NEW PAGE

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: webreplysig2010@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	Cig Rector	7-1-11	$1,699,490

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEHA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
Hickman Mills C-1 Schools (Smith-Hale Middle School 2075)	048-072

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP
Dr. Marjorie Williams, Superintendent	9000 Old Santa Fe	Kansas City, MO 64138
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**
Margew@hickmanmills.org	816-316-7000	816-316-7032
NAME OF GRANT CONTACT	**ADDRESS**	**CITY, STATE, ZIP**
Dr. Greg Rich	9000 Old Santa Fe	Kansas City, MO 64138
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**
gregr@hickmanmills.org	816-316-7511	816-316-8236
NAME OF LEA TURNAROUND OFFICER (if known)	**ADDRESS**	**CITY, STATE, ZIP**
Dr. Greg Rich	9000 Old Santa Fe	Kansas City, MO 64138
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**
gregr@hickmanmills.org	816-316-7511	816-316-8236

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.

with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 7th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

SECTION III. - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's/district's School Improvement Grant, an LEA/district must indicate which of those waivers it intends to implement.

The LEA/district must check each waiver that the LEA/district will implement. If the LEA/district does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA/district must indicate for which schools it will implement the waiver.

☑ Extending the period of availability of school improvement funds.

> Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/districts in the State.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA/district approval for The Department to provide direct services:

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
Bonnie U. Mills	6-13-11
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
Margaret A. Williams	6-13-11

NEW PAGE

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

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

YEAR TWO SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003 (g) SIG*	124,000		22,881		80,000	208,500		435,381
1200 Supplemental Instruction (Title I) *1003 (g) SIG*	229,312	150,589	81,689	34,000				495,590
2100 Non Instructional Support Services *1003 (g) SIG*				194,000	7,000			201,000
2200 Professional Development *1003 (g) SIG*	133,677		36,459	103,250	22,854			296,240
2600 Planning and Evaluation *1003 (g) SIG*				160,000				160,000
3000 Community Services *1003 (g) SIG*		70,000	16,778	11,000	13,500			111,278
Program Costs Subtotal *1003 (g) SIG*	486,989	220,589	157,808	502,250	123,354	208,500		1,699,490
Indirect Costs								
Administrative Costs *1003 (g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003 (g) SIG*								
GRAND TOTAL *1003 (g) SIG*	486,989	220,589	157,808	502,250	123,354	208,500		1,699,490

NEW PAGE

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	4	5				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	2					
Reading Recovery Teacher Leader						
School/Home Coordinator			1			
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	6	5	1			

SECTION V. - SCHOOLS TO BE SERVED

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

					INTERVENTION (TIER I AND II ONLY)			
SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
Smith-Hale College Preparatory Middle School	2914340-00660		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 HICKMAN MILLS C-1 SCHOOLS SMITH-HALE COLLEGE PREP MIDDLE SCHOOL	COUNTY-DISTRICT - BUILDING CODE 048-072 2075
Budget Codes	**Related Strategies and Activities**
1100 Instruction	**Accelerated Math and Reading intervention – G3S2A1** **Study Island intervention – G3S3A4** **Fastt Math intervention – G3S3A4** **Benchmark curriculum materials for math – G3S1A4, G2S2A3** **Benchmark curriculum materials for ca – G2S3A4, G2S2A3** **Benchmark curriculum materials for social studies – G1S2A2, G2S2A3** **Benchmark curriculum materials for science – G1S2A6, G2S2A3** **White boards for classrooms – G2S3A1.2.4, G3S1A1, G3S3A1.4**
1100 Instruction *1003 (g) SIG*	**Principal Mentor – G5S1A3** **Building management/math instructional support –G4S1A8.9 G4S2A4.5.7.8** **Activities/Benchmarking –Extended school day – G2S2A6, G3S1A10** **Team incentives for student performance – G2S1A6, G3S1A8, G3S2A5, G4S1A5** **Curriculum materials to support extended year – G2S2A6** **Netbooks/carts, document cameras and smart boards for classrooms – G3S2A6, G3S3A5**
1200 Supplemental Instruction(Title I)	**Read 180/System 44 teachers – G2S1A3**
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	**Intervention teachers and tutors for math and ca – G2S1A8, G3S2A7** **Teachers for Sat. Academy intervention – G2S2A6** **Saturday Academy Leadership contract – G2S2A6** **After school program tutoring – G$S3A1.3**
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003 (g) SIG*	**Transportation for college visits – G1S1A5** **Social Worker – G4S3A2** **After-School Program- G4S3A1.3**
2200 Professional Development	
2200 Professional Development *1003 (g) SIG*	**Instructional coaches – G1S2A5** **Effective instruction (Read 180, reading strategies, differentiation, rigor, engagement, benchmarking)- G1S2A1, G2S3A1.7, G3S1A1.2, G3S2A1, G3S3A6** **Character training/mentorship – G2S1A2, G2S2A1.2.3** **PBIS training – G4S2A1** **PLC training – G2S1A2, G2S2A1.2.3, G2S3A3** **Mentorship training – G1S1A6, G4S1A6**

	Staff behavioral consultant G4 **Travel to conferences (National Teachers of Math, Middle School Conference, Technology Conference, Differentiated Instruction workshop, Rigor and Engagement workshops, Pen and Pencil Conference, Improving Map Scores workshop) G2S3A6, G1S1A6, G1S4A2.3.4, G2S3A1.5.8, G3S2A2, G1S3A2.5.6.8, G4S1A6** **Materials – G2S3A8, G3S3A8**
2600 Planning and Evaluation	**Acuity planning for interventions- G3S2A1, G3S3A4.5**
2600 Planning and Evaluation *1003 (g) SIG*	**Technical Assistance – G5S1A1.2.3.4.5.6, G6S2A1.2.3.4, G5S3A1.2.3**
3000 Community Services	
3000 Community Services *1003 (g) SIG*	**Parent support/community liaison/behavior interventionist G1S3A3, G1S4A2.3.4, G4S1A3.4.7, G4S2A4.5.7.8, G4S3A3** **College mentorship/preparation –M.Wynn – G1S3A1.2, G1S4A2.3.4, G2S3A3.8, G3S1A7, G4S1A10** **Family Advocacy Nights G1S3A2.3.4**
Administrative Costs	
Administrative Costs *1003 (g) SIG*	

NEW PAGE

NEW PAGE

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
HICKMAN MILLS C-1 SCHOOLS SMITH-HALE MIDDLE SCHOOL	048-072 2075

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					64,150			64,150
1100 Instruction *1003 (g) SIG*	124,000		22,881		80,000	208,500		435,381
1200 Supplemental Instruction	238,476		73,492					311,968
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	229,312	150,589	81,689	34,000				495,590
2100 Non Instructional Support Services								
2100 Non Instructional Support Services *1003 (g) SIG*				194,000	7,000			201,000
2200 Professional Development								
2200 Professional Development *1003 (g) SIG*	133,677		36,459	103,250	22,854			296,240
2600 Planning and Evaluation					3,000			3,000
2600 Planning and Evaluation *1003 (g) SIG*				160,000				160,000
3000 Community Services								
3000 Community Service *1003 (g) SIG*		70,000	16,778	11,000	13,500			111,278
Administrative Costs								
Administrative Costs *1003 (g) SIG*								
Program Costs Subtotal (Not including *1003 (g) SIG*)	238,476		73,492		67,150			379,118
***1003 (g) SIG* Subtotal**	486,989	220,589	157,808	502,250	123,354	208,500		1,699,490
Grand Total	725,475	220,589	231,300	502,250	190,504	208,500		2,078,608

NEW PAGE

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
HICKMAN MILLS C-1 SCHOOLS SMITH-HALE MIDDLE SCHOOL	048-072 2075

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Building management/math instructional support – 72,000	72,000
Principal mentor – 25,000	**25,000**
4 Intervention teachers – 153,645	**153,645**
2 Instructional Coaches – 90,021	**90,021**
151 days @ 102.12 substitutes for on-going training on effective instruction (differentiation, benchmarking, engagement, and rigor) 15,420.	**15,420**
10 teachers @25.00x4 hours x 20 days for Saturday Academy intervention – 20,000.	**20,000**
70 teachers @18.44x6 hours x2 days for PBIS training – 7,745.	**7,745**
70 teachers @18.44x6 hours x2 days for PLC training – 7,745	**7,745**
70 teachers @18.44x6 hours x2 days for Mentorship training – 7,745	**7,745**
5 teachers @ 18.44 x 6 hours x 2 days for Read 180 training – 5,000	**5,000**
30 teachers @25.00x36 hours for benchmarking– 27,000	**27,000**
15 teachers @ 25.00 x 148 hours for extended day tutoring academy – 55,668	**55,668**
6100 Subtotal	**$486,989**
6150: Non-certificated Salaries	
Parent support/community liaison and behavior interventionist – 70,000	70,000
5 Intervention tutors – 150,589	150,589
6150 Subtotal	**$220,589**
6200: Employee Benefits *(optional categories)*	
FICA	
Medicare	
Retirement (Teacher or Non-Teacher)	
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	**$157,808**
6300: Purchased Services	
Transportation to support college visits – 5000	**5,000**
Transportation for extended day academy – 29,000	**29,000**
Technical assistance contract – 160,000	**160,000**
Saturday Academy Leadership contract – 34,000	**34,000**
Read 180/Reading professional development – 15,000	**15,000**
Social worker contract – 40,000	**40,000**
Travel to conferences – (National Teachers of Math, Middle School, Technology, Pen and Pencil, Improving MAP scores, Differentiated instruction workshop, Rigor and Engagement workshop) 20,000	**20.000**
Contract for After-School program LINC – 120,000	**120,000**
Contract for College mentorship/preparation (Rising Sun-M. Wynn) 11,000	**11,000**
Contract for training PBIS – 14,250	**14,250**
Contract for training PLC-Data teams- 11,000	**11,000**
Contract for character training (Pen and Pencil Mentorship)-20,000	**20,000**
Staff Retreat (team building) – 1,250	**1,250**
Staff Behavioral consultant – 21,750	**21,750**
6300 Subtotal	**$502,250**

NEW PAGE

6400: Materials/Supplies	
4 classroom sets of materials for reading intervention – 4,000	4,000
Reading intervention books and supplies – 20,000	20,000
Math intervention books and supplies – 20,000	20,000
70 classroom sets of college going materials @ 100. – 7,000	7,000
Team incentives (Incentives will include only educational based classroom materials/resources based on student performance) – 16,000	16,000
Curriculum materials/resources to support extended school year – 20,000	20,000
Meeting supplies 5 meetingsx50 peoplex10.00-2,500	2,500
Meeting supplies5 workshopsx70 peoplex10.00-3,500	3,500
Professional development materials/retreat - 20,354	20,354
Family Advocacy Nights – 10,000	10,000
6400 Subtotal	**$123,354**
6100-6400 Subtotal	**$1,490,990**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$
6500: Capital Outlay	
12 classroom sets of netbook computers and carts – 170,000	**170,000**
25 smart boards – 33,000	**33,000**
10 Document cameras – 5,500	**5,500**
6500 Subtotal	**$208,500**
TOTAL	**$1,699,490**

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 2010-2011application.

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

SECTION VII.B. – YEAR TWO TIMELINE

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

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

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

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

SECTION VII.D. – STAFFING CHANGES

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

SECTION VII. – NARRATIVE

SECTION VII.A. – DISCUSSION OF YEAR ONE

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

This year we used Acuity as a predictor for achievement on the MAP. The following data compares the percent of students that were proficient and advanced on the 2010 MAP scores with the Acuity Predictor test B and C.

Communication Arts	MAP 2010	Acuity Test B(Jan 2011)	Acuity Test C (March 2011)	
Grade 6	24.7%	30%	38%	(+13.3%)
Grade 7	22.8%	29%	36%	(+13.2%)
Mathematics				
Grade 6	31.3%	33%	45%	(+13.7%)
Grade 7	30.4%	33%	41%	(+10.6%)

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

Professional development was focused in the following areas aligned to the Objectives of the grant. The grant objective that relates to each of the specific professional development objectives is listed above the description of each of the professional development initiatives

PD Objective #1

Increase the amount of parent involvement in the school through Family Advocacy and College Mentorship

Objective 1: 80% of students have a vision of attending college.

Objective 4: Every student will believe in themselves and their future; every student will be able to Self -Regulate—control behavior, resolve conflict, make good choices and set limits for themselves

Mychal Wynn provided support to the school related to increasing parent involvement in the Family Advocacy process. Three parent meetings were held –fall-winter and spring—Mr. Wynn provided suggestions for implementation of more effective college mentorship class during the day.

A teacher committee continued to develop lessons that teachers could use in the college mentorship. Implementation of those lessons was observed at the beginning of each semester and a walkthrough document was created for use with the leadership team and counselors so that they could continue to provide feedback to the teachers (See example of data collection below). Additional professional development during the 2nd year of the grant will be provided to work with teachers on engaging strategies for classroom work, as well as during college mentorship time.

	Teachers are using this week's lesson	Teachers are having college conversations	Teachers are doing activities that are college related	Engagement Whole group-Teacher led	Engagement Students working in groups-teacher facilitated	Engagement Students working independently-no teacher engagement
9/22	80%				40%	
10/29	42%	66%	33%	58%	8%	33%
1/26	50%	62.5%	37.5%	37.5%	12.5%	50%

PD Objective #2

Implement Differentiated Instruction as a strategy for improving student engagement and increase student achievement.

Grant Objectives addressed by this Professional Development

Objective 2: 100% of all students will read above grade level- for information and deep meaning.

Objective 3: 100% of students will be proficient

Teachers were provided professional development on the structure of small group instruction. This was the first step toward implementing differentiated instruction. Teachers learned about a management structure and procedures, as well as, a system to use data in identifying membership in the small groups. Utilizing a checklist, 80% of the staff has

made progress toward using small group instruction as a new way to deliver instruction, 45% of the staff is regularly utilizing small group instruction as a delivery model, and 15% of the staff is differentiating instruction on a regular basis. Next year, we will continue this objective adding professional development in teaching differently to meet the needs of the students. Staff members will design an individualized coaching plan with the administration to further this work and fully implement the small group instruction and differentiated instruction.

PD Objective #3

Implement a data team process for determining which strategies should be implemented with individuals and groups of students to provide for improved student achievement

Grant Objectives addressed by this Professional Development

Objective 2: 100% of all students will read above grade level- for information and deep meaning.

Objective 3: 100% of students will be proficient at Pre-Algebra by end of 7th grade.

Objective 4: Every student will believe in themselves and their future; every student will be able to Self -Regulate—control behavior, resolve conflict, make good choices and set limits for themselves

Using data teams to analyze data and drive instruction to increase achievement was a significant initiative this year. Acuity was purchased as an assessment tool to assist teachers in determining effectiveness of the SMART goals. The RPDC provided the initial technical training and content teams and grade level teams have utilized the Doug Reeves step approach to data analysis. All teams are using the data team process to analyze data and develop SMART goals. Increased student achievement in Communication Arts and Mathematics is a measurable result of the data team approach. We will continue the training from the RPDC to strengthen the data team process and support teachers as they use data to drive instruction in year two. The data team training and the work with small group instruction has been the prerequisites for response to intervention.

In addition, a data dashboard was created at the beginning of second semester for use by the assistant principals to document key data points for use with each grade level data team. Assistant principals collected this data on a weekly

basis and shared it with the grade level data teams. Using the Doug Reeves work and Critical Friends training, assistant principals worked with their grade level teams to practice the data team process. Each team set a goal based on their own data from the data dashboard (attendance, tardiness, discipline referrals, benchmark proficiency). The teams implemented an agreed upon strategy during the month of May and revised the strategy on a weekly basis as needed. Ongoing practice of the data team protocol must occur next year in order for the staff to develop competency in the data team process.

Two instructional components were identified as a concernfrom our MOSIG visit this spring. We will provide professional development and support through coaching to increase rigor and engagement in the classrooms during year two.

PD Objective #4

Implement the benchmark system in math and reading classroom and develop Science and Social Studies benchmarks for implementation in 2011-12

Grant Objectives addressed by this Professional Development

Objective 2: 100% of all students will read above grade level- for information and deep meaning.

Objective 3: 100% of students will be proficient at Pre-Algebra by end of 7th grade.

A benchmarked curriculum was implemented for both math and reading. Teachers were required to post the benchmarks completed so that student data was visible and accessible to students at all times. Teachers worked in content data teams to identify difficult benchmarks and collaborate to design lessons for benchmarks in which students are struggling the most.

Beginning in April, Science and Social Studies teachers began writing the benchmarks for their content areas requiring professional development around the implementation process, grading etc. Next year a focus on administrator support and monitoring of a benchmarked classroom is going to be needed in order for teachers to successfully implement the

benchmark process.

Objective 5: Build Capacity at all Levels of the System to Increase Student Achievement and Create a College Going Culture that engages Staff, Students, their Parents and other Community Partners

Increase the effectiveness of the Principal, Administrative Team and the Transformational Team as Leadership Bodies for the school

Principal leadership development

Individualized, extensive, executive coaching support was provided to the principal during the 1st semester. Coaching focused on effectively leading a Transformation SIG. Upon the removal of the principal at the start of the 2nd semester, the interim principal was supported through individualized coaching support. This coaching support focused on leading through a transitional phase as the interim and continuing to move forward on the SIG strategies.

Assistant Principal Leadership Development

In January the structure and responsibilities of the Assistant Principals was revised so that each of the three assistant principals would work with the teachers and students from two of the grade level data teams. In addition, each assistant principal supports the work in the content areas Math, Communication Arts, Social Studies, and Science.

Extensive coaching and leadership development was provided to the Assistant Principals individually and as a leadership team throughout the school year. Following the removal the principal and the naming of an interim principal in January, transition support and leadership capacity building was provided for the leadership team (Assistant Principals and interim principal) throughout the 2nd semester.

Transformational Team Leadership Development

Representatives from each of the grade level data teams, the elective teachers and special education made up the new transformation team. Teacher facilitators were identified and the team met on a weekly basis to begin planning and evaluating the work of the SIG. Leadership development and support was provided to the Transformational Team members. Over the course of the year, responsibility for facilitation of the TT was gradually released to the teacher leaders, with ongoing behind the scenes coaching support provided. The group learned protocols for successful

meetings, set norms, used decision making and protocols for study. The team experienced a two-day critical friends training in June where they learned even more protocols so that they will be able to lead the grade level and content data teams next year.

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

Objective 1: 80% of students have a vision of attending college.

Objective 4: Every student will believe in themselves and their future; every student will be able to Self-Regulate—control behavior, resolve conflict, make good choices and set limits for themselves

Smith-Hale Middle School had many accomplishments this year. Moving from a culture of compliance to a culture of learning has begun. Students are looking toward their future with a new sense of what is possible. Staff has helped students create a vision of being college ready. Staff provided advisement during mentorship time for students. Looking at achievement data and making career discoveries are a part of the weekly time together. Lessons on organizational skills, information on colleges and how to make positive life choices are additional parts of the curriculum. Teachers wore college shirts on Fridays. Teachers utilized the lessons that were provided by the college mentorship- committee with their students to increase their awareness of becoming a successful college going student. Every student in the 6th and 7th grade experienced a day-long college visit and had the opportunity to see what college life is all about. The staff viewed college mentorship as a success, and the college mentorship class has been extended from 1x per week this year to 4 x per week next year. Over 75% of the staff completed the teacher survey providing input into the decision about college mentorship for next year.

The mentor is also an advocate for parents. Mentors make phone calls to announce positive events, information items, or to discuss issues that have surfaced. They meet with parents to discover more about the students and to help parents become part of the educational process. Family Advocacy nights were designed to engage the parents with the idea of creating a college going atmosphere and helping parents understand their role in the process. The nights were extremely engaging for those parents and students who participated. This mentorship program is helping to change the

culture of the school.

Objective 2: 100% of all students will read above grade level- for information and deep meaning.

Objective 3: 100% of students will be proficient at Pre-Algebra by end of 7th grade.

Smith-Hale is data driven. This is one of the biggest changes for students, staff, and parents. Teams meet twice weekly, once as a grade level team and again as a content team to engage in the data. Data teams analyze the data, determine smart goals, and establish strategies for upcoming lessons. The teams collaboratively solve problems and move the work forward. Teachers hold data chats with students. Students know their lexile score and want to add to the score each quarter. They know if the last acuity assessment was at a proficient level or not. Achievement has grown steadily this year as a result of using the data to provide targeted instruction.

The math and communication arts teachers have worked with benchmarking this year. Benchmarking is a standards based approach to the grade level expectations. Objectives are written as "I can" statements that become the basis for what is taught, assessed and graded. Charts are available in each room that define the benchmarks and students progress in mastering it. Saturday academy, after-school tutoring, benchmark café at lunch, intervention teachers as well as small group instruction are strategies that are used to attack the benchmarks. Success on benchmarks are changing the culture of "we can't" to one of "we can" and providing collective responsibility for academic success.

Another accomplishment for Smith-Hale was having a full time instructional coach for all four core courses. This meant that data was accessible to teachers on a regular basis. The coaches did an excellent job of compiling and sharing the data with the teachers in a way helped them begin to make data driven decisions in their daily benchmark instruction. With the support of the instructional coaches, teachers were able to collaborate and develop lessons to address difficult benchmarks for students. Teachers could then use those lessons in the classroom and provide feedback on the lessons' effectiveness.

Students that were not proficient on the MAP were identified for interventions. Read 180, a technology-based reading

program, has been implemented to support students reading at least 2 years below grade level. The data indicates that the intervention is providing an increase in student reading proficiency. Accelerated Math, a technology based program has provided a resource for increased gains in math. The program supports the benchmarking process as a way of providing additional practice and individualized support for students.

There have also been some challenges this year:

- Removal of the principal at semester, due to ineffective leadership, was difficult.
- Change is always hard for people, so the idea of changing how we do business created stress for many.
- The quality of the teaching and classroom environments are not at the level needed.
- Learning the benchmark system was demanding. The paradigm shift from how teachers formally graded students to using competency based learning provided unique challenges for staff, students, and parents.

SECTION VII.B. – YEAR TWO TIMELINE

See Appendix A

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.

The grant will provide the training and extra scaffold for more parental involvement.

Although participation in family advocacy night increased from the beginning of the year to the end of the year, parent participation still proved to be lower that the goals that were originally set. A one time professional development training was provided to staff, and materials were created to help them make connections with parents more effectively; however, ongoing check-in and support will provide for more effective conversations between teachers and parents. A Parent Support/Community Liaison will address this issue and provide a foundation for teachers and students with

behavior supports. Additional supports provided by the grant (M. Wynn and LINC) will also support more parental involvement.

The number of students requiring extended year was higher than we would have liked. Helping students take more responsibility for their learning remains a challenge. Identifying individual intervention plans for students was not easy, as well as setting up the various tiers of support proved to be a challenge this year also. The additional personnel (math and reading interventionists, UMKC tutors) will help address this need. The after school program and the Saturday Academy provided for the grant are supplementary supports to increase achievement.

Data supports (Acuity, Star) and training on how to utilize the data to drive differentiated instruction will be provided by the grant. Curriculum materials, technology, and incentives will support more engagement. Professional development will aid teachers in providing more rigorous and engaging lessons for higher student achievement.

Teachers will be trained in PBIS to increase more positive classroom management and continue to increase behavior supports for teachers. The character training, the After-school program and the mentorship curriculum will be a further support for students, teachers, and parents.

The district supports the SIG efforts by providing a Transformation Officer that is a liaison between the school and Central Office. This person also assists the school when barriers to improvement are slowing or stopping progress. The additional money available from the district and other federal programs is utilized to support the work of the grant. Continual evaluation of the programs and services provided by the grant are reviewed by central office. Those programs and services that are showing promise are expanded to other schools in the district. The superintendent meets regularly with the Transformation Officer, building administration and the outside consulting team to ensure that the progress is being made and the strategies and actions outlined in the grant are proceeding. The grant is providing the initial training that is needed for a transformation of a school. Powerful and effective learning experiences for all

students in all classes are being accomplished by filling the school with excellent teachers. The plan has been thoughtfully designed for sustainability by the district and the school by increasing leadership capacity and unity of purpose for all stakeholders.

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..

There will be a number of changes for year two at Smith-Hale. Through-out the year, building administration has consistently observed classroom teachers for effectiveness and support. Teachers regularly met with administration to discuss achievement progress and analyzed achievement data. The building administration kept a map of staff to assist with professional development to improve instruction. After careful consideration, several teachers will not be returning to Smith-Hale. In addition, there were several Teach For America teachers that have decided to return home and a few teachers that decided to retire. The changes are as follows:

New to Smith-Hale – 2 Special Education teachers, 4 math teachers, 2 science teachers, 2 communication arts teachers, 1 counselor

We just hired a new principal for next year and have reassigned 2 assistant principals to Smith-Hale. We believe that the changes will provide a stronger leadership team.

The grant will provide additional intervention teachers and tutors. We are in the process of searching for good candidates that will help provide instruction for students that need extra help. We will also hire a Behavior Management staff member to assist with the implementation of Positive Behavior Instructional Support initiative. The grant will afford the school a social worker to help with emotional needs and resources that may be needed for families. In conjunction with the Family Advocacy program, a parent/community liaison will provide a bridge between the school and parents in an effort to garner a strong parent/school partnership.

SECTION VII. B. – YEAR TWO TIMELINE
APPENDIX A
Hickman Mills C-1 Schools

Hickman Mills C-1 Schools
SECTION VII.B. – YEAR TWO TIMELINE
In May, 2012 our first cohort of 6th graders will exit to 8th grade …

Vision/Goal #1--Every student is college ready -- prepared to enter college upon exiting high school and have a choice about their future.

Objective: By May 2012, 100% of 6th and 7th grade students will have portfolio with 6 year plan and identified college.
By May 2012, 100% of 7th graders will have completed 80% of the identified indicators for college readiness.

Strategy	Action Steps	Start Date	Evaluation Tool	Implement / Evaluation Date	Person Responsible
1. Design a set of College Readiness experiences that students should have before exiting grade 7.	1. Bring teachers together to study and learn more about the supports needed to create a college going environment.	8/11	Checklist of mentorship class	1/12	Principal
	2. Create a series of measurable college readiness indicators for all students to include in their portfolio.	6/11	Completion of indicators	9/11	Principal - Mentorship Committee
	3. Use common plan time for teachers to create and share "college" connections to the curriculum to be documented in the Lesson Plan and implemented in classes.	9/11	Lesson Plans Mentorship Checklist	2/12 Continue	Principal
	4. "Host" a college spirit day 1x per quarter to include college representatives, former students who are attending college and other adults. Teachers wear college shirts.	10/11	Student interviews	5/12	Counselors
	5. Plan 2 college visits --1 per semester (local 1st semester, state-2nd semester) Mentors to attend with mentees. Invite parents.	10/11	Student interviews	5/12	Counselors
	6. Provide Professional Development for staff on Pen and Pencil curriculum for effective mentorship.	8/11	Mentorship Checklist Student interview	5/12 Continue	Principal
2. Implement Benchmark system of	1. Identify a team of teachers who will begin creating the benchmarks aligned with the Missouri State Standards and begin outlining the "I Can…" statements for exploratory classes.	9/11	Benchmarks for all classes	5/12	Coaches Asst. Principals

SECTION VII. B. – YEAR TWO TIMELINE
APPENDIX A
Hickman Mills C-1 Schools

instruction	2. Implement benchmarking in Science and Social Studies classes and purchase materials and supplies needed for benchmarking in all classes.	8/11	Checklist of a benchmark classroom	4/12	Coaches Asst. Principals
	3. Identify and implement a grading system that targets mastery of benchmarks.	8/11	Percent of mastery Interviews	10/11	Principal
	4. Determine and implement a system of utilizing differentiated instruction and the benchmarks in all classes.	8/11	DI classroom checklist	1/12	Coaches Asst. Principals
	5. Provide coaching for teachers to help assist in the implementation of benchmarking.	8/11	Coaching plans Checklist of benchmark classroom	5/12 Continue	Principal
	6. Design and distribute a benchmarking document that will help students and parents better understand standards based teaching, learning, and grading.	7/11	Interviews	5/12	Coaches Principal
3. Parents have strategies for supporting their child in becoming college ready	1. Institute Family Advocacy conferences 4 x per year to engage parents in college planning for their child.	8/11	Interviews	5/12 Continue	Principal Counselors
	2. Provide professional development to teachers related to conferencing with parents in a Family Advocacy Model. Include examples and prompts for engaging in college and career goal awareness conversations to be done on a quarterly basis.	8/11	Checklist of Mentorship classroom	1/12 Continue	Principal
	3. Create a format for collecting information to identify needs of parents and families that can be supported by the school.	9/11	Interviews	5/12	Counselors
4. Students will have a set of college ready communication skills	1. Implement a plan to encourage reading outside of school.	8/11	Reading logs	4/12	Principal
	2. Provide training for all staff to help teachers understand how the cultural differences between them and their students impact communication and expectations.	8/11	Mentorship Checklist	3rd year	Counselors
	3. Provide training of cultural language differences with strategies for teaching code switching for Standard English.	9/11	Mentorship Checklist	5/12 Continue	Principal
	4. Provide training on how to teach oral conflict resolution skills (debate, present, argue a point)	10/11	Mentorship Checklist	3rd year	Speech teacher

SECTION VII. B. – YEAR TWO TIMELINE
APPENDIX A
Hickman Mills C-1 Schools

Vision/Goal #2-- Every student will read ABOVE grade level—for information and deep meaning

Objective: By May all students will attain an above grade level lexile score of at least 840 (grade 6) and 900 (grade 7)
By May 2012, all students in grades 6 and 7 will increase Acuity reading scores by 20%.
(Increase Percent of students Proficient from 18% to 38% to 58% to 78% (6), 25% to 45% to 65% to 85% (7) over three years)

Strategy	Action Steps	Start Date	Evaluation Tool	Implement Date	Person Responsible
1. Create a system of supports (RTI) for students utilizing data to evaluate student progress and continuously monitor student growth	1. Determine the Tiers of Support for all students related to reading and articulate it in writing so all advocates understand what the reading scores mean.	8/11	Pyramid of Support -Published	1/12	Principal Coach
	2. Provide ongoing professional development for Communication Arts teacher during the common content time that supports teachers in using data to create individualized student-reading plans.	9/11	Reading Plans-Published	1/12	Principal Coach
	3. Continue implementing Read 180 for students who are two grade levels behind in reading as part of a RTI plan for students.	8/11	SRI scores/reports	5/12	Principal Coach
	4. Create an individualized intervention plan for each student that identifies the type of reading support needed. (including students who are already reading on grade level.	10/11	Intervention plans-published Star reading report	5/12 Continue	Principal Coach
	5. Create a plan for students that are at and above grade level to increase achievement.	10/11	Plans – published Star reading report	5/12	Principal Coach
	6. Provide incentives for teachers and teams who meet their improvement goals	8/11	Incentive plan – published Interviews	5/12 Continue	Principal Coach
	7. Provide parents information regarding student progress and response to intervention plan to create a partnership with parents.	10/11	Interviews	5/12 Continue	Principal Coach
	8. Hire additional staff to support interventions for students that are reaching for proficiency.	9/11	Intervention reports - Starz	5/12	Principal

SECTION VII. B. – YEAR TWO TIMELINE
APPENDIX A
Hickman Mills C-1 Schools

2. Implement Communication benchmarks, which will include weekly benchmark checks for students and teachers	1. Provide training and support for staff on how to conduct effective "Data Chats"	10/11	Benchmark data checklist	3/12	Asst. Principals
	2. Support Administrators as they conduct "Benchmark walks" and engage in benchmark conversations with students and teachers.	9/11	Benchmark checklist	4/12 Continue	Principals
	3. Hold "Data Chats" with students and provide quarterly recognition for reading achievement in conjunction with Family Advocacy Nights.	10/11	Benchmark data	4/12	Principal Coach
	4. Hire CA intervention teachers/tutors to support students in the completion of their benchmarks.	9/11	Benchmark data	5/12	Principal
	5. Hold "Data Chats" with teachers to determine effectiveness of instruction.	10/11	Reading data – Acuity/Star	3/12	Principal
	6. Provide an extended school year (including Sat. Academy and Summer School) for all students so they have additional learning time in which to complete the benchmarks at each level.	10/11	Benchmark data Reading data-Acuity/Star	6/12 Continue	Principal
3. Implement Effective Instructional Strategies in all classrooms to support deep implementation of the Benchmarking system in the classroom and increase student achievement.	1. Continue to provide differentiated instruction training to all teachers, administrators, and coaches to become familiar with the new strategies.	8/11	DI classroom checklist	3/12	Principal Coaches
	2. Develop a coaching plan for teachers who need additional support to implement the instructional strategies.	10/11	MOSIG observation form	3rd year	Principal Coaches
	3. Examine student work and other data, to determine how to deepen implementation of the strategies during team meeting time and Wednesday early release.	1/12	Data team checklist	3rd year	Asst Principals Coaches
	4. Provide additional intervention materials and resources for teachers and students to assist with differentiation of instruction.	8/11	DI checklist	1/12	Principal
	5. Provide training to teachers on analysis of assessments to determine needs of students and small group instruction membership.	10/11	Data team checklist	3/12	Principal Coaches
	6. Provide professional development for engagement and rigor in the classroom.	8/11	MOSIG observation form	3rd year	Principal Coaches
	7. Provide time for teachers to conduct a walk-through of colleagues and then time to debrief with each other.	10/11	Walk through form	3/12	Asst Principals
	8. Provide Lesson Study Professional Development for teachers as they begin a deeper implementation of the benchmark process.	1/12	Benchmark data	3rd year	Principal Coaches

SECTION VII. B. – YEAR TWO TIMELINE
APPENDIX A
Hickman Mills C-1 Schools

Vision/Goal #3-- Every student will be proficient at Pre-Algebra—ready to take and pass Algebra I at the 8th grade

Objective: By May 2012, all students in grades 6 and 7 will increase Acuity math scores by 20%.
Increase proficiency on the MAP index from 713 to 733 to 753 to 773 (Grade 6) 709 to 729 to 749 to 769 (Grade 7)
(Increase Percent of students Proficient from 29.4% to 49.4% to 69.4% to 89.4% (6), 23.6% to 46.6% to 66.6% to 86.6% (7) over three years)

Strategy	Action Steps	Start Date	Evaluation Tool	Implement Date	Person Responsible
1. FULLY Implement Math Benchmarking as a Standards-Based Method of instruction.	1. Determine "what are the critical attributes of a benchmarked classroom, and how will they hold teachers accountable?" to be used as part of the evaluation process later.	8/11	Benchmark Observation Checklist	11/11	Principal
	2. Identify teachers who have early success and begin to set up opportunities for teachers to observe each other.	9/11	Benchmark checklist	11/11	Principal Coach
	3. Use common content time to work with teachers around student work as it relates to improved instruction leading to improved student achievement.	8/11	Benchmark data and Data team checklist	5/11	Principal Coach
	4. Purchase curriculum resources (CBR2, charts and stickers) for math and calculators to be use to support the benchmarking process.	7/11	Benchmark data	8/11	Principal Coach
	5. Continue to review and revise curriculum and assessment procedures on an on-going basis with revisions officially documented during the summer prior to the new school year.	7/11	Benchmark data Math data Acuity/Star	9/11	Principal Coach
	6. Support Administrators as they conduct "Benchmark walks" and engage in benchmark conversations with students and teachers.	9/11	Benchmark checklist	4/12 Continue	Principals
	7. Provide support for staff on how to conduct effective "Data Chats"	10/11	Benchmark data checklist	3/12	Asst. Principals
	8. Hold "Data Chats" with students and provide quarterly recognition for math achievement in conjunction with Family Advocacy Nights.	10/11	Benchmark data	4/12	Principal Coach
	9. Hold "Data Chats" with teachers to determine effectiveness of instruction.	10/11	Math data – Acuity/Star	3/12	Principal
	10. Provide an extended school year for all students so they have additional learning time in which to complete the benchmarks at each level.	10/11	Benchmark data Reading data-	6/12 Continue	Principal

SECTION VII. B. – YEAR TWO TIMELINE
APPENDIX A
Hickman Mills C-1 Schools

			Acuity/Star		
2. Create a system of supports (RTI) that are individualized for students that include all levels of intervention including both remediation and acceleration opportunities for students related to demonstrating the benchmarks.	1. Use the STAR Math Data to determine the Tiers of Support for all students related to math and articulate it in writing so all advocates understand what the math scores mean.	9/11	Math data Acuity/Star	5/12 Continue	Principal Coach
	2. Provide ongoing professional development for Math teachers during the common content time that supports the understanding of how to use identified interventions.	10/11	Data reports from Acuity/Star Interviews	5/12	Principal Coach
	3. Create an individualized RTI plans for each student that identifies the type of intervention students utilizing analysis of data	10/11	Data reports from Acuity/Star	5/12 Continue	Principal Coach
	4. Work with teachers to provide flexible groups of students Tier 1 and Tier 2 instruction.	9/11	Data reports from Acuity/Star	5/12	Principal Coach
	5. Provide incentives for teachers and teams who meet their improvement goals in math.	8/11	Incentive plan – published Interviews	5/12 Continue	Principal Coach
	6. Provide technology (net books, smart boards) to provide teachers additional resources for differentiation of instruction and additional targeted practice.	8/11	Benchmark data	5/12	Principal Coach
	7. Hire additional staff to support interventions for students that are reaching for proficiency.	7/11	Data reports from Acuity/Star	3/12	Principal Coach
3. Implement Effective Instructional Strategies in all classrooms to support deep implementation of the Benchmarking system in the classroom and	1. Continue to provide differentiated instruction training to all teachers, administrators, and coaches to become familiar with the new strategies.	8/11	DI classroom checklist	3/12	Principal Coaches
	2. Develop a coaching plan for teachers who need additional support to implement the instructional strategies.	10/11	MOSIG observation form	3rd year	Principal Coaches
	3. Examine student work and other data, to determine how to deepen implementation of the strategies during Team meeting time and Wednesday early release.	1/12	Data team checklist	3rd year	Asst Principals Coaches
	4. Provide additional intervention materials and resources for teachers and students to assist with differentiation of instruction.	8/11	DI checklist	1/12	Principal
	5. Provide training to teachers on analysis of assessments to determine needs of students and small group instruction membership.	10/11	Data team checklist	3/12	Principal Coaches

increase student achievement.	6. Provide professional development for engagement and rigor in the classroom.	8/11	MOSIG observation form	3rd year	Principal Coaches
	7. Provide time for teachers to conduct a walk-through of colleagues and then time to debrief with each other.	10/11	Walk through form	3/12	Asst Principals
	8. Provide Lesson Study Professional Development for teachers as they begin a deeper implementation of the benchmark process.	1/12	Benchmark data	3rd year	Principal Coaches

Vision/Goal #4– Every student will believe in themselves and their future; every student will be able to Self -Regulate—control behavior, resolve conflict, make good choices and set limits for themselves

Objectives: By May 2012 Smith-Hale Middle School will reduce office referrals by 60%., reduce tardiness by 80% and increase student attendance rates to 96%.
By May 2012 all students will be able to name one adult at school who has made a difference in their lives.
By May 2012 all students will be able to set specific academic goals and articulate a talent that they have w/strategies to further develop those talents.

Strategy	Action Steps	Start Date	Evaluation Tool	Implement Date	Person Responsible
1. Implement a Family Advocacy System to provide an opportunity for students to build strong relationships with at least one caring adult in the building. Family Advocacy will serve as the opportunity for	1. Engage in study around the implementation of a Family Advocacy System and indicators of success implementation.	8/11	Interviews AQ parents	5/11	Asst Principals
	2. Assign Advocates to each student.	7/11	Schedules	8/11	Principal
	3. Design a plan for teachers who need additional support to participate effectively in family advocacy.	9/11	Observations Checklist	1/12	Principal
	4. Implement a plan for advocates to meet with their administrators on a quarterly basis to review the progress of each of their students to provide ongoing support and accountability.	10/11	Interviews Observations Data Dashboard	5/12	Principal
	5. Provide incentives for advocates and teams who meet their family advocacy goals	10/11	Data Dashboard	5/12	Asst. Principals
	6. Provide professional development to all staff utilizing Pen and Pencil curriculum	8/11	Interviews Checklist	3rd year	Principal
	7. Design a Family Advocacy Night once per quarter to bring parents to the school to engage with their child and his/her advocate in planning for the	8/11	Interviews	5/12	Principal

teachers (advocates) to engage more deeply with the parents of their students.	future with an adult that they can get to know and trust. It could also serve as an opportunity for parents to receive additional support as well.				
	8. Set up a system of supports and interventions for students and parents that attendance is below target.	8/11	Data Dashboard	5/12	Counselors
	9. Hire a Behavior Interventionist / Parent Liaison to support parents and interventions for students.	7/11	Data Dashboard Interviews	3rd year	Principal
	10. Provide speakers that will motivate students to do their best, understand the importance of being college ready, and acknowledge their own value and importance.	9/11	Interviews	3rd year	Principal
Develop a set of common expectations for students to be implemented across the school with positive behavioral supports identified to reinforce students to meet these expectations.	Provide PD for teachers related to introduce the PBIS expectations.	8/11	Interviews Checklist	5/11 Continue	Asst. Principals
	Maintain the 3C committee to provide monthly updates to staff, students, and parents regarding PBIS matrix (data).	8/11	Interviews PBIS matrix	5/11 Continue	Asst. Principals
	Hire a Behavior/Building Manager to provide behavioral supports	7/11	Interviews	5/11 Continue	Principal
	Review each classroom for consistency of classroom expectations.	8/11	Observations	9/11 Continue	Asst. Principals
	Share expectations with students using with reinforcing articles during College Mentorship 101/201 and a secure a commitment from the students to be an active participant.	8/11	Interviews Discipline Data	9/11 Continue	Principal
	Develop charts for each classroom to remind students of the positive behavioral expectations.	8/11	Observations	9/11 Continue	Asst. Principals
	Utilize a Tardy Tracker System to support the implementation of the Positive Behavior Support Plan	8/11	PBIS matrix Tardy data	5/11	Asst. Principals
	Utilize common team time to discuss effective strategies for use with students who are struggling, as well as, effective strategies overall.	8/11	PBIS matrix Interviews	5/11	Asst. Principals
Implement an after-school program for students.	1. Work with the LINC team to hire a new on-sight LINC Coordinator who will be in charge of planning and organizing the program on the school's end.	8/11	Interviews Parent survey	9/11	Principal
	2. Hire a Social Worker to support students who have more serious issues than can be addressed by the Family Advocate and the Positive Behavior	7/11	PBIS matrix Interviews	9/11	Principal

	Support System.				
	3. Utilize Family Advocacy to continue to recruit students to participate in the after-school programs and identify something they are good at and incorporate the after-school activities as a way to get better at it.	8/11	Interviews AQ	3/12	Asst. Principals

GOAL #5—Build Capacity at all Levels of the System to Increase Student Achievement and Create a College Going Culture and Positive Climate that engages Staff, Students, their Parents and other Community Partners

Objective: 100% of the Performance Outcomes-- identified in Goals #1-4 have been met

Strategy	Action Steps	Start Date	Evaluation Tool	Implement Date	Person Responsible
1. Implementation of an effective program evaluation will be applied to all new initiatives throughout the duration of the grant.	1. Provide support to the transformational team to meet, plan and evaluate the progress on a weekly basis to include study and evaluation of the strategies.	7/11	Interviews	3/12	Principal
	2. Focus all staff Professional Development time on an aspect of the plan, and spend time during Wednesday early-release to evaluate and communicate progress towards implementation.	8/11	Interviews	3/12	Principal PDC rep
	3. Provide support to the principal to lead the implementation of all strategies with a gradual release of support by the end of the grant.	6/11	MOSIG progress report	5/12	Consultant
	4. Provide support to the leadership team, coaches, and counselors to assist with the implementation of the grant	6/11	MOSIG progress report	5/12	Consultant
	5. Provide support and assistance with monitoring and evaluation all aspects of the grant.	6/11	MOSIG progress report	5/12	Consultant Principal
	6. Provide support to the leadership team on the data dashboard and other requirements of MOSIG-DESE.	6/11	MOSIG progress report	5/12	Consultant Principal
2. Create a staff and administrator evaluation system reflecting	1. Assist with the design of each evaluation tool (including checklists, walk-through checklist, interviews, etc.) for all action steps for Goals 1-4.	8/11	Evaluation tools published	10/11	Consultant Principal
	2. Assist with the application and implementation of each strategy and action step.	8/11	Interviews	5/12 Continue	Consultant Principal

SECTION VII. B. – YEAR TWO TIMELINE
APPENDIX A
Hickman Mills C-1 Schools

implementation of the key strategies of this plan.	3. Create a process to recruit, hire and retain highly qualified and effective teachers. Within that process, determine which incentives should be offered to those teachers.	8/11	Teacher retention Staff changes	4/12	Consultant Principal
	4. Utilize a mapping system as a basis to provide assistance (professional development) to retain highly qualified and effective teachers for the school.	9/11	Teacher retention Staff changes	3/12	Consultant Principal
3. Provide a system of external supports and influence through the use of data-driven dialogue and leading indicators of student progress towards meeting the performance outcomes.	1. Review collected data on a monthly basis with the external provider and the Team.	10/11	Data dashboard	4/12	Consultant Principal
	2. Convene monthly check-in meetings between external provider and the Transformation team to evaluate progress and make adjustments to the plan.	9/11	Data dashboard Review of plan	5/12	Consultant Principal
	3. Convene quarterly check-in meetings between external provider and the district leadership to evaluate progress of the school. Determine and make adjustments in technical assistance that will need to be made.	10/11	Data dashboard MOSIG progress review	5/12	Consultant Principal