



FEDERAL GRANTS AND RESOURCES
 MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 PO BOX 480, JEFFERSON CITY, MO 65102-0480
FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003 (G) OF ESEA
 Project Dates: July 1, 2011 to June 30, 2012

DIRECTIONS

Mail the completed form postmarked or delivered by Monday, June 13, 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: webreplvsiq2010@dese.mo.gov; Visit The Department's website at: dese.mo.gov

THE DEPARTMENT'S APPROVAL - FOR DESE USE ONLY

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
CRAIG RECTOR		7-1-11	\$ 346,892

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME Caruthersville School District #18			COUNTY-DISTRICT CODE 078-012
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Ms. J. J. Bullington	ADDRESS 1711 Ward Avenue	CITY, STATE, ZIP Caruthersville, MO 63830	
E-MAIL ADDRESS jjbullington@cps18.org	TELEPHONE NUMBER (573) 333-6100, Ext. 3	FAX NUMBER (573) 333-6108	
NAME OF GRANT CONTACT Ms. J. J. Bullington	ADDRESS 1711 Ward Avenue	CITY, STATE, ZIP Caruthersville, MO 63830	
E-MAIL ADDRESS jjbullington@cps18.org	TELEPHONE NUMBER (573) 333-6100, Ext. 3	FAX NUMBER (573) 333-6108	
NAME OF LEA TURNAROUND OFFICER (if known) Ms. J. J. Bullington	ADDRESS 1711 Ward Avenue	CITY, STATE, ZIP Caruthersville, MO 63830	
E-MAIL ADDRESS jjbullington@cps18.org	TELEPHONE NUMBER (573) 333-6100, Ext. 3	FAX NUMBER (573) 333-6108	

SECTION II. - ASSURANCES

The LEA/district must include the following assurances in its application for a School Improvement Grant.

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

The LEA/district must assure that it will—

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

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 7th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

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 <i>JJ Bullington</i>	DATE 6-13-11
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative) <i>JJ Bullington</i>	DATE 6-13-11

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

This is the total of Year Two Implementation and Administration budgets for all building and district activities.

YEAR TWO SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction 1003 (g) SIG	47,615		11,094					58,709
1200 Supplemental Instruction (Title I) 1003 (g) SIG	73,100		5,593	192,000	5,000			275,693
2100 Non Instructional Support Services 1003 (g) SIG								0
2200 Professional Development 1003 (g) SIG	10,000		2,490					12,490
2600 Planning and Evaluation 1003 (g) SIG								0
3000 Community Services 1003 (g) SIG								0
Program Costs Subtotal 1003 (g) SIG	203,815 130,715	0	19,177	192,000	5,000	0		346,892
Indirect Costs								
Administrative Costs 1003 (g) SIG								0
ADMINISTRATIVE COSTS SUBTOTAL 1003 (g) SIG	0	0	0	0	0	0		0
GRAND TOTAL 1003 (g) SIG	203,815 130,715	0	19,177	192,000	5,000	0		346,892

SECTION IV. - LEA/DISTRICT YEAR TWO 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)
Supplemental Instruction	1.5					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	1.30					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	2.8	0	0	0	0	0

SECTION V. - SCHOOLS TO BE SERVED

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

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

Notes:

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

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

List the strategies from the LEA/district implementation plan and school plans that support the selected interventions and improvement activities at the LEA/district level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/district and each school the LEA/district has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME Caruthersville Middle School		COUNTY-DISTRICT - BUILDING CODE 078-012
Budget Codes		Related Strategies and Activities
1100 Instruction		SEE ATTACHMENT A
1100 Instruction 1003 (g) SIG		
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		
2600 Planning and Evaluation		
2600 Planning and Evaluation 1003 (g) SIG		
3000 Community Services		
3000 Community Services 1003 (g) SIG		
Administrative Costs		
Administrative Costs 1003 (g) SIG		

SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR TWO IMPLEMENTATION 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 year two of the three year grant period.

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT - BUILDING CODE			
Caruthersville Middle School					078-012	3000		
Year Two 2011-12	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	843,350		211,556		50,000			1,104,906
1100 Instruction 1003 (g) SIG	47,615		11,094					58,709
1200 Supplemental Instruction(Title I)	65,808	7,904	20,800					94,512
1200 Supplemental Instruction(Title I) 1003 (g) SIG	73,100		5,593	192,000	5,000			275,693
2100 Non Instructional Support Services	88,583	20,480	34,698	1,000	10,000			154,761
2100 Non Instructional Support Services 1003 (g) SIG								0
2200 Professional Development				25,000				25,000
2200 Professional Development 1003 (g) SIG	10,000		2,490					12,490
2600 Planning and Evaluation								0
2600 Planning and Evaluation 1003 (g) SIG								0
3000 Community Services								0
3000 Community Service 1003 (g) SIG								0
Administrative Costs								0
Administrative Costs 1003 (g) SIG								0
Program Costs Subtotal (Not including 1003 (g) SIG)	997,741	28,384	267,054	26,000	60,000	0		1,379,179
1003 (g) SIG Subtotal	130,715	0	19,177	192,000	5,000	0		346,892
Grand Total	1,128,456	28,384	286,231	218,000	65,000	0		1,726,071

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Caruthersville Middle School	078-012
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Directors of Curriculum & Instruction (part-time instructional coaches) / 7 months of salary	47,615
Intervention Instructors (2 part-time instructors)	73,100
Professional Development Stipends	10,000
6100 Subtotal	\$ 130,715
6150: Non-certificated Salaries	
6150 Subtotal	\$
6200: Employee Benefits (optional categories)	
FICA	
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	\$ 19,177
6300: Purchased Services	
Lindamood-Bell Contract	186,000
Acuity Contract	6,000
6300 Subtotal	\$ 192,000
6400: Materials/Supplies	
Data Room Supplies	2,000
Lindamood-Bell Instructional Kits and Assessment Materials	2,000
Staff Portfolio Materials	1,000
6400 Subtotal	\$ 5,000
6100-6400 Subtotal	\$ 346,892
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	\$
6500: Capital Outlay	
6500 Subtotal	\$
TOTAL	\$ 346,892

SECTION VII. – NARRATIVE

The responses to Sections VII.A. – D. are limited to 20 pages of double spaced 10-12 point font.

SECTION VII.A. – DISCUSSION OF YEAR ONE

Describe progress made toward each objective approved in the 2010-2011 application.

- 1) Provide a summary of MAP and other relevant data to document progress toward meeting objectives;
- 2) Provide a summary of measurable data explaining progress toward meeting professional development objectives;
- 3) Describe the challenges and accomplishments in meeting your objectives in 2010-2011.

SECTION VII.B. – YEAR TWO TIMELINE

Describe the year two timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/district commits to serve. All planned activities were included in the original plan submitted with your first application.

- 1) Provide a LEA/district timeline that includes specific dates for implementation of all components of the selected intervention;
- 2) Provide a timeline that is reasonable, achievable, and reflects urgency;
- 3) Provide a timeline that includes implementation and evaluation dates.

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2011-2012

Discuss the 1003(g) School Improvement Grant (SIG) program as it will be implemented during the 2011-2012 school year. Include information about how the district will support 1003(g) SIG efforts programmatically and fiscally.

SECTION VII.D. – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year two.

SECTION VII. NARRATIVE

SECTION VII.A – DISCUSSION OF YEAR ONE

Describe progress made toward each objective approved in the 2010-2011 application.

Grant objectives and success toward each:

- **Increased Learning Time:** A 60 minute intervention / success period was added to each day. The middle school daily schedule was adjusted to allow for this period, resulting in a 425 minute school day; an additional 65 minutes beyond the required 360 minutes. After school tutoring and supplemental education services were provided to any student needing additional intervention. In addition, grade-level data team meetings were required two days a week during the first semester and lessened to one day a week during the second semester. This allowed time for grade-level teachers to analyze data and collaborate on interventions that would be used to address academic, behavior and attendance issues. Teachers were also required to remain after school one day per month for cadre meetings. Additional staff development activities were held throughout the year during planning time, after-school, or on a district-wide staff development day. (See section VII.A (2) for more detail regarding professional development). The administration is planning a 5 day summer academy in late July or early August, after receiving the MAP results, for identified students who may need additional intervention in order to get off to a good start for the new school year.
- **Response to Intervention (RTI):** While this is an area that the administration and staff will need continued training to implement more effectively, the staff did receive initial training and did grasp the concept of RTI. Pyramids of Intervention were developed for academics, behavior, and attendance. Data team meetings were held twice weekly to analyze current data, identify students who needed intervention, and to put the intervention in place. Discipline coaches and duty teams were put in place the first day of school and remained in place throughout the year, providing

additional support to the Principal of Operations in order to address discipline problems more quickly and effectively. An At Risk Counselor, Student Support Team Coordinator, and School Resource Officer were all placed in the middle school and made available to provide intervention. Even though funding did not allow for hiring of additional success coaches, staff members volunteered to serve as success coaches to students identified as Tier III students. The at-risk counselor provided training to those who volunteered to serve and students were assigned to each trained success coach.

- **Universal Screening, Progress Monitoring, Use of Data:** *Acuity Assessment System (Acuity)* was purchased and implemented during the first year. The Director of Curriculum and Instruction and the Principal of Instruction received Acuity training. Upon return, all communication arts and mathematics staff members received initial training in order to begin implementation. The program was used to provide a tool for benchmark and predictive testing. Assessment results were used to progress monitor individual students and determine precise academic skills that students needed to master. In addition to adjusting Tier I instruction, intervention groups were formed based on assessment results. Due to the complexity and time commitment required to learn as well as train staff on the use of Acuity, it was decided not to implement AIMSweb during year one or year two. A battery of assessments was also given to students significantly below grade level in reading in order to determine students who would be targeted for the Lindamood-Bell (LMB) reading program. Approximately 100 students were assessed and assigned to the LMB reading groups for 100 minutes of intervention per day. This program was very successful, as will be noted later in this narrative.
- **Recruit and Retain Effective Teachers and Leaders:** The middle school started the 2010-2011 year with 3 of 3 new mathematics teachers. By the end of the first semester, two had requested to be released from their contracts. One of the teachers was a retired teacher from Tennessee. The second teacher came to the district from the business field. Both positions were filled with teachers

who were a good fit at the middle school. One will remain and the other is moving to Florida as planned before he took the job. The third teacher retired at the end of this year. Therefore, there will be 2 out of 3 new teachers in the mathematics department for the 2011-2012 school year. One teacher in the Communication Arts resigned at the end of the year. This position has been filled with an individual who is properly certified and served in a long-term substitute position in the building this year. The administration began developing an RTI evaluation system for the teaching staff during the 2010-2011 school year. Teachers who were identified as Tier II or Tier III teachers were placed on improvement plans and provided additional support. One of the teachers (mentioned above) decided to resign at the end of the year. A second teacher has been placed on a 190 day contract and will receive targeted staff development and support two weeks prior to the return of certificated staff in August. All new teachers to the district have also been placed on 190 day contracts. Staff members will work with an assigned mentor to receive training on the Student Information System (SIS), Acuity, lesson planning, LMB Tier I strategies, and other relevant training that will help the teacher to get off to a good start. The administration will continue to work with a group of teachers to develop an evaluation system that will help identify staff who need additional support and to provide the needed interventions.

- **Rigorous Evaluation of Teachers and Principals:** A spreadsheet was developed reflecting important data on each teacher in the district. Data recorded included teacher certification, years experience, absenteeism, etc. The next step will be to develop a data sheet on each teacher, similar to the individual student data sheet. Information recorded will include student achievement data as well as MAP, Terra Nova, and Acuity scores. In addition to student achievement data, professional development hours, sick days, personal days, certification, years experience, and evaluation scores will be recorded. A system for determining Tier levels will be developed. This is one of the projects for the second year of the grant.

- **Professional Development & School Leader Effectiveness:** The most intensive staff development began in August, 2010. All middle school teachers and administrators received 5 days of LMB training. Teachers learned Tier I reading strategies that could be used in the classroom with all students. Teachers who were selected to deliver the small group interventions received an additional two days of training to learn Tier II and Tier III strategies. A LMB staff consultant was contracted to remain on staff for the entire school year. The consultant monitored all intervention groups, wrote and adjusted daily lesson plans, and provided on-going staff development for all staff. A second critical piece of staff development was how to implement Acuity effectively. Teachers were provided training and support to administer the diagnostic and predictive assessments and to analyze the reports and adjust instruction to meet individual student needs. The Principal of Instruction attended training in April to become a certified Acuity trainer. She will provide additional training to staff during the 2011-2012 school year. Other staff development workshop days focused on student engagement and increasing instructional rigor. The Director of Curriculum and Instruction worked with individual teachers on lesson planning and instructional strategies. The middle school administrators and leadership team continued in the second year of staff development with the University of Virginia Turnaround Program. In addition, the middle school administration began the SAM program.
- **Family and Community Engagement:** Different strategies were also implemented during the year to increase community involvement. For example, parent workshops were offered during parent-teacher conference nights. A dinner was held for parents of students participating in the LMB program. The LMB Regional Director provided an overview of the program. Two parent nights were held to provide parents with a copy of their child's individual data sheet and an explanation of the data. A Career and College Readiness Fair was also held for the community. The district continues to struggle with finding relevant activities to increase parent involvement. The middle school is considering conducting home visits before school starts to invite parents to become partners for

success. The middle school goal was to increase parent involvement hours by a minimum of 200 hours during the 2010-2011 school year. This goal was accomplished by increasing the hours from 400 hours to 1,004 hours.

1. **Provide a summary of MAP and other relevant data to document progress toward meeting objectives.**

- Based on our 2010 MAP data, a Safe Harbor Data Sheet was created for Communication Arts and Math. The data was disaggregated to reflect each sub-population. The percentage and total number of students needed per subgroup in order to reach Safe Harbor on the 2011 MAP was determined. The teachers used this information to identify individual students on the 'bubble' and to begin interventions with identified students to move them to the proficient level. In early fall, Acuity was purchased and staff received initial training. Immediately after the administration of the Predictive A, students were targeted for interventions based on skills not mastered. After the February administration of the Predictive C, subpopulations were recalculated to determine the number of students predicted to score proficient on the MAP and identify students who needed more intensive intervention before the MAP administration in April. In addition, students who were placed in LMB intervention groups were pre and post tested. The students targeted for small-group instruction made substantial and statistically significant gains on measures related to differentiated instruction. The average ending performance level for students served intensively was within the normal range of functioning on eight of the eleven tests administered with all students showing improvement.

**SAFE HARBOR ANALYSIS
COMMUNICATION ARTS**

SUB-POP	2010 # OF STUDENTS	2010 % PROFICIENT	2011 # OF STUDENTS	TARGETED % FOR SAFE HARBOR	TARGETED # STUDENTS SAFE HARBOR
TOTAL	316	29.7 (93)	325	39.7	130-135
BLACK	163	13.9 (25)	158	23.9	39-43
WHITE	148	46.9 (68)	160	56.9	92-97
F/R	249	19.2 (50)	255	29.2	75-80
I.E.P.	44	2.6 (2)	41	12.6	6-11

**# OF STUDENTS PROFICIENT
COMMUNICATION ARTS
BY SUB-POPULATION
(currently enrolled students)**

GRADE	TOTAL PROFICIENT	BLACK PROFICIENT	WHITE PROFICIENT	F/R PROFICIENT	I.E.P. PROFICIENT
5 TH GRADE (2010)	38	10	27	23	1
6 TH GRADE (2010)	35	7	26	15	0
7 TH GRADE (2010)	39	12	27	25	1
TOTAL PROFICIENT (2010)	112	29	80	63	2
TARGETED # OF STUDENTS	130	38	92	75	6
DIFFERENCE	18	9	12	12	4

The difference reflects the minimum increase of students needed to score proficient in order to meet Safe Harbor in each sub-population.

Based on analysis of MAP results, the following number of students were targeted for initial intervention.
6TH GRADERS = 14 / 7TH GRADERS = 15 / 8TH GRADERS = 13 / TOTAL = 42

**SUB-POPULATIONS BASED ON COMMUNICATION ARTS ACUITY PREDICTIVE C
(administered in February, 2011)**

	# OF STUDENTS	TARGET % (based on 2010 MAP)	TARGET # STUDENTS	CURRENT # STUDENTS (based on predictive C)
TOTAL	309	39.7	123	126
BLACK	150	23.9	36	39
WHITE	152	56.9	87	83
F/R	242	29.2	71	74
I.E.P.	40	12.6	5	1

Based on predictive C results, all sub-populations were meeting the minimum number of students to meet safe harbor except the white and I.E.P. population. The I.E.P. population did not reflect the students that would be taking the MAP –A. Based on these results, individual students who were not meeting proficiency were targeted for intensive intervention for the remaining 4-6 weeks before MAP administration.

**SAFE HARBOR ANALYSIS
COMMUNICATION ARTS
BUILDING TOTALS / BASED ON ACUITY PREDICTIVE C**

2010 % PROFICIENT	2011 % NEEDED FOR SAFE HARBOR	ACUITY PREDICTIVE C % PROFICIENT
29.7	39.7	40.77

Based on predictive C, the % of total students scoring proficient was slightly above the percentage needed to meet safe harbor.

**SAFE HARBOR ANALYSIS
MATHEMATICS**

SUB-POP	2010 # OF STUDENTS	2010 % PROFICIENT	2011 # OF STUDENTS	TARGETED % FOR SAFE HARBOR	TARGETED # STUDENTS SAFE HARBOR
TOTAL	316	27.2 (83)	325	37.2	121-126
BLACK	163	11.8 (21)	158	21.8	35-40
WHITE	148	43.1 (59)	160	53.1	85-90
F/R	249	16.9 (42)	255	26.9	69-74
I.E.P.	44	0 (1)	41	10	5-10

# OF STUDENTS PROFICIENT MATHEMATICS BY SUB-POPULATION (currently enrolled students)					
GRADE	TOTAL PROFICIENT	BLACK PROFICIENT	WHITE PROFICIENT	F/R PROFICIENT	I.E.P. PROFICIENT
5 TH GRADE (2010)	39	11	28	22	1
6 TH GRADE (2010)	39	9	27	19	0
7 TH GRADE (2010)	28	5	23	16	0
TOTAL PROFICIENT (2010)	106	25	78	57	1
TARGETED # OF STUDENTS	121	35	85	69	5
DIFFERENCE	15	10	7	12	4
The difference reflects the minimum increase of students needed to score proficient in order to meet Safe Harbor in each sub-population.					
Based on analysis of MAP results, the following number of students were targeted for initial intervention. 6 TH GRADERS = 14 / 7 TH GRADERS = 18 / 8 TH GRADERS = 3 / TOTAL = 35					

SUB-POPULATIONS BASED ON MATHEMATICS ACUITY PREDICTIVE C (administered in February, 2011)				
	# OF STUDENTS	TARGET % (based on 2010 MAP)	TARGET # STUDENTS	CURRENT # STUDENTS (based on predictive C)
TOTAL	309	37.2	115	107
BLACK	150	21.8	33	41
WHITE	152	53.1	81	62
F/R	242	26.9	66	68
I.E.P.	40	10	4	0
Based on predictive C results, the total, white, and I.E.P. sub-populations were not meeting the minimum				

number of students to meet safe harbor. The I.E.P. population did not reflect the students that would be taking the MAP –A. Based on these results, individual students who were not meeting proficiency were targeted for intensive intervention for the remaining 4-6 weeks before MAP administration.

SAFE HARBOR ANALYSIS MATHEMATICS BUILDING TOTALS / BASED ON ACUITY PREDICTIVE C		
2010 % PROFICIENT	2011 % NEEDED FOR SAFE HARBOR	ACUITY PREDICTIVE C % PROFICIENT
27.7	37.7	34.9
Based on predictive C, the % of total students scoring proficient was approximately 3% lower than the percentage needed to meet safe harbor.		

Lindamood-Bell Reading Intervention Visualizing & Verbalizing / Symbol Imagery End-of-Year Assessment Results Grade Level Increases			
RATE	ACCURACY	FLUENCY	COMPRHENSION
1.3	2.74	2.07	3.25
Scores reflect the average grade level increase of students participating in Lindamood-Bell intervention groups. Students participated in the groups for 100 minutes per day for approximately seven months.			

See Attachment B for assessment results of students who received intensive small group reading instruction for approximately 100 minutes per day.

2. **Provide a summary of measurable data explaining progress toward meeting professional development objectives.**

- Response to Intervention:** One of the major pieces of staff development for the SIG grant was the RIT training. This practice of providing high quality instruction and intervention served as the foundation of instruction this year. After returning from the University of Virginia (UVA) Turnaround training the first week in July 2010, Ms. Peggy Hitt, Southeast RPDC, facilitated the training for the middle school leadership team. After the initial training, the leadership team met to begin developing the Caruthersville Middle School Pyramid of Interventions. Using Rick DuFour's book as a reference, (*Whatever It Takes: How Professional Learning Communities Respond When Kids Don't*

Learn) the team developed pyramids for attendance, behavior, and academics. Building on the intervention base, administration met with grade-level teams in July, 2010, to examine individual student attendance, behavior, and academic assessment results. Teachers received their first training on effective implementation of data teams. A video was shown of what happened in a data meeting conducted by teachers. After a discussion of the video and the purpose of the data team meetings, grade level teachers developed data cards on each student. Recorded information allowed teachers to identify and focus on individual student needs and plan appropriate interventions. In September 2010, the administrators and the leadership team members attended training by Mike Mattos on the *Pyramid Response to Intervention*. This gave the group time to reflect on what had been done so far and what still needed work. One of the pieces that still needed work was the building level interventions and how each teacher needed to be accountable for the Tier I interventions.

- **Lindamood-Bell:** Lindamood-Bell Learning Processes is an internationally recognized leader in literacy and research, reading development, remediation, professional development, and school reform. This was the first year of implementation of a LMB Professional-Learning Community (PLC) in Caruthersville. The comprehensive PLC model under development includes on-site consulting and support for teachers and principals in evidence-based language and literacy programs, professional development in diagnostic assessments, small group instruction for struggling readers, classroom implementation, and competency-based certification for key district personnel. From August 2-5, 2010, the faculty and administrators received LMB training. LMB is a process-based, sensory-cognitive approach to instruction that develops the underlying skills required for competency in reading, comprehension, writing, mathematics, and critical thinking. The program includes comprehensive assessment tools to diagnose individual learning needs, differentiate instruction, and measure program efficacy all within an RTI framework. Teachers who would be teaching small group reading intervention received two additional days of specialized training. On August 9, 2010, the math teachers received *On Cloud Nine* training, a LMB mathematics intervention program. Using

the Terra Nova and MAP assessment results, approximately 110 students were identified to be assessed for placement in a LMB reading intervention group. Approximately 8 staff members received additional training to administer the LMB assessment battery. Testing results were analyzed by the LMB consultant and 17 intervention groups were formed based on individual reading deficits. Groups consisted of no more than 5 students and all groups received 100 minutes of daily intervention. Mid-year and end-of-year test results indicated the intervention was successful. (See section VII.A (1) for assessment data.)

- **Acuity Assessment System:** By October 2010, Acuity, a predictive and diagnostic assessment program, was purchased for the middle school. This program provided a tool for benchmark and predictive assessments to be used to identify individual student mastery of assessed objectives, as well as to identify students who needed intervention on specific objectives. In addition, predictive assessments allowed for monitoring the percentage of students who should score proficient on the MAP. In order to enhance the administration of the Acuity assessments, clickers were purchased and training was provided for staff. Staff members received additional training on how to access the Acuity reports and how to use the reports to identify individual student needs. The data was used to form small groups for targeted intervention. Two additional part-time interventionists were hired to work with identified students in mathematics and communication arts. In January, an after school tutoring program was started which also targeted students by objectives not mastered. In April, 2011, the middle school principal attended Acuity training to become a certified Acuity trainer. She will provide more in-depth training for staff during the 2011-2012 school year, maximizing the use of all reports in order to determine more precisely instructional needs of individual students.
- **Data Team Training:** In June, 2011, a group of middle school teachers and administrators attended *Data Team* training at the Regional Professional Development Center. The training was designed to equip participants to facilitate the regular and systematic collection of data to support continuous data driven decision making in the school. The participants learned how to examine formative

student data collaboratively, as well as how to monitor data, analyze strengths and obstacles, establish goals, select instructional strategies, and determine result indicators for individual students.

- **School Administrator Manager (SAM) Project:** The Principal of Instruction is participating in the SAM project. The purpose of this professional development is to help the Principal of Instruction shift from the role of managerial leader to the role of instructional leader of the building, resulting in an increase in time spent on improving teaching and learning. In late fall, external coaches came to the middle school and shadowed the principal and recorded how many minutes were spent on instruction versus minutes spent on management tasks. Afterwards, the principal selected a personal SAM. Each morning the principal meets with her SAM to discuss her agenda for the day. The building SAM may also assign specific administrative tasks to others as needed. The SAM Project external coach meets monthly with the principal to analyze how she is spending her time and to coach her on how to increase time spent on instructional issues. This fall the middle school principal will become part of the Vanderbilt Assessment of Leadership in Education (VAL-ED) field study. VAL-ED is a research-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's perceived performance. VAL-ED focuses on learning-centered leadership behaviors that influence teachers, staff, and most importantly, student achievement.
- **Research-Based Instructional Strategies / Student Engagement:** In addition to the trainings stipulated in the SIG grant, there were other staff development activities that focused on improving the classroom instruction and overall school climate. During the August 2010 pre-school inservice, all staff attended a session on the importance of the school culture and the importance of consensus building and working as a team to accomplish school goals. In October there were two sessions on teaching strategies that focused on Marzano's high yield strategies: comparison/contrast, cause/effect, persuasion, and graphic organizers. Teachers were then required to use at least one of these strategies weekly in their classes and turn in copies of the lesson along with sample student

work. Ms. Linda Null, a consultant with the Southeast RPDC, facilitated a meeting on active engagement strategies. Afterwards, teachers were required to use at least one active engagement strategy monthly in their classes. Classroom observations documented the implementation of this goal. In February 2011, Ivan Hannel delivered training on the use of higher order questioning to increase academic rigor, student engagement, and academic performance.

3. Describe the challenges and accomplishments in meeting your objectives in 2010-2011.

Challenges:

• **Students entering middle school multiple years below grade level in reading and mathematics:**

Based on analysis of the spring 2011 administration of the Missouri Assessment Program and the fall administration of the Terra Nova assessment, approximately 70% of students transitioning from the fifth grade to the middle school are below proficiency level in reading and / or mathematics. Many of these students are two or more years below grade level. This has been a trend for several years. When students enter the sixth grade significantly below grade level in these core areas, intensive focused intervention is necessary in order to make significant gains and close the gap.

- **Recruiting and retaining highly qualified staff:** The middle school started the 2010-2011 year with 3 out of 3 new math teachers. By the end of the first semester, two had requested to be released from their contracts. One of the teachers was a retired teacher from Tennessee. The second teacher came to the district from the business field. By Christmas 2010, two of the new teachers had left. The 6th grade math class had three teachers before school was out. Both positions were filled with teachers who were a good fit at the middle school. One will remain and the other is moving to Florida as planned before he took the job. The third teacher retired at the end of this year. Therefore, there will be 2 out of 3 new teachers in the mathematics department for the 2011-2012 school year.

- **Instructional Leadership:** One month before school started it was decided to reverse the roles of the principal and assistant principal. The assistant principal, with only one year of administrative

experience, became the Principal of Instruction. This was an enormous challenge for the new principal; however, she tackled the challenge and is developing into an effective instructional leader.

- **Teacher Leadership:** The most challenging obstacle facing Caruthersville Middle School was the lack of teacher leadership. A leadership team had already been established in previous years, but the members did not fully understand their roles. Even though cadres were formed, nothing happened unless one of the administrators organized or initiated the action. During the second semester, Ms. Rebecca Rider (RPDC) conducted training with the building administrators and the leadership team on tight and loose leadership. Along the same line, there existed a lack of teachers accepting responsibility for student learning. Teachers cited many reasons why the students did not perform well on the benchmarks (e.g. apathy, laziness, non-mastery of basic skills, lack of parent support, etc.).
- **Teacher Absenteeism:** As the year progressed, another challenge became apparent- faculty and staff absenteeism. Some of the absences were attributed to faculty attending staff development during the regular school week. While a few staff members had medical issues, the remaining absences had little merit.

Accomplishments:

- **Lindamood-Bell:** A major accomplishment this year was the increase in reading performance. Year one highlights include:
 - Students targeted for small group instruction made substantial and statistically significant gains on measures related to differentiated instruction. The average ending performance level for students served intensively was within the normal range of functioning on eight of the eleven tests administered, with all students showing improvement.
 - During the summer of 2010, all administrators and instructional staff attended a professional development in LMB's sensory-cognitive programs – Seeing Starts (decoding) and Visualizing and Verbalizing (Comprehension) programs.

- The middle school provided an average of 100 minutes of daily intervention for 17 groups, for a total of 71 students.
- **Acuity Assessment System:** By February 2010, math and communication arts teachers could access their rosters on Acuity and identify the skills that their classes had not mastered. The teachers identified what needed to be retaught and started seeing where their students were on the data wall. More teacher conversations focused on the gains their students were making.
- **Data Teams / Data Team Meetings:** The master schedule was revised to allow grade-level teachers to have common planning times. Teachers meet twice weekly in the data room to analyze diagnostic and predictive assessment data, as well as behavior and attendance data. Based on this data, students needing Tier II or Tier III intervention were identified and an intervention plan was developed.
- **Professional Learning Community / PLC Leadership Team & Cadres:** Even though Caruthersville Middle School had its share of challenges, it also had accomplishments. After discussion and training on what teacher leadership could do for the building, more teachers stepped up to see that the cadre actions were done. One of the biggest accomplishments is how the teachers accepted responsibility during the second semester and helped become part of the solution. For example, during the first semester the faculty complained about student behavior and the lack of effective discipline as they perceived it. The administration met with the faculty to provide an opportunity for the staff to express their concerns and develop possible solutions. As a result, basic disciplinary expectations were developed through consensus. Everyone agreed to teach the students what the expected behavior would be. In a follow-up meeting, teachers helped develop an instructional plan using high yield and literacy strategies that all the teachers would implement in order to help the students be successful.

SECTION VII.B – YEAR TWO TIMELINE

Describe the year two timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/district commits to serve. All planned activities were included in the original plan submitted with the first application.

1. Provide a LEA/district timeline that includes specific dates for implementation of all components of the selected intervention.
2. Provide a timeline that is reasonable, achievable, and reflects urgency.
3. Provide a timeline that includes implementation and evaluation dates.

Specific Strategies / Implementation	Projected Date of Implementation	Evaluation
Summer academy / extended school year for identified students	July – August, 2011	August, 2011
After-School teacher collaboration time	August, 2011	May, 2012
Lindamood Bell training for new staff	August, 2011	August, 2011
Develop support services action team and chart of interventions	August-September, 2011	September, 2011
Develop Pyramid of Interventions for At-Risk Students	August-September, 2011	September, 2011-May, 2012
Regular meetings to monitor and adjust interventions and services	Year 2, Ongoing	Ongoing
Contract second year with Lindamood Bell to provide direct on-site coaching and program management	July, 2011	May, 2012
Lindamood Bell advanced professional development and certification for instructional leaders to ensure program quality, fidelity, and sustainability	August, 2011 – May, 2012	May, 2012
Full implementation of the Acuity Assessment System (Initial training for new staff, additional training for current staff)	August-September, 2011	May, 2012
Response to Intervention institute	September-December, 2011	December, 2011
Development of Pre-AP Curriculum and course offerings at the middle	September, 2011 – April, 2012	April, 2012

school		
Develop an RTI model for evaluating staff and providing interventions and professional improvement plan	July-October, 2011	May, 2012
Develop a teacher data sheet	July-August, 2011	September, 2011
Develop a Performance Based Principal Evaluation tool based on turnaround leader competencies	July-September, 2011	October, 2011
Develop a plan for rewarding and recognizing exemplary staff / groups of staff	August-December, 2011	May, 2012
Implement teacher portfolios as part of the teacher evaluation process	August, 2011-May, 2012	May, 2012
Continue improving parent / community collaboration / parent workshops	Ongoing	Ongoing
Continue participation in the SAM program / include new administrative assistants	August, 2011-May, 2012	May, 2012

SECTION VII.C – DISCUSSION OF SCHOOL YEAR 2011-2012

Discuss the 1003(g) School Improvement Grant (SIG) program as it will be implemented during the 2011-2012 school year. Include information about how the district will support 1003(g) SIG efforts programmatically and fiscally.

- **Continue Lindamood-Bell:** The district will continue to focus on targeting students who are not reading on grade-level and will provide the LMB program for intensive reading intervention. The district plans to use SIG funds to contract with the LMB for a second year. During the second year, the LMB consultant will work with selected staff to provide certification training to allow for continued program implementation beyond the third year and long-term sustainability.
- **Continue Acuity Assessment System:** The middle school Principal of Instruction attended Acuity certification training in April, allowing her to become a certified Acuity trainer. She will provide on-going training to middle school staff to ensure effective implementation of the Acuity Assessment

Program. Teachers will learn to create reports and analyze the assessment results to adjust classroom instruction, as well as to set up intervention groups based on specific skill deficits.

- **Continue the SAM Project:** The Principal of Instruction will continue to participate in the SAM (School Administrator Management) Project. The SAM consultant will provide regular coaching to help the administrator manage her time in order to maximize the time spent improving instruction.
- **Instructional Coaching / Curriculum Alignment with Lesson Plan Development:** The Director of Curriculum and Instruction will spend more time monitoring classroom instruction and lesson plan development. She will assist teachers in planning lessons with increased rigor and student engagement. She will serve as an instructional coach, modeling and facilitating the delivery of highly engaging lessons. In addition, she will work with individual teachers on developing pacing guides that ensure all essential learnings are taught at the appropriate time. She will work with core teachers to develop curriculum for pre-advanced placement classes, which will be implemented during the 2012-2013 school year.
- **Value-Based Teacher Evaluation System and Portfolios:** The administration will work with a committee of teachers to continue developing an evaluation system for teachers, based on the RTI model. Teacher data sheets and portfolios will become an integral part of the teacher evaluation. Teachers who are identified in Tier II or Tier III will be provided appropriate interventions as part of their Professional Improvement Plan (PIP). In addition, the committee will develop a plan for recognizing and rewarding highly effective teachers and administrators.

SECTION VII.D – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year two.

- The Principal of Operations was removed from this position and has been replaced with two administrative assistants. One has been a teacher in the system for 29 years and at the middle school for 17 years. The second one has been at the middle school for 14 years. Both have proven to be highly effective as classroom teachers and classroom managers. Both were raised in the community and attended Caruthersville Schools. Therefore, they know the community well, understand the struggles within the system, and most importantly plan to stay in Caruthersville for their entire career. They want to be part of the solution.
- Both staff members that were promoted to the position of administrative assistants taught social studies. These positions have been filled with staff members who served as instructional aides in the building. Both are natives of the community. Their commitment to the community and desire to be part of the district will be an asset to the middle school.
- Two mathematics teachers resigned in December of the 2010-2011 school year. Both were hired in late July to fill vacant positions that came open during the summer. One was a retired teacher from Tennessee and the other was working in a local bank and held a degree in finance. Unfortunately their classroom experience was not without personal problems and the Board of Education allowed both to resign upon recommendation from the principal. One was replaced from within, moving a teacher who was teaching small group intervention. She has done an excellent job and will remain as a mathematics teacher for the 2011-2012 school year. The second position was filled with a full-time substitute who only planned to stay until the end of the year. This position has been filled with a second year teacher with certification in mathematics and science.
- A communication arts teacher, who was hired in late July due to a resignation, also resigned. This teacher struggled most of the year and was placed on a PIP. She was rehired and placed on a 190 day contract which would require her to report to work 10 days prior to the first teacher work day. All new teachers and teachers on PIP's were placed on 190 day contracts in order to allow for

intensive professional development in the areas that needed improvement. The teacher decided to resign. She has been replaced with a certified teacher who was serving in a long-term substitute position in the building and did an excellent job.

- A special services teacher and an aide were removed from the building before the end of the year because of poor interpersonal skills, which caused several unpleasant situations with other staff members. Special services teachers are hired by Pemiscot County Special School District and are placed throughout the county. The principal requested that these staff members be removed from the building. The teacher mentioned above (hired for Communication Arts) substituted for the remainder of the year. Both positions have been filled with staff members that will be new to the building.
- Because of funding cuts, the at-risk counselor will only be available in the building part-time. The School Resource Officer position is being cut and the Student Support Team coordinator is retiring and will not be replaced. These changes will present challenges for the two new administrative assistants since these staff members were an integral part of the student support system / pyramid of interventions for behavior and attendance. Therefore, a staff member already in the system will serve as an attendance officer for 3 periods per day.

ATTACHMENT A

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

List the strategies from the LEA/district implementation plan and school plans that support the selected interventions and improvement activities at the LEA/district level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/district and each school the LEA/district has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME

CARUTHERSVILLE MIDDLE SCHOOL

COUNTY-DISTRICT - BUILDING CODE

078-012

3000

Budget Codes	Related Strategies and Activities
<p>1100 Instruction</p>	<ol style="list-style-type: none"> 1. Directors of Curriculum, Instruction, & Turnaround 2. Extend-day tutoring / intervention and Supplemental Educational Services 3. Pre-advanced placement curriculum development 4. Professional Learning Communities / PLC Leadership Teams 5. Curriculum Development / Essential Learnings / Pacing Guides 6. Professional Development to increase student engagement and rigor 7. School Administrator Manager (SAM)
<p>1100 Instruction 1003 (g) SIG</p>	<ol style="list-style-type: none"> 1. Directors of Curriculum, Instruction & Turnaround will serve as part-time instructional coaches. (G-4, O-1, S-2) 2. Lindamood-Bell staff consultant / Instructional Coach (G-1, O-4, S-3 / G-3, O-1, S-1)
<p>1200 Supplemental Instruction(Title I)</p>	<ol style="list-style-type: none"> 1. 504 aide will continue to serve students with 504 plans who need academic modifications and assistance 2. A part-time reading interventionist will be hired 3. Acuity Informative Assessment program will continue to be used for benchmark and predictive testing
<p>1200 Supplemental Instruction (Title I) 1003 (g) SIG</p>	<ol style="list-style-type: none"> 3. Three part-time reading intervention teachers will be hired to instruct Lindamood-Bell reading groups. (G-1, O-4, S-3 / G-3, O-1, S-1)
<p>2100 Non Instructional Support Services</p>	<ol style="list-style-type: none"> 1. Full-time guidance counselor 2. School nurse 3. Full-time Library Media Specialist 4. Truancy Officer 5. Two full-time administrative assistants
<p>2100 Non Instructional Support Services 1003 (g) SIG</p>	
<p>2200 Professional Development</p>	<ol style="list-style-type: none"> 1. Strategies to increase student engagement 2. Strategies to increase academic rigor 3. Development and delivery of Pre-AP curriculum 4. Professional Learning Communities

	<ul style="list-style-type: none"> 5. Response to Intervention (RTI) Institute 6. Development of curriculum, lesson planning, and unit planning
2200 Professional Development 1003 SIG	<ul style="list-style-type: none"> 1. Lindamood-Bell (reading intervention) staff development and coaching (G-1, O-4, S-3 / G-3, O-1, S-1)
2600 Planning and Evaluation	<ul style="list-style-type: none"> 1. The middle school data room will be expanded to allow for team meetings to analyze data, plan for instruction, and engage in action-research to discuss best practices.
2600 Planning and Evaluation 1003 (g) SIG	<ul style="list-style-type: none"> 1. Lindamood-Bell will provide for evaluation of the LMB program as part of the LMB contract. G-1, O-4, S-3 / G-3, O-1, S-1)
3000 Community Services	<ul style="list-style-type: none"> 1. The district will continue to develop strategies for increasing parent and community involvement and partnerships that enhance programs and activities for students and families.
3000 Community Services 1003 (g) SIG	<ul style="list-style-type: none"> 1. Lindamood-Bell will conduct two parent sessions and plan and provide celebration activities to recognize and celebration student successes. (G-1, O-4, S-3 / G-3, O-1, S-1)
Administrative Costs	
Administrative Costs 1003 (g) SIG	



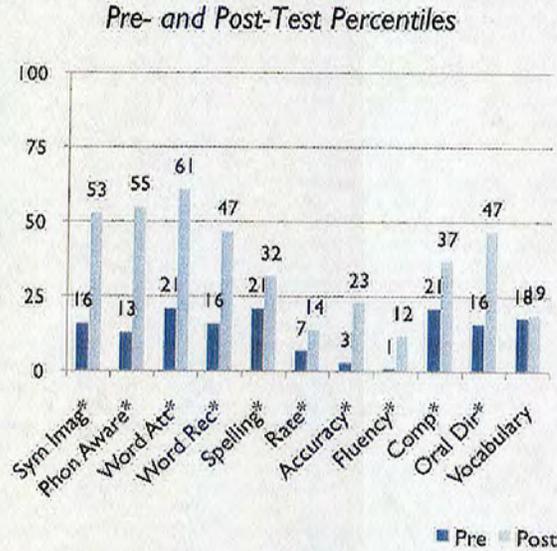
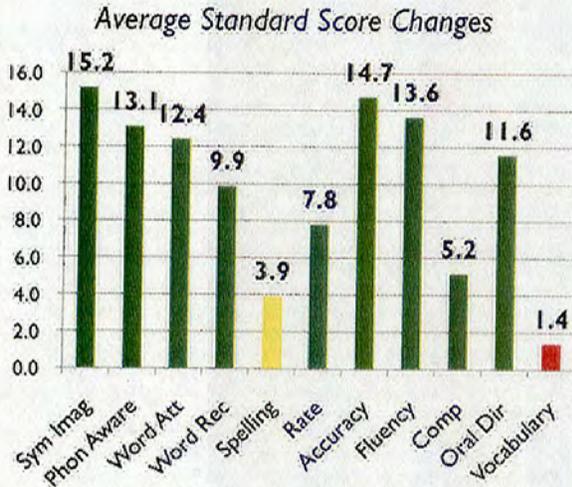
Lindamood-Bell® School Partnerships Caruthersville Middle School Results for Students Who Received Small-Group Instruction

Decoding Focus

Number of Students: 32

Hours of Instruction: 202

Average Grade Level: 7



Low, moderate, high.

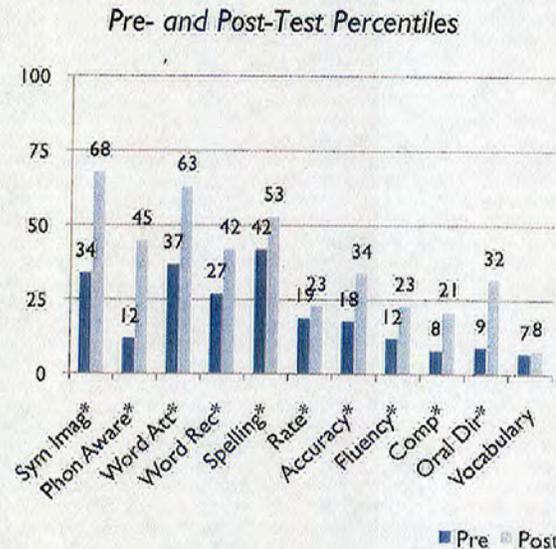
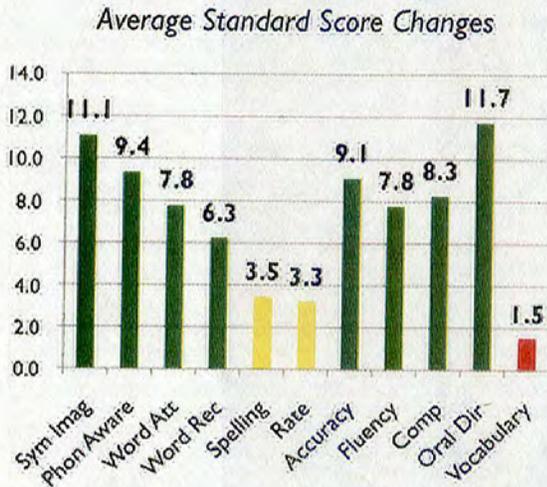
*Statistically significant ($p \leq .05$).

Comprehension Focus

Number of Students: 39

Hours of Instruction: 190

Average Grade Level: 6



Low, moderate, high.

*Statistically significant ($p \leq .05$).