



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: webrepliesig2010@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	<i>Craig Rector</i>	7-1-11	\$543,124

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME			COUNTY-DISTRICT CODE
Construction Careers Center			115-901
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
Terry Eivins	6301 Knox Industrial Drive	St. Louis, MO 63129	
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	
teivins@stl-cts.org	314-644-1525	314-644-1536	
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
Terry Eivins	6301 Knox Industrial Drive	St. Louis, MO 63129	
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	
teivins@stl-cts.org	314-644-1525	314-644-1536	
NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP	
Paul Mackay	229 High Acres Drive	St. Clair, MO 63077	
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	
mackay@constructioncareerscenter.org	636-629-4338	314-588-1982	

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:

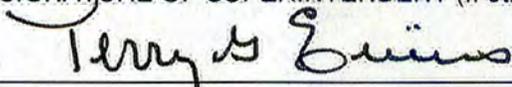
 The LEA/district approves The Department's use of grant funds to provide improvement services directly to the LEAs/districts and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE

DATE

SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)

DATE



6/9/11

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 <i>1003 (g) SIG</i>	\$100,000		\$8400					\$108,400
1200 Supplemental Instruction (Title I) <i>1003 (g) SIG</i>					\$27,374			\$27,374
2100 Non Instructional Support Services <i>1003 (g) SIG</i>	\$142,350		\$12,100 11,900	\$55,000	\$10,000			\$219,250
2200 Professional Development <i>1003 (g) SIG</i>				\$14,075				\$14,075
2600 Planning and Evaluation <i>1003 (g) SIG</i>	\$3,770		\$1,255	\$163,000	\$1,000			\$169,025
3000 Community Services <i>1003 (g) SIG</i>					\$5,000			\$5,000
Program Costs Subtotal <i>1003 (g) SIG</i>	\$246,120	0	\$21,555	\$232,075	\$43,374	0		\$543,124
Indirect Costs								0
Administrative Costs <i>1003 (g) SIG</i>	0	0	0	0	0	0		0
ADMINISTRATIVE COSTS SUBTOTAL <i>1003 (g) SIG</i>	0	0	0	0	0	0		0
GRAND TOTAL <i>1003 (g) SIG</i>	\$246,120	0	\$21,555	\$232,075	\$43,374	0		\$543,124

9-08-11 Changed to correct addition errors.

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						
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	2					
Reading Recovery Teacher Leader						
School/Home Coordinator			1			
Language Translator						
Guidance Counselor						
Transition Case Manager					1	
Turnaround Officer						
TOTAL	2		1		1	

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
Construction Careers Center			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 CONSTRUCTION CAREERS CENTER		COUNTY-DISTRICT - BUILDING CODE 115-901
Budget Codes		Related Strategies and Activities
1100 Instruction		
1100 Instruction <i>1003 (g) SIG</i>		<p>Instructional coaches to continue to implement the following tactics and strategies:</p> <p>Skills tracking, job embedded PD to meet teacher proficiency goals, lesson plan and curriculum map reviews,</p> <p>implementing PLC's that use data to inform instruction,</p> <p>use assessment data to track student performance and identify interventions,</p> <p>assessing the impact of professional development on student learning, Skills tracking, job embedded PD to meet teacher proficiency goals, lesson plan and curriculum map reviews,</p> <p>implementing PLC's that use data to inform instruction,</p> <p>use assessment data to track student performance and identify interventions,</p> <p>assessing the impact of professional development on student learning,</p>
1200 Supplemental Instruction(Title I)		
1200 Supplemental Instruction(Title I) <i>1003 (g) SIG</i>		Continue to establish a supportive school climate and an effective approach to discipline through Project Redirect, a response to intervention strategy. Continue to develop and expand the advisory curriculum and program.
2100 Non Instructional Support Services		
2100 Non Instructional Support Services <i>1003 (g) SIG</i>		Employ A Dean of School Culture to continue to establish team structures that serve specific functions and ensure full implementation of a comprehensive approach to improve student achievement outcomes and increased graduation

	<p>rates.</p> <p>Continue employment of a Success (At Risk) Counselor.</p> <p>Develop and implement a transition program (Blueprint for Success) for incoming 9th graders.</p> <p>Continue implementation of the "Teacher Home Visit" program</p> <p>Continue to develop and implement the school-wide "Advisory Program"</p>
2200 Professional Development	
2200 Professional Development <i>1003 (g) SIG</i>	<p>Train staff for the 9th grade transition program, "Blueprint for Success"</p> <p>Train staff for continued roles as advisors.</p> <p>Professional Learning Communities training for staff.</p>
2600 Planning and Evaluation	
2600 Planning and Evaluation <i>1003 (g) SIG</i>	<p>School improvement planning and implementation meetings</p> <p>Data administration to insure continuous monitoring of the school's vital factors.</p> <p>Turnaround officer services to facilitate and monitor reform efforts.</p>
3000 Community Services	
3000 Community Services <i>1003 (g) SIG</i>	Continue Parent Home Visit program
Administrative Costs	
Administrative Costs <i>1003 (g) SIG</i>	

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 CONSTRUCTION CAREERS CENTER					COUNTY-DISTRICT - BUILDING CODE 115-901			
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	\$663750		\$125419	\$123000	\$109569			1021738
1100 Instruction 1003 (g) SIG	\$100,000		\$8,400					\$108,400
1200 Supplemental Instruction(Title I)	\$82600		\$43057					125657
1200 Supplemental Instruction(Title I) 1003 (g) SIG					\$27,374			\$27,374
2100 Non Instructional Support Services	\$76020		\$39627					115647
2100 Non Instructional Support Services 1003 (g) SIG	\$142,350		\$11,900	\$55,000	\$10,000			\$219,250
2200 Professional Development								
2200 Professional Development 1003 (g) SIG				\$14,075				\$14,075
2600 Planning and Evaluation								
2600 Planning and Evaluation 1003 (g) SIG	\$3,770		\$1255	\$163,000	\$1,000			\$169,025
3000 Community Services								
3000 Community Service 1003 (g) SIG					\$5,000			\$5,000
Administrative Costs	\$264380		\$137816	\$1215885	\$121325	\$48500		1787906
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG)								
1003 (g) SIG Subtotal	\$246,120		\$21,555	\$232,075	\$43,374			543,124
Grand Total	\$1332870		\$367474	\$1570960	\$274268	\$48500		3594072

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

LEA/DISTRICT/BUILDING NAME CONSTRUCTION CAREERS CENTER	COUNTY-DISTRICT - BUILDING CODE 115-901
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Dean of School Culture	\$62,500
Success Counselor	\$50,000
2 Instructional Coaches	\$100,000
Stipends for Blueprint for Success	\$9,600
Stipends for Teacher Home Visit program-half year funding-225 students@ 1 visit @ \$90 per visit	\$20,250
	\$3,770
Stipends for school improvement implementation meetings	
6100 Subtotal	\$246,120 ✓
6150: Non-certificated Salaries	
6150 Subtotal	\$
6200: Employee Benefits (optional categories).	
Dean of School Culture	\$5,200
Success Counselor	\$4,200
2 Instructional coaches	\$8,400
Stipends for Blueprint for Success	\$800
Stipends for Teacher Home visit Program-half year funding	\$1,700
	\$1255
Stipends for school improvement implementation meetings	
6200 Subtotal	\$21,555 ✓
6300: Purchased Services	
Data Administration- \$67000	\$67,000
Turnaround Officer- \$88000	\$88,000
Blueprint for Success-Curriculum Development and implementation assistance-\$35000	\$35,000
Blueprint for Success staff training	\$2,250

Advisory-Curriculum Development	\$10,000
Advisory staff Training-\$7825	\$7825
Project Redirect-Curriculum Development	\$10,000
Professional Learning Communities Training / Implementation assistance	\$4,000
School Improvement planning and implementation meetings	\$8000
6300 Subtotal	\$232,075 ✓
6400: Materials/Supplies Advisory program Project Redirect. Parent Home Visit Blueprint for Success School Improvement planning and implementation meetings	
6400 Subtotal	\$43,374 ✓
6100-6400 Subtotal	\$ 543,124 ✓
Indirect Cost Optional (Restricted Rate: ____ % X Subtotal)	\$
6500: Capital Outlay	
6500 Subtotal	\$
TOTAL	\$543,124 ✓

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;

See attachments: Algebra I Graphs
English I Graphs
English II Graphs
Biology Graphs
Government Graphs

- 2) Provide a summary of measurable data explaining progress toward meeting professional development objectives;

Professional development objectives during this school year (2010-2011), were that 85% of the teaching staff would be rated at or above proficient for their annual summative evaluation. The other professional development goal for the year was to provide job-embedded professional development

Instructional coaches drove individual teacher professional development through a variety of embedded techniques. Scripting was used to document classroom activity which was later discussed using the Observation-Debrief-Cycle (ODC). Debriefs were centered on both teacher and student actions in an attempt to dissociate individual teacher characteristics from measurable student outcomes. Based upon these meetings, individual teachers were given lesson planning, classroom management, and differentiation resources as needed by the Instructional Coaches.

Progress was measured using the teacher proficiency tracker. The tracker was created using the established CCC observation tool, where individual row scores were correlated to numbers on a 10 point scale starting at 70. This provided administrative staff with a snapshot of teacher progress and proved an invaluable tool in the coaching cycle. On average, teachers were able to grow from 80.4% proficiency to 84.3% proficiency. In simpler terms this equates to any single teacher moving from a score of 'nearing proficient' to 'proficient' on approximately 8 rubric rows.

See attachments: CCC Mastery tracker

3) Describe the challenges and accomplishments in meeting your objectives in 2010-20 11.

Challenges:

- (1.) Establishing and gaining consistent teacher application of school-wide classroom management plans so that if students comply the amount and value of instructional time is maximized.
- (2.) Establishing and gaining consistent teacher implementation of classroom procedures for student transitions, collecting and handing out papers, taking roll etc. that provide structure to students and maximize the amount and value of instructional time.
- (3.) Focusing the CCC's staff's efforts in communicating high expectations for behavior by teaching, practicing and reinforcing rules and consequences so that students are focused on working hard.
- (4.) Ensuring that all teachers are developing, teaching and tracking standards-aligned measureable, ambitious and feasible learning targets that will dramatically improve student achievement.
- (5.) Developing student's rational understanding that they can achieve by working hard through evidence of their own progress, statistics, explicit discussion's of malleable intelligence, and attaining big learning goals.
- (6.) Mobilizing our student's influencers such as family so that they actively invest students in working hard toward their learning goals.
- (7.) Differentiating learning plans for students based on their unique learning profiles, including ongoing performance data so that all students are challenged and engaged.
- (8.) Coaching teachers in key aspects of actions they must take to increase student performance.
- (9.) Pursuing and using business, industry, and community resources effectively in implementing the school's construction theme.

In trying to reduce out of school suspensions, and reduce student withdrawals from the CCC we learned this year that we must implement new approaches to resolve these issues. We believe that the new freshmen orientation program, "Blueprint For Success, and replacing most out of school and in school suspensions with "Project Redirect" will impact the above average rate of suspensions and withdrawals. Additionally this year we will have the opportunity to broaden the Teachers as Advisors program to strengthen the development of on time graduation coupled with student developed personal plans of study.

Accomplishments:

Through professional development efforts and coaching most teaching staff demonstrated that they could establish and gain consistent application of classroom management plans so that if students comply the amount and value of instructional time is maximized.

Within the first three weeks of starting school teachers did establish consistent implementation of classroom procedures for transitions, collecting and handing out papers, taking roll etc. that provided structure to students and maximized the amount and value of instructional time.

Instructional coaches made significant progress ensuring that all teachers were developing, teaching and tracking standards-aligned measureable, ambitious and feasible learning targets that have improved student achievement.

Coaches implemented many strategies and feedback mechanisms teachers in key aspects of actions they must take to increase student performance.

These efforts resulted in increasing the number of CCC students obtaining proficient/advanced scores in Algebra I EOC of 54% up 4% from last year. 30% of CCC students scoring proficient/advanced in the English I EOC this is up 15% from last year. 55% of the CCC student's scored advanced/proficient on the English II EOC up 25% from last year. 53% of CCC students scored advanced/proficient on Biology this is up 35% from last year. 31% of CCC students scored advanced/proficient in Government this year, up 15% from last year. The net results is we met our performance goals in all categories with the exception of Algebra 1. Last year Algebra I scores went from 17.4 % advanced or proficient to 50%. We expect to see gains as we did this year but they will be more incremental as we experienced this year.

While these scores are certainly good news and a testament to efforts put forth in implementing grant funded interventions there is much more to do. Next year our focus is to refine our approaches adding more rigor and challenge with classroom instruction and student expectations.

Teacher tracking has allowed us to pinpoint needed areas of professional development, Our Professional development for the upcoming year will focus on differentiated instruction and effectively utilizing data as a means of supporting classroom instruction. Implementation of teachers as advisors and the industry mentoring program resulted in more students having a personal plan of study and an increased graduation rate. Our on track to graduate numbers have risen 13 percentage points from 2010. We have gone from 84.1 % in 2010 to 97.1% this

year.

The Teacher Home Visit Program mobilized our student's families as influencers so that they actively invested their students in working hard toward their learning goals.

The CCC's parental participation rate has dramatically increased using the following indicators of parental participation: Increased attendance at parent nights and conferences. We have begun a home visit program targeting our most at-risk freshmen. As a result parent attendance at events has increased 30%.

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;
- 4) Provide a timeline that includes implementation and evaluation dates.

LEA/District Timeline for Implementation of the Transformation Model Activities

Transformation Model				
Required and Permissible Strategies & Activities				
1. Teacher & School Leader Effectiveness				
Restructure the school organization with a focus on teaching, learning and improved culture	2011-12	Implementation	Progress Measuring	Fully Implemented
		July1,2011	Monthly	June 30 th , 2012
	2013			
Implement Professional Learning Communities	2011-12	Implementation	Progress Measuring	Fully Implemented
		8/2011	Weekly/2010	1/2012
	2013			
Identify and reward effective staff and remove ineffective staff. (Required Transformation Model Strategy)	2011-12	Implementation	Progress Measuring	Fully Implemented
		8/2010	At selected reward intervals (TBD)	3/2011
	2013	Standard Operating Procedure with refinements.		
Provide ongoing, high-quality,	2011-	Implementation	Progress Measuring	Fully Implemented

		8/2011	Quarterly	Phase 2-6/30
	2013	Implementation	Progress Measuring	Fully Implemented
		8/2012	Quarterly	Phase 3-6/30
Implement strategies for recruiting, hiring, and retaining high-quality staff. (Required Transformation Model Strategy)	2011-12	Implementation	Progress Measuring	Fully Implemented
		7/2011	Quarterly	3/2012
	2013	Standard Operating procedures with refinements.		
Institute a system for measuring the impact of professional development in effecting changes in instructional practice.	2011-12	Implementation	Progress Measuring	Fully Implemented
		8/2010	1/2011	6/30/2011
		8/2011	1/2012	6/30/2012
	2013	Standard Operating Procedure with refinements.		

2. Comprehensive Instructional Reform

Implement a research-based, data-informed instructional program aligned to standards. (Required Transformation Model Strategy)	2011-12	Implementation	Progress Measuring	Fully Implemented
		8/2011	Quarterly	Not yet
	2013	Implementation	Progress Measuring	Fully Implemented
		In progress	Quarterly	6/30/2013

		8/2010	Quarterly	Not yet
	2013	Implementation	Progress Measuring	Fully Implemented
		In progress	Quarterly	6/30/2013
Conduct periodic review to ensure curriculum is implemented with fidelity.	2011-12	Implementation	Progress Measuring	Fully Implemented
		August 2011	Quarterly	Not yet
	2013	Implementation	Progress Measuring	Fully Implemented
Implement Response to Intervention programming.	2011-12	Implementation	Progress Measuring	Fully Implemented
		8/2011-Urgent	Weekly	6/30/2012
	2013	Standard Operating Procedure with refinements.		
Improve student transitions from middle school to high school.	2011	8/2010 to June 2011 planning and preparation for summer transition program "Blueprint For Success"		
	2011-12	Implementation	Progress Measuring	Fully Implemented
		June 2011	Weekly 6/2011-7/2011	7/2011
	2013	Standard Operating Procedure, continue to use after action review process for improvements.		
Increase graduation rates through a variety of instructional supports.	2011-12	Implementation	Progress Measuring	Fully Implemented
		August 2011	Weekly and monthly	6/30/2012

Establish an "early-warning system" to identify at-risk students and change motivation and behavior through "Project Redirect"	2011-12	Implementation	Progress Measuring	Fully Implemented
		8/2011-Urgent	Weekly and Monthly	6/30/2011
	2013	Standard Operating Procedure with refinements.		

3. Increased Learning Time & Community-Oriented Schools

Provide ongoing mechanisms for family and community engagement. (Required Transformation Model Strategy)	2011-12	Implementation	Progress Measuring	Fully Implemented
		8/2011-Urgent	Monthly	6/30/2011
	2013	Standard Operating Procedures with refinements. with refinements		
Partner with community-based organizations.	2011-12	Implementation	Progress Measuring	Fully Implemented
		8/2011	Quarterly	Not Yet
	2013	Implementation	Progress Measuring	Fully Implemented
		In progress	Quarterly	Seek out new CBO's
Continue to refine and improve the Advisory periods and new curriculum	2011-12	Implementation	Progress Measuring	Fully Implemented
		8/2011-Urgent	Weekly	Not yet

		In progress	Weekly	6/30/2012
Improve school climate and discipline. Dean of School Culture, Project Redirect, SIG planning and implementation meeting	2011-12	Implementation	Progress Measuring	Fully Implemented
		In progress	Monthly	Not yet
	2013	Implementation	Progress Measuring	Fully Implemented
		In progress	Monthly	6/30/2013

4. Operational Flexibility & Sustained Support

Provide operational flexibility. (Required Transformation Model Strategy)	2011-12	Implementation	Progress Measuring	Fully Implemented
		August 2011	Monthly	Not yet
	2013	Implementation	Progress Measuring	Fully Implemented
		In progress	Monthly	6/30/2013
Provide ongoing, intensive technical assistance. (Required Transformation Model Strategy)	2011-12	Implementation	Progress Measuring	Fully Implemented
		8/2010	Bi-weekly	Not yet
	2013	Implementation	Progress Measuring	Fully Implemented
		In progress	Bi-weekly	6/30/2013

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.

For the 2011-2012 school year the students, faculty, and staff will focus on the following key aspects of moving the Construction Careers Center towards its vision of excellence.

Continue to create a high performance learning culture: The following programs and activities will provide the support structure necessary for a high performance learning culture. The entire staff will be in-serviced as to the purposes and underlying principles that must be in place in order for the CCC to move forward. This two day-in-service will allow staff greater insight into the nature of expectations for the 2011-12 school-year. As staff gains a better understanding of the need for distributed accountability for teaching and learning and the power and control they exert over the school environment a more cohesive team structure can be put into place.

We will not assume that incoming freshmen students understand how to go to high school. We plan to orient our freshmen with a weeklong transitions program. The outcomes of that program will be measured by increased ADA, reduced behavioral problems, and an immediate focus on teaching and learning beginning with the first day of school.

We will not assume that our upperclassmen understand how to return to high school after their summer break. The lessons taught to our incoming freshmen will be condensed to help remind our upper classmen of the procedures and practices for success.

We will provide those students who need extra help with behavioral and academic coaching in order to sustain their progress. Out of school suspensions for minor infractions are not productive and do not help the student achieve. Project Redirect will take the place of out of school and in-school suspensions.

Continue to infuse rigor and challenge into all curriculum and instructional practices: In the last school year we provided teachers with the needed assistance to ensure that what they taught aligned with what was important to teach. This year we will continue to do that but will ask teachers to question more deeply, differentiate with purpose, and use classroom generated data and outside assessment data to increase student performance.

Improve the delivery and placement outcomes of the construction curriculum

We will refocus our Career and Technical Education emphasis in the area of construction by becoming more skills based and industry aligned. We will do this by updating our grade level outcomes and creating a project based curriculum that is integrated across all subject areas.

Develop our staff based on classroom gathered data and data collected from outside assessment sources:

This year our instructional coaches made a significant impact on teacher performance. We plan to continue that effort by continuously analyzing the impacts of our coach's efforts to improve our teacher's effectiveness. Instructional coaches will assist teachers with their personal professional development goals and will follow up on the key performance goals that impact student achievement on a regular basis.

Continue to deeply implement our teacher home visit program along with other community supports: We understand that without the support of the home our students cannot fully achieve. Full implementation of the teacher home visit program is key to helping all of our students to reach their potential.

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 510 served buildings for year two.

In the Spring of 2011 the Construction Careers Center made the following leadership changes:

It did not renew the contract of its existing principal or two assistant principals, or Dean of students.

It did not renew the contracts of:

- 2 social studies teachers
- 2 building trades teachers
- 1 Language arts teacher

The current organizational structure was changed and a new organizational chart is attached: CCC Organizational chart.

The new organizational structure has one Principal and a Dean of School Culture. The Dean of School Culture supervises a five-person team charged with ensuring support for CCC students. Additionally we purchasing services through the AGC of St. Louis for data administration These services will provide for monitoring and dispersing to the appropriate staff all school and instructional related data. We believe that this SIG funded service will continue to focus our efforts at data driven decision making processes.

The instructional coach's positions were retained and duties expanded to oversee the delivery of curriculum and instruction.

In addition to the aforementioned personnel changes several staff members left to seek new opportunities: Those positions were:

- 2 math teachers
- 2 instructional coaches
- 1 language arts instructor

These positions will be filled within the next few weeks.