

SHIPPED JUN 10 2011



ORIGINAL



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](mailto:webrephysiq2010@dese.mo.gov); Visit The Department's website at: [dese.mo.gov](http://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	\$ 778,481

**SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION**

LEA/DISTRICT/AGENCY NAME Hayti R-II School District		COUNTY-DISTRICT CODE 078-002	
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Thomas J. Tucker Jr.	ADDRESS 500 N. Fourth St.	CITY, STATE, ZIP Hayti, MO. 63851	
E-MAIL ADDRESS <a href="mailto:tuckert@hayti.k12.mo.us">tuckert@hayti.k12.mo.us</a>	TELEPHONE NUMBER 573-35906500	FAX NUMBER 573-359-6502	
NAME OF GRANT CONTACT Thomas J. Tucker Jr.	ADDRESS 500 N. Fourth St.	CITY, STATE, ZIP Hayti, MO. 63851	
E-MAIL ADDRESS <a href="mailto:tuckert@hayti.k12.mo.us">tuckert@hayti.k12.mo.us</a>	TELEPHONE NUMBER 573-359-6500	FAX NUMBER 573-359-6502	
NAME OF LEA TURNAROUND OFFICER (If known)	ADDRESS	CITY, STATE, ZIP	
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	

**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), 7<sup>th</sup> 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.

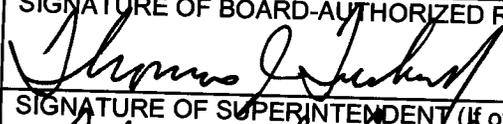
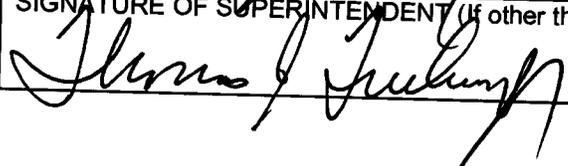
- Extending the period of availability of school improvement funds.

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
	June 7, 2011
SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)	DATE
	June 7, 2011

**SECTION IV LEA DISTRICT BUDGET INFORMATION - FUNDING AND PROJECTS 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
<b>1100</b> Instruction 1003 (g) SIG	227,540	31,270	37,000		22,280			318,090
<b>1200</b> Supplemental Instruction (Title I) 1003 (g) SIG								0
<b>2100</b> Non Instructional Support Services 1003 (g) SIG		28,000	11,000					39,000
<b>2200</b> Professional Development 1003 (g) SIG				303,750				303,750
<b>2600</b> Planning and Evaluation 1003 (g) SIG	45,000		12,000	18,000				75,000
<b>3000</b> Community Services 1003 (g) SIG		27,000	10,000	1,000	1,250	3,391		42,641
<b>Program Costs Subtotal 1003 (g) SIG</b>	<b>272,540</b>	<b>86,270</b>	<b>70,000</b>	<b>322,750</b>	<b>23,530</b>	<b>3,391</b>		<b>778,481</b>
<b>Indirect Costs</b>								
<b>Administrative Costs 1003 (g) SIG</b>								0
<b>ADMINISTRATIVE COSTS SUBTOTAL 1003 (g) SIG</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>
<b>GRAND TOTAL 1003 (g) SIG</b>	<b>272,540</b>	<b>86,270</b>	<b>70,000</b>	<b>322,750</b>	<b>23,530</b>	<b>3,391</b>		<b>778,481</b>

**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	1					
Reading Recovery Teacher Leader						
School/Home Coordinator			1			
Language Translator						
Guidance Counselor				1		
Transition Case Manager						
Turnaround Officer						1
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>

**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
Hayti High School	00611		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 Hayti High School		COUNTY-DISTRICT - BUILDING CODE 078-002
Budget Codes		Related Strategies and Activities
1100 Instruction		After-school tutoring will be provided for those students failing to master GLE's and other determined benchmarks
1100 Instruction 1003 (g) SIG		Extended school will allow core classes to be taught twice a day and instructional coaches will help teachers with their instructional delivery.
1200 Supplemental Instruction(Title I)		
1200 Supplemental Instruction(Title I) 1003 (g) SIG		
2100 Non Instructional Support Services		
2100 Non Instructional Support Services 1003 (g) SIG		A social worker will assist the district with our efforts to keep our students in school and provide parents with additional resources.
2200 Professional Development		
2200 Professional Development 1003 (g) SIG		Outside vendors, STI & Elbow to Elbow will do modeling for teachers
2600 Planning and Evaluation		
2600 Planning and Evaluation 1003 (g) SIG		A project manager will monitor the grant and maps its progress.
3000 Community Services		
3000 Community Services 1003 (g) SIG		A School Liaison will help bridge the gap between the school and community and develop lasting relationships.
Administrative Costs		
Administrative Costs 1003 (g) SIG		

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

Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school for year two of the three year grant period.

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT - BUILDING CODE			
Hayti High School					078-002			
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	2,656,944	62,369	711,265	57,816	290,445	1,832		3,780,671
1100 Instruction 1003 (g) SIG	<del>227,540</del> 247,040	<del>31,270</del> 22,270	37,000		<del>22,280</del> 25,700			<del>318,090</del> 302,090
1200 Supplemental Instruction(Title I)	143,963		36,735	495	34,712			215,905
1200 Supplemental Instruction(Title I) 1003 (g) SIG								0
2100 Non Instructional Support Services	95,588	188,374	88,816	118	15,482			388,378
2100 Non Instructional Support Services 1003 (g) SIG		28,000	11,000					39,000
2200 Professional Development	238,119	17,295	37,025	155,328	2,207			449,974
2200 Professional Development 1003 (g) SIG	<del>0</del> 40,000			<del>303,750</del> 307,750				<del>303,750</del> 347,750
2600 Planning and Evaluation								0
2600 Planning and Evaluation 1003 (g) SIG	<del>45,000</del> 45,500		12,000	18,000				<del>75,000</del> 75,500
3000 Community Services	1,200		178					1,378
3000 Community Service 1003 (g) SIG		27,000	10,000	<del>1,000</del> 1,000	<del>1,250</del> 2,750	3,391		<del>42,641</del> 44,141
Administrative Costs	164,000		29,200					193,200
Administrative Costs 1003 (g) SIG								0
Program Costs Subtotal (Not including 1003 (g) SIG )	3,135,814	268,038	874,019	213,757	342,846	1,832		4,836,306
1003 (g) SIG Subtotal	272,540	86,270	70,000	<del>322,750</del> 326,750	<del>23,530</del> 28,530	3,391		778,481
Grand Total	3,572,354	354,308	973,219	<del>540,507</del>	<del>371,376</del>	5,223		<del>5,807,997</del>
				536,507	366,376			5,807,987

BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
<b>BUILDING NAME</b>	<b>HAYTI HIGH SCHOOL</b>	<b>BUILDING CODE</b> 078002
<b>6100: Certificated Salaries</b>		
Extended Day – 177,540 (32 Teachers X 174 days @ \$30.00 = \$167,040; 5 Non-Certified X 174 days @ \$12.00=\$10,500)		
Instructional Coach - \$50,000		
Project Manager - \$45,000		
<b>6100 Subtotal</b>		<b>\$272,540 ✓</b>
<b>6150: Non-certificated Salaries</b>		
Extended Day - \$27,270		
Social Worker - \$28,000		
School Liaison - \$27,000		
Bookkeeper/Payroll Compensation - \$2,000 X 2 - \$4,000		
<b>6150 Subtotal</b>		<b>\$86,270 ✓</b>
<b>6200: Employee Benefits (optional categories)</b>		
FICA - \$9,000		
Medicare - \$5,000		
Retirement (Teacher or Non-Teacher) - \$37,000		
Health, Life, and/or Dental Insurance - \$19,000		
<b>6200 Subtotal</b>		<b>\$70,000 ✓</b>
<b>6300: Purchased Services</b>		
STI - \$150,000		
Elbow 2 Elbow - \$117,000		
RPDC - \$27,200		
Program Evaluator - \$18,000		
Parental Involvement - \$1,000		
Teacher Tuition Payment - \$9,550		
4 teachers have agreed to seek advanced degrees in their subject fields with the understanding that the district will pay up to \$3,000 per year to the university on their behalf.		
<b>6300 Subtotal</b>		<b>\$322,750 ✓</b>
<b>6400: Materials/Supplies</b>		
ACT Plan/Explore/Compass/ Prep Classes - \$3,000		
MAP/EOC Prep Materials - \$5,000		
Dual Credit On-line Courses - \$5,000		
School Newspaper Software and supplies – \$1,000		
Parental Involvement - \$1,250		
Performance Incentives - \$8,280 (Patches for jacket per each advanced or proficient MAP/EOC test; Patches for students who were involved in "pilot" student lead parent/teacher conference, etc. \$2,500) (Student Achievement Expo(s) – Advanced/Proficient students will attend local college/vocational school. \$2,500). Student Recognition Night – Advanced/Proficient students and parents will be invited to honor student success at a banquet. \$3,280).		
<b>6400 Subtotal</b>		<b>\$23,530 ✓</b>
<b>6100-6400 Subtotal</b>		<b>\$775,090 ✓</b>
<b>6500: Capital Outlay</b>		
Equipment for (CRC) Community Resource Center - \$3,391 (Washer/Dryer)		
<b>6500 Subtotal</b>		<b>3391 ✓</b>
<b>TOTAL</b>		<b><del>\$3,391</del> 778,481 ✓</b>
		<b>\$778,481</b>

## **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 YEAR ONE**

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**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;

The MAP results for the 2010-11 school year has not been released and we don't expect those results until late July or early August. However, we have received the results for the EOC tests that were taken by the high school students. These results have shown very large gains across all subject levels tested.

**2011 EOC  
BIOLOGY**

2011      2010

ADVANCE	1	0
PROFICIENT	10	6
BASIC	20	33
BELOW BASIC	4	25

TOP 2 LEVELS	31.4 6%	9.40% %
BOTTOM 2 LEVELS	68.5 4%	90.70 %

**2011 EOC  
AM.HIST**

2011      2010

ADVANCE	1	0
PROFICIENT	9	0
BASIC	11	9
BELOW BASIC	26	45
TOP 2 LEVELS	21.28 %	0.00 %
BOTTOM 2 LEVELS	78.72 %	100.00 %

**2011 EOC  
ENG. 1**

2011      2010

ADVANCE	7	0
PROFICIENT	14	8
BASIC	14	15
BELOW BASIC	12	25

TOP 2 LEVELS	44.70 %	16.7 0%
BOTTOM 2 LEVELS	55.30 %	83.4 0%

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## 2011 EOC ALG. 1

	2011	2010
ADVANCE	11	0
PROF.	20	10
BASIC	18	33
BELOW BASIC	5	20

TOP 2 LEVELS	57.4 0%	15.9 0%
BOTTOM 2 LEVELS	42.6 0%	84.1 0%

## ENG 2 2011 2010

	2011	2010
ADVANC E	3	1
PROF	20	14
BASIC	16	22
BELOW BASIC	3	10
TOP 2 LEVELS	54.7 4%	31.9 0%
BOTTO M 2 LEVELS	45.2 4%	68.1 0%

## AM GOVT 2011 2010

	2011	2010
ADVANCE	4	0
PROF	12	2
BASIC	15	16
BELOW BASIC	4	25
TOP 2 LEVELS	45.70 %	4.70 %
BOTTOM 2 LEVELS	54.30 %	95.30 %

We scheduled and completed Benchmark and Formative assessments for first and second semesters that were created by STI and district staff. We monitored and adjusted the instruction related to the individual GLE's and individual students that were not being mastered in the students' double core class and after-school tutoring. The scores the students were getting on their formative assessments, in most cases, were indicative to the scores they received on the EOC exam.

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Pacing Guides – revised on 10/27/10 based on Quarterly Formative assessment results.

Quarterly assessments  
Pre-Test – 8/31/10  
1<sup>st</sup> QF - 10/25/010

Data Meeting -11/3/10-11/5/10  
Analyzed Pre-and Quarterly Formative assessment data and identified areas of concern and progress.

Average % growth for all 8 tested areas: 6%-33%

2<sup>nd</sup> QF – 11/29/10  
Data Meeting -12/1/10  
1<sup>st</sup> Semester Post Test 12/14-12/16/10  
Data Meeting – 1/5/10 Pre and Post data for 1<sup>st</sup> Semester indicated an increase in all tested areas.

2<sup>nd</sup> Semester Pre-Testing was conducted on January 4-6, 2011. Adjustments were made based on data to the Double-Core

classes and after-school tutoring attendees. Core class average scores range from 30% - 67%.

2<sup>nd</sup> Semester Formative 3 testing was conducted February 15-16, 2011. Data was reviewed and analyzed during team meetings and individually February 22-24, 2011. Comparing Pre-S2 testing to Q3Form testing, results indicated an increase of:

5% increase in CA7  
24% increase in CA8  
38% increase in MA7  
34% increase in MA  
8. 4% increase in SC8, 16% increase in Adv.E1, 39% increase in ENG1, 18% increase in Adv. E2, 24% increase in ENG 2, 19% increase in ALG 1, 2% increase in BIO  
0.7% decrease in Am Gov

2<sup>nd</sup> Semester Formative 4 Testing was conducted from March 9, 2011-March 22, 2001. Results were as follows: (Course/Grade Level Average %)

7<sup>th</sup> CA: 85.84%  
8<sup>th</sup> CA: 74.02%  
8<sup>th</sup> Science: 49.31%  
Algebra1:66.67%  
Adv.Eng.I: 67.75%  
Adv.Eng.2: 57.66%  
Eng.I: 51.38%  
Eng.II: 46.00%  
Am.Gov't: 45.88%  
Biology: 40.60%

**Results indicated the following increases and decreases in commonly tested standards from 2<sup>nd</sup> Semester Pre- to Formative 4 testing:**

7<sup>th</sup> CA: increase 19.33%  
8<sup>th</sup> CA: increase 19.71%  
8<sup>th</sup> SC: increase 5.98%  
Alg. 1: increase 15.75%  
Adv.E1: increase 10.40%  
Adv.E2: decrease -7.27%  
Eng.1: increase 13.20%  
Eng. 2: increase 2.33%  
AmGovt: increase 11.6 %  
Biology: increase 6%

**2<sup>nd</sup> Semester Post Testing was conducted from April 11-12, 2011. Results were as follows: (Course/Grade Level Average %)**

Eng1: 66.95%  
AmGovt: 52.36%  
Biology: 55.39%  
Alg.1: 70.65%  
Eng.2: 63.86%

**Results indicated the following increases and decreases in commonly tested standards**

from 2<sup>nd</sup> Semester Pre- to Post-testing: **NEW PAGE**

Alg1: increase 14.66%  
AmGovt: increase 2.37%  
Eng1: decrease -2.18%  
Adv.E1: increase 18.76%  
Eng.2: decrease -3.33%  
Adv.E2: decrease 11.17%  
Biology: increase 15.01%

**MOCK MAP testing conducted on 3/14-3/16/11 indicated:**

7<sup>th</sup> CA: 76.20% over-all  
#Advanced: 3  
#Proficient: 23  
8<sup>th</sup> CA: 77.86% over-all  
#Advanced: 11  
#Proficient: 22  
7<sup>th</sup> Math: 67% over-all  
#Advanced: 3  
#Proficient: 23  
8<sup>th</sup> Math: 56.70% over-all  
#Advanced: 0  
#Proficient: 13  
8<sup>th</sup> Science: 52%  
#Advanced: 1  
#Proficient: 2

**MOCK EOC testing conducted on 4/4 -4/6/11 indicated:**

Algebra I:  
Below Basic – 20%  
Basic – 52%  
Prof.- 24%  
Advanced – 4%  
Geometry:  
Below Basic – 37%  
Basic – 41%  
Proficient – 22%  
Advanced – 0%  
Algebra II:

Below Basic – 21%  
Basic – 63%  
Prof. – 11%

Advanced – 5%

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

We hired three outside vendors to provide professional development in the areas of instructional coaching/modelling, Curriculum and assessments, and PLC's/PBS. The individual vendors focused on the areas of emphasis throughout the entire 2010-11 school year making adjustments when necessary.

Software Technology Incorporated (STI) started last summer off with training on curriculum planning. They helped us develop 7-12 pacing guides for core subjects focusing on GLE's that were taught and tested at each level. They were broken down into four quarters and scheduled to teach all tested GLE's prior to the EOC testing date. We scheduled benchmark tests on 4 week cycles and scheduled STI staff to come in the following week to help break down the trends in the data. We paid close attention to the number of students mastering the objectives and closely monitored the rigor of the test questions to ensure the results we were getting was not skewed.

STI Data Management Solutions – support, training, and building of successful formative assessments and practices.

On-site visits:

10/25/10-10/29/10	11/29/10-12/3/10	12/13/10-12/16/10
1/5/11-1/7/11	1/19/11-1/20/11	2/2/11-2/4/11
2/9/11-2/11/11	2/15/11-2/16/11	3/14/11-3/18/11

3/23/11-3/24/11  
5/23/11

4/11/11 – 4/12/11  
6/6/11-6/7/11

4/18/11 – 4/20/11  
6/13/11-6/14/11

**NEW PAGE**

Elbow to Elbow (E2E) provided the staff with instruction and training on effective teaching strategies. They visited the classrooms and completed classroom walkthroughs (CWT) to get an understanding of what level of instruction our teachers were providing our students. They initially concentrated on the math and communication arts teachers and later began to help the other core subject teachers. They would provide instructional strategies that would help individual teachers with areas of instruction they were struggling with. They would prepare materials so that they could model the instructional strategies they had suggested using our students the next day or the following week. They provided professional development relating to student lead parent teacher conferences and coached the students, parents, and staff on how these conferences should be conducted.

Elbow-2-Elbow Ed. Consulting working directly with teachers and the curriculum coach on implementing high yield instructional strategies to maximize student engagement and student achievement based on the state GLEs.

**Weekly Overview Reports:**

9/13/10-9/19/20 (E2E) Observation w/feedback in CA were conducted. Leadership Team met on 9/16/10 to discuss observations and findings related to CA/MA, Double Core Classes, Student-Led Conferences, and review of work to date and next steps. CA consultant detailed new focus for CA teacher's curriculum and classroom instruction and steps to implementing plan beginning Monday, 9/20/10.

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### **9/20/10-9/24/10 ((EZE)**

920/10 – Modeling Eng.I/II

9/22/10 MA – Observational feedback and planning of next modeling lesson with goal to co-teach role.

9/22/10 Leadership Team – EZE presentation of data analysis and STI presentation of data, analysis, and strategic method of increasing student performance.

### **9/27/10-10/1/10 (EZE)**

One-on-One conferencing with staff and administration 9/27, 9/28, 9/29; team teaching/co-teaching 9/27; observation w/feedback 9/29; professional development 9/29; faculty meeting 9/29

October - Curriculum Coach noted in observations an increase in the use of 3-fold graphic organizer in the 8<sup>th</sup> grade MA classroom.

### **10/4/10-10/11/10 (EZE)**

One-on-One conferencing with staff and administration on 10/5, 10/6 relating to CSRQC + CUBZ+ writing strategies and multiple choice test taking strategies; Creating Resources for Teachers/Students 10/5 pacing guide analysis and delivery of targeted GLEs; Leadership Team meeting 10/6; Observation w/feedback 10/6; Professional development 10/6 related to student-led conferences; Faculty meeting 10/6 Presentation on purpose, structure, and benefits of student-led conferences. Six student-led conferences were conducted on 10/21/10 with 100% parent/guardian participation and 100% positive feedback.

### **10/10/10-10/15/10 (EZE)**

One-on-One conference 10/12, 10/14 related to grading assessments and giving feedback to students; Observation w/Feedback 10/12 related to use of math foldable graphic organizer and active student engagement; Modeling 10/14 multiple-choice strategies and writing strategies 7<sup>th</sup>-8<sup>th</sup> grade with use of foldable; Grade-Level/Departmental meeting 10/14 related to grading assessments and student feedback, use of prior introduced strategies related to word walls, and lesson planning format.

### **10/18/10-10/22/10 (EZE)**

One-on-One conference 10/18, 10/19 related to alignment of lesson plans and pacing guides for the 2<sup>nd</sup> Quarter and student-led conferences for the 2<sup>nd</sup> Quarter; Team Teaching/Co-Teaching 10/18 using foldable to review/record topic information; Data analysis 10/18 using EOC and STI assessment data to identify students for remediation on below proficient CLEs; Creating Resources for Teachers/Students 10/18 updating word wall and starting word wall folders for 2<sup>nd</sup> quarter; Observation w/feedback 10/19 concerning student accountability on formative assessments to be given 10/25-10/26.

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## **10/25/10-10/29/10 (E2E)**

One-on-One conference 10/25, 10/28 related to test taking procedures and guidelines and model differentiated instruction and high yield strategies into lessons and use of test data for remediation and instructional purposes; Data analysis 10/25 formative test and pacing guide alignment; Creating Resources for Teachers/Students 10/25 anchor charts and lesson plans; Observation w/feedback 10/25, 10/28 student accountability for performance on assessments, use of CPS software and geometry programming.

## **11/1/2010-11/5/2010 (E2E)**

Creating Resources for Teachers/Students – anchor charts; One-on-One Conference – Discussion of weekly lesson planning, cooperative learning and increased engagement; Modeling – use of graphic organizers for teaching main idea and supporting details; Observation w/Feedback – Pre-Algebra – utilization of all instructional time on math skills, pacing guides continued to be followed, use of hands-on manipulative to explore pattern attributes, connections from abstract to conceptual learning are being made, wide usage of choral response, and use of “THINK-PAIR-SHARE”.

## **11/8/10-11/12/10 (E2E)**

Creating Resources for Teachers/Students – organizers for group and partner work; One-on-One Conference – lesson planning for co-teaching and student-led conference feedback data; Modeling – magnet summary and note –taking w/graphic organizer; Professional Development – training for student-led conference process w/English teachers.

## **11/15/10-11/24-10 (E2E)**

Creating Resources for Teachers/Students – CA PowerPoint presentation; Modeling- “RallyCoach” cooperative learning; CWT – use of foldable organizer for note-taking; One-on-One Conferences – 3 types of cooperative learning activities (Think-Pair-Share, Team-Pair-Solo, and RallyCoach), model lesson on “I Have, Who Has” activity and short review of STI math data noting significant gains during 1<sup>st</sup> Q mathematics skills.

## **12/6/10-12/10/10 (E2E)**

One-on-One Conference – CA Planning and test-taking strategies; Observation w/Feedback – CA; Data analysis – CA Formative 2; Instructional Facilitator/Acad. Coach Meeting – Student-Led conference planning; Creating Resources for Teachers/Students – MA construction of trackers; Grade Level/Departmental Meeting – MA mock EOC planning; Leadership Team – Student-Led Conference planning and finalization details for January 6<sup>th</sup>.

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**1/17/11-1/21/11 (E2E)**

One-on-One conference-regarding student-led conferences; Observation w/Feedback – teaching strategies and student engagement practices; CWT – focus on instruction and grouping; Leadership Team – Classroom Walkthroughs, PLCs, Artifacts, Lesson Plans/Format, Student-Led conferences, and Data Analysis

**1/24/11-1/28/11 (E2E)**

Creating Resources for Teachers/Students – creation of instructional analysis for teachers using Post-Test formative data (1<sup>st</sup> Semester); Observation w/Feedback – communication arts lesson on Author's Purpose, writing lesson alignment with GLEs, and use of note-taking skills w/in Algebra classes; Team Teaching/Co-Teaching – Eng. II book study project; One-on-One Conference – established a plan for mock EOCs and construction of real-world problems to assist students w/making a conceptual connection to the skill; CWT – focused on instructional strategies, alignment and posting of objective/GLE/CLE, and active student engagement.

**2/7/11-2/11/11(E2E)**

One-on-one conferencing- portfolio tracking and data collection for the grant; Observation with feedback- use of foldables, cooperative learning, student engagement, use of technology, note taking, team competition, and book study presentations.

**2/14/11-2/18/11(E2E)**

Observation w/feedback- English II; assist with upcoming readings and formative test 3 review; 4 non-literacy CWTs.

**2/22/11-2/25/11(E2E)**

Review of MO State Standards (GLE & CLE), CA pacing guide, CWT forms, and formative testing data.

**2/28/11-3/4/11(E2E)**

Use of effective high yield strategies in CA, test taking strategies, and identifying targeted student populations to provide in-depth point in time remediation on deficit areas.

**3/7/11-3/11/11 (E2E)**

One-on-One Conference – English II classes, Mock MAP testing times, review 7<sup>th</sup>/8<sup>th</sup> grade CA using learning stations and spiral multiple GLEs within lessons, and debriefing with Principal and Curriculum Coach on English II and EOC test breakdown. CWT – 4 conducted; Working w/Students- English II regarding upcoming EOCs and time management during testing, online practice test features w/use of smart board; Professional Development – training for English and Science teachers w/student-led conferencing and portfolio construction, training of new students to student-led conferencing.

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November - Curriculum Coach and Principal noted in WT observations an increase in the use of foldables and "Think-Pair-Share" and "Find-the-Fiction" strategies.

## **3/14/11-3/25/11 (E2E)**

CWTs – Eng.II, practicing of CUBZ strategy during CA and Writing classes, use of diagrams in physical science, choral response strategies observed in physical science classroom, use of Buckle-Down materials in 8<sup>th</sup> grade science, review of MOCK MAP testing in 8<sup>th</sup> gr.Pre-Algebra classes and use of bell ringer activity; Modeling – review of EOC/MAP expectations in Eng. II and 7<sup>th</sup>/8<sup>th</sup> grade CA.

## **4/11/11-4/15/11 (E2E)**

Modeling – use of anchor charts, cooperative learning, and use of foldable during lesson; Team Teaching/Co-Teaching – 7<sup>th</sup>/8<sup>th</sup> grade poetry lesson with use of foldable, summarizing skills, and original creation and presentation by students.

## **4/18/11 – 4/21/11 (E2E)**

Leadership meeting: CWT findings, Student Led Conference, data analysis, lesson planning, professional development for summer, instructional direction to prep for implementation of Common Core standards, and preliminary discussion on introducing school-wide reading program

## **5/2/11-5/13/11 (E2E)**

Leadership Team – discussion on continued PD needs, lesson plan format, and leadership roles; CWT – walkthroughs given to Project Manager for tabulation; Observation w/Feedback – observations were made in 7<sup>th</sup> grade CA w/ use of Clickers, EOC review in Math, Geometry, and Algebra I, interactive smartboard Jeopardy game in Science; One-on-One Conference – w/Principal regarding possible implementation of an independent reading program for 7-12 grades, expansion of reading strategies, writing strategies across the curriculum, and implementation of Infrastructure Chart committees based on Howie Knoff research.

## **5/16/11-5/27/11 (E2E)**

Leadership Team – discussion of CWTs and the addition of Teachscape, expansion of the Student-Led Conferences w/restructuring for 11/12 school year, new lesson plan adoption, use of standards-based bulletin boards for the 11/12 school year, integration of PLCs twice a month, and PD suggestions and administrative requests; One-on-One Conference –

SEMO RPDC provided training concerning PLC's and SWPBS. These training sessions were provided off campus and we had assigned teams to participate. The

participants returned and conducted trainings to bring the other members of the staff up to speed.

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#### Early out Wednesday PLC's Meeting

Includes: PBS Discussion

General Faculty

Agendas, handouts, and sign-in sheets: 8/18, 8/25, 9/1, 9/8, 9/15, 9/22, 9/29, 10/6, 10/13, 10/20, 10/27, 11/3, 11/10, 11/17, 12/1, 12/8, 12/15/10, 1/5/11, 1/12/11, 1/19/11, 1/26/11, 2/2/11, 2/9/11, 2/16/11, 2/23/11, 3/2/11, 3/9, 3/16, 3/23, 3/30, 4/6, 4/13, 4/20, 5/4, 5/11, 5/18

#### Curriculum Coach

32 CWT were conducted by the Curriculum Coach (CC) during November. CC noted 29/32 CWTs the learning objective were evident and on target for grade-level standard. 14/32 CWTs yielded the use of hands-on experience and 18/32 CWTs were utilizing Cooperative learning. 10/32 CWTs "Find the Fiction" was being used.

#### Areas needing improvement:

1. Putting information together in new ways (synthesis)
2. Breaking down information into parts (analysis)
3. Making judgments and justifying positions (evaluation)
4. Rubrics displayed

Over all 14 strategies are in use and technology is being used to support learning (iPad).

January Classroom Observations which yielded highest level of student work

observed was Skill/Concept = 60%; grouping format consisted mainly of Paired =

70%, small group = 70%, and Whole group = 100%; the level of classroom

engagement was 4.5 Teacher-Led Instruction w/ Student Learning conversations.

February observations yielded high teacher-directed instruction with slight progress

towards student engaged instruction. High yield strategies observed consistently

were identifying similarities/differences, summarizing/note-taking.

cues/questions/advance organizers, and cooperative learning. These strategies were assigned weekly and checked by observation, lesson plans, teacher documentation and discussion at staff/data meetings. Overall DOK level for February was 2.5. Curriculum coach also was on the MSIP committee at Charleston during this month of February.

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#### **Curriculum Coach March**

**3/1-3/4 – Analyze data to see areas of re-teach before the MAP test. Developed frequency charts off of GLEs.**

**3/7-3/10 – Data collection from Formative 4 assessments. (MAP) Developed review charts for teachers based on IBDs.**

**3/14-3/18 – Developed review charts for teachers based on IBDs. Supervised MOCK MAP testing.**

**3/21-3/24 – Worked with STI to develop EOC Post Assessments based off of IBD report blueprint.**

**3/28-3/31 – Developed review charts for High School EOC tested areas. Analyzed data to see areas of re-teach before the EOC test. Developed frequency charts based on CLEs.**

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

**Our biggest challenge was adding the additional hour into the daily schedule.**

**We had to sell the extended day to everyone involved and to get them to buy in to this arrangement. We had to convince them to adapt to a new culture of change for the success of our school. Teachers had to accept contracted**

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outside vendors into their classroom and be subjected to new ideas and constructive criticism. They also had to accept the fact that they would be observed more frequently by other teachers in Peer to Peer observations as well as visits from instructional coaches and administration. We had to be creative in our scheduling so that we could get the most instructional benefit of our time in class. We had to reconstruct our after-school tutoring, implement a double core seminar class, and reconstruct our class presentations with improved teaching strategies.

We had many accomplishments this year. To name a few, I would first mention the EOC results which show a substantial increase. Another encouraging accomplishment is the teachers grew as a team and united in our efforts to improve student performance. However, of all of our accomplishments, learning to use data to improve instruction has to be the most rewarding. I believe this because the things we implemented worked and the data supports it. When this school improvement process is complete and funds are no longer available to support this initiative, we will be able to sustain the growth we have begun.

## SECTION VII.B. – YEAR TWO TIMELINE

### Goal 1: Student Performance

**Objectives 1: Increase the number of students scoring proficient or above by 10% annually over the next 5 years in Communication Arts and Math.**

Action Strategies	Measure of Progress Qualitative/Quantitative	Timelines 30/60/90 days	Roles/Accountability Of People Responsible For Accountability Plan	
<p>Students will be given a pre-test, two formatives, and a post-test each semester.</p> <p>Students will participate in advisory meetings quarterly to discuss academic performance as well as personal, career and/or post secondary goals.</p>	<p>Results will be monitored, measured and evaluated to adjust instruction for those GLE's that are not mastered.</p> <p>Results on the ACT: Explore and ACT Plan assessment will be used to identify students for double core classes and/or other interventions. Student progress results will be monitored and progress communicated.</p>	<p>Assessment test will be given every 20-25 days</p> <p>Advisory classes will be conducted a minimum of one time per quarter.</p>	<p>Curriculum Coaches/Principals</p> <p>Teachers Principal Counselor</p>	

## Goal 2: Highly Qualified Staff

**Objectives 1:** Hayti R-II School District will recruit, hire, develop, and retain staff members who are highly qualified.

Action Strategies	Measure of Progress Qualitative/Quantitative	Timelines 30/60/90 days	Roles/Accountability Of People Responsible For Accountability Plan
<p>Develop strategies and incentives to increase and sustain retention of highly effective teachers.</p> <p>Develop and maintain a Teacher Recognition Program to regularly honor teachers demonstrating professional growth and accelerated student learning.</p> <p>Implement school board approved formative teacher evaluation targeted process using measures including student achievement that provides teachers with regular ongoing formative evaluations, open communication and clear expectations.</p>	<p>We will increase participation in continuing education credits and leadership opportunities from previous year.</p> <p>Recognition in school newspaper, via school website, and displayed within the buildings.</p> <p>Evaluations will be reviewed for teachers performing on a level less than proficient in the targeted areas:</p> <ul style="list-style-type: none"> <li>• Student Performance/Monitoring of Assessments</li> <li>• Planning/Instruction</li> <li>• Delivery of Instruction</li> <li>• Classroom Management</li> </ul>	<p>College course enrollment will be monitored each semester.</p> <p>Participation in leadership teams monitored monthly.</p> <p>Monthly recognition</p> <p>All staff will be evaluated on a monthly basis.</p>	<p>Superintendent Principal Assistant Principal Teachers</p> <p>Principal Assistant Principal Teachers</p> <p>Principal</p> <p>Principal Assistant Principal</p>

## Goal 3: Facilities, Support, and Instructional Resources

**Objectives 1:** Hayti R-II School District will provide and maintain the appropriate instructional resources, support services, and functional and safe facilities.

Action Strategies	Measure of Progress Qualitative Quantitative	Timelines 30/60/90 days	Roles/Accountability Of People Responsible For Accountability Plan
<p>Outside vendors will continue to be utilized to create and revise interim benchmark assessments.</p> <p>Curriculum coaches will be utilized for support in the areas of instructional planning, classroom strategizing, and data analysis.</p> <p>Administration, teachers, and parents will work collaboratively to ensure the success of the MO-SWPBS implementation through discuss of discipline referral data and the increase in instructional time.</p> <p>Students identified as at risk for dropping out or delayed graduation will receive intervention strategies and support.</p>	<p>We will monitor the number of students scoring less than proficient on benchmark assessments</p> <p>We will conduct an analysis of classroom walkthroughs results to determine the level of strategies taught by instructional coaches and follow-up.</p> <p>Discipline referral will be decrease by 20% overall from previous year.</p> <p>Extend the instructional day by 1 hour 4 day per week.</p> <p>We will monitor students missing more than 5 days per class.</p>	<p>Benchmark assessments will be given every 20-25 days throughout the school year.</p> <p>Weekly CWT with feedback.</p> <p>Quarterly Teacher evaluations.</p> <p>Bi-monthly PBS meetings</p> <p>Bi-Monthly</p>	<p>Principal Teachers Curriculum Coaches Outside Vendors</p> <p>Principal Assistant Principal</p> <p>Principal Assistant Principal PBS Committee</p> <p>Principal Assistant Principal Teachers</p>

**Goal 4: Parent/Community Involvement**

**Objectives 1: Hayti R-II School District will promote, facilitate, and enhance parent, student, and community involvement in the Hayti R-II educational programs.**

<b>Action Strategies</b>	<b>Measure of Progress Qualitative/Quantitative</b>	<b>Timelines 30/60/90 days</b>	<b>Roles/Accountability Of People Responsible For Accountability Plan</b>
<p>By June 2013, there will be 100% parent participation in students' educational processes as indicated by parent attendance at conferences and events and parent/teacher surveys.</p> <p>The Home/School Liaison will continue to promote and increase parent, staff and community involvement</p>	<p>Student-led parent/teacher conferences will be 100% student-led by January 2012.</p> <p>Mid-Quarter student/parent participation rate/grade level will increase by 35% such that by 2013, 100% of parents/guardians will receive information on student progress.</p> <p>Parent Surveys Teacher Surveys Student Surveys</p> <p>We will monitor parent contact via contact logs, emails, and phone and participation rate in school programs and support programs.</p>	<p>Parent/Teacher conferences will be conducted in October 2011, January 2012, and March 2012.</p> <p>Mid-Quarter parent/teacher conferences will be conducted in September 2011 and February 2012.</p> <p>Quarterly</p>	<p>Principal Assistant Principal Teachers School/Home Liaison</p> <p>Principal Assistant Principal School/Home Liaison</p>

**Goal 5: Governance**

**Objectives 1: Hayti R-II School District, in an effective and efficient manner, will provide leadership and representation to benefit the students, staff and patrons of the district.**

<b>Action Strategies</b>	<b>Measure of Progress Qualitative /Quantitative</b>	<b>Timelines 30/60/90 days</b>	<b>Roles/Accountability Of People Responsible For Accountability Plan</b>
<p>The high school leadership team will monitor student and program progress and also recommend adjustments to the school improvement plan.</p> <p>Superintendent will hold parent and community forums.</p> <p>Superintendent will conduct process checks with teachers, administrators, and students to ensure success is being built every student, every day.</p> <p>Hayti R-II School District will utilize the new teacher evaluation system that includes the use of multiple measures to examine teacher performance.</p>	<p>We will monitor student progress, participation rates in school events, student attendance, behavior reports, and community support and feedback.</p> <p>Monitor progress and feedback.</p> <p>Monitoring of progress and feedback.</p> <p>An analysis of the implementation logs will be conducted and presented to the Board of Education.</p> <p>Teacher surveys</p>	<p>Quarterly</p> <p>Twice a year</p> <p>Quarterly</p> <p>Quarterly</p>	<p>Superintendent Principal Assistant Principal Leadership team members</p> <p>Superintendent</p> <p>Superintendent</p> <p>Principal Assistant Principal</p>

## Scheduled Dates for High School 2011-2012

### STI Data Management Solutions

#### On Campus

6-6, 6-7, 6-13, 6-14,

August (2 days), October (2 days), November (2 days), January (2 days), February (2 days),  
March (2 days)

### STI Data Management Solutions

#### Assessment Dates

8-17, 8-18, 8-19(Pre-Test), 9-27, 9-28(1<sup>st</sup> Formative), 11-2, 11-3(2<sup>nd</sup> Formative), 12-12, 12-13, 12-14(Post Test), 1-10, 1-11(Pre-Test), 2-14, 2-15(3<sup>rd</sup> Formative), 3-20, 3-21(4<sup>th</sup> Formative), 4-2, 4-3, 4-4 (Post Test)

### Elbow 2 Elbow Educational Consulting

#### 23 Days Communication Arts / 23 Days Math

August (2 Days CA – 2 Days Math)

September (3 Days CA – 3 Days Math)

October (3 Days CA – 3 Days Math)

November (3 Days CA – 3 Days Math)

December (1Day CA – 1 Day Math)

January (3 Days CA – 3 Days Math)

February (3 Days CA – 3 Days Math)

March (3 Days CA – 3 Days Math)

April (1Day CA – 1 Day Math)

May (1Day CA – 1 Day Math)

#### Embedded PLC Meeting (Prep Hour) 15 Days

August (2 Days)

September (2 Days)

October (2 Days)

November (2 Days)

January (2 Days)

February (2 Days)

March (2 Days)

April (1 Day)

## **Student-Led Conference Meetings – 10 Days**

August (2 Days)

September (3 Days)

October (2 Days)

November (1 Day)

January (2 Days)

## **Wednesday (PLC Meeting Dates)**

8-17, 8-24, 8-31, 9-7, 9-14, 9-21, 9-28, 10-5, 10-12, 10-19, 10-26, 11-2, 11-9, 11-16, 11-30,  
12-7, 12-14,

1-4, 1-11, 1-18, 1-25, 2-1, 2-8, 2-15, 2-22, 2-29, 3-7, 3-14, 3-21, 3-28, 4-4, 4-18, 4-25, 5-2, 5-  
9, 5-16

## **Peer Observations (4 Per Year)**

1<sup>st</sup> Quarter (1 Day)

2<sup>nd</sup> Quarter (1 Day)

3<sup>rd</sup> Quarter (1Day)

4<sup>th</sup> Quarter (1 Day)

## **Quarterly Survey**

1<sup>st</sup> Quarter (1 Day)

2<sup>nd</sup> Quarter (1 Day)

3<sup>rd</sup> Quarter (1Day)

4<sup>th</sup> Quarter (1 Day)

## **Evaluation of Staff**

1 Complete Monthly Evaluation

Weekly Classroom Walk-Through Observation

1 Complete Summative Evaluation

**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.**

**We had extremely good success with the processes we put in place last year and we want to capitalize on those efforts and aggressively put the implementation into the next level. We have budgeted for the vendors who worked with us last year to return and help us focus on improved instructional practices beginning the first full week of school. We have already had teachers in this month (June) to work on pacing guides, breaking down GLE's, and writing good assessment questions. We have scheduled Classroom Walk Through observations for this summer with curriculum coaches and administrators and advisory group training for core subject teachers who have not been already trained. We will be doing lesson plan workshops in July with teachers and administrators so that they can plan for next year during their summer break.**

**We will continue to use a curriculum coach, school liaison, social worker, and a project manager under the umbrella of this grant. Their roles were instrumental in the progress and success of the first year of this grant and will be critical to the grant's continued success. We are all committed to the success of our students and each year we work on school improvement, we continue to grow as teachers and as a staff. We have made significant gains with our EOC**

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scores and feel confident that we will see similar gains in our MAP scores, but we will be aggressive in our school improvement efforts in the coming years. Our staff is aware that the things we have done worked and they are ready to get started next year to build on last year's gains.

**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.**

Our building principal was hired for the 2010-11 school year and will be returning for the 2011-12 school year. Our instructional coach has taken a principals job in a neighboring district. We hired two half-time instructional coaches who retired this last year, each with 30 years of service. We had three teachers to retire and one was not recommended to return. Those positions have been filled with highly qualified staff, but we will have to spend some time getting our new members adjusted to the district's expectations. Other than that, we are ready to go!