDDLE	48.80
15	WENTZVILLE MIDDLE	47.60
16	IDA CANNON MIDDLE	44.90

CA	2009	Pro, Adv, and Gro
1	FRANCIS HOWELL MIDDLE	66.70
2	FRONTIER MIDDLE	63.70
3	WASHINGTON MIDDLE	62.50
4	WENTZVILLE SOUTH MIDDLE	62.10
5	BRYAN MIDDLE	60.30
6	ORCHARD FARM MIDDLE	59.50
7	HOLLENBECK MIDDLE	59.40
8	BARNWELL MIDDLE	56.40
9	BOWLING GREEN MIDDLE	53.00
10	SAEGER MIDDLE	52.90
11	WENTZVILLE MIDDLE	51.70
12	IDA CANNON MIDDLE	50.20
13	BLACK HAWK MIDDLE	46.30
14	TROY MIDDLE	46.00
15	MONTGOMERY CO. MIDDLE	43.80
16	WRIGHT CITY MIDDLE	40.00
17	WINFIELD MIDDLE	28.70

CA	2010	Pro / Adv
1	FRANCIS HOWELL MIDDLE	67.2
2	WASHINGTON MIDDLE	65.8
3	WENTZVILLE SOUTH MIDDLE	65.8
4	BRYAN MIDDLE	65.2
5	FRONTIER MIDDLE	60.9
6	SAEGER MIDDLE	60.6
7	HOLLENBECK MIDDLE	58
8	BARNWELL MIDDLE	53.5
9	WENTZVILLE MIDDLE	52.8
10	ORCHARD FARM MIDDLE	52.4
11	MONTGOMERY CO. MIDDLE	50.5
12	BOWLING GREEN MIDDLE	46.8
13	TROY MIDDLE	46.6
14	BLACK HAWK MIDDLE	44.8
15	IDA CANNON MIDDLE	41.2
16	WINFIELD MIDDLE	38.5
17	WRIGHT CITY MIDDLE	34

Mathematics MAP:

MA	2006	Pro and Adv
1	WENTZVILLE SOUTH MIDDLE	63.20
2	FRANCIS HOWELL MIDDLE	59.40
3	FRONTIER MIDDLE	57.00
4	ORCHARD FARM MIDDLE	54.90
5	BARNWELL MIDDLE	52.90
6	HOLLENBECK MIDDLE	52.10
7	WASHINGTON MIDDLE	50.50
8	BRYAN MIDDLE	49.00
9	SAEGER MIDDLE	47.40
10	BOWLING GREEN MIDDLE	44.30
11	IDA CANNON MIDDLE	43.40
12	TROY MIDDLE	39.10
13	BLACK HAWK MIDDLE	38.70
14	WENTZVILLE MIDDLE	38.70
15	MONTGOMERY CO. MIDDLE	35.60
16	WRIGHT CITY MIDDLE	34.80

MA	2007	Pro and Adv
1	WENTZVILLE SOUTH MIDDLE	67.10
2	FRANCIS HOWELL MIDDLE	61.30
3	WASHINGTON MIDDLE	59.80
4	FRONTIER MIDDLE	59.60
5	ORCHARD FARM MIDDLE	59.40
6	BARNWELL MIDDLE	53.40
7	BRYAN MIDDLE	50.40
8	HOLLENBECK MIDDLE	49.60
9	BOWLING GREEN MIDDLE	49.20
10	IDA CANNON MIDDLE	48.20
11	SAEGER MIDDLE	46.90
12	WENTZVILLE MIDDLE	45.20
13	TROY MIDDLE	42.10
14	BLACK HAWK MIDDLE	42.00
15	WRIGHT CITY MIDDLE	36.10
16	MONTGOMERY CO. MIDDLE	33.90

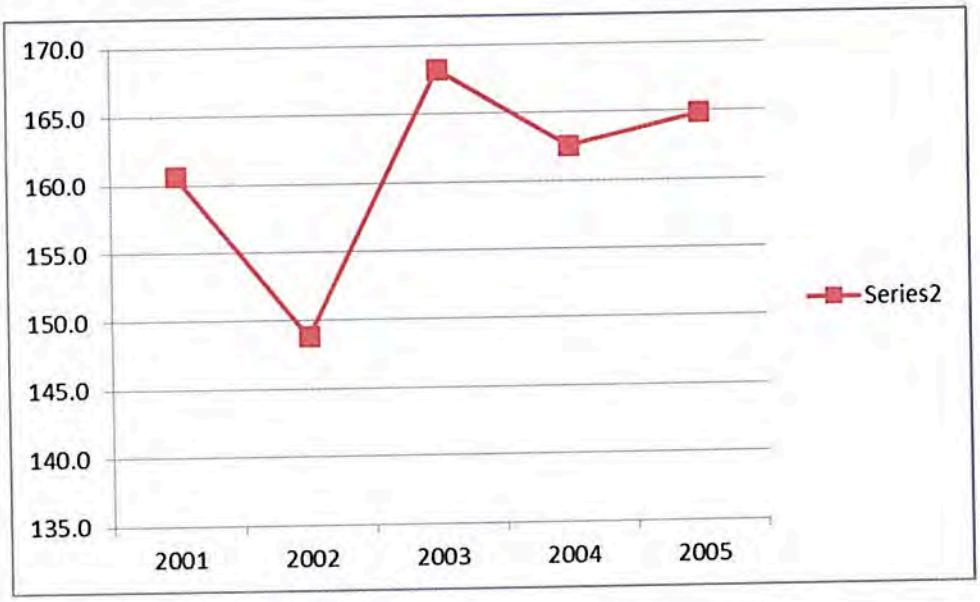
MA	2008	Pro, Adv, and Gro
1	WENTZVILLE SOUTH MIDDLE	74.60
2	FRANCIS HOWELL MIDDLE	70.90
3	FRONTIER MIDDLE	65.90
4	ORCHARD FARM MIDDLE	65.40
5	WASHINGTON MIDDLE	61.80
6	BOWLING GREEN MIDDLE	61.10
7	SAEGER MIDDLE	60.90
8	BARNWELL MIDDLE	60.30
9	HOLLENBECK MIDDLE	59.00
10	BRYAN MIDDLE	57.30
11	BLACK HAWK MIDDLE	54.30
12	IDA CANNON MIDDLE	48.10
13	WENTZVILLE MIDDLE	47.00
14	MONTGOMERY CO. MIDDLE	45.30
15	TROY MIDDLE	42.50
16	WRIGHT CITY MIDDLE	37.10

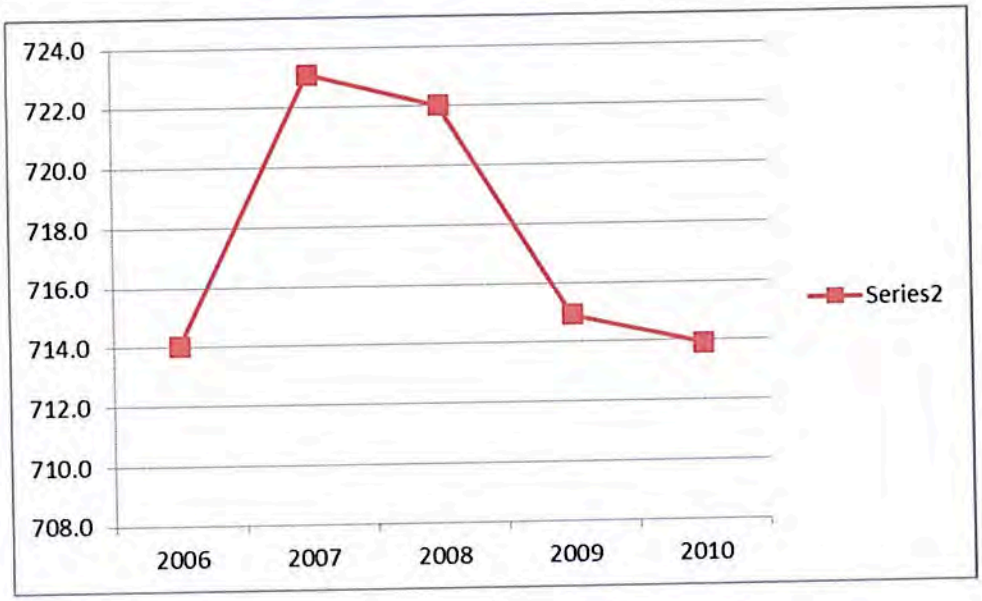
MA	2009	Pro, Adv, and Gro
1	FRANCIS HOWELL MIDDLE	76.60
2	WENTZVILLE SOUTH MIDDLE	71.60
3	FRONTIER MIDDLE	70.30
4	ORCHARD FARM MIDDLE	66.00
5	WASHINGTON MIDDLE	65.90
6	HOLLENBECK MIDDLE	64.80
7	SAEGER MIDDLE	62.20
8	BRYAN MIDDLE	62.20
9	BARNWELL MIDDLE	61.40
10	BOWLING GREEN MIDDLE	56.50
11	WENTZVILLE MIDDLE	53.00
12	TROY MIDDLE	46.40
13	IDA CANNON MIDDLE	46.20
14	BLACK HAWK MIDDLE	45.00
15	MONTGOMERY CO. MIDDLE	42.70
16	WINFIELD MIDDLE	36.90
17	WRIGHT CITY MIDDLE	36.20

MA	2010	Pro / Adv
1	WENTZVILLE SOUTH MIDDLE	74.8
2	FRANCIS HOWELL MIDDLE	74.3
3	FRONTIER MIDDLE	69.7
4	HOLLENBECK MIDDLE	67.6
5	BRYAN MIDDLE	66.3
6	WASHINGTON MIDDLE	64.9
7	BARNWELL MIDDLE	63.4
8	SAEGER MIDDLE	60.6
9	WENTZVILLE MIDDLE	60.1
10	ORCHARD FARM MIDDLE	58.3
11	BOWLING GREEN MIDDLE	51.2
12	TROY MIDDLE	45.9
13	BLACK HAWK MIDDLE	44.9
14	MONTGOMERY CO. MIDDLE	41
15	IDA CANNON MIDDLE	39.9
16	WINFIELD MIDDLE	38.8
17	WRIGHT CITY MIDDLE	30.2

The following are trend graphs of where we have trended in terms of MAP Index over the past decade (2001-2009) in both communication arts and mathematics and where that place us in the Annual Performance Report (APR) rubric:

6-8 Mathematics:

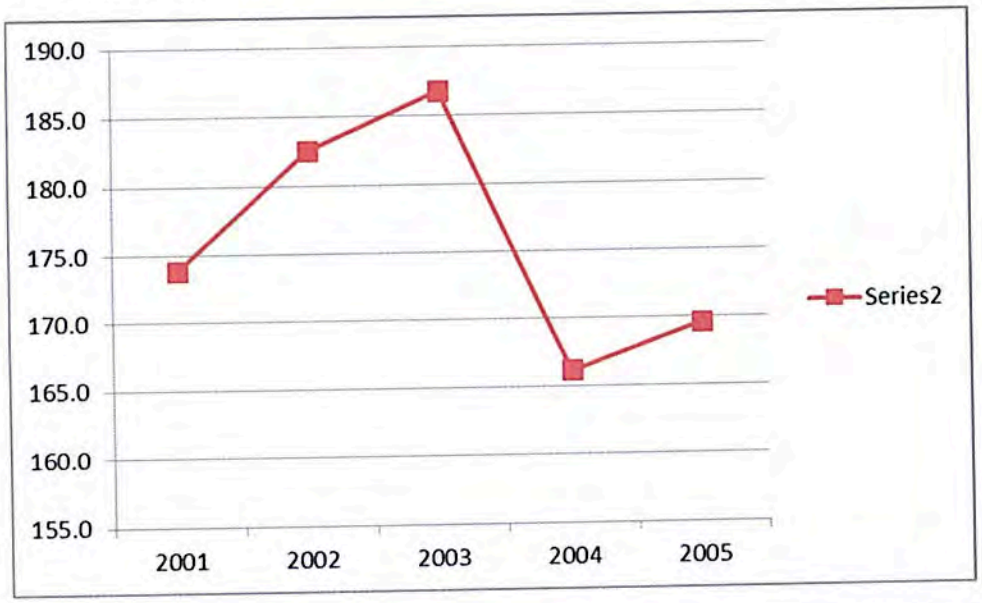


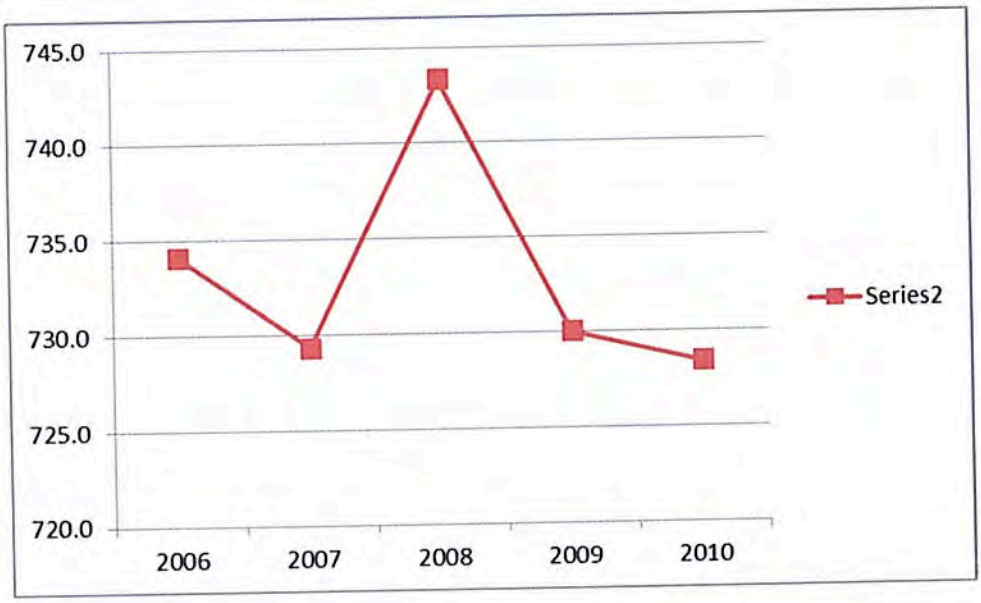


How this fits into the APR Rubric:

- ☐ 2001 = Average
- ☐ 2002 = Below Average
- ☐ 2003 = Average
- ☐ 2004 = Average
- ☐ 2005 = Average
  - ☐ 2001-2005 = Average
- ☐ 2006 = Below Average
- ☐ 2007 = Below Average
- ☐ 2008 = Below Average
- ☐ 2009 = Below Average
- ☐ 2010 = Below Average
  - ☐ 2006 – 2010 = Below Average

Communication Arts:





How this fits into the APR Rubric:

- ☐ 2001 = Below Average
- ☐ 2002 = Average
- ☐ 2003 = Average
- ☐ 2004 = Floor
- ☐ 2005 = Floor
  - ☐ 2001-2005 = Below Average
- ☐ 2006 = Average
- ☐ 2007 = Below Average
- ☐ 2008 = Average
- ☐ 2009 = Below Average
- ☐ 2010 = Below Average
  - ☐ 2006 – 2010 = Average

Section 4: Discovery Data

The Wright City Middle School in 2010-11 moved to a benchmark assessment program to identify and address individual student concerns and core instruction issues earlier. A motto of using better data today than last year to make better decisions today than last year was utilized. A look at 2010-11 student achievement was conducted using Discovery Assessment. Discovery Assessment was given in three times a year (pretest, Test A and Test B). The areas tested were reading/language arts and mathematics. These are reported out by student scale scores (the actual test score the student gains) and detailed drill down reports of how each student performed in many categories within each test. The next table shows the average scale score for each test.

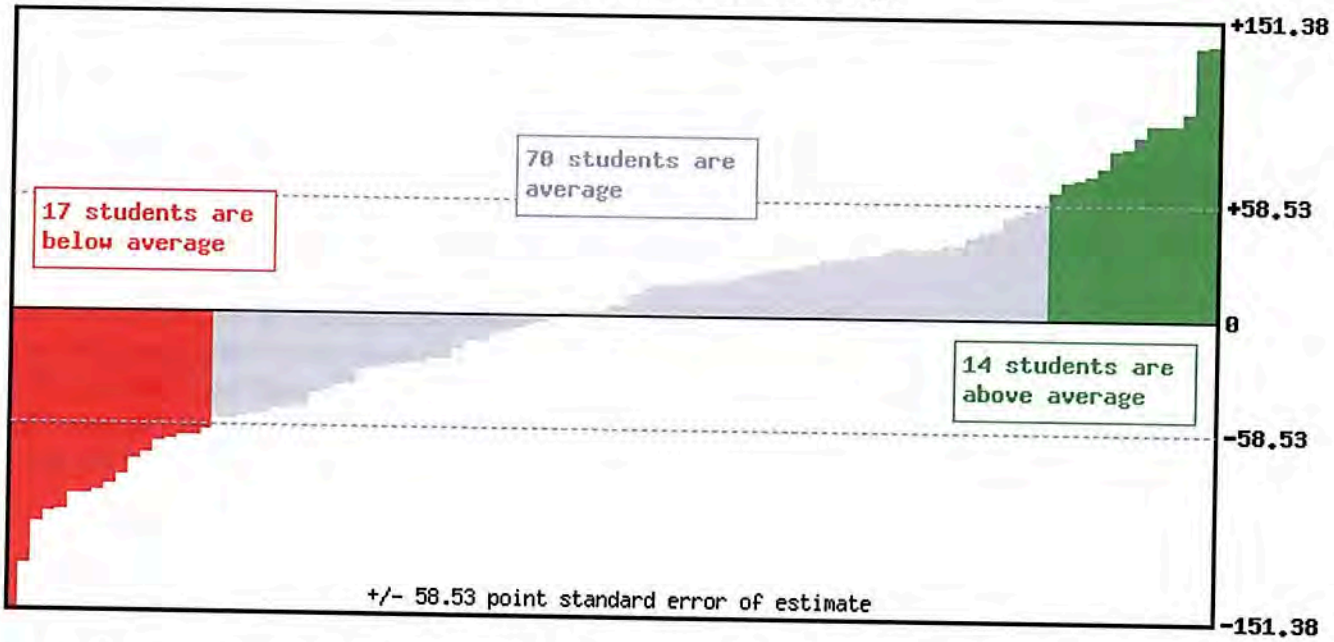
Scale Comparison Report for
MO Wright City School District R2

Source	Gr.	Subject	Test 1	Test 2	Change T2 - T1	Test 3	Change T3 - T2	Test 4	Change T4 - T3	Total Change
District	**6**	**Reading**	**1521**	**1537**	**+16**	**1571**	**+34**			**+50**
Wright City Middle School	6	Reading	1521	1537	+16	1571	+34			+50
District	**6**	**Math**	**1530**	**1557**	**+27**	**1549**	**-8**			**+19**
Wright City Middle School	6	Math	1530	1557	+27	1549	-8			+19
District	**7**	**Reading**	**1565**	**1556**	**-9**	**1589**	**+33**			**+24**
Wright City Middle School	7	Reading	1565	1556	-9	1589	+33			+24
District	**7**	**Math**	**1555**	**1547**	**-8**	**1630**	**+83**			**+75**
Wright City Middle School	7	Math	1555	1547	-8	1630	+83			+75
District	**8**	**Reading**	**1537**	**1582**	**+45**	**1572**	**-10**			**+35**
Wright City Middle School	8	Reading	1537	1582	+45	1572	-10			+35
District	**8**	**Math**	**1569**	**1600**	**+31**	**1614**	**+14**			**+45**
Wright City Middle School	8	Math	1569	1600	+31	1614	+14			+45

The report is a positive look that we have gained in each test at each grade level.

Within each test, Discovery Assessment will also show the average growth made by each student. The majority of our students make on years' worth of growth in each category. An example of this is 6th grade reading/language arts shown in the next table.

Test 1 to Test 3 Distribution of Change



The need for enrichment and intervention for the students at each end is evident. The areas of enrichment or intervention can be drilled down by individual student and individual area within a test. As a building, areas of strength and weaknesses can be seen via the following table drill down example. This is of 6th grade mathematics benchmark test. It demonstrates that our students in 6th grade are fairly proficient in Geometric Spatial and Data Probability, but are collectively not proficient in Number Operations, Algebraic Relationships and Measurement. In 7th grade mathematics, Number Operations and Algebraic Relationships continue to be an area of need, while Geometric Spatial, Measurement, and Data Probability are overwhelming strong. In 8th grade mathematics, the majority of students are proficient in Geometric Spatial and Data Probability while the majority of students are not proficient in Number Operations, Algebraic Relationship and Measurement.

		Advanced %	Proficient %	Basic %	Below Basic %
Test P of MO Math Grade 6 (PAB) Results					
Number Ops	District	7.5	17	53.8	21.7
Algebr Rel	District	8.5	17	54.7	19.8
Geo Spatial	District	32.1	50	10.4	7.5
Measurement	District	6.6	12.3	65.1	16
Data Prob	District	50.9	23.6	23.6	1.9

A similar example is given in the next table for 6th grade communication arts. The majority of students are proficient or advanced in writing and information literature, but not in reading. A look at 7th and 8th grade reveals that the majority of students are proficient in Informational Literature, but not in Reading or Writing.

	Advanced %	Proficient %	Basic %	Below Basic %
Test B of MO Reading Grade 6 (PAB) Results				
Reading	15.6	25.7	40.4	18.3
Writing	33.9	24.8	33.9	7.3
Inform Lit	42.2	29.4	19.3	9.2

Discovery Assessment also has an end of the year target for which a student should be at. All grades and subjects showed improvement collectively, as demonstrated earlier in the scale score comparison, but only 7th grade mathematics reached the end of the year target. 6th grade mathematics, 8th grade mathematics, 6th grade reading/language arts, 7th grade reading/language arts and 8th grade reading/language arts all improved but fell short of the end of the year target. In contrast, the elementary feeder school exceeded the end of the year target in 3rd and 4th grade mathematics and reading/language arts. 5th grade fell just shy of the target.

2010-2011 was the first school year Wright City Middle School utilized Discovery Assessment. The need for more analysis of data at the Wright City Middle School to better understand areas of core need and areas of individual need is still present, as is the use of that data to drive action.

Section 5: MSIP Questionnaire

In the fall of 2010, advanced questionnaires were given as part of our MSIP review. The following is perceptual data collected from stakeholders.

When asked what grade you would give the middle school, parents replied with the following:

Which of the following best describes your child's grades so far in school?		
prt15	Frequency	Percent
MOSTLY A	72	39.13
HALF A & B	59	32.07
MOSTLY B	22	11.96
HALF B & C	21	11.41
MOSTLY C	6	3.26
HALF C & D	3	1.63
GRADE NOT GIVEN	1	0.54

When asked if the Wright City Middle School has improved, stayed the same or worsened, the parents replied as follows:

Would you say that public schools in this community have improved from five years ago, gotten worse, or stayed the same?		
prt16	Frequency	Percent
IMPROVED	75	42.61
GOTTEN WORSE	24	13.64
STAYED THE SAME	77	43.75

These both allude to the fact that the majority of parents are satisfied with their child education to this point. This is in contrast to the persistently low performance seen in historical data provided above.

When asked if parents are talking to their children about high school and post-secondary plans, the following is the responses:

Talk with your child about his/her plans for high school classes		
prt23b	Frequency	Percent
NOT AT ALL	19	10.27
RARELY	31	16.76
OCCASIONALLY	80	43.24
REGULARLY	55	29.73

Talk with your child about his/her plans for after high school.		
prt23c	Frequency	Percent
NOT AT ALL	7	3.80
RARELY	25	13.59
OCCASIONALLY	71	38.59
REGULARLY	81	44.02

When asked if their child's teacher is a good teacher, the following responses from Strongly Agree to Agree to Neutral to Disagree to Strongly Disagree was reported:

53 - My child's teachers are good teachers.	**Strongly Agree**	**13.6**	**49.5**	**31.5**	**4.9**	**0.5**	**Strongly Disagree**

Students replied to a similar question, with the following responses:

55 - My teachers are good teachers	**Strongly Agree**	**32.9**	**33.2**	**23.6**	**6.2**	**4.0**	**Strongly Disagree**

Overall, parents and students feel their teachers are good.

In fine, the Wright City Middle School has had low performance in math and communication arts historically. This is in contrast to the feeder elementary school which has historically outperformed the middle school. Reading, Number Operations and Algebraic Relationships are low in all grades. Strengths are in Informational Literature, Geometric Spatial and Data Probability.

Wright City Middle School

P.A.W.S Report

Month/Year: _December 2011_____

The P.A.W.S. plan is centered on four concepts: Rigor (both in assessment and instruction), Student Engagement, Data to Action and Communication. The plan focuses on Rigor and Student Engagement at the Middle School level for the 2011-12 school year. The following is a format for monthly reporting on the Middle School's progress within the P.A.W.S. implementation and results.

1. RIGOR

Written section to include information on Early Out Wednesdays, Assessment Reflection Tool (A.R.T.), Common Assessments, Assessment Audits, AP Institute, DOK Training, and other relevant information associated with rigor in assessment and instruction:

The middle school completed its third and final meeting with Ned Miller to discuss and expand on engagement strategies. The feedback and result from these visits has been tremendous. The teachers feel more confident in how they are engaging student and feeling much more confident in how they teach. One issue with professional development throughout education is the lack of implementation. Not in case. As I continue to do walkthrough observations, I am noticing a greater number of teachers using the Kagan Engagement strategies at a much greater rate. The best part is that the teachers are using more sophisticated strategies as they become more comfortable and more confident. The adoption of Kagan training and follow up with Ned Miller continues to prove to be an excellent decision.

Our Wednesdays continue to be very productive as well. We have moved into reviewing assessments for rigor and aligning the assessment to what was intended to be taught. The middle school staff is now working with the A.R.T. Form analyzing their latest test. We have also used the data produced from this

form to lead conversations about what a good assessment looks like and what type of questions lead to a deeper understanding. This collaboration has been very beneficial for all.

Metrics:

Depth of Knowledge Data Collection (DOK)

DOK is on a 4 point scale of cognitive ability required to answer a question, with DOK 1 being lower level cognitive functioning (such as recall). DOK 4's usually require multiple day projects and are not found on state testing. The following is data collected during walkthrough observations of classroom instruction and reported as % of observations in a DOK 1, 2, 3 and 4. All have their place. MSIP Observations in 2011 showed we had a DOK 1 69% of the time. We want to lower DOK 1 rate and raise the DOK 2-4 rate. DOK will be required monthly.

Table 1:

Date	DOK 1	DOK 2	DOK 3	DOK 4
Aug-Sept 1	18	4	3	2
Sept-Oct. 11	38	12	7	2
Oct 12-Oct 31	56	28	9	2
*November	8	5	1	0

*denotes new information

Discovery Assessment

This is benchmark data collected three times per year at the middle school level. While labeled Table 2, there are tables for each MAP/Discovery area administered.

Table 2:

MAP Test Area: WCMS Math	Percent Proficient and Advanced	End of the Year Target
Fall 2011	54%	
Winter 2011	48%	
Spring 2012		

Principal...copy this chart for each test area given.

MAP Test Area: WCMS Communication Arts	Percent Proficient and Advanced	End of the Year Target
Fall 2011	45%	

Winter 2011	58%	
Spring 2012		

MAP Test Area: 6th Math	Percent Proficient and Advanced	End of the Year Target
Fall 2011	62%	
Winter 2011	61%	
Spring 2012		

MAP Test Area: 6th Communication Arts	Percent Proficient and Advanced	End of the Year Target
Fall 2011	58%	
Winter 2011	72%	
Spring 2012		

MAP Test Area: 7th Math	Percent Proficient and Advanced	End of the Year Target
Fall 2011	46%	
Winter 2011	39%	
Spring 2012		

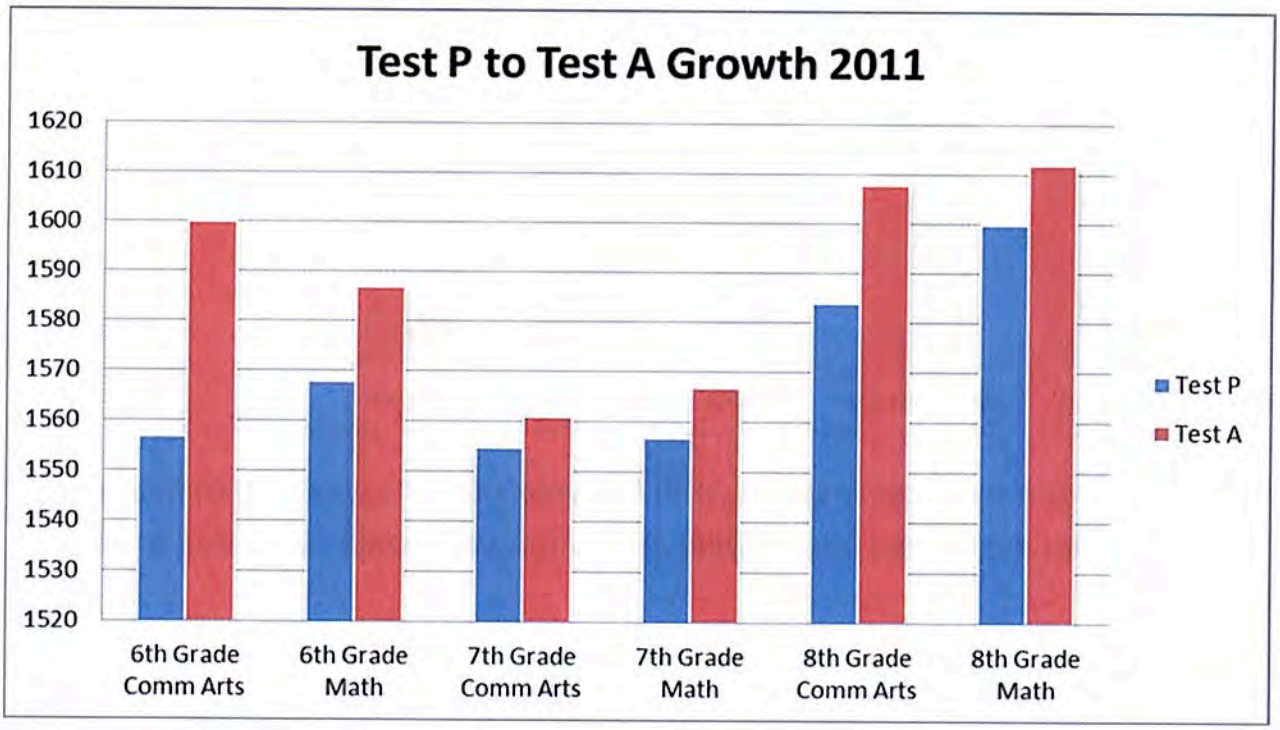
MAP Test Area: 7th Communication Arts	Percent Proficient and Advanced	End of the Year Target
Fall 2011	36%	
Winter 2011	46%	
Spring 2012		

MAP Test Area: 8th Math	Percent Proficient and Advanced	End of the Year Target
Fall 2011	52%	
Winter 2011	42%	
Spring 2012		

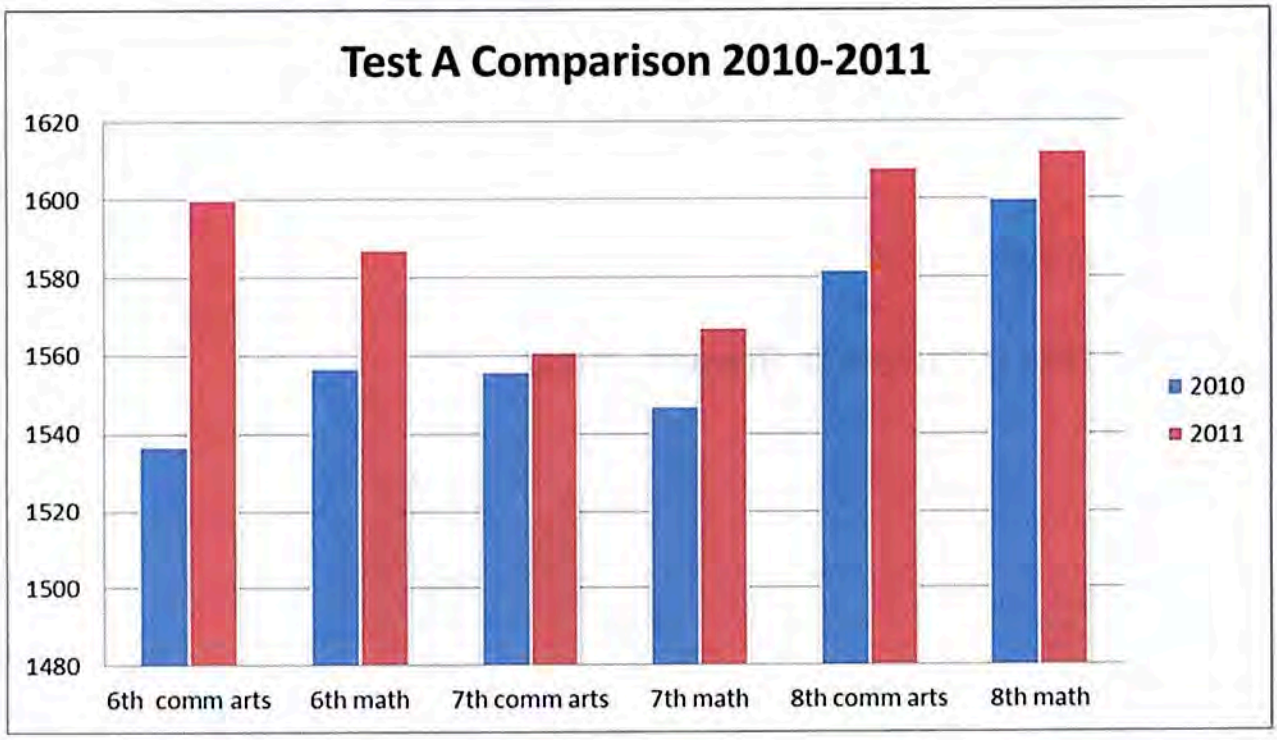
MAP Test Area: 8th Communication Arts	Percent Proficient and Advanced	End of the Year Target

Fall 2011	41%	
Winter 2011	55%	
Spring 2012		

Other data charts (building discretion):



The above chart compares the scores on the initial test (test P) taken this year compared to the second. Our students showed growth in every area.



The above chart compares the discovery scores from last year's test A compared to this year's test A. You will notice that every class has a higher scored this year when compared to last year.

2. Student Engagement

Written section to include information on KAGAN Training, KAGAN Coaching, New Teacher Training and other relevant information associated student engagement:

The teachers are effectively using Kagan strategies with more ease in the classroom. The transition from specifically intended use of a strategy to an impromptu "stand up, hand up, pair up" has been great. This shows that the teachers are becoming much more comfortable with the implementation of these strategies. The use of the strategies allows student to process information better and create a deeper understanding. What we have noticed through walkthroughs is the teachers are using less of the worksheet and group strategies and are concentrating on higher yield strategies.

We continue to address engagement levels during our Tuesday Team meetings. The data gathered from observations are getting much closer to matching the numbers found in highly effective schools.

Metrics:

Instructional Practice Inventory

This is a measure of student engagement as seen within the classroom. This is collected over 100 visits in one day. This is shown in two chart versions as percent of observations that score a 1 (low end) to a 6 (highest level of engagement). Both charts have a line showing the data collected over time of highly successful Middle Schools (used as a standard to strive for at all levels...data collection on a whole show that MS and HS have very similar data on average, with elementary slightly higher).

Table 2 (three data collections per year required):

Date	1	2	3	4	5	6
Highly Successful Schools	1.0%	8.5%	17.3%	40.5%	3.3%	29.3%
Very Unsuccessful Schools	8.4%	13.6%	28.4%	33.2%	0.2%	16.0%
Aug 22-Sept 1	0%	4%	37%	41%	7%	11%
Sept 13-Oct 11	2%	7%	29%	47%	7%	8%
Oct 12-Oct31	3%	3%	19%	50%	6%	19%
***November**	0%	7%	36%	36%	7%	14%

*denotes new data

Table 3 (three data collections per year required):

Date	1-2-3	4-5-6
Highly Successful Schools	26.8%	73.1%
Very Unsuccessful Schools	50.4%	49.4%
Aug 22 – Sept 1	41%	59%
Sept 13- Oct 11	37%	63%
Oct 12- Oct 31	25%	75%
***November**	43%	57%

*denotes new data

Attendance

Table 4

Building Attendance	Total	6th	7th	8th	
2010-11					
Aug-Sept	95.94	96.11	96.00	95.7	
October	95.51	95.87	95.03	95.6	

November	94.24	94.69	94.49	93.54	
December					
January					
February					
March					
April					
May					
2011-12					

Walkthroughs

This is the number of observations made by the building administrative team during each month, including but not limited to the IPI and DOK collections.

Table 5:

Month	Building Total
August-September	72
October	46
November	14
December	
January	
February	
March	
April	

Wright City Middle School

P.A.W.S Report

Month/Year: _November 2011_____

The P.A.W.S. plan is centered on four concepts: Rigor (both in assessment and instruction), Student Engagement, Data to Action and Communication. The plan focuses on Rigor and Student Engagement at the Middle School level for the 2011-12 school year. The following is a

format for monthly reporting on the Middle School's progress within the P.A.W.S. implementation and results.

1. RIGOR

Written section to include information on Early Out Wednesdays, Assessment Reflection Tool (A.R.T.), Common Assessments, Assessment Audits, AP Institute, DOK Training, and other relevant information associated with rigor in assessment and instruction:

We have concluded the first round of individual teacher meetings. The meetings were very productive. During the meeting the discussion centered on Kagan strategies, student engagement, depth of knowledge, students grades and the individual goals of the teacher. During the meeting, we also looked in to the structure of the weekly lesson sheet and continue to align the objectives to the formative assessments.

The last two early release Wednesday have been very productive. The Building Leadership team decided at the beginning of the year to chunk our topics for better continuity of our work. The last two Wednesdays have been in depth Focus Groups. The middle school staff divided into three groups in the areas of Data to Action, Depth of Knowledge, and Student Engagement. It was decided that the staff would delve deeper into the three major areas the district was focusing on professionally this year. The staff will be working in the focus groups for the next two early release Wednesdays and presenting to the staff. The first round of presentations will be to give an update of where the groups are in relations to the goals the have set and the plan for incorporation of the research through the spring. In the spring, the focus groups will meet four more times to finalize the research and findings.

Our Tuesday Team Meetings this past week focused on classroom observations highlighting Depth of Knowledge and Engagement. It has was discussed that while the use of effective engagement strategies is increasing and in the number range of research describing effective schools, the DOK has dropped ever so slightly. We worked in teams to look at DOK strategies that would challenge students at higher levels.

Metrics:

Depth of Knowledge Data Collection (DOK)

DOK is on a 4 point scale of cognitive ability required to answer a question, with DOK 1 being lower level cognitive functioning (such as recall). DOK 4's usually require multiple day projects and are not found on state testing. The following is data collected during walkthrough observations of classroom instruction and reported as % of observations in a DOK 1, 2, 3 and 4. All have their place. MSIP Observations in 2011 showed we had a DOK 1 69% of the time. We want to lower DOK 1 rate and raise the DOK 2-4 rate. DOK will be required monthly.

Table 1:

Date	DOK 1	DOK 2	DOK 3	DOK 4
Aug-Sept 1	18	4	3	2
Sept-Oct. 11	38	12	7	2
***Oct 12-Oct 31**	47%	47%	6%	0%

*denotes new information

Discovery Assessment

This is benchmark data collected twice per year at the high school level. While labeled Table 2, there are tables for each EOC given.

Table 2:

MAP Test Area: WCMS Math	Percent Proficient and Advanced	End of the Year Target
Fall 2011	54%	
Winter 2011		
Spring 2012		

Principal...copy this chart for each test area given.

MAP Test Area: WCMS Communication Arts	Percent Proficient and Advanced	End of the Year Target
Fall 2011	45%	
Winter 2011		
Spring 2012		

MAP Test Area: 6th Math	Percent Proficient and Advanced	End of the Year Target
Fall 2011	62%	
Winter 2011		

Spring 2012		

MAP Test Area: 6th Communication Arts	**Percent Proficient and Advanced**	**End of the Year Target**
Fall 2011	58%	
Winter 2011		
Spring 2012		

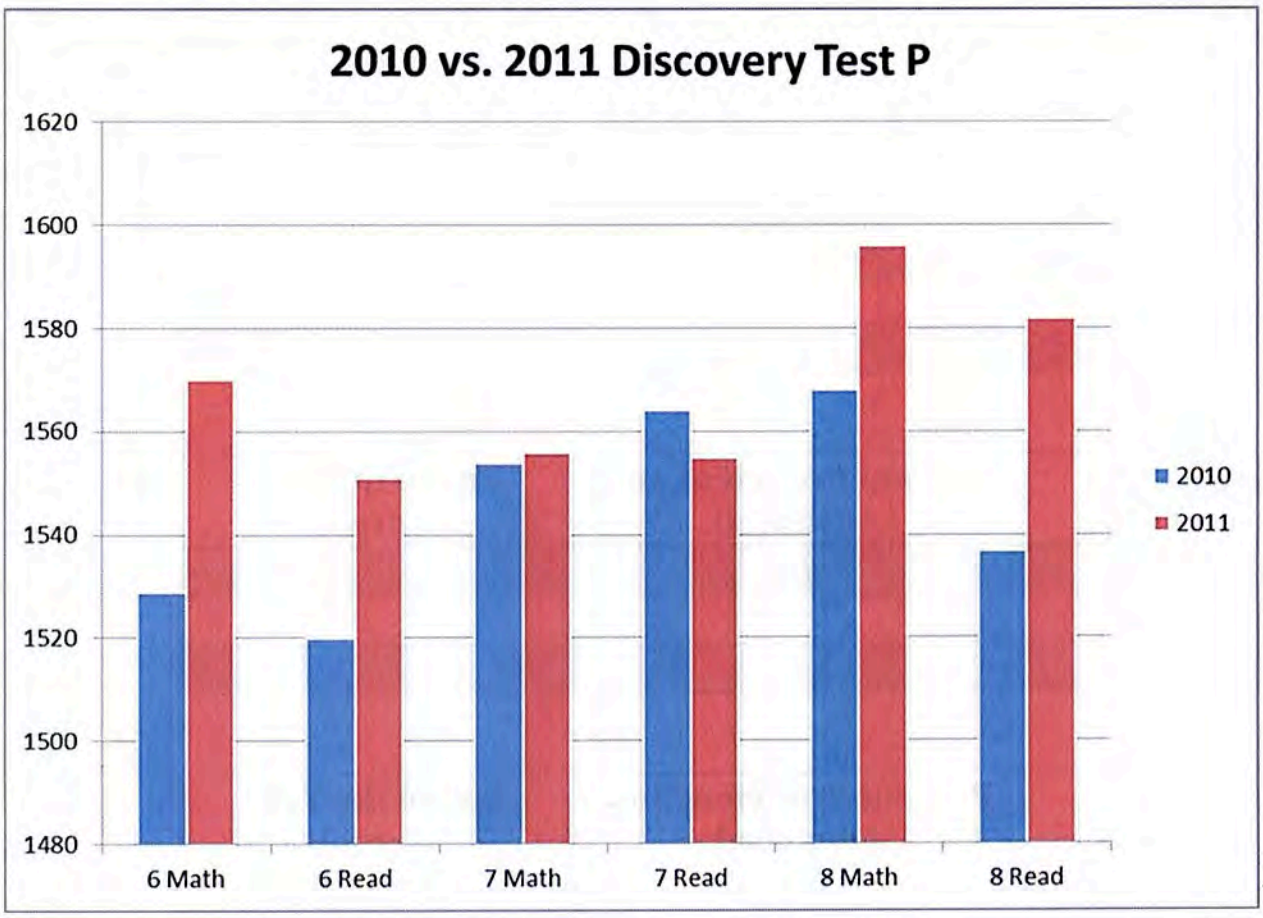
MAP Test Area: 7th Math	**Percent Proficient and Advanced**	**End of the Year Target**
Fall 2011	46%	
Winter 2011		
Spring 2012		

MAP Test Area: 7th Communication Arts	**Percent Proficient and Advanced**	**End of the Year Target**
Fall 2011	36%	
Winter 2011		
Spring 2012		

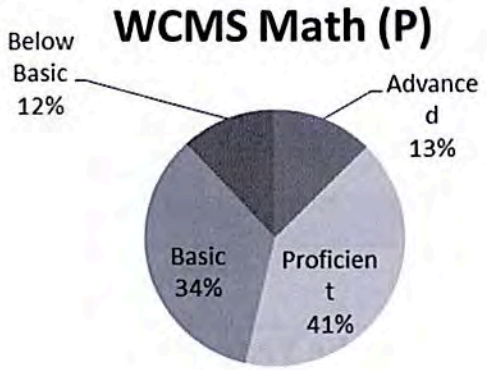
MAP Test Area: 8th Math	**Percent Proficient and Advanced**	**End of the Year Target**
Fall 2011	52%	
Winter 2011		
Spring 2012		

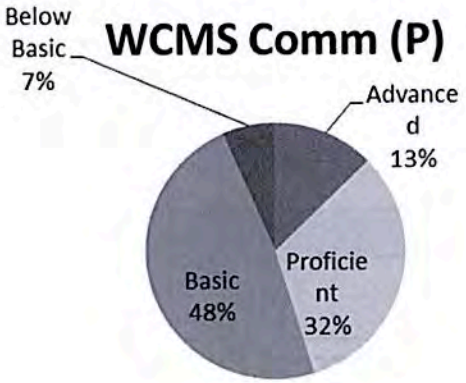
MAP Test Area: 8th Communication Arts	**Percent Proficient and Advanced**	**End of the Year Target**
Fall 2011	41%	
Winter 2011		
Spring 2012		

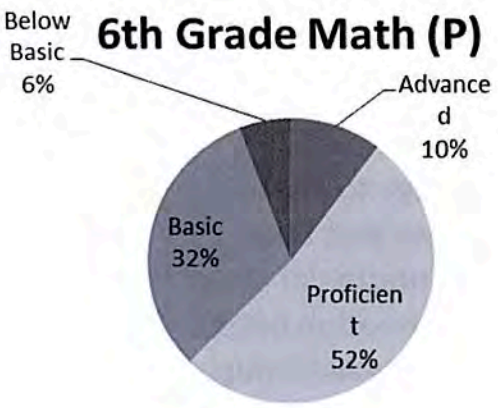
Other data charts (building discretion):

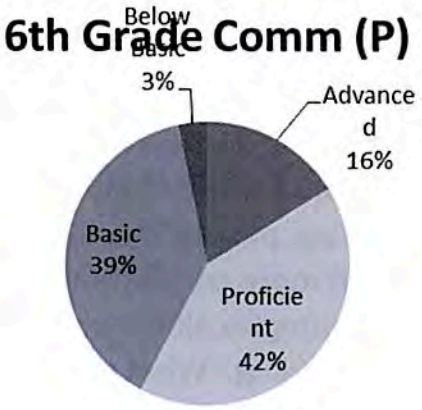


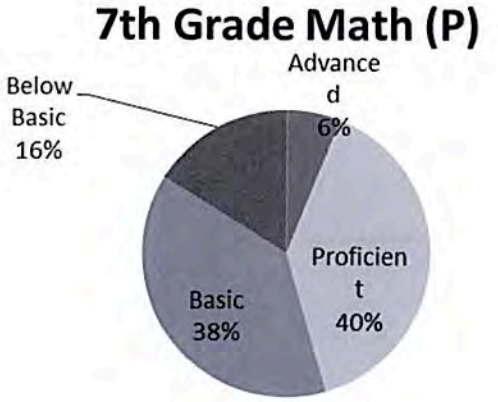
The above chart compares the scores on the first discovery test in 2010 compared to the first discovery test administered this year. The starting levels for almost all areas are notably higher.

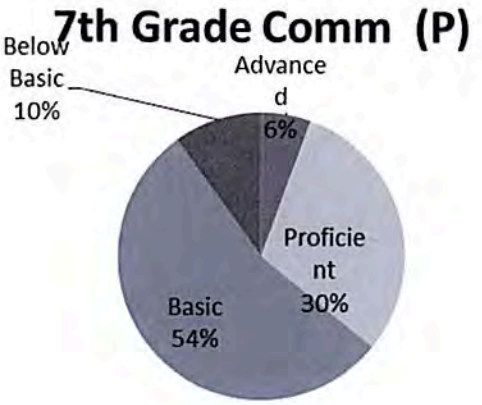


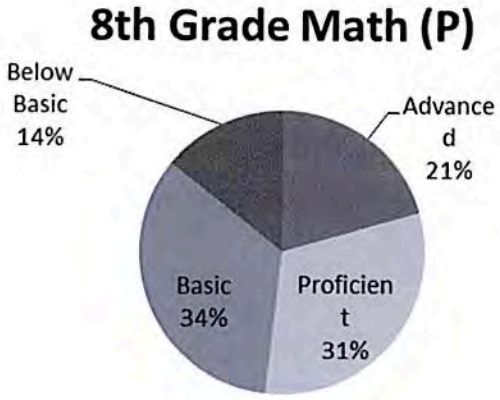


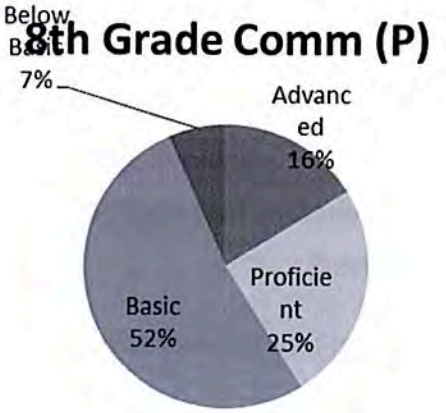












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We continue to address engagement levels during our Tuesday Team meetings. The data gathered from observations are getting much closer to matching the numbers found in highly effective schools.

Metrics:

Instructional Practice Inventory

This is a measure of student engagement as seen within the classroom. This is collected over 100 visits in one day. This is shown in two chart versions as percent of observations that score a 1 (low end) to a 6 (highest level of engagement). Both charts have a line showing the data collected over time of highly successful Middle Schools (used as a standard to strive for at all levels...data collection on a whole show that MS and HS have very similar data on average, with elementary slightly higher).

Table 2 (three data collections per year required):

Date	1	2	3	4	5	6
Highly Successful Schools	1.0%	8.5%	17.3%	40.5%	3.3%	29.3%
Very Unsuccessful Schools	8.4%	13.6%	28.4%	33.2%	0.2%	16.0%
Aug 22-Sept 1	0%	4%	37%	41%	7%	11%
Sept 13-Oct 11	2%	7%	29%	47%	7%	8%
***Oct 12-Oct31**	3%	3%	19%	50%	6%	19%

*denotes new data

Table 3 (three data collections per year required):

Date	1-2-3	4-5-6
Highly Successful Schools	26.8%	73.1%
Very Unsuccessful Schools	50.4%	49.4%
Aug 22 – Sept 1	41%	59%
Sept 13- Oct 11	37%	63%
*Oct 12- Oct 31	25%	75%

*denotes new data

Attendance

Table 4

Building Attendance	Total	6th	7th	8th	
2010-11					
Aug-Sept	95.94	96.11	96.00	95.7	
October	95.51	95.87	95.03	95.6	
November					
December					
January					
February					
March					
April					
May					
2011-12					

Walkthroughs

This is the number of observations made by the building administrative team during each month, including but not limited to the IPI and DOK collections.

Table 5:

Month	Building Total
August-September	72
October	46
November	
December	
January	
February	
March	
April	