

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: webrepliesq2010@dese.mo.gov; Visit The Department's website at: dese.mo.gov

THE DEPARTMENT'S APPROVAL - FOR DESE USE ONLY

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
CRAIG RECTOR	<i>Craig Rector</i>	7-1-11	\$ 1,667,632

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME Hazelwood School District		COUNTY-DISTRICT CODE 096-088	
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Dr. Stephen Price	ADDRESS 15955 New Halls Ferry	CITY, STATE, ZIP Florissant, MO 63303	
E-MAIL ADDRESS sprice@hazelwoodschoos.org	TELEPHONE NUMBER 314-953-5000	FAX NUMBER 313-953-5999	
NAME OF GRANT CONTACT Ty McNichols	ADDRESS 15955 New Halls Ferry	CITY, STATE, ZIP Florissant MO 63303	
E-MAIL ADDRESS tmcnchls@hazelwoodschoos.org	TELEPHONE NUMBER 314-953-5033	FAX NUMBER 314-953-5999	
NAME OF LEA TURNAROUND OFFICER (if known) Ty McNichols	ADDRESS 15955 New Halls Ferry	CITY, STATE, ZIP Florissant MO 63303	
E-MAIL ADDRESS tmcnchls@hazelwoodschoos.org	TELEPHONE NUMBER 314-953-5033	FAX NUMBER 314-953-5999	

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.

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

Stone Price

6/10/2011

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								
1200 Supplemental Instruction (Title I) 1003 (g) SIG	383,000		93,000	54,000	30,000			560,000
2100 Non Instructional Support Services 1003 (g) SIG	42,280	4,000	16,600	323,000	5,000			390,880
2200 Professional Development 1003 (g) SIG	255,000		66,000	65,500	10,000			396,500
2600 Planning and Evaluation 1003 (g) SIG				225,000				225,000
3000 Community Services 1003 (g) SIG		44,000	15,500	20,000	5,000			84,500
Program Costs Subtotal 1003 (g) SIG	680,280	48,000	191,500 191,500	687,500	50,000			1,656,880
Indirect Costs								10,752
Administrative Costs 1003 (g) SIG								
ADMINISTRATIVE COSTS SUBTOTAL 1003 (g) SIG								
GRAND TOTAL 1003 (g) SIG	680,280	48,000	191,500 191,500	687,500	50,000			1,667,632

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		COUNTY-DISTRICT - BUILDING CODE
Budget Codes	Related Strategies and Activities	
1100 Instruction		
1100 Instruction 1003 (g) SIG		
1200 Supplemental Instruction(Title I)	T1 Read 180 teacher (\$40,000; Goal 1, Strategy 3, Action Step 1) Benefits for teacher (\$12,350; Goal 1, Strategy 3, Action Step 1) T1 supplies (\$2,500; Goal 1, Strategy 3, Action Step 1)	
1200 Supplemental Instruction(Title I) 1003 (g) SIG	Reading/literacy interventionists (\$92,000; Goal 1, Strategy 3, Action Step 1) Extended school day salaries (\$235,000; Goal 1, Strategy 4, Action Step 1) Read 180 teacher (\$56,000; Goal 1, Strategy 3, Action Step 1) Teacher benefits (\$93,000; Goal 1, Strategy 3, Action Step 1) Read 180 software updates, supplies and PD (\$54,000, Goal 3, Objective 4, Strategy 1, Action Step 3)	
2100 Non Instructional Support Services		
2100 Non Instructional Support Services 1003 (g) SIG	Salaries for afterschool boot camp/clubs (\$32,280; Goal 3 Objective 5, Strategy 1, Action Step 1) Curriculum Review Stipends (\$10, 000; Goal 3 Objective 2, Strategy 1, Action Step 1) Clerical Support (30,000 Goal 5) Benefits (\$20,600; Goal 3 Objective 5, Strategy 1, Action Step 1) Brown School of SW; (\$38,000; Goal 3, Objective 5, Strategy 1, Action Step 7) Herbert Hoover Afterschool (\$285,000; Goal 3, Objective 5, Strategy 1, Action Step 7) Intervention materials/supplies (\$5,000; Goal 3 Objective 5, Strategy 1, Action Step 1)	
2200 Professional Development	Substitute teachers, Math consultants, Coaching (12,200 Goal 2) PD supplies (\$1,000; Title I Schoolwide Plan)	
2200 Professional Development 1003 (g) SIG	2 coaches (\$118,000; Goal 1, Objective 1, Strategy 2, Action Step 1) Teacher Summer Learning Institute (42,000 Goal 2)	

	<p>Substitute Teacher salaries for professional development (\$15,000 Goal 2)</p> <p>Extra-duty salaries for PD (\$60,000, Goal 2, Objective 2, Strategy 1, Action Step 2)</p> <p>Teacher Leader Stipends (\$15,000 Goal 2, Objective 6, Strategy 1)</p> <p>Teacher recruitment and Incentives (\$5,000 Goal 2 Objective 4)</p> <p>Benefits for certified staff (\$60,000; Goal 2, Objective 2, Strategy 1, Action Step 2 and Goal 1, Objective 1, Strategy 2, Action Step 1)</p> <p>Teacher Leadership Program (\$50,000 Goal 2, Objective 6)</p> <p>Teacher recruitment and retention Tuition reimbursement (\$5,000; Goal 2, Objective 4, Strategy 1, Action Step 2)</p> <p>General PD supplies (\$5,000; Goal 2)</p>
2600 Planning and Evaluation	
2600 Planning and Evaluation <i>1003 (g) SIG</i>	AIR (formerly LPA) (\$225,000; Goal 5, Objective 1, Strategy 3, Action Step 2)
3000 Community Services	<p>Part-time parent liaison (\$8,500; Goal 4, Objective 2, Strategy 2, Action Step 2)</p> <p>Parent involvement supplies (\$2,000; Goal 4, Objective 2, Strategy 3, Action Step 3)</p>
3000 Community Services <i>1003 (g) SIG</i>	<p>CEC program facilitator salary (\$44,000; Goal 4, Objective 1, Strategy 1, Action Step 2)</p> <p>Benefits (\$15,000; Goal 4, Objective 1, Strategy 1, Action Step 2)</p> <p>Contracts for outside services for CEC (\$5,000; Goal 4, Objective 1, Strategy 2, Action Step 1)</p> <p>Meeting Expenses (\$3,000 Goal 4, Objective 1)</p> <p>General Supplies (\$5000 Goal 4, Objective 1)</p>
Administrative Costs	
Administrative Costs <i>1003 (g) SIG</i>	

SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR TWO IMPLEMENTATION BUDGET TEMPLATE (COPY AS NEEDED)								
Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school for year two of the three year grant period.								
LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT - BUILDING CODE			
HAZELWOOD SCHOOL DISTRICT/HAZELWOOD EAST MIDDLE SCHOOL					096-088			
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	2,306,984	34,376	792,872	26,457	51,735			3,212,424
1100 Instruction 1003 (g) SIG								
1200 Supplemental Instruction(Title I)	40,000	41,000	20,761	16,000	2,000	44,000		163,761
1200 Supplemental Instruction(Title I) 1003 (g) SIG	383,000		93,000	54,000	30,000			560,000
2100 Non Instructional Support Services	600,640	239,229	282,085	1,500	11,924			1,136,378
2100 Non Instructional Support Services 1003 (g) SIG	42,280	4000	16,600	323,000	5,000			390,880
2200 Professional Development	3,000		528	12,200	1,000			16,728
2200 Professional Development 1003 (g) SIG	255,000		66,000	65,500	10,000			396,500
2600 Planning and Evaluation								
2600 Planning and Evaluation 1003 (g) SIG				225,000				225,000
13000 Community Services	2,000	8,500	1,184		2,000			13,684
3000 Community Service 1003 (g) SIG		44,000	15,500	20,000	5,000			84,500
Administrative Costs								
Administrative Costs 1003 (g) SIG								10,752 Indirect costs
Program Costs Subtotal (Not including 1003 (g) SIG)	2,952,624	323,105	1,097,430	56,157	68,659	44,000		4,644,067 4,541,975
1003 (g) SIG Subtotal	680,280	48,000	191,100	687,500	50,000	0		1,656,880 1,667,632
Grand Total	3,632,904	371,105	1,288,530	743,657	118,659	44,000		6,209,607

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET Itemization (COPY AS NEEDED)		
LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
Reading Interventionist		56,000
Literacy Interventionist		40,000
Math Interventionist		52,000
Extended School day Stipend 63 staff members @\$41 per hour @ 90 hours		235,000
Salaries for afterschool boot camp/clubs		32,280
Boot Camp: 18 @ \$24 per hr @ 9 sessions (1.5) @ 3 times /year=\$17,496		
Clubs: 4 sessions per day @176 days (1.5 hours) @ 14 per hour=\$14, 784		
Curriculum Review Stipends 11 staff @ \$900 each		10,000
Literacy Coach		58,000
Math Coach		60,000
Summer Institute Salaries 56 staff @ \$750 for week		42,000
Substitutes		15,000
Extra Duty Salaries		60,000
Teacher Leaders Stipends 3 staff @\$5000 each		15,000
Teacher recruitment and retention Stipends		5,000
	6100 Subtotal	\$ 680,280

6150: Non-certificated Salaries	
CEC Program Facilitator Salary	48,000
Extended Day Salary Nurse	
6150 Subtotal	\$44,000 48,000
6200: Employee Benefits (optional categories)	
FICA	
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	\$191,100
6300: Purchased Services	
Read 180 Supplies and PD	54,000
Herbert Hoover	285,000
Brown School of Social Work	38,000
Teacher Leadership Development	50,000
Teacher recruitment and retention (Tuition Reimbursement)	10,000
Meeting expenses / catering (Professional development)	5,500
A.I.R. (Learning Point)	225,000
Contracts for outside services for CEC	15,000
Meeting expenses / Catering (parent involvement)	5,000
6300 Subtotal	\$687,500
6400: Materials/Supplies	
Guided Reading Books	\$20,000
General Instructional Supplies	\$10,000
Intervention materials / supplies	\$5,000

General PD supplies	\$10,000
General Parent Involvement Supplies	\$5,000
6400 Subtotal	\$50,000
6100-6400 Subtotal	\$1,656,880
Indirect Cost Optional (Restricted Rate: <u>4.33</u> % X Subtotal)	\$10,752
6500: Capital Outlay	
6500 Subtotal	\$0
TOTAL	\$1,667,632

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.

Narrative**VII.A. Discussion of Year One**

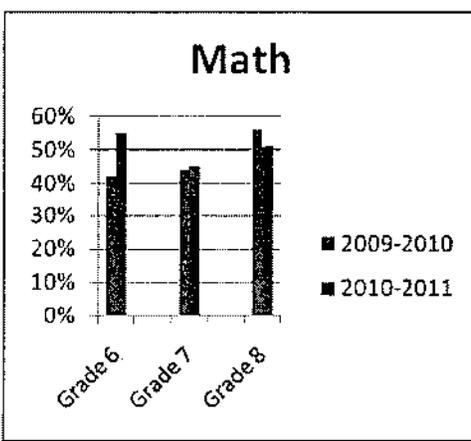
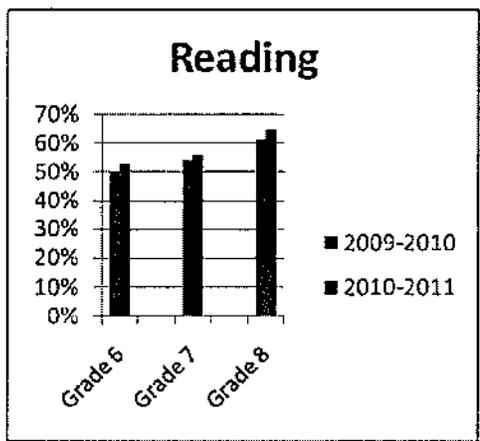
An East Middle School Improvement Grant stakeholder group hereafter referred to as the EMS Governance Committee composed of EMS Principal, Assistant Principals, teacher leaders, Literacy and Math coaches, district curriculum coordinators, Office of School Turnaround, Title 1 Director, NEA local representative, and Lead Partner was convened for two weeks at the end of May 2011. The purpose of the SIG stakeholder group meetings was to review Year 1 SIG goals, objectives and strategies, compile a summary of progress to date, analyze relevant data to document progress/lack of

progress towards meeting objectives, and to provide recommendations for YR2 SIG. The EMS Governance Committee will meet on a quarterly basis hereafter to monitor progress at the school.

Goal 1: Student Performance

Students were administered monthly Communication Arts and Math eValuate assessments to monitor and track student learning. Scores in both content areas fluctuated each month dependent on the skills being tested and the length of learning time available between assessments. Grade 8 Communication scores and Grade 6 math scores showed the most improvement consistently as the school year progressed oftentimes out pacing the district scores. Overall, achievement in both Communication Arts and Math has improved as compared to last years' results.

Communication Arts and Math eValuate Results



Scholastic Reading Inventory results indicate that there was improvement in reading lexile levels from 43% of students reading on grade level in September to 54% reading on grade level in May 2011.

Leading Indicator data was collected and monitored. (See attachment 1 for results)

The Data Team process was implemented with training provided by the district and Dick Hellwege. Grade level Data teams were held on a weekly basis with support from the administrative team. This process will be enhanced in Year 2 as the school moves to implement Professional Learning Communities along with an Early Warning System and Data Dashboard.

Summer Academy: A Summer Reading and Math Academy is being offered to all incoming grade 6 students from the elementary feeder schools. Incoming grade 6 students will participate in 80.5 hours of extended learning time specifically in the areas of reading and math. This is to address the historical data indicating that at least 70% of incoming Grade 6 students are reading at least six months to one year below grade level. Students will participate in the Read 180 program and math skill boosting sessions. Data will be collected weekly to assess learning to make instructional adjustments and to evaluate program effectiveness. A summer intern, EMS math coach, and district communication arts and math coordinators along with the Principal will review the weekly data. Additional extending learning time opportunities for school year 2011/12 are outlined in section VIIC.

MAP Data: Students were administered the MAP late spring 2011 with results anticipated to be published in late summer. Once these scores are received they will be analyzed by the Instructional Leadership Team and shared with teachers and community.

Goal 2: Highly Qualified Staff

Professional Development: A Professional Development Committee composed of representatives across the building was composed for the school year. The committee scheduled PD trainings, administered and analyzed PD evaluations, and conducted many PD sessions. Every Monday a two hour block of PD was mandated for all staff to attend.

Professional development focused on Data team process, Classroom Management with Teach like a Champion as the anchor text, Connected Math Program content, and components of a Balanced Literacy program. With over 31% of the staff being new to teaching and new to the school it was decided that all teachers would participate in all PD sessions to build a common learning experience and common school wide vocabulary.

Collaborative Learning time at each grade level lacked formal and informal structures for professional collaboration and sharing among team members. Some job embedded professional development was provided through the literacy and math coaches but it was not directly connected to an overall school PD plan. Structures and processes for PD training sessions need to be formalized, a PD calendar developed, more differentiation opportunities offered to teachers, and monitoring tools developed to connect PD with classroom application to student learning. At this time it is difficult to draw a direct connection to the PD sessions that teachers participated in to an

increase in student achievement. Structures and processes will be implemented next year to address aligning collaboration time and PD to meeting the School Improvement Goals. See VIIC for YR 2 plans.

Teacher Learning Academy: A weeklong 30 hour Summer Learning Institute will be held for all staff the week of August

1. The goals of the Summer Teacher Learning Institute are; balance whole school, grade level and subject area learning and collaboration and strengthen instructional practice in all EMS classrooms. The summer institute will be staffed by literacy and math consultants from AIR, EMS literacy and math coaches, district curriculum coordinators and teachers from East Middle school.

Teacher Evaluation: As written in the 2010 proposal, Hazelwood School District has begun working on the development and design of a district-wide educator evaluation system. The district has hired the American Institutes for Research to lead the Hazelwood Educator Effectiveness Taskforce through the needs assessment process and began work in April 2011. The multiple step process led by AIR will take the taskforce through six stages over a three year process (Year 1: prepare and engage, develop and plan; Year 2: construct and connect, implement and support; and Year 3: assess and revise, integrate and enhance). As a part of the Taskforce, Hazelwood East Middle School contributes both teacher and principal perspectives. Gary Jansen (HEMS principal) and Sean Manion (HSD Outstanding First Year Teacher) are taskforce members and will play a key role in the development of the District system. Along with this leadership, the Taskforce is considering Hazelwood East Middle School as a field test site when the District evaluation systems are ready for piloting in the 2012/13 school year. The work of the Taskforce will lead District efforts, and therefore EMS will avoid spending limited time and resources on the development of a school-specific evaluation tool, but will take lessons from the Taskforce and implement best practices as time and resources allow. Through the work of the Taskforce, it is anticipated that HEMS will serve as a lead school in the implementation of the District evaluation systems.

Goal 3: Facilities, Supports, and Instructional Resources

Coaches/Interventionists: A full time Literacy and Math coach were hired to provide coaching, modeling, demonstration lessons, and job embedded professional development for teachers. Beginning in January 2011, the Instructional Leadership Team (principal, three APs, two fully released coaches began a series of monthly seminars provided by an outside consultant to help develop their knowledge and skills as instructional coaches. Key outcomes included:

- Developing a roster of ILT staff assigned to teachers to provide formative feedback and support.
- Deepening knowledge of coaching practices including:
 - teacher goal-setting
 - the coaching cycle
 - use of coaching language
 - observation and feedback practices

Curriculum: A Communication Arts Curriculum Revision Committee was formed and led by the Literacy Coach. The committee determined the curricular needs of the teachers and students, reviewed a variety of core curriculum materials, and made a recommendation to the Instructional Leadership Team for a selection. This summer the Literacy Coach, Communication Arts teachers along with designated teachers from other subject areas will meet to develop a scope and sequence, develop a pacing guide, align the newly selected curriculum materials to the state Grade Level Expectations for each grade level and Common Core, and develop six week benchmark assessments for each grade level. This work will be led by the EMS Literacy Coach and Dr. Kavatus Newell, AIR Literacy consultant and Ann Cobb, Recorded Reading Literacy Consultant. Math teachers will be working this summer with the EMS Math Coach, Hazelwood District Math Coordinator, and Steve Leinwand AIR Math consultant to develop a scope and sequence, develop a pacing guide, align the newly selected curriculum materials to the state Grade Level Expectations and Common Core for each grade level, and develop six week benchmark assessments for each grade level.

Intervention: East Middle School implemented a multi layered intervention program focused on improving reading and math skills for all students. A full time reading and math interventionist were hired to work with students who did not qualify for Read 180 or Systems 44 in addition to providing support to classroom teachers. The interventionists worked primarily with 5 classroom teachers and serviced approximately 20 students.

Scholastic's Read 180 and Systems 44 program were implemented for students reading six or more months below grade level. 120 students were enrolled in Read 180 and 10 students in System 44. 36% of the students that entered the program in the fall had 2.0 or more years of reading growth. 58% had at least a year's reading growth.

Learning Lab: Each student was enrolled in a daily 45 minute Learning Lab intervention period. Students are enrolled based on their proficiency on specific math and reading skills as evidenced by their performance on monthly benchmark assessments (eValueate). Grade level math and communication arts teachers collaborate at monthly placement meetings

to evaluate the overall performance of students in their grade to determine three skills in which students performed the lowest. These skills become the focus of courses offered in the next two week rotation of learning labs. Each student is recommended for a two week math course and a two week reading course. If a student is not in need of skill development in areas specifically targeted, they are enrolled in a two week enrichment course. A survey completed by 32 teachers indicated a need for more resources, a bank of lesson ideas/plans, more time to prepare and PD on how to teach reading and math across the content. While 65% of teachers surveyed felt that the current intervention system was effective in moving students to proficiency in math and reading, there was limited data to support their opinions. Based on a sample group (48) of 6th grade students, evaluate data shows that, as a group, their average score on targeted math skills improved from December-February and January-March, after each intervention course. Data from evaluate reading assessment of the same group have inconsistent results. The proficiency of students in some targeted areas increased, but decreased in other skill areas after the intervention period. Teacher survey results will be taken into consideration by the Instructional Leadership Team as they plan to develop action steps to improve Learning Lab time.

Afterschool Intervention: The Academic Masters Program was offered for three consecutive weeks after school three times during the school year immediately following the ending of a grading period to provide students more time to practice and master essential skills taught. Approximately 60 students participated in the afterschool program each trimester. The data from the post-test confirms that the greater gains were achieved by students that attended the program most frequently. Further structures and specific instructional strategies for intervention after school will lead to greater results. In addition The Herbert Hoover Boys and Girls Club was implemented to address a need for afterschool programming. Herbert Hoover Boys and Girls Club offered a variety of programs to 79 students both recreational and academic along with field trips.

There is a need for the development of tools to measure impact of all intervention programs on student learning to evaluate program effectiveness. Implementing an Early Warning System tool and structures and processes for disaggregating data will be top priorities for SY 2011/2012.

Goal 4: Community Engagement

A full time 12 month Coordinator for the Community Education Center was hired and began outreach activities to community organizations and feeder schools (Keeven, Granneman and Twillman Elementary) to establish relationships

and to message the new culture of the school. New community outreach initiatives such as the first annual "Welcome to Incoming 6th Graders and Families" program hosted by the CEC Coordinator in collaboration with Herbert Hoover Boys and Girls Club provided information to the community about the positive changes occurring at East Middle School and program offerings for the new school year. During the week of August 15, 2011 the Parent Resource Room will have its Grand Opening. The Parent Resource Center will provide parents with resources, parent workshops, and family activities to support the school's mission of developing lifelong learners. In addition a Community Education Center Committee composed of key stakeholders at the school and from within the community and led by the CEC coordinator will be formed to begin working Aug. 2011. This committee will aid the CEC Coordinator in planning efforts, develop a calendar of events for the upcoming school year, and advisory group to the CEC .

Parent Engagement: Three Parent/Teacher Conferences have been built into the school year schedule to provide additional opportunities for parents to connect with teachers to increase the frequency of parent contacts to monitor and support student learning. 64% of parents attended the first Parent Teacher conference, and 30% of parents attended the second and third conferences. Culture/Climate surveys indicate that 100% parents agree that teachers communicate regularly. Many parents may opt to not attend a parent/teacher conference but are communicating regularly with teachers via email and phone. With the addition of the CEC Coordinator, CEC Committee and Title 1 Parent Liaison working together to conduct outreach activities to build a positive climate the school feels confident that the parent attendance will increase next year at scheduled conference times.

Culture/Climate: Student attendance for the school year has averaged at 92% slightly below the leading indicator target of 94%. Students generally feel positive about the school and teachers as indicated from their responses to a Culture/Climate survey conducted by AIR in December 2010 and further supported by survey results from MSIP data.

Summary of Student Responses to Culture/Climate Survey

% of students responding	Survey Statement
83%	adults in the school know their names

78%	teachers give them extra help
64%	feel they can ask a teacher for help

PBIS: PBIS data was closely monitored by the School Guidance Counselor and Administrative Team. Data was analyzed each month to identify patterns of behavioral infractions and the trends in consequences being issued to students. EMS had an increase in the number of discipline referrals during year 1. This is attributed to better recording and data collection. With 62% of the staff, new to EMS this year, there was a great deal of time devoted to developing and teaching PBIS structures to begin the year. There is much work to still complete to target student behavior and reduce the number of referrals, however, EMS was awarded the Bronze Award for their implementation of PBIS structures.

Goal 5: Governance

An Office of School Turnaround was established by the district to oversee the processes, provide support, and monitor the implementation of the SIG at East Middle School. This position is being filled by Dr. Ty McNichols Assistant Superintendent of Accountability. A leadership/organizational structure that would guide the process of addressing the goals in the SIG were not formally implemented this school year. A School Leadership Team and Instructional Leadership Team were established along with supporting committees assigned to address components of the SIG such as exploring extended learning time and researching Communication Arts core curriculum however systems for managing the committees, monitoring specific components of the SIG, and utilizing structures and protocols for conducting effective meetings were not fully implemented. The School Leadership Team, Turnaround Officer, and lead partner will be addressing strategies to deepen the implementation for this objective with a summer leadership retreat.

Extended Learning Time: An Extended Learning Time Committee was convened to review research, make site visits of exemplar schools/programs, determine a recommendation and develop a plan of action. In the process of reviewing current research the Extended Learning Time Committee along with the Principal determined that EMS lacked the capacity in personnel and time to implement this objective in year 1. This objective will be addressed in Section VIIB &

VIIC.

Challenges and Accomplishments

1. Due the late nature of receiving the grant award in October after school had started it caused the hiring process for key essential support positions to be difficult and time consuming. The Literacy and Math Coach positions were filled in December, the literacy and math interventionists were hired in November and January, and the Community Education Center position was filled in December.

2. Lead Partner, Principal, Office of Turnaround, and district roles and responsibilities have taken time to determine and outline. As the year progressed and meetings were held roles and responsibilities have been defined and measurable outcomes determined as appropriate for each responsible party.

3. Out of school mandatory attendance requirements at district and state level meeting has impacted the Principal's ability to consistently be at school to provide support to teachers, launch and support new initiatives, and support the change process in building a positive culture and climate at the school.

4. Academic Masters Program was the after school boot camp program. The first attempt to implement the program was met with challenges. Gathering the necessary information to provide support for all students involved in the program became cumbersome. The data showed that progress was being made for students that attended regularly. The 2nd program involved stronger structures and better communication along with a designated point person.

5. Learning Lab was the intervention block built into the daily schedule to provide support for all students during the school day. The results of learning lab were inconsistent. Some students were in very structured programs such as READ 180 and Reading Rewards. These structured programs saw improvements in students' reading levels. Other interventions were provided by all staff members in various content areas. The teachers provided interventions in reading and Mathematics in two or four week intervals. Improvements were made in the monthly benchmark scores but the long term data analysis indicated that some of the skill development was short term and the mastery of skills was not sustaining over time.

6. East Middle made strides towards meeting many of the objectives. There were several great accomplishments by students and staff at EMS. In order to build relationships with the community, all members of the staff went and personally knocked on the door of every family member before school began to introduce themselves and welcome the parents to East Middle School's Open House.

7. READ 180 was implemented for 120 students. Significant gains were made for students in the program. 58% of the students made over a year's growth while only receiving 51 sessions of intervention. This equates to over a year's growth in only half a year's intervention sessions. The school increased the students' reading lexiles by 73 points while the district only averaged a 47 point increase.

8. 6th grade math made significant gains in the benchmark testing results. The team started the year as the lowest performing school in the district with students only averaging 48% mastery of the assessment. EMS 6th grade math made the greatest improvements of 22% increase on average for the assessment along with outperforming all other middle schools in the Hazelwood School District. The team collaborated around how to deliver the curriculum to their students and took a team approach across the entire grade level including co-planning and co-teaching lessons.

9. 8th grade communication arts scores are another highlight for East Middle School. The teachers on this team were experienced with the school and the curriculum. The team collaborated to develop effective units in order to provide quality instruction to the teaching staff. The 8th grade team continuously made gains over the performance levels from the previous year and additionally outperformed the other 5 middle school in HSD.

10. Balanced Literacy classrooms began to take shape at East Middle School. Under the direction of the instructional coach and Lisa Vahey (Communication Arts Consultant), classrooms began to take the shape of a balanced literacy approach. All administrators, English teachers and librarian were able to view a balanced literacy demonstration at East Middle. This led directly to teachers changing their practice immediately following the demonstration. It also lead the curriculum revision committee to focus their research on identifying the best resources to allow the balanced literacy approach to happen in all communication arts classrooms for year 2.

11. Outstanding First Year Teacher Award was issued to Sean Manion, Communication Arts teacher at East Middle. Sean was recognized by the district as the very best new teacher to the district this year. Sean was among many new teachers at EMS and throughout Hazelwood. He took full advantage of professional development including participating in coaching from our literacy coach to adjust his practice. He is an example of the growth and development a teacher can incur in just one year with the correct supports.

2.0 Develop, Implement and Monitor differentiated professional development plan for all teachers.	▲	▲	▲	▲	▲	▲	▲	▲	●
Strategies									
2.1 Develop and Implement differentiated professional development plan.	▲	▲	▲	▲	▲	▲	▲	▲	▲
2.2 Monitor Differentiated PD Plan	▲	▲	▲	▲	▲	▲	▲	▲	▲
3.0 Develop and implement recruitment process (Be completed by January 2012)						●			
Strategies									
3.1 Develop and Implement recruitment plan		▲	▲	▲	▲	▲	▲	▲	▲
OBJECTIVE 4.0									
4.0 Develop and implement recruitment process (Be completed by January 2012)						●			
Strategies									
4.1 Develop and Implement recruitment plan		▲	▲	▲	▲	▲	▲	▲	▲
OBJECTIVE 5.0									

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year 3
6.2 Use school data to identify a year-long focus for Teacher Leaders work.	▲												
6.3 Utilize best practices in adult learning and teacher leader development research to train and support teacher leaders, including goal setting, professional development and establishing a learning community.			▲				▲		▲		▲		
6.4 Monitor the results and integrate key learning into future planning.											▲		

Goal 3: Facilities, Support, and Instructional Resources

OBJECTIVE 1.0	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year 3
1.0 Implement a revised math curriculum that a) is aligned to state standards, b) includes researched based learning strategies and c) is rigorous based on the scoring guide from Tomlinson's report to the Hazelwood School District (Appendix X) as evidenced by a revised curriculum guide, classroom observations, lesson plans, and student performance data.												●	
Strategies													
1.1 Revise and implement curriculum map and pacing guide by math teachers and coaches at EMS	▲	▲	▲	▲	▲	▲	▲						
		*		*		*							
1.2 Develop and implement EMS units for each trimester and determine and secure necessary supporting materials.	▲	▲	▲	▲	▲	▲	▲						
		*		*		*							

Goal 5: Governance

OBJECTIVE 1.0	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year 3
<p>1.0 The District administration (superintendent and assistant superintendents) in collaboration with the East Middle School principal will create a District Office of School Turnaround and designate a Turnaround Officer to oversee and facilitate the turnaround process at East Middle School.</p> <p>Strategies</p>													☐
<p>1.1 District Superintendent will designate a Turnaround Officer to oversee and facilitate the turnaround for all turnaround schools.</p>	▲	▲	▲ *	▲	▲	▲	▲ *	▲	▲	▲ *	▲	▲	
<p>1.2 Turnaround Officer will allocate resources to include district staff support for Hazelwood East Middle School Turnaround Effort.</p>	▲	▲	▲ *	▲	▲	▲	▲ *	▲	▲	▲ *	▲	▲	
<p>1.3 The Office of School Turnaround will hire and coordinate the coaching of the Hazelwood East Middle School Principal.</p>	▲	▲	▲ *	▲	▲	▲	▲ *	▲	▲	▲ *	▲	▲	

	▲	▲
	▲	▲
	▲ *	▲ *
	▲	▲
	▲	▲
	▲ *	▲ *
	▲	▲
	▲	▲
	▲	▲
	▲ *	▲ *
	▲	▲
	▲	▲
4.4 An external provider will monitor and assess the new teacher evaluation system in Year 2 pilot sites and Year 3 sites to assure fidelity and integrity of the implementation of the model for improving instruction, professional development and decision making capacity.		
4.5 Based on the reports from the external providers of Year 2, HSD will implement the use of the interim student growth measures as one component of several for assessing teacher and principal performance as a pilot in the remaining schools in the district in Year 3. The pilot schools from Year 2 will continue implementation.		

VII.C. Discussion of School Year 2011-2012

Hazelwood East Middle School Turnaround model is based on the intensive work of the thorough and rigorous needs assessment, co-interpretation process, key findings, and consistent collaboration of the Hazelwood East Middle School Leadership Team and district. We designed the Hazelwood East Middle School Turnaround Model around designated essential strategies for an effective turnaround to take place at the school. These essential strategies begin with a focus on leadership with the selection of a principal that embodies the characteristics of a turnaround leader. Dr. Gary Jansen was selected for year 1 and will continue to be the Turnaround Principal for Hazelwood East Middle School. Dr. Jansen's leadership focus is to drive curricular and instructional changes especially in the area of reading, school culture changes to move the school from turnaround status to sustaining high levels of student achievement, addressing human capital changes to attract and keep the best teachers, and to revive family/community involvement in the school. Dr. Jansen will be supported by the district Office of School Turnaround which will ensure that the school and the principal have all the resources necessary to support a successful turnaround. A Governance Board comprised of key stakeholders will be established that will act as an advisory group to the principal and the School Leadership Team. Additional strategies which will be addressed by the Office of Turnaround include the development of recruitment and retention of effective teachers, as well as, addressing the teacher/principal evaluation system. This turnaround strategy is addressed in Goal Five: Governance.

The second essential strategy for turnaround is conducting a comprehensive needs assessment of all aspects of the school. Hazelwood East Middle School has engaged in this process to identify key findings from year one to address to improve student achievement during

year two as mentioned in section VI. The data gathered from the needs assessment were analyzed and shared with multiple stakeholders who then in turn used the data to develop and drive the development and continuation of the strategies from year one.

In our third strategy we will continue to develop and implement a coherent instructional system which entails aligning and revising the Communication Arts and Math curriculum to state standards and Common Core, to include research based effective instructional strategies, and demonstrates evidence of rigor. Work on the Communication Arts curriculum was conducted during year 1 with *Plugged Into Reading* selected as the new curriculum along with additional resources. The revised curriculum, *Plugged Into Reading*, will be supported by materials, technology resources, and Professional Development that is targeted to meet the needs of the students of all ability levels. In addition a scope and sequence, curriculum map and pacing guide will be revised and implemented to guide teachers in maintaining a curricular focus in the delivery of instruction for Communication Arts and Math. The curriculum map and pacing guide will be monitored and adjustments made according to student performance as indicated by benchmark and other formative assessment results. This turnaround strategy is addressed in Goal One: Student Performance.

In our fourth strategy, we will implement an intensive differentiated professional development plan for teachers in the areas of reading and math. The professional development plan is composed of dedicated time for teachers to learn and for coaches to support teachers trying out new skills in the classroom. Hazelwood East will establish a Professional Development Committee to partner with the Instructional Leadership Team to chart and monitor the instructional programs at the school. External coaching and embedded professional development is a focus for year two of the plan. Professional Development Implementation

Tools to monitor transfer of teaching learning into the classroom will be developed by the lead partner, EMS Literacy Coach, and Literacy Consultants. A focused Teacher Academy will be developed that is aligned to the school instructional goals to provide learning time for teachers to dig deeply into honing their content knowledge and skills to be able to implement effective research based instructional strategies in their classrooms. Additionally, Teacher Leaders will be developed through the Teacher Leader coaching model with the intent of creating coaches/role models for sustainability. This turnaround strategy is addressed in Goal Two: Teacher Quality.

In our fifth strategy, we will develop and implement extended learning opportunities for identified students to include varied program offerings and additional time to learn. The school day will be lengthen to provide additional learning time for students along with a multi-leveled student intervention programs composed of tutoring, mentoring, and course offerings designed to meet the needs of the students that attend Hazelwood East Middle School. The Literacy and Math Coaches will provide training and coaching to teachers in learning effective instructional strategies to address the distinct learning needs of struggling students. This will be partnered with the additional support of reading and math interventionists who will work with small groups of students to provide intensive intervention services in the classroom. An Early Warning System and Data Dashboard will be implemented for the Instructional Leadership Team to be able to identify trends and patterns in the school curriculum, identify groups of students at risk of failing, and to monitor the overall student achievement to make timely instructional decisions. This turnaround strategy is addressed in Goal Three: Facilities, Support and Instructional Resources.

In our sixth strategy we will engage the community to support the school's efforts to turnaround and to build a culture of high expectations for all students. This will be accomplished

by the implementation of a home/school partnership that will support students through a reading mentoring program and improve community/parent involvement in the school by providing outreach activities and workshops, such as training programs for volunteers, parent training on accessing use of: school technology, course curriculum, behavior guide and expectations, etc., and increasing awareness of organizations and services such as PTSA. In addition Hazelwood East Middle School will engage in the development of a Community Education Center which will bridge the gap between what happens during the school instructional day to align afterschool programming that supports students and community members. The Community Education Center will offer after school programs that are both academic and recreational for students of all performance levels. This turnaround strategy is addressed in Goal Three: Facilities, Support and Instructional Resources and Goal Four: Parent and Community Involvement. The Hazelwood School District will partner with Brown School of Social Work and Herbert Hoover Boys and Girls Club to provide a quality after-school program at East Middle School. Herbert Hoover Boys and Girls Club will be the lead partner in the project due to their success in establishing after-school programs.

Hazelwood School district is committed to the long-term improvement of Hazelwood East Middle School and all of the schools in the district. In order to serve better both Hazelwood East MS and other low-performing schools, the Superintendent, Dr. Price and Assistant Superintendent, Dr. McNichols have committed to this School Improvement Plan. Dr. McNichols has been trained at the University of Virginia in the Turnaround Model and process. This training has helped Dr. McNichols in his role as the Hazelwood Turnaround Officer and facilitator of the Office of Turnaround for the district. Reorganization of the district's leadership team enables Dr. McNichols to support East Middle School and other schools who are identified

at some level of needs improvement. This structure provides additional support through district wide Learning Coaches, Learning Facilitators, and Reading Specialists. By implementing this type of structure, Hazelwood School District is differentiating the leadership and resources provided to schools district-wide and providing schools such as East Middle with additional support.

We know from the research that effective schools cannot survive unless they are in a supportive system. Our plan is robust, with many elements of district support. Those that best reflect our strong district commitment to leading the turnaround effort include:

- Development of a District Turnaround Office
- Hiring of an additional assistant principal for East Middle School
- Change in district-wide policies to allow for incentives for highly effective teachers
- Development of a new district-wide performance based teacher/principal evaluation system
- Commitment to sustainability by investing district resources in training other school administrators in the turnaround process through the Turnaround Principal Leadership Academy
- Commitment to a new site-based governance model for Hazelwood East Middle School
- Support of policies and procedures that can lead to true reform
- Provide authority to remove and transfer teachers and principals
- Act as advocates for change while supporting the strategic plan and the vision of increased achievement for Hazelwood East Middle School students

VII. D. Staffing Changes

East Middle School underwent a great staff transformation to begin the 2010-2011 school year. The replacement of existing staff along with adding new positions funded by the School Improvement Grant resulted in 62% of certified staff was new to East Middle for year 1. As the year progressed, decisions were made related to rehiring of staff. There were four teachers that were non-renewed for the following year. Along with these non-renewals, several temporary contracts were not reissued and a few staff members made a choice not to return. This has left the need to fill ten teaching positions for year 2. This process is being addressed by the literacy and math coaches who developed screening criteria and an interview process that includes observing the candidate teaching a lesson. There is also a change in the administrative team for East Middle for year 2. One Assistant Principal has been reassigned to another school. This has created the opportunity for East Middle to seek a replacement using turnaround competencies to identify an addition to the team that is fully prepared to work in a turnaround setting.

The Hazelwood School District has developed a new leadership structure for the entire district. This organizational structure had reallocated resources to provide additional support for the neediest schools including East Middle School. The district turnaround shepherd will have fewer schools to supervise allowing for additional time to be spent at East Middle supporting the turnaround process. Along with the turnaround shepherd, East Middle has been assigned two learning facilitators as part of their team along with three learning coaches, a new position for the district. The learning team will be lead by the turnaround shepherd along with facilitators and coaches to provide assistance in implementation and monitoring of programs to ensure success towards student achievement. Clerical staff will be added to support the documentation, monitoring and evaluation of the School Improvement Plan.

Appendix 1

Hazelwood East Middle School Leading Indicators

Leading Indicator	Measure	Baseline 2009-2010 unless noted	Year 1 Target 2010-2011	2010-2011	Year 2 Target 2011-2012	Year 3 Target 2012-2013
Number of Hours in the School Year	Calculations based on calendar and school schedule	1247 Hours per school year	1344 hours per school year (by extending school day)	1273 hours (additional hours from after school boot camps)	District will be studying options for extending the school year including the option of year round school.	
Student Attendance Rate	Average daily attendance	92.9	>94	92.5	>95	>96
Discipline Incidents	District Discipline Statistical Report – Teacher Referrals	715 per year grade 6; 635 per year grade 7; 643 per year grade 8	<300 per year per grade level	6 th gr: 471 7 th gr: 853 8 th gr: 926	<100 per grade level per year	<100 per grade level per year
Truants	Truancy as reported by PBIS	109 instances of Truancy	<85 instances	99	<75 instances	<70 instances
Distribution of Teachers by Performance Level	In 2009-2010, teachers were observed infrequently and were not given formative feedback needed for the improvement of instruction.	Due to significant issues with teacher effectiveness as indicated by low test scores and other indicators, only 50% of the staff were rehired in 2010 for the 2010-11 school year.	The new staff and emphasis on effective teaching, along with the differentiated professional development plan and increased observations with better formative feedback will likely improve teacher effectiveness.	11 out of 63 certified staff members are NOT returning. 83% of the certified staff are returning.	New teacher evaluation processes will result in new instruments that examine multiple forms of data. Targets for year 2 and 3 will be determined when the new teacher evaluation system is developed.	
Teacher Attendance Rate	Average number of days teachers missed in the school year	Teachers missed an average of 9.1 school days per year	Teachers will miss an average of <5 school days per year	Teachers missed an average of 8.72 days. Without two long term leave the average is 6.9 days	Teachers will miss an average of <4 school days per year	Teachers will miss an average of <3 school days per year
% of students scoring in the below basic and basic range on MAP for reading	Calculations based on MAP scores	75% of students scored in the basic to below basic range on the MAP	<38% of students will score in the basic to below basic range on the MAP	TBD	<27% of students will score in the basic to below basic range on the MAP	<10% of students will score in the basic to below basic range on the MAP
% of students scoring in the below basic and basic range on MAP for math	Calculations based on MAP scores	75% of students scored in the basic to below basic range on the MAP	<40% of students will score in the basic to below basic range on the MAP	TBD	<20% of students will score in the basic to below basic range on the MAP	<10% of students will score in the basic to below basic range on the MAP

Parent participation at conferences and school events	Teacher record of parent attendance at each teacher-parent scheduled conference and school events	Teacher Interview reports from teachers were minimal to no parent attendance at school events or teacher-parent conference	>50% of parents will attend/ participate in at least one teacher- parent conference and one school event	63%	>75% of parents will attend/ participate in at least two teacher-parent conferences and one school event	>75% of parents will attend/participate in at least two teacher - parent conferences and two school events