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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: webrephysiq2010@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>	7-11	\$552,369

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME Ferguson-Florissant School District	COUNTY-DISTRICT CODE 096-089
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NAME OF BOARD-AUTHORIZED REPRESENTATIVE Art McCoy	ADDRESS 1005 Waterford Drive	CITY, STATE, ZIP Florissant, MO 63033
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E-MAIL ADDRESS amccoy@fergflor.k12.mo.us	TELEPHONE NUMBER 314-506-9004	FAX NUMBER 314-506-9010
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NAME OF GRANT CONTACT Mr. Larry Larrew	ADDRESS 1005 Waterford Drive	CITY, STATE, ZIP Florissant, MO 63033
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E-MAIL ADDRESS llarrew@fergflor.k12.mo.us	TELEPHONE NUMBER 314-506-9007	FAX NUMBER 314-506-9010
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NAME OF LEA TURNAROUND OFFICER (if known) Steven Lawler Alice Aldridge	ADDRESS 8900 Frost Road 1005 Waterford Drive	CITY, STATE, ZIP Berkeley, MO 63134 Florissant, MO 63033
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E-MAIL ADDRESS slawler@fergflor.k12.mo.us aaldrige@fergflor.k12.mo.us	TELEPHONE NUMBER 314-524-3883 506-9053	FAX NUMBER 314-524-3885 9096
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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

Art McCoy

6/13/2011

SECTION IV. - LEA/DISTRICT YEAR TWO TOTAL BUDGET & SUPPORTING DATA								
<i>This is the total of Year Two Implementation and Administration budgets for all building and district activities.</i>								
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	183,871		55,113	57,200	34,684			330,868
1200 Supplemental Instruction (Title I) 1003 (g) SIG								0
2100 Non Instructional Support Services 1003 (g) SIG		45,000	14,130					59,130
2200 Professional Development 1003 (g) SIG	24,000		3,829					27,829
2600 Planning and Evaluation 1003 (g) SIG								0
3000 Community Services 1003 (g) SIG		7,000	536					7,536
Program Costs Subtotal 1003 (g) SIG	207,871	52,000	73,608	57,200	34,684		0	425,363
Indirect Costs								
Administrative Costs 1003 (g) SIG	103,636		23,370					127,006
ADMINISTRATIVE COSTS SUBTOTAL 1003 (g) SIG	103,636	0	23,370	0	0		0	127,006
GRAND TOTAL 1003 (g) SIG	311,507	52,000	96,978	57,200	34,684		0	552,369

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	3					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager					1	
Turnaround Officer						.9
TOTAL	3	0	0	0	1	0.9

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
McCluer South-Berkeley	02691		X					X
Berkeley Middle School	00354		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 Berkeley Middle School		COUNTY-DISTRICT - BUILDING CODE 096-089-3000
Budget Codes	Related Strategies and Activities	
1100 Instruction	3 Reading teachers, After school activities, Classroom instructional materials, Study Island, Star Enterprise, Ed Options	
1100 Instruction 1003 (g) SIG	See attachment template 1100 instruction 1003(g) SIG - includes Dean of Students and 10 non contract days for principal	
1200 Supplemental Instruction(Title I)		
1200 Supplemental Instruction(Title I) 1003 (g) SIG		
2100 Non Instructional Support Services	Intervention Specialist, Social Worker, Homeless Coordinator, Special School District Psychological Examiner and Social Worker	
2100 Non Instructional Support Services 1003 (g) SIG	See attachment template 2100 , 3000 Community Services	
2200 Professional Development	Building PD budget-maintain highly qualified teachers (CSIP)	
2200 Professional Development 1003 (g) SIG	See attached template 2200 Highly qualified staff (goal 2)	
2600 Planning and Evaluation		
2600 Planning and Evaluation 1003 (g) SIG		
3000 Community Services	Parent Liason	
3000 Community Services 1003 (g) SIG		
Administrative Costs	Administrative salaries, Director of Finance, Turnaround and Compliance Officer and her administrative assistant	
Administrative Costs 1003 (g) SIG	See attached template Goal 5, Governance and leadership	

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			
Berkeley Middle School					096-089-300			
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	115,683		33,651	4,797	10,056			164,187
1100 Instruction 1003 (g) SIG	93,684		33,128	6,600	9,031			142,443
1200 Supplemental Instruction (Title I)								0
1200 Supplemental Instruction (Title I) 1003 (g) SIG								0
2100 Non Instructional Support Services		32,792	4,759					37,551
2100 Non Instructional Support Services 1003 (g) SIG		22,500	7,065					29,565
2200 Professional Development				3,800				3,800
2200 Professional Development 1003 (g) SIG	9,000		1,436					10,436
2600 Planning and Evaluation								0
2600 Planning and Evaluation 1003 (g) SIG								0
3000 Community Services		1,946	150					2,096
3000 Community Service 1003 (g) SIG		0	0					0
Administrative Costs	201,197	34,174	59,849					295,220
Administrative Costs 1003 (g) SIG	51,818		11,685					63,503
Program Costs Subtotal (Not including 1003 (g) SIG)	316,880	68,912	98,409	8,597	10,056	0		502,854
1003 (g) SIG Subtotal	154,502	22,500	53,314	6,600	9,031	0		245,947
Grand Total	471,382	91,412	151,723	15,197	19,087	0		748,801

Changes per a dditon error to match page 7. CR

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION (COPY AS NEEDED)		
LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE	
Berkeley Middle	096-089-3000	
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED	
6100: Certificated Salaries		52,200
Dean of students		26,279
Reading Teacher		10,000
Extended Day stipends		5,205
Principal stipend		9,000
PD stipends, Compliance Officer (1/2 salary)		51,818
6100 Subtotal	\$	154,502
6150: Non-certificated Salaries		
Social Worker 22500 (1/2 of total salary)		
6150 Subtotal	\$	22,500
6200: Employee Benefits (optional categories)		
FICA		
Medicare		
Retirement (Teacher or Non-Teacher)		
Health, Life, and/or Dental Insurance		
Other Benefits		
6200 Subtotal	\$	53,314
6300: Purchased Services		
Buses extended learning (Saturday and after school)		6,600
6300 Subtotal	\$	6,600
6400: Materials/Supplies		
Remedial reading, SSR program		7,031
Software-Project lead the way		2,000
6400 Subtotal	\$	9,031
6100-6400 Subtotal	\$	245,947
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)		\$
6500: Capital Outlay		
6500 Subtotal	\$	
TOTAL	\$	245,947

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 McCluer South-Berkeley High School		COUNTY-DISTRICT - BUILDING CODE 096-089-1060
Budget Codes	Related Strategies and Activities	
1100 Instruction	1 Reading teacher, 1 Com. Arts teacher, After School Activities, Study Island, Star Enterprise, EdOptions, Instructional Materials	
1100 Instruction 1003 (g) SIG	see attached template Goal 1 Student Performance Includes Dean of Student and 10 non contract days for principal	
1200 Supplemental Instruction(Title I)		
1200 Supplemental Instruction(Title I) 1003 (g) SIG		
2100 Non Instructional Support Services	Intervention Specialist, Homeless Coordinator, Social Worker, Special School District Psychological Examiner and Social Worker,	
2100 Non Instructional Support Services 1003 (g) SIG	Social Worker, Benefits	
2200 Professional Development	Building Prof. Dev. allocations to maintain HQT and CSIP requirement	
2200 Professional Development 1003 (g) SIG	50 teachers (12 hours each) and benefits	
2600 Planning and Evaluation		
2600 Planning and Evaluation 1003 (g) SIG		
3000 Community Services	Parent Liaisons	
3000 Community Services 1003 (g) SIG	see attached template 2100 non instructional services	
Administrative Costs	Administrative salaries, Director of Finance, Compliance Officer and Administrative Assistant	
Administrative Costs 1003 (g) SIG	see attached template Goal 5 Governance and Leadership	

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			
McCluer-South Berkeley High School					096-089-1060			
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	81,565		28,210	20,837	5,691			136,303
1100 Instruction 1003 (g) SIG	90,187		21,985	50,600	25,653			188,425
1200 Supplemental Instruction(Title I)								0
1200 Supplemental Instruction(Title I) 1003 (g) SIG								0
2100 Non Instructional Support Services		30,942	4,490					35,432
2100 Non Instructional Support Services 1003 (g) SIG		22,500	7,065					29,565
2200 Professional Development				7,000				7,000
2200 Professional Development 1003 (g) SIG	15,000		2,393					17,393
2600 Planning and Evaluation								0
2600 Planning and Evaluation 1003 (g) SIG								0
3000 Community Services		3,892	298					4,190
3000 Community Service 1003 (g) SIG		7,000	536					7,536
Administrative Costs	306,529	34,174	84,250					424,953
Administrative Costs 1003 (g) SIG	51,818		11,685					63,503
Program Costs Subtotal (Not including 1003 (g) SIG)	388,094	69,008	117,248	27,837	5,691	0		607,878
1003 (g) SIG Subtotal	157,005	29,500	43,664	50,600	25,653	0		306,422
Grand Total	545,099	98,508	160,912	78,437	31,344	0		914,300

Changes per addition error to match page 7. CR

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION (COPY AS NEEDED)	
LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
McCluer-South Berkeley High School	096-089-1060
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries Dean of students Extended Day stipends PD stipends Compliance Officer Principal Stipend (extra days)	52,200 33,000 15,000 51,818 4,987
6100 Subtotal	\$ 157,005 ✓
6150: Non-certificated Salaries social worker parent liaison stipend	22,500 7,000
6150 Subtotal	\$ 29,500 ✓
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	43,664
6200 Subtotal	\$ 43,664 ✓
6300: Purchased Services Dual enrollment buses Tuition for Course Credit (student performance) 29 students @ 1,000	15,000 6,600 29,000
6300 Subtotal	\$ 50,600 ✓
6400: Materials/Supplies MSB Library - books from Dr. Alfred Tutam's book list Books and Software	1,500 24,153
6400 Subtotal	\$ 25,653 ✓
6100-6400 Subtotal	\$ 306,422
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	\$
6500: Capital Outlay	6500 Subtotal \$
6500 Subtotal	\$
TOTAL	\$ 306,422 ✓

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.A.-Discussion of 2010-11 School Year

McCluer-South Berkeley High School/Berkeley Middle School

Due to the late approval of grant applications and monetary allocations, many strategies programs, and positions created for the transformation of McCluer South-Berkeley High School/Berkeley Middle School could not be started at the beginning of the 2010-11 school year. This situation tempered the effectiveness of some programs and the shortened time frame hampered the schools ability to analyze the effectiveness of programs and initiatives and change them accordingly. Plans and alterations to programs and initiatives for the 2011-12 school year are being completed using end of year data and feedback from the Ferguson Florissant community and MOSIG visitors and evaluators.

Both schools have substantial carry over amounts from year one of MOSIG allotments. Those funds will be used to increase successful strategies/interventions identified by assessment data.

The leadership structure for the district and the MOSIG schools has been altered for the 2011-12 school year. Details of the changes are explained in sections VII.D.

Summary of Relevant Data: Assessments:

McCluer-South Berkeley High School:

End of Course Assessment (Preliminary results for 2010-11)
Percentage of students scoring Proficient/Advanced

Assessment	2009-10	2010-11	Percent Change
Com Arts	49%	56%	+7%
Algebra I	8.1%	27%	+19%
Biology	14%	34%	+20%
Government	11%	33%	+22%

Berkeley Middle School: MAP Data not available- See Reading (Gates) and math (Aimsweb) -Appendix I

Attendance:

MSBHS Attendance by Month

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
	93.5	91.8	89.2	88.8	90.9	88.8	89.2	89.7	92.1	90.7	90.4

BMS Attendance by Month

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
	94.8	94.9	93.3	92.2	93.3	92.8	91.8	92.3	90.7	91.2	92.7

Discipline referrals:

MSBHS Discipline Referrals By Month 2009-10/2010-11

Month	2009-10	2010-11
August	127	56
September	390	322
October	440	376
November	401	320
December	141	90

January	376	202
February	450	228
March	238	153
April	220	376
May	74	110
June	4	0
Total	2782	2233

* PBIS was implemented at McCluer South-Berkeley High School during the 2010-11 school year

BMS Discipline Referrals By Month 2009-10/2010-11

Month	2009-10	2010-11
August	68	68
September	184	227
October	171	275
November	178	244
December	106	112
January	186	119
February	270	169
March	253	223
April	280	256
May	166	204
June	0	0
Total	1862	1897

*BMS implemented PBIS in 2009-10. Referrals declined over 40% compared to 2008-9. In 2010-11 BMS student count rose by 35 and staff decreased by 5.

		<p>3) We will create new opportunities for these students to succeed through the Ed Options Program for virtual courses for core course and high school prep, and test prep (Test Pact).</p> <p>4) (BMS) Increase student learning time and opportunities to implement remediation and enrichment at the middle school level.</p>	<p>5) Utilize for a School with-in a school (Alternative) Positive School Environment for 10% or 61 students during the school day.</p> <p>6) Add courses (AP, Honors and ACT prep)</p> <p>7) Extended learning 3 days per week, Geometry course, Project lead the Way course, mandatory tutoring</p> <p>8) Hire Reading Specialists (.5 at each building High school-remediation Middle School –students nearing proficient, alternative school</p>		<p>Principal Turnaround Officer Counselor</p> <p>Admin</p>	<p>2/2011</p> <p>10/2010 (see chart below)</p> <p>Geometry 9/2010</p> <p>PLTW 9/2010</p> <p>Extended Learning 9/2010</p> <p>2/2010</p>
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MCCLUER SOUTH-BERKELEY HIGH SCHOOL AYP, AP, Honors and Advance Course Data

(1) At MSB, make AYP in Comm. Arts and Mathematics by Safe Harbor or at least 10% increase in student proficiency on the MAP and increase graduation rates for high school students by 4% (must be above 60%) for 2010-11.

(2) AP and Honors Course sections at MSBHS (1-AP and 15-Honors Courses) will be commensurate to that of other district high schools.

Adv. Placement	School Year	Baseline	Progress	Target	Target Met (Yes/No)
Progress Measure:	2009-2010 2010-2011	1 AP Course		3 AP Courses	yes

Honors Courses	School Year	Baseline	Progress	Target	Target Met (Yes/No)
Progress Measure:	2009-2010 2010-2011	15 Honors Courses		19 Honors Courses	yes

(3) We will increase the number of students in STEMS, high school prep, and college/ACT prep course by 15% each year for three years

STEMS Courses	School Year	Baseline	Progress	Target	Target Met (Yes/No)
Progress Measure:	2009-2010 2010-2011	0%		15%	yes

Goal 1 Summary

MSBHS-The majority of grant funds during the 2010-11 school year were dedicated to this goal. The addition of a Dean of Students allowed the creation of the academic probation, credit recovery and EdOptions alternative school. Zero hour course stipends and materials costs were prohibitive due to recent budget constraints. SIG funding was vital to addressing inequities between MSBHS and other district high schools in terms of course offerings and intervention strategies. We feel the adding of courses and instructional time at MSBHS has been instrumental in the increase in EOC scores outlined at the beginning of this section. By creating opportunities and requiring remediation, the school has been better equipped to meet the needs of its students. We also believe the

addition of challenge courses and ACT preparation classes have exposed students to materials/concepts they may not have otherwise experienced. This will allow them to be more successful on the ACT test.

The greatest challenge has been getting remedial students to attend zero hour courses. More remedial courses will be incorporated into the regular school day during the 2011-12 school year.

BMS-Berkeley Middle school extended its school day by implementing after school tutoring/activities and Saturday Academy. On average, 35% of students participated in an after school activity. Mandatory tutoring was implemented second semester for students failing academic courses. After school learning opportunities occurred three days per week. Saturday Academy included the Robotics Club, Smart Academy and partnered with community groups to provide access to enrichment activities (Lincoln Museum, college/career field trips). The middle school was also able to provide a Geometry course to advanced 8th grade students and incorporated a Project Lead the Way course that introduced middle school students to computer-based engineering and design.

The reading specialist was added during 2nd semester. MAP data (middle school) will determine the effectiveness of this intervention and determine the use of this position for the 2011-12 school year.

GOAL 2: HIGHLY QUALIFIED STAFF. The school/LEA engaged in the SIG Grant Project will recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/ District mission, goals, and objectives

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Completed
GOAL 2: HIGHLY QUALIFIED STAFF. The school/LEA engaged in the SIG Grant Project will recruit, attract, develop,	At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content	1) Increase the focus of the Principals, Department Heads, and Coordinators to work with teachers as instructional coaches to increase mastery of teaching concepts and	1) Monthly conferences with building principals, Department Heads and Coordinators to review the implementation of the plans to increase student	CWT Data DDR MAP Data Feedback Reports from PLCs and conferences	Supt.'s Cabinet Principals Guidance Curriculum and PD, and	Monthly horizontal or vertical PLCs

<p>and retain highly qualified staff to carry out the LEA (local educational agency)/ District mission, goals, and objectives</p>	<p>areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>strategies that directly relate to: 7-20 curriculum alignment, and plans to increase student performance to Depth of Knowledge Levels 3 and 4, culturally responsive teaching and instruction, field theory, conceptual learning, brain research and depth of knowledge, cognitive style, Marzano's strategies, and technology (SMART Boards as well as instructional and data analysis software).</p> <p>2) Teachers will be provided professional development in Positive Behavior Intervention Systems (PBIS) and Response to Intervention (RtI) district-wide as well as in reading, writing, math and science. Principal and teacher feedback will be used to plan future professional development and program implementation to enhance academic achievement and foster a stronger learning environment.</p>	<p>performance to Depth of Knowledge Levels 3 and 4.</p> <p>2) The school will be fully trained and will fully implement the Positive Behavior Intervention Supports and Response to Intervention by January 2011. This includes: --The use of the district referral form. --Building Universals --Six step process for addressing discipline situations --A Pyramid of Interventions --Academic and attendance progress monitoring</p>	<p>Staff Evaluation District data for classroom walk throughs Site visits Teacher surveys Referral Data Suspension Data</p>	<p>SSD Departments</p> <p>Leadership group trained 7/2011 Staff-monthly staff meetings RTI-not completed</p>
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Goal 2 Summary

The district PLCs focused their efforts this school year on organizing their curriculum with the new common core standards. Teams met horizontally (other high schools) and vertically (middle school feeder) to align curriculum, expectations and reduce unnecessary

repetition. They also analyzed results from district assessments and worked on raising DOK levels. The PBIS leadership team (MSBHS) attended initial training in the summer of 2010.

MOSIG evaluators and observers identified the areas of student engagement, DOK/Rigor and classroom management as areas in need of improvement. Those needs will be addressed by the 2011-12 Professional Development plan for MSBHS/BMS included in section VII B.

Although Ferguson Florissant chose the Transformation Model rather than Turnaround Model, a substantial staff turnover at MSBHS and BMS has occurred over the last two years.

GOAL 3: FACILITIES, SUPPORT, AND INSTRUCTIONAL RESOURCES. The school/LEA engaged in the SIG Grant Project will provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

SIG GOAL Facilities, Support, and Instructional Resources	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	
Provide and maintain appropriate instructional resources, support services, and functional and safe facilities. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.	Facilitate the purchase and use of online curriculums/interventions on software to increase student achievement.	The Technology Department will work with the school principal and Assistant Supts to install computers for on-line MAP, EOC, and virtual courses by January of 2011.	<ol style="list-style-type: none"> 1) Purchase EdOptions subscriptions 2) Install programs and software 3) Schedule EOC exams 	Installation	Principal Supt.'s Cabinet Technology Dept Counselor	10/2010 11/2010 2/2011

			The technology department will work with school staff to facilitate PLTW course and increase access/use of computer based curriculum and interventions.	1) Purchase Computers, software and install 2) Manage student subscriptions to EdOptions, aimsweb, skillstutor and study island	Installation Student usage	Technology Specialist Teachers, Admin	11/2010 10/2010
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Goal 3 Summary

District personnel were instrumental in the coordination of the support needed by MSBHS/BMS as they entered the MOSIG process. New office spaces were created for added staff and computer programs were installed in a timely manner to guarantee student access. BMS techs worked through different issues to install PLTW software. Student use (time analysis) of Skills Tutor increased over 50% during 1st semester. As the year progressed, BMS used Skills Tutor and EdOptions for remediation in Alternative school, after school and Saturday intervention settings and began to use Study Island to differentiate instruction in math classes.

GOAL 4: PARENT AND COMMUNITY INVOLVEMENT. The school/LEA engaged in the SIG Grant Project will promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

SIG GOAL	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Completed
Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community	To obtain student attendance at 93% in for 2010-11	Add support to the guidance and student services department.		MAP/EOC Minutes with	Supt.'s Cabinet Principals	Not Met 90.4

<p>involvement in LEA/ District educational programs.</p>		<p>Directly contact parents of students who are chronically absent or tardy to create a personal action plan with parents to improve attendance. Support stronger relationships with students and their families to motivate strong attendance. Educate parents and students about the personal and district financial benefits of strong attendance.</p>	<p>Hire Social Worker for BMS and MSB students. (.5 at each site) Add 2 Parent Liaisons for MSBHS and BMS 1 Extra Duty Contract Stipend for \$7000 for staff to oversee Parent Liaisons and mentors.</p>	<p>school year Student discipline Parent Involvement at school events and meetings Number of home visits Dropout Rate Attendance Rate</p>	<p>Counselors Social Worker Intervention Specialist</p>	<p>3/2011 10/2010 10/2010</p>
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Goal 4 Summary

The hiring of a social worker/parent community counselor proved to be a difficult task. A round of interviews was held in the fall, but no suitable candidates were found. An exemplary candidate was found in the spring, but his start date was delayed due to record checks etc. The week after his arrival, the Good Friday tornado devastated a large section of our school community. His primary task became to coordinate relief efforts and focus on attendance for the students who were displaced by the storm. The social worker is completing plans for the mentoring program and college plans this summer. Full implementation will begin during the 2011-12 school year.

MSBHS did see an increase in parental/community involvement as demonstrated by the largest homecoming parade in 10 years and increased participation in High Achievement For All monthly meetings. The PTO was able to mobilize the community and save prom, project graduation etc. when the tornado made it impossible for students to provide their payments toward those activities.

Berkeley Middle School experienced an increase in parent participation in the Spring Arts Festival and Black History Night. A small increase was seen in Parent conferences and registration. Other activities organized by the parent liaison (MAP Trivia, Movie Night) were not well attended. An increase in parental involvement with educational excursions was noted.

GOAL 5: GOVERNANCE AND LEADERSHIP. The school and district (LEA) engaged in the SIG Grant Project will govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

SIG GOAL Student Performance	Objective	Strategies	Action Steps	Progress Measures	Persons Responsible	Completed
<p>GOAL 5: GOVERNANCE AND LEADERSHIP.</p> <p>The school and district (LEA) engaged in the SIG Grant Project will govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.</p>	<p>To have zero (0) schools identified as “persistently lowest achieving schools” by the State by the start of the 2011-2012 school year. Reducing the number of identified schools from two to zero.</p>	<p>Change Administrative Structure of MSBHS</p>	<ol style="list-style-type: none"> 1. Replace the principal 2. Hire Head Administrator 3. Hire Turnaround officer 4. Hire Dean of Students 		<p>Cabinet HR</p>	<p>5/2010 5/2010 5/2010 1/2011</p>

Goal 5 Summary

The original grant proposal was submitted and included the concept of merging MSBHS and Berkeley Middle School. That entity was designed to have one principal, an associate principal for each level (middle and high) assistant principals and deans of students. When it was determined the buildings would not merge, that structure was altered. It was decided that the Turnaround officer would oversee the SIG grant initiatives while acting as principal of both schools. The associate principal would become the head administrator (responsible for all day to day activities of building) of MSBHS.

The Deans of Students from both buildings were instrumental in coordinating the alternative school/Edoptions programs. This enabled the schools to remove students disruptive to the learning environment from classes and work with them in small groups. This intervention helped decrease classroom disruptions, referrals and suspension rates.

Because the idea of merging the buildings is no longer being considered, a new principal has been appointed to MSBHS. The new district structure is outlined at the end of section VII D: staffing changes.

Section VII.B-Year two timelines

MOSIG Funded Positions:

Reading Specialist (Full time at Berkeley Middle School)
Social Worker (.5 at each school)
Federal Compliance/Turnaround officer
2 Deans of Students (1-each school)
Parent Liaison Coordinator (stipend)

*All positions have been appointed/hired and will begin work immediately

Extended Day interventions

- 6/2011-Teachers identified to administer zero hour, after school and Saturday Interventions
- 6/2011-Create Master Schedules at both schools to accommodate interventions and maximize access for students
- 7/2011-Identify students and enroll them into interventions (parent contacts, contracts etc.)
- 7/2011-Obtain materials and supplies for Extended Learning
- 8/2011 Update computer software for interventions (Edoptions, PLTW)
- 9/2011-Complete paper work for stipends for all extended day employees
- 9/2011-implement attendance procedures for extended day activities
- 10/2011-use progress reports(grades) and common assessments to insure correct placement-adjust if necessary
- 11/2011-use 1st quarter grades to determine interventions placement and effectiveness-adjust if necessary
(repeat at every progress report and report card Dec, Feb, April)
- 12/2011-analyze/evaluate staffing effectiveness for extended day activities-adjust if necessary
- 5/2012-analyze data for interventions and staffing to plan for 2012-13
(Star testing data (reading), Study Island Common Assessments, grades, MAP, EOC

Social Worker

- 6/2011-meet with PBIS committees to coordinate Check-in, Check out program and design mentoring program
- 7/2011-work with admin/counselor to update amend attendance procedures
- 8/2011-coordinate with staff-identify mentors and monitors (check in)
- 8/2011-Home Visits (frequent fliers and attendance concerns from 2010)
- 9/2011-5/2012-Implement ART and Social Skills to Alternative School (BMS)-daily
- 9/2011-5/2012-Monitor and apply interventions to students with attendance issues-weekly
- 9/2011-5/2012-Home Visits
- 9/2011-Work with HS counselor to coordinate college and career plans, trips and speakers

Draft-Professional Development Plan 2011-12 McCluer South Berkeley High School/Berkeley Middle School

Areas of concern as identified by MSIP evaluation and MOSIG classroom/school visits:

Student engagement	Depth of Knowledge levels	Data team Implementation
Classroom Management	Instructional Coaching opportunities	

Objectives:

Staff members will gain knowledge and understanding of Data Teams. This information will be used during PLC times in order to use data effectively to affect instruction and raise student achievement.

Teachers will gain expertise in an instructional area (competency) by engaging in self-directed professional development activities. This professional development will be job embedded and include coaching, collaborative work and procedures for accountability.

Proposals:

Use 1 day during O-week to train staff at MSB and BMS on data teams (purpose, structure and forms). This training will set the expectations for the years work for Data Teams. Presenter-Dick Hellwege, Steve Lawler
Construct "Competencies" for middle school and high school staff members to address the identified areas from MOSIG and MSIP. Cohorts of teachers would meet on one Thursday (early release) and school based staff development days per month to create portfolios that would include:

- 1) Research
- 2) Lesson Plans pertaining to competency
- 3) Analyze student work related to topic
- 4) Discuss collegial observations/suggestions
- 5) Examples of implementation in classroom
- 6) Sample activities/assessments

Preliminary Ideas for competencies:

- 1) Cooperative Learning/Student engagement
- 2) Critical thinking/DOK/Higher order thinking

- 3) Writing in the curriculum
- 4) Classroom management
- 5) Understanding By Design
- 6) Culturally responsive teaching

Creating "cohorts" of individuals working on the same topic will address several of the issues facing our schools:

- 1) Instructional collegiality-staff working on instruction together, building relationships and trust
- 2) Focus on embedded/implementation of professional development-built in accountability
- 3) Allows for collaboration with administrators on instructional practices-coaches more than evaluators
- 4) Long term PD goal for every individual-enrichment plans, growth plans

Timeline:

April BMS-idea presented to PLC, BLT-approved, BLT-preliminary approval at MSB, Presented to BIC

May Staff meeting-whole staff presentation of competencies

June Before check out-each staff member chooses competency

June/July (admin, stipends for teachers if necessary)

- 1) Creation of online repository-forms, structure
- 2) Obtain materials/resources
- 3) Create calendar for meetings (PLC and Professional Development days)

August

- 1) Data team in-service with staff (O-Week)
- 2) Competency Kick off During O-week
 - a. Portfolio expectations
 - b. Calendar

- c. Time to work
- d. Goals/plans

September-May

- 1) Monthly check-ins with individual staff members on progress and implementation of strategies
- 2) Support cohorts with PD sessions if applicable
- 3) Sharing of info at PLCs, staff meetings

Section VII.C-Discussion of 2011-12 school year

McCluer South-Berkeley High School will begin the year with a new principal under the direction of a Federal Compliance Officer. The major goal of the school will be to implement strategies and action steps at the beginning of the year with MOSIG funded positions in place. Students will be enrolled in Extended Day (Zero hour and Saturday Academy) and the program will be in fully implemented by the second week of school. Procedures have been established for inclusion into the EdOptions program and requirements and protocols for academic probation and attendance issues have been created. These procedures will be shared with students and parents prior to the start of the school year. The master schedule has been designed to increase flexibility and will allow for interventions and enrichment to occur for all students. The district has promoted the design and implementation of a Freshman Transition course to promote positive study habits and decrease failure rates at MSBHS. The 2nd year application shows a large decrease in the funds designated for Extended Day, Professional Development and dual enrollment. The district plans to use carry over funds from year one to support these initiatives during the 2011-12 school year.

Berkeley Middle School will be able to implement Extended Day, Alternative School Placement and enrichment and remediation courses at the start of the 2011-12 school year. BMS will create zero hour courses for skill remediation and mandatory tutoring to address student needs. The foci of the school year will be to train staff in Data Team protocols and use PLC time to analyze data and inform instruction using the Data Team procedures designated by Lead and Learn. Staff members have identified a "competency" on which they would like to work. Staff members will be provided time and support monthly during early release time and during the school day during PLC meetings. The addition of 1.5 reading positions is essential to addressing the needs of BMS students. Every student will be able to receive reading instruction during the 2011-12 school year. BMS has expanded its offering of Geometry to a larger group of 8th graders. An additional Project Lead the Way class will be offered during the new zero hour. The 2nd year application shows a large decrease in the funds designated for Extended Day and Professional Development. The district plans to use carry over funds from year one to support these initiatives during the 2011-12 school year.

Section VII.D-Staffing Changes

McCluer-South Berkeley High School

The principal and associate principal of McCluer-South Berkeley high school have been replaced for the 2011-12 school year. 3 science teachers, a math teacher, 2 Com arts teachers and a band teacher will be replaced for the 2011-12 school year.

Berkeley Middle School

2009-10

In the course of the 2009-10 school year and in preparation for 2010-11 school year 3 communication arts teachers, 1 reading teacher, 1 science teacher, 2 social studies teachers, 2 computer teachers, a computer specialist and a Spanish teacher were replaced at Berkeley Middle School.

2010-11

Two reading teachers, a 7th grade math teacher and the geometry teacher have resigned/retired during this school year. The grant has also been altered to make the SIG funded reading specialist a fulltime-instructor at Berkeley Middle School (1/2 time in 2010-11). In addition, the Ferguson-Florissant School District has added another reading position at Berkeley Middle School. These changes will insure all students receive reading instruction at Berkeley Middle School.

Ferguson Florissant School District

The Ferguson-Florissant School District selected a new superintendent of schools in the spring of 2011. An Assistant Superintendent of Instruction will replace the position of Assistant Superintendent for Secondary Education. This individual will supervise a Director of Secondary Education. That director will supervise secondary principals. The district has created a Federal Compliance and Turn Around Officer position to oversee the transformation of McCluer South-Berkeley High School and Berkeley Middle School.

Director of School Turnaround and Compliance

JOB SUMMARY/PURPOSE:

The Director of School Turnaround and Federal and State Compliance is responsible for:

- Providing customized leadership to enhance the student achievement and overall success of each high needs school and the district
- Developing and leading the system of school improvement supports for Turnaround/SIG Schools and other schools in school improvement
- Assisting with federal compliance, activities, tools, and resources to purposefully designed systems to strengthen district capacity to guide and monitor school improvement

DUTIES/RESPONSIBILITIES:

1. Federal and State Compliance:
 - Deal with becoming familiar with new and modified Federal and/or State Title 1 and other federally funded project regulations and incorporate same into District guidelines
 - Submit required reports for federal and state projects in a timely and efficient manner
2. Curriculum:
 - Coordinate district curriculum to insure on-going coordination with State's Key Skills and Core Competencies
3. Budget and Fiscal Matters:
 - Deal with developing project budgets, monitoring budgets and utilizing financial accounting systems that conform to project fiscal requirements
4. Communication and Dissemination:
 - Relate to intensifying the communication of federal and state funded project goals, objectives and guidelines for operation to all relative internal and external publics
5. Program Evaluation:
 - Insure the implementation of formative and summative evaluation procedures in the Turnaround Program and other Federal/State projects applicable
 - Utilize evaluation result for program improvement
6. Parent Involvement:
 - Refer to insuring the planning and initiation of activities that will intensify parent involvement in Turnaround schools and related program planning, implementation and evaluation
 - Involve parents in development of federal/state projects as prescribed by regulations
7. Project Effectiveness:
 - Determined in part by grant guidelines a Summative Evaluation and Program Review and in alignment with District programs and initiatives
8. System Effectiveness:
 - The responsibility of the Director of Turnaround and Compliance is to operate as a member of the management team and strive to insure that position is aligned with over-all District planning, budgeting, policies, and procedures
9. Other duties as assigned by Superintendent of School or designee

Math Data May 20th 2011

AimsWeb

School	Fall 2010-2011		Winter 2010-2011		Spring 2010-2011	
	Percent of 7th Grade Students at or Above National Average on AimsWeb Benchmark Assessment		Percent of 7th Grade Students at or Above National Average on AimsWeb Benchmark Assessment		Percent of 7th Grade Students at or Above National Average on AimsWeb Benchmark Assessment	
	M-CAP	M-COMP	M-CAP	M-COMP	M-CAP	M-COMP
Berkeley Middle	76%	76.8%	76%	76.8%	80.4%	77.1%
Cross Keys Middle	76.3%	No Data	76.4%	76.9%	77.2%	75.0%
Ferguson Middle	75.6%	75.7%	75.7%	75.8%	78.2%	76.0%
District	76.1%	76.1%	76.1%	76.5%	78.2%	75.8%

School	Fall 2010-2011		Winter 2010-2011		Spring 2010-2011	
	Percent of 8th Grade Students at or Above National Average on AimsWeb Benchmark Assessment		Percent of 8th Grade Students at or Above National Average on AimsWeb Benchmark Assessment		Percent of 8th Grade Students at or Above National Average on AimsWeb Benchmark Assessment	
	M-CAP	M-COMP	M-CAP	M-COMP	M-CAP	M-COMP
Berkeley Middle	86.2%	78.8%	86.2%	78.8%	75.8%	76.0%
Cross Keys Middle	79.2%	77.6%	79.2%	75.4%	77.0%	77.0%
Ferguson Middle	82.2%	76.2%	81.9%	75.9%	77.1%	76.9%
District	81.9%	77.2%	81.7%	76.2%	76.8%	76.8%

Grade Equivalent Gains Ranked by School

**BERKELEY MS
2010 - 2011**

			Student GE Gains Less than .9		Student GE Gains Greater than or equal to .9	
			⬆	⬇	⬆	⬇
Grade	Teacher	Total # of Students	Number	%	Number	%
07	FANTASTICS-7TH	71	32	45.1	39	54.9
07	MAGNIFICENT-7TH	64	38	59.4	26	40.6
08	MAGIC 8	62	42	67.7	20	32.3
08	AWESOME 8	63	49	77.8	14	22.2

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SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR TWO STRATEGIES AND ACTIVITIES TEMPLATE

Berkeley Middle School
McCluer South-Berkeley High School

Building Code: 096-089-3000
Building Code: 096-089-1060

Budget Code: 1100 Instruction 1003 (g) SIG

GOAL 1: STUDENT PERFORMANCE. The school/LEA engaged in the SIG Grant Project will develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

SIG GOAL Student Performance	Objective	Strategies	Action Steps
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals</p>	<p>To have zero (0) schools identified as “persistently lowest achieving schools” by the State by the start of the 2011-2012 school year. Reducing the number of identified schools from two to zero.</p>	<p>1) (MSBHS) Increase student learning time and opportunities to Implement remediation and enrichment.</p> <p>2) Create an early warning system to identify high-risk students.</p> <p>3) We will create new opportunities for these students to succeed through the Ed Options Program for virtual courses for core course and high school prep, and test prep (Test Pact).</p> <p>4)) (BMS) Increase student learning time and opportunities to implement remediation and enrichment at the middle school level</p>	<p>1) Create and implement “Zero Hour“ classes Reading Algebra Strategies ACT Prep Advanced Philosophy 2) Implement Saturday Academies 3) Saturday School students for 25 days per school year, 3 to 4 hours per day. 4) Provide afterschool Credit Recovery and course work for 615 students for one hour after school classes and tutoring four to five days per week. 5) Utilize for a School with-in a school (Alternative) Positive School Environment for 10% or 61 students during the school day. 6) Add courses (AP, Honors and ACT prep) 7) Extended learning 3 days per week, Geometry course, Project lead the Way course, mandatory tutoring 8) Hire Reading</p>

			Specialists (.5 at each Building High school-remediation Middle School –students nearing proficient, alternative school
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GOAL 1: STUDENT PERFORMANCE. The school/LEA engaged in the SIG Grant Project will develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

SIG GOAL Student Performance	Objective	Strategies	Action Steps
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 4 (Identify high-risk students and create opportunities to succeed)</p> <p>Priority 5 (Be bold and innovative—Saturday School immediately lengthening the number school days.)</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.</p>	<p>To provide academic academies held beyond traditional school hours and times (after school, before school, on weekends, and during the summer) with a focus on enrichment and acceleration in the subject areas with increased opportunities in the following areas:</p> <ul style="list-style-type: none"> • Virtual courses and computer instruction at each high school to assist students in earning more high school credits; • Community College and University courses and • Career Pathway certifications and courses. <p>This will occur through Extended Learning Time through Saturday School for Science, Math, ACT Prep, Comm. Art/Reading Courses for 4 hours per session, for 25 days per year for 400 MSB students.</p>	<p>Issue hourly pay for 10 teachers, 1 Principal, 1 Counselor, 2 Security Guards, 2 Support Staff, 2 Custodians (\$35,000)</p> <p>District curriculum, including 5 college visits and field experiences-annually in STEMS at places such as UMSL, the St. Louis Science Center, and Challenger Learning Center, plus materials and supplies (\$5000).</p> <p>2 Buses at \$150 per around trip per bus. \$10,000</p> <p>Select students using (Priority 4) the early warning system of identified high-risk students in August and monitored monthly and focus on: Attendance-- Students with 89% or below; Academics--students with two or more core area Fs; Attachment-- all students must be to at least one club, organization, or program.</p>

GOAL 1: STUDENT PERFORMANCE. The school/LEA engaged in the SIG Grant Project will develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

SIG GOAL Student Performance	Objective	Strategies	Action Steps
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 2 (Set ambitious targets for improvement)</p> <p>Priority 5 (Be bold and innovative—Saturday School, lengthening the number school days, and summer academies.)</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.</p>	<p>By 2011-12, the Ferguson-Florissant School District graduation requirements will be consistent with the requirements for state college/university acceptance and career clusters certifications as seen by at least 85% college or higher education acceptance rate or career pathway course completion by the 2012 and 2013 graduates.</p> <p>Specially, an increase of opportunities will occur in the following areas:</p> <ul style="list-style-type: none"> • Virtual courses and computer instruction at each high school to assist students in earning more high school credits; • Community College and University courses (dual enrollment) at a minimum of 50 students per semester per school; and <p>Career Pathway certifications and courses.</p>	<p>Academic academies will be held in the summer as well as during the school year on Saturdays and traditional school hours as academic labs with a focus on enrichment and acceleration in the subject areas.</p> <p>Using St. Louis Community College and the UMSL, FFSD will add Programs of Study and career pathways in the following areas for 7th through 12th graders:</p> <ul style="list-style-type: none"> • Info Tech., Life Sciences, Green Jobs • FACS/Culinary Arts • STEMS, Construction Architecture • Early Educ., Education • General Studies <p>--50 students X \$250 X 2 Semesters of the Access to College Program = \$25,000</p> <p>--10 FVCC instructors at MSB X \$500 X 2 semesters for each class at MSB above = \$10,000</p> <p>--Academic extracurricular activities, and materials \$5,000</p>

GOAL 1: STUDENT PERFORMANCE. The school/LEA engaged in the SIG Grant Project will develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

SIG GOAL Student Performance	Objective	Strategies	Action Steps
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 4 (Identify high-risk students and create opportunities to succeed)</p> <p>Priority 5 (Be bold and innovative—Saturday School immediately lengthening the number school days.)</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.</p> <p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are equal with or exceeding other FFSD high schools as reflected above for all students at Berkeley Middle School.</p>	<p>To provide academic academies held beyond traditional school hours and times (after school, before school, on weekends, and during the summer) with a focus on enrichment and acceleration in the subject areas with increased opportunities in the following areas:</p> <ul style="list-style-type: none"> • Virtual courses and computer instruction at each high school to assist students in earning more high school credits; • Community College and University courses and • Career Pathway certifications and courses. <p>This will occur through Extended Learning Time for Science, Math, ACT Prep, Comm. Art/Reading Courses for 4 hours per session, for 25 days per year for MSB students.</p>	<p>Issue hourly pay for 10 teachers, 1 Principal, 1 Counselor, 2 Security Guards, 2 Support Staff, 2 Custodians (\$35,000)</p> <p>Use EdOptions Program, district curriculum, including 5 college visits and field experiences-annually in STEMS at places such as UMSL, the St. Louis Science Center, and Challenger Learning Center, plus materials and supplies (\$5000).</p> <p>2 Buses at \$150 per around trip per bus. \$10,000</p> <p>Select students using (Priority 4) the early warning system of identified high-risk students in August and monitored monthly and focus on: Attendance--Students with 89% or below; Academics--students with two or more core area Fs; Attachment-- all students must be to at least one club, organization, or program.</p>

Budget Code: 2200 Professional Development (g) SIG

GOAL 2: HIGHLY QUALIFIED STAFF. The school/LEA engaged in the SIG Grant Project will recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/ District mission, goals, and objectives

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>To provide internal and external staff development to certified staff focused on teaching and learning, student engagement, rigor/DOK, PBIS, school accountability, school and school district reform model, PLC and Data Team.</p>	<p>As a result of the professional development program, all staff members will be able to:</p> <ol style="list-style-type: none"> 1. Present lessons using level 3 and 4 Depth of Knowledge as measured by classroom-walk-through data and MAP performance. 2. Increase the number of students reading on or above grade level at the end of the 2010-11 school year by 5% as measured by the Gate assessment. 3. Increase student enrollment in advance courses by at least 10% 	<p>\$25 per hour plus benefits for 50 MSB staff for 16 hours--\$20,000 annually + \$3,000 for benefits = \$23,000/yr</p> <ul style="list-style-type: none"> • Offer Building-wide PD on common grading and common assessment PD, vertical, horizontal, and cross curricular alignment of literacy and numeracy at the beginning of the school year and during the summer annually. • Require cross-curricular lesson planning and data team meetings monthly to add relevance to each course • Require vertical curriculum audits and data team meetings from grade 7 through 12, and include the Community College faculty and University professors for the core and Career Technical Education areas quarterly. <p>Develop Improvement Cadre for teachers who students have not regularly shown gain as on the MAP, EOC Assessment, or Gates.</p>

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives. Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2010-11, 2011-12, and 2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan.</p>	<p>Utilize Regional Professional Development Center for internal professional development.</p> <p>Establish a St. Louis Metropolitan Consortium for Leadership and Education Administration Development--LEAD STL Program.</p> <p>To Provide internal and external leadership development of principals and other administrators focused on student engagement, rigor/DOK, accountability, school and school district reform model, PLC and Data Team.</p>	<p>Establish a cohort of 40 individuals by November 2010 to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous improvement model, accountability during the 2010-11 school year and beyond.</p> <p>Deadline: December 2010e.</p>

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p>	<p>1. Use evaluation systems for teachers and principals that take into account student growth and assessments. Evaluations are developed with teacher/principal involvement to increase school leader effectiveness and performance.</p>	<p>Address expectations and key job targets for teachers in their first three years in the District to</p> <ul style="list-style-type: none"> • Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Remove those who, after professional development, have not, and <p>Provide high-quality, job-embedded professional development</p>	<p>To analyze individual teachers by the following:</p> <ul style="list-style-type: none"> • MAP/EOC data • Common Assessment data • School year hours • Teacher attendance rates • Teacher attendance rate for specific PD • Attendance Rate • AP and advanced coursework taught • Student discipline • Distribution of teachers by performance level on LEA's teacher evaluation system <p>Deadlines: each quarter-- August, October, January, March, and May 30 Annually</p>

SIG GOAL Highly-Qualified Staff	Objective	Strategies	Action Steps
<p>Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p>	<p>To recruit and attract 10% highly qualified staff and develop and retain at least 90% of the highly qualified staff during the school year (2010-11, 2011-12, and 2012-13) based on the attendance, academic, attachment, and classroom management targets for each teacher and staff used to carry out the LEA/District mission, goals, and objectives in this plan.</p>	<p>Provide training for staff at least one day before and after the school year as well as during District in-service days</p>	<p>Use FFSD evaluation systems for teachers and school accountability plans for principals that take into account student growth and assessments. Evaluations are developed with teacher/principal involvement to increase school leader effectiveness and performance Deadline: May 30</p> <p>To provide internal and external staff development to certified staff focused on teaching and learning, student engagement, common assessment and grading, rigor/DOK, PBIS, school accountability, school and school district reform model, PLC and Data Team. Deadline: June 30</p> <p>Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Remove those who, after professional development, have not. Deadline: June 30 Cost impact is reflected on page 30.</p>

SIG GOAL Student Performance	Objective	Strategies	Action Steps
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals. Priority 3 (Aim at</p>	<p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative</p>	<p>Increase the focus of the Principals, Department Heads, and Coordinators to work with teachers as instructional coaches to increase mastery of teaching concepts and strategies that directly relate to: 7-20 curriculum alignment, and plans to increase student performance to Depth of Knowledge Levels 3 and 4, culturally responsive teaching and instruction, field theory,</p>	<p>Monthly conferences with building principals, Department Heads and Coordinators to review the implementation of the plans to increase student performance to Depth of Knowledge Levels 3 and 4. Have subs cover the 6 Department Heads classes for 8 half days to allow time</p>

<p>recruiting, evaluating, and retaining the best teachers and removing ineffective staff)</p>	<p>and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>conceptual learning, brain research and depth of knowledge, cognitive style, Marzano's strategies, and technology (SMART Boards as well as instructional and data analysis software).</p>	<p>for this monthly conference. \$110 times 4 full days for 6 people, which yields \$2,640 annually</p>
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Budget Code: 1100 Instruction 1003 (g) SIG

GOAL 3: FACILITIES, SUPPORT, AND INSTRUCTIONAL RESOURCES. The school/LEA engaged in the SIG Grant Project will provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

<p>SIG GOAL Student Performance</p>	<p>Objective</p>	<p>Strategies</p>	<p>Action Steps</p>
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals.</p> <p>Priority 3 (Aim at recruiting, evaluating, and retaining the best teachers and removing ineffective staff)</p>	<p>At least 80% of students will continuously use levels 3 and 4 Depth of Knowledge (DOK) concepts in content areas to demonstrate learning (in reading, writing, math, and science, as well as with college and career readiness) during the 2010-11 school year as measured by Classroom-Walk-Through data, formative and summative assessments based on higher levels of DOK questions, and Missouri Assessment Program (MAP)/EOC and ACT performance.</p>	<p>Increase the focus of the Principals, Department Heads, and Coordinators to work with teachers as instructional coaches to increase mastery of teaching concepts and strategies that directly relate to: 7-20 curriculum alignment, and plans to increase student performance to Depth of Knowledge Levels 3 and 4, culturally responsive teaching and instruction, field theory, conceptual learning, brain research and depth of knowledge, cognitive style, Marzano's strategies, and technology (SMART Boards as well as instructional and data analysis software).</p>	<p>Monthly conferences with building principals, Department Heads and Coordinators to review the implementation of the plans to increase student performance to Depth of Knowledge Levels 3 and 4.</p> <p>Have subs cover the 6 Department Heads classes for 8 half days to allow time for this monthly conference. \$110 times 4 full days for 6 people, which yields \$2,640 annually</p>

<p>SIG GOAL Facilities, Support, and Instructional Resources</p>	<p>Objective</p>	<p>Strategies</p>	<p>Action Steps</p>
<p>Provide and maintain appropriate instructional resources, support services, and functional</p>	<p>Facilitate the purchase and use of online curriculums/intervention on software to increase student achievement.</p>	<p>The Technology Department will work with the school principal and Assistant Supts to install computers for on-line MAP, EOC, and virtual courses by January of 2011.</p>	<p>1) Purchase EdOptions Subscription 2) Install programs and software 3) Schedule EOC exams</p>

<p>and safe facilities. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.</p>		<p>The technology department will work with school staff to facilitate PLTW course and increase access/use of computer based curriculum and interventions</p>	<p>1) Purchase Computers, software and install 2) Manage student Subscriptions to EdOptions, Gares, skills tutor and study island</p>
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Budget Code: 1100 Instruction 1003 (g) SIG

<p>SIG GOAL Student Performance</p>	<p>Objective</p>	<p>Strategies</p>	<p>Action Steps</p>
<p>Develop and enhance the quality educational instructional programs to improve performance and enable students to meet their personal, academic and career goals. Priority 2 (Set ambitious targets for improvement)</p>	<p>To increase course offerings in literacy, numeracy, STEMS, and electives/ humanities such as foreign language, art, music, career technical education by at least 25% for the 2010-2011 and annually until courses are commensurate with or exceeding other FFSD high schools as reflected above for all students at McCluer South-Berkeley High School.</p>	<p>To use data to implement an aligned instructional program and to promote the use of data to inform and differentiate instruction, Principals will monitor instruction and provide ongoing support for teachers to work with students to support reading, writing, listening, and speaking standard English</p>	<p>Purchase books for the school library identified by Univ. of Chicago Reading Experts such as Dr. Alfred Tatum. Students will be required to read and study for at least 10 minutes per grade level each night, take home materials, and complete family activities and compacts.</p>

Budget Code: 3000 Community Services 1003 (g) SIG

GOAL 4: PARENT AND COMMUNITY INVOLVEMENT. The school/LEA engaged in the SIG Grant Project will promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

<p>SIG GOAL Student Performance</p>	<p>Objective</p>	<p>Strategies</p>	<p>Action Steps</p>
<p>Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs. Priority 4 (Early</p>	<p>Obtain student attendance rates at 95%, college and career readiness and courses at 85%, 10% or greater increase in formative and summative assessments especially in communication arts and math, and 100% student attachment to extracurricular programs</p>	<p>To ensure parent involvement, compacts and mechanisms for engagement and community accountability; To ensure intense student differentiation, real-time data, feedback on teaching and learning, and electronic modules for tutoring and courses;</p>	<p>Add two Parent Liaisons for MSB at \$10 per hour (includes benefits) to work for 5 hours per week for 33 weeks with families as mentors, for home visits, workshops, and academic support, and accountability of the school family compacts</p>

<p>Warning Systems in place)</p>	<p>and an adult mentor by May 2011 via parent, student, staff, and community involvement.</p>	<p>Institute specific activities to connect with parents to increase their support through Parent Liaisons for every school to participate in district level meetings and assist in creating and coordinating activities, workshops, and conferences, and materials for parents.</p>	<p><i>Deadline: November 2010</i></p> <p>1 Extra Duty Contract Stipends for \$7000 for staff as Parent Liaisons and Mentors.</p> <p><i>Deadline: September to November 2010</i></p>
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**Budget Code: 2100 Non Instructional Support Services 1003 (g) SIG
3000 Community Services 1003 (g) SIG**

<p>SIG GOAL Governance and Leadership</p>	<p>Objective</p>	<p>Strategies</p>	<p>Action Steps</p>
<p>Promote, facilitate, and enhance parent, student, and community involvement in LEA/ District educational programs.</p> <p>Priority 4 (Early Warning Systems in place)</p> <p>Priority 6 (Demonstrate Teacher commitment – at least 88% to 90%)</p>	<p>Obtain student attendance rates at 95%, college and career readiness and courses at 85%, 10% or greater increase in formative and summative assessments especially in communication arts and math, and 100% student attachment to extracurricular programs and an adult mentor by May 2011 via parent, student, staff, and community involvement.</p>	<p>Add support to the guidance and student services departments for the students, families, and community members of MSB and BMS.</p> <p>Redesign the registration process to include and offer student orientation and guidance regarding course offering and career and college readiness.</p> <p>Directly contact parents of students who are chronically absent or tardy to create a personal action plan with parents to improve attendance.</p> <p>Support stronger relationships with students and their families to motivate strong attendance.</p> <p>Educate parents and students about the personal and district financial benefits of strong attendance through information distributed in registration packets, articles in student newspapers and communication at open houses.</p>	<p>Hire 1 FTE for a Social Worker for incoming middle schools, and BMS and MSB students. Cost \$60,000/yr</p> <p>Add 2 Parent Liaison (actual parents) per for BMS at \$10 per hour to work for 5 to 7 hours per week with families as mentors, for home visits, workshops, and academic support, and accountability of the school family compacts. (\$6,000)</p> <p>1 Extra Duty Contract Stipends for \$7000 for staff to oversee Parent Liaisons, and mentors as Parent/Community Facilitators</p> <p><i>Deadline: Nov. 2011</i></p>

Budget Code: 1100 Instruction 1003 (g) SIG

GOAL 5: GOVERNANCE AND LEADERSHIP. The school and district (LEA) engaged in the SIG Grant Project will govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

SIG GOAL Governance and Leadership	Objective	Strategies	Action Steps
<p>Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district. Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.) Priority 5 (Be bold and innovative)</p>	<p>As of August 2010, FFSD implement a new governance structure at MSB at that increases the administration by 1 FTE (33%) to ensures success and high student achievement while holding staff accountable for student growth and other requirements of the Transformational Model, the US Dept. of Education Blueprint for America Education Reform, and the new National Core Academic Standards..</p>	<ul style="list-style-type: none"> • Make the BMS and MSB academic/instructional oversight and staff placements and development the responsibility of one administrator. • Foster academic rigor, instructional leadership, positive school climate, and safe and orderly environment immediately as of Aug. 2010 	<p>1. District will hire a Turnaround Officer to oversee the SIG schools at 45% FTE per school.=51,817.50</p>

GOAL 5: GOVERNANCE AND LEADERSHIP. The school and district (LEA) engaged in the SIG Grant Project will govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

SIG GOAL Student Performance	Objective	Strategies	Action Steps
<p>Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.</p> <p>Priority 3 (Design an innovative plan to recruit, evaluating and retain the best teachers and leaders through annual evaluations, staff removal, and incentives.)</p> <p>Priority 5 (Be bold and innovative)</p>	<p>As of August 2010, FFSD implement a new governance structure at MSB at that increases the administration by 1 FTE (33%) to ensures success and high student achievement while holding staff accountable for student growth and other requirements of the Transformational Model, the US Dept. of Education Blueprint for America Education Reform, and the new National Core Academic Standards.</p>	<ul style="list-style-type: none"> • Seventh through twelve grade curriculum, staff development, academic alignment towards career and college readiness emphasizing STEMS, research, reading, writing, listening, and speaking standard English. • Make the BMS and MSB academic/instructional oversight and staff placements and development the responsibility of one administrator. <p>Foster academic rigor, instructional leadership, positive school climate, and safe and orderly environment immediately as of Aug. 2010</p>	<p>1. One Dean of Students at BMS \$70,000 (salary plus benefits per FTE)</p>