



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

NEW PAGE

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 CRAIG RECTOR	SIGNATURE <i>Craig Rector</i>	DATE 7-1-11	TOTAL APPROVED \$337,364
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SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME JENNINGS SCHOOL DISTRICT	COUNTY-DISTRICT CODE 096104
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NAME OF BOARD-AUTHORIZED REPRESENTATIVE CLARENCE HOLMAN	ADDRESS 2559 DORWOOD DRIVE	CITY, STATE, ZIP ST. LOUIS, MO 63136
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E-MAIL ADDRESS HOLMANC@JENNINGSK12.ORG	TELEPHONE NUMBER 314-653-8000	FAX NUMBER 314-653-8030
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NAME OF GRANT CONTACT GEORGIA BLAND-WHITFIELD	ADDRESS 2559 DORWOOD DRIVE	CITY, STATE, ZIP ST. LOUIS, MO 63136
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E-MAIL ADDRESS BLANDWHITFIELDG@JENNINGSK12.ORG	TELEPHONE NUMBER 314-653-8000	FAX NUMBER 314-653-8030
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NAME OF LEA TURNAROUND OFFICER (if known) GEORGIA BLAND-WHITFIELD	ADDRESS 2559 DORWOOD DRIVE	CITY, STATE, ZIP ST. LOUIS, MO 63136
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E-MAIL ADDRESS BLANDWHITFIELDG@JENNINGSK12.ORG	TELEPHONE NUMBER 314-653-8000	FAX NUMBER 314-653-8030
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SECTION II. - ASSURANCES

The LEA/district must include the following assurances in its application for a School Improvement Grant.
 Check the boxes in this table to include the assurances in this application.

The LEA/district must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/district commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- Report to the SEA the school-level data required under section III of the final requirements.

All checked per Original CR

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.

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.

Checked per 7-27-11 Revision CR

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

Clarence Holman Jr.

6-13-11

SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)

DATE

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 Non-certificated 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								
2100 Non Instructional Support Services 1003 (g) SIG	\$232,661		\$52,106	\$25,571				\$310,338
2200 Professional Development 1003 (g) SIG				\$25,000	\$2,026			\$27,026
2600 Planning and Evaluation 1003 (g) SIG								
3000 Community Services 1003 (g) SIG								
Program Costs Subtotal 1003 (g) SIG	\$232,661		\$52,106	\$50,571	\$2,026			\$337,364
Indirect Costs								
Administrative Costs 1003 (g) SIG								
ADMINISTRATIVE COSTS SUBTOTAL 1003 (g) SIG								
GRAND TOTAL 1003 (g) SIG	\$232,661		\$52,106	\$50,571	\$2,026			\$337,364

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 JENNINGS JUNIOR HIGH SCHOOL		COUNTY-DISTRICT - BUILDING CODE 2050
Budget Codes	Related Strategies and Activities	
1100 Instruction \$13,010	Instructional materials for teachers and students; general supplies	
1100 Instruction 1003 (g) SIG	Progress Monitoring Interim assessments, expanded curriculum, Leadership and Learning Center – development of Data Teams/RTI, Improved student learning via technology access, AVID	
1200 Supplemental Instruction(Title I)		
1200 Supplemental Instruction(Title I) 1003 (g) SIG		
2100 Non Instructional Support Services		
2100 Non Instructional Support Services 1003 (g) SIG \$310,338	Salary and Medical/Health Benefits for: Mathematics coach Communication Arts coach Instructional Improvement Specialist	
2200 Professional Development \$5,000	Professional Development for teachers	
2200 Professional Development 1003 (g) SIG \$27,026	Contracted services: Dr. Sharroky Hollie – Culturally Responsive Teaching and Learning Training Contracted services: Dr. Wayne Jones - Math Secrets for the Urban Learner	
2600 Planning and Evaluation		
2600 Planning and Evaluation 1003 (g) SIG	Data Warehouse, external evaluation services	
3000 Community Services		
3000 Community Services 1003 (g) SIG	Parent Resource Center, Parent Website, Parent Meetings	
Administrative Costs		
Administrative Costs 1003 (g) SIG	Less than ½ time secretary	

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			
JENNINGS SCHOOL DISTRICT / JENNINGS JUNIOR HIGH SCHOOL					ST. LOUIS COUNTY-JENNINGS-			
Year Two 2011-12	6100 Certificated Salaries	6150 Non-certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction					\$13,010			\$13,010
1100 Instruction 1003 (g) SIG								
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) 1003 (g) SIG								
2100 Non Instructional Support Services								
2100 Non Instructional Support Services 1003 (g) SIG	\$232,661		\$52,106	\$25,571				\$310,338
2200 Professional Development				\$5,000				\$5,000
2200 Professional Development 1003 (g) SIG				\$25,000	\$2,026			\$27,026
2600 Planning and Evaluation								
2600 Planning and Evaluation 1003 (g) SIG								
3000 Community Services								
3000 Community Service 1003 (g) SIG								
Administrative Costs								
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG)								
1003 (g) SIG Subtotal	\$232,661		\$52,106	\$50,571	\$2,026			\$337,364
Grand Total	\$232,661		\$52,106	\$55,571	\$15,036			\$355,374

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
JENNINGS SCHOOL DISTRICT/JENNINGS JUNIOR HIGH	2050
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 Instructional Improvement Specialist: Full-time 12 month position	\$95,000
1 Math Coach: Full-time 10 month position	\$66,744
1 Reading Coach: Full-time 10 month position	\$70,917
6100 Subtotal	\$232,661
6150: Non-certificated Salaries	
6150 Subtotal	\$0
6200: Employee Benefits (optional categories)	
Benefits for 1 Instructional Improvement Specialist, 1 Reading Coach, and 1 Math Coach as listed in Class 6100 section. Benefits include Medicare, Retirement, and Insurance	
Instructional Improvement Specialist	
Reading Coach	
Math Coach	
FICA	\$3,374
Medicare	\$35,190
Retirement (Teacher or Non-Teacher)	\$13,542
Health, Life, and/or Dental Insurance	
Other Benefits	
6200 Subtotal	\$52,106
6300: Purchased Services	
AVID - The Advancement Via Individual Determination (AVID) program will prepare students in the academic middle for four-year college eligibility. AVID has a proven track record in bringing out the best in students, and in closing the achievement gap.	\$10,000
Data Director - Data Director is an online data and assessment management solution that provides educators with a fast and powerful decision-support system. It is designed to help administrators and teachers improve student performance, grades from any student information system (SIS/Lumen), as well as district-administered tests, and daily classroom assessments given by teachers.	\$15,571
Professional Development: Dr. Sharokky Hollie - Presenter of Culturally Responsive Teaching and Learning practices for urban school teachers.	\$18,000
Math Secrets (student mathematics intervention): Dr. Wayne Jones - Mathematics intervention with culturally relevant learning tasks and assessment.	\$7,000
6300 Subtotal	\$50,571
6400: Materials/Supplies	
AVID - Classroom library, online resources, reading and writing materials and resources.	\$2,026
6400 Subtotal	\$2,026
6100-6400 Subtotal	\$337,364
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	\$0
6500: Capital Outlay	
6500 Subtotal	\$0
TOTAL	\$337,364

SECTION VII. – NARRATIVE

The responses to Sections VII.A. – D. are limited to 20 pages of double spaced 10-12 point font.

SECTION VII.A. – DISCUSSION OF YEAR ONE

Describe progress made toward each objective approved in the 2010-2011 application.

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

SECTION VII.B. – YEAR TWO TIMELINE

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

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

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

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

SECTION VII.D. – STAFFING CHANGES

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

Section VII.A. – Discussion of Year One

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

Jennings Junior High (JJH) School is currently a Level-5 Restructuring/Improvement School. Based on historical MAP data, JJH has consistently scored below the State level in Mathematics and Communication Arts. Table 1 shows the trended MAP data for grades 7 and 8 at JJH.

Table 1: Historical MAP Data: State & JJH

MATH	STATE-Math	JJH Math Grade 7	JJH Math Grade 8	COMM ARTS	STATE-Comm. Arts	JJH Comm. Arts Grade 7	JJH Comm. Arts Grade 8
2007	36.1	14.1	15.6	2007	42.8	22.8	16.8
2008	45.4	21.5	15.0	2008	51.0	20.7	24.2
2009	54.1	20.8	20.3	2009	59.2	26.6	24.7
2010	63.3	18.2	16.2	2010	67.4	15.3	26.3

The historical MAP data for JJH shows a distinct deficit in progress in Mathematics and Communication Arts over a three year period. Given the annual increase in scoring targets required by the No Child Left Behind legislation, JJH scores on state academic tests (MAP) must make a substantial increase in 2011. In order for JJH to make AYP via Safe Harbor for the 2010-2011 school year, 37 students scoring at the below basic level must increase their scores to the proficient level in Mathematics and Communication Arts. Based on student 2010 MAP scores, JSD initiated the following changes within JJH in an attempt to dramatically influence achievement outcomes:

- (1) The Mathematics teaching staff was replaced with new Mathematics teachers.
- (2) Two Language Arts teachers were transferred.
- (3) A new Principal was hired in July 2010.
- (4) A new administrative team was assembled July 2010 which included:
 - a. Principal, Assistant Principal, Instructional Improvement Specialist*
 - b. Dean of Student Affairs, two Instructional coaches assigned in Mathematics and Communication Arts.*

*denotes SIG funded positions

Additionally, instructional minutes in Communication Arts were increased and the courses in Pre-Algebra, Algebra I, and Spanish were added to the program of studies.

Jennings School District (JSD) administers ACUITY Predictive assessments, forms A, B, & C, as a “MAP-like” achievement predictor. Based on the results from ACUITY Predictive C, student test scores increased in Mathematics and Communication Arts in both 7th and 8th grades. Table 2 shows ACUITY C assessment data with Safe Harbor percentages for 7th grade. Table 3 shows ACUITY C assessment data with Safe Harbor percentages for 8th grade.

Table 2: 7th grade ACUITY Predictive C Assessment Data w/Safe Harbor %

Acuity Missouri Predictive Form C Communication Arts Grade 7 Number in Grade who Completed Test: 215				
7th Grade Expected % Of Students at each Performance Level:	L1=Below Basic 16%	L2=Basic 40%	L3=Proficient 30%	L4=Advanced 13%
Safe Harbor % Needed in Proficient & Advanced= 23.8% Acuity Proficient & Advanced= 33%				
Acuity Missouri Predictive Form C Mathematics 7 Number in Grade who Completed Test: 219				
7th Grade Expected % Of Students at each Performance Level:	L1=Below Basic 21%	L2=Basic 42%	L3=Proficient 28%	L4=Advanced 10%
Safe Harbor % Needed in Proficient & Advanced= 26.4% Acuity Proficient & Advanced= 38%				

Table 3: 8th grade ACUITY Predictive C Assessment Data w/Safe Harbor %

Acuity Missouri Predictive Form C Communication Arts Grade 8 Number in Grade who Completed Test: 189				
8th Grade Expected % Of Students at each Performance Level:	L1=Below Basic 8%	L2=Basic 61%	L3=Proficient 23%	L4=Advanced 8%
Safe Harbor % Needed in Proficient & Advanced= 33.7% Acuity Proficient & Advanced= 31%				
Acuity Missouri Predictive Form C Mathematics Grade 8 Number in Grade who Completed Test: 188				
8th Grade Expected % Of Students at each Performance Level:	L1=Below Basic 29%	L2=Basic 38%	L3=Proficient 21%	L4=Advanced 11%
Safe Harbor % Needed in Proficient & Advanced= 24.6% Acuity Proficient & Advanced= 32%				

Based on ACUITY Predictive C, 7th and 8th grade Mathematics and 7th grade Communication Arts increased, yielding Safe Harbor percentage points. Eighth (8th) grade Communication Arts missed making Safe Harbor by 2.7%, based on ACUITY Predictive C. Since ACUITY Predictive C was administered in February 2011, an adjustment to the schedule was made to promote collaborative planning for Communication Arts teachers teaming with Social Studies teachers and for Mathematics teachers teaming with Science teachers. This teaming arrangement facilitated use of a strategy whereby staff in each partner subject could add relevant perspectives to the instructional design of each subject, thereby better ensuring that students were able to transfer their understanding of concepts across subject areas and apply their learning in each subject area as well as improve their overall performance on MAP. Any skill deficits exhibited by students were addressed in this process.

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

The Jennings Junior High (JJH) School administrative team identified three (3) areas of concern related to the instructional program focus for the 2010-2011 school year. Using data generated by walk-through observations of the teaching and learning environments in JJH, it became evident that support was most needed to address (a) the level of rigor and engagement in the classroom, (b) classroom management, and (c) student/teacher relationships. Through professional development opportunities provided by the Department of Elementary and Secondary Education (DESE) and the Regional Professional Development Center (RPDC), Solution Tree, and Lead and Learn, JJH teachers began to accomplish the goals of increasing the level of rigor and engagement on each activity/assignment, improving classroom management procedures so that they were more realistic and transparent, and building relationships between students and teachers, evidenced by the number of students who voluntarily remained after-school for additional assistance from their classroom teachers.

Professional Development was provided on a monthly basis with teachers and administrators working together toward the goal of increasing student achievement. In addition, all teachers were

assigned at least one (1) summer professional development reading selection. The entire staff will read *Teach Like a Champion* (2010). Other teachers, based on their professional development needs, will receive either one or both of these titles: *What Every Middle School Teacher Should Know* (2007) and/or *Black Students: Middle Class Teachers* (2002).

It was through these strategies that JJH was able to realize significant gains on ACUITY Predictive C. We attribute these gains to the ongoing professional development offered at JJH. Table 4 shows the gains on ACUITY over the 2010-2011 school year:

Table 4
ACUITY Data 7th & 8th grade

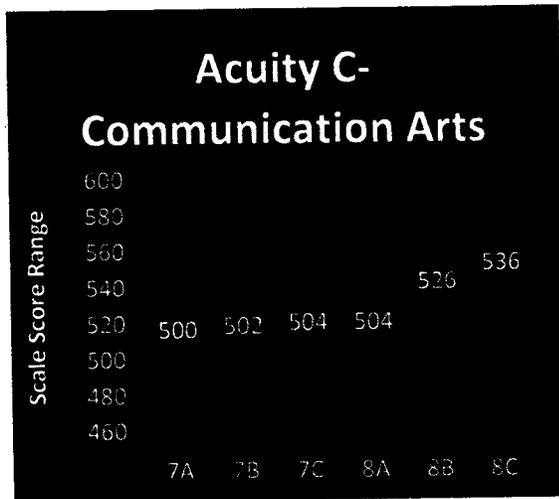
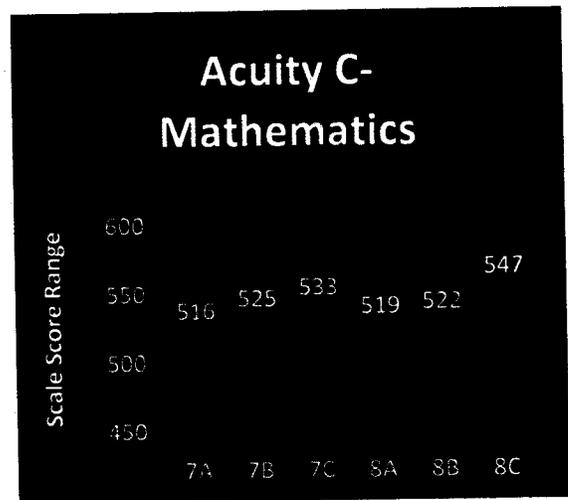


Table 5
ACUITY Data 7th & 8th grade



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

JJH met challenges along with accomplishments in achieving the objectives in 2010-2011. One of the challenges included building a new administrative team comprised of one first time administrator and others who were new or relatively new to the district. Parental involvement continuing to be a concern and a focus for JJH, although a working PTSO was established in the 2010-2011 school year. Another challenge related to meeting academic goals was that of meeting the needs of students with individual education plans (IEPs). Special education students are serviced through Special School District (SSD). Currently, about 20% of the student population at JJH has an IEP. Based on MAP data from 2010, only 3% of the 20% with IEPs scored proficient or advanced. Lastly, the removal of the previously assigned math department created a challenge at the beginning of the school year. The three new math teachers

were unfamiliar with the data team process and PLCs. Professional development and the hiring of a mathematics coach provided the much needed assistance needed by the newly assigned math teachers.

Among accomplishments in achieving 2010-2011 objectives were the establishment of an active PTSO, creation and organization of Talk Teams as Professional Learning Communities and the implementation of the data team process. The PTSO was established in October 2010 and began with 100% membership from the JJH staff. To date, the PTSO has officers in place with a working budget and a plan for opening the JJH Parent Resource Center. The Talk Teams were created with PLCs as the framework. Teachers elected to serve on the Talk Team of their choice/interest in an effort to garner their full buy-in. During the 2011-2012 school year, the Talk Team processes and procedures will be formalized. With Professional Development from Lead & Learn, the JJH staff was able to formalize Data Team processes. Teachers actively use data to make instructional decisions for students. Learning to disaggregate data has been one of the greatest catalysts for realizing the instructional successes that JJH has witnessed this school year. Moreover, of the eight students who were a part of the Alternative Learning Program (ALP) at JJH, three of those students made honor roll at the end of the school year.

In addition to accomplishments related to instructional goals and programs, JJH has realized a stark change in the climate and culture of the school. Teacher attendance increased as teachers took less days off during the 2010-2011 school year than evidenced in previous years. Teacher attendance at JJH had historically been slightly above average; however, during the 2010-2011 school year, teacher absences were below 20%, representing approximately 5.5 teachers absent on Tuesday –Friday of each week. Also, in an effort to promote a healthy school climate and to foster an engaging and supportive school culture, teacher social activities were planned each quarter. At the beginning of the year, teacher attendance at the teacher socials revealed that only 40%, representing approximately 15 teachers attending the socials. By May 2011, 81% (which represents approximately 28 teachers) attended the teacher socials.

Section VII.B. – Year Two Timeline

Goal	Objective	Actions/Strategies	Evidence/Measures	Persons Responsible
<p>Improve student achievement</p>	<p>All students and students in subgroups will meet AYP according to Safe Harbor calculations</p>	<p>July 2011-July 2012 Begin: 6/1/11 – Planning of Professional Development activities for the 2011-2012 school year. End: 8/1/11 and ongoing Begin: 7/1/11 – Analysis of available data (i.e., ACUITY) for incoming 7th grade students. End: 8/1/11 Begin: 7/11/11 – Summer Teacher Retreat. End: 7/13/11 Begin: 8/1/11 - Analysis of all students MAP scores with determination of correlations. End: 8/15/11 Begin: 8/8/11 -- Development of 30/60/90-day plans for programming and instruction End: 9/1/11 and ongoing Begin: August 2011 – PD plan implemented End: 05/2012</p>	<p>District and site-based monitoring of use of PD360 Creation of monthly Professional Development plan Data chart and/or database developed – Correlation graphs created – Data presented to faculty and staff 30/60/90 day plans produced and distributed to staff Participant sign-in sheets – Individual and program surveys given</p>	<ul style="list-style-type: none"> • Georgia Bland-Whitfield • GeNita Williams • Melba Davis • Bill Macdonald • A. Michael Shaw • Robyn Williams • Leslie McEntire • Outside Professional presenters and consultants • Other “Key Personnel”

Goal 2	Objective 2	Actions/Strategies	Evidence/Measures	Persons Responsible
<p>Increase community and parental involvement and support</p>	<p>Parent participation and involvement will increase 20% from 2010-2011 school year</p> <p>Community involvement will increase 20% from the 2010-2011 school year</p> <p>All students and students in subgroups will meet AYP according to Safe Harbor calculations</p>	<p>July 2011-July 2012</p> <p>Begin: 7/11/11 – Develop PTSO schedule with dates, topics, goals, etc. End: 7/13/11</p> <p>Begin: July 2011 Notify parents and conduct monthly PTSO meetings End: Ongoing monthly</p> <p>Begin: 7/18/11 – Contact potential community businesses to create /formalize partnerships with the school. End: Ongoing/quarterly</p> <p>Begin: 7/25/11 – Planning Back to School Extravaganza (Preferred Family Health sponsored) End: 8/1/11</p> <p>8/2011 Back to School Extravaganza (Preferred Family Health sponsored)</p> <p>8/2011 Develop plans for opening Parent Resource Center of JJH End: 9/2011 and ongoing</p> <p>Begin: 9/2011 Plan parent and community school-based social activities. End: Ongoing/quarterly</p> <p>Begin: 10/2011– Quarterly (academic) meetings held at JJH with parents community members. End: 6/2012</p>	<p>Calendar/schedule completed and distributed</p> <p>Schedule/agenda of monthly PTSO meetings & quarterly Partnership meetings</p> <p>Identified methods of communication</p> <p>Survey</p> <p>Sign-in sheets</p> <p>Parent interviews</p> <p>Photos of Resource Center</p>	<ul style="list-style-type: none"> • Georgia Bland-Whitfield • GeNita Williams • Melba Davis • Bill Macdonald • A. Michael Shaw • Robyn Williams • Leslie McEntire • Parents/Family • Community members • Outside Professional presenters and consultants • Other "Key Personnel"

Goal 3	Objective 3	Actions/Strategies	Evidence/Measures	Persons Responsible
<p>Create and implement student support initiatives</p>	<p>All students and students in subgroups will meet AYP according to Safe Harbor calculations</p> <p>All students and students in subgroups will use the school as a "safe-haven" and as a resource.</p>	<p>July 2011- July 2012</p> <p>Begin: 6/1/11 – Plan with and use community programs that support students academically, socially, and emotionally.</p> <p>End: 9/1/2011 and ongoing</p> <p>Begin: 7/1/11 - Data analysis of student attendance, discipline, and academic progress from the 2010-2011 school year.</p> <p>End: 7/30/11</p> <p>Begin: 8/2011 – Identify "at-risk" students and ensure embedded academic intervention.</p> <p>End: 9/2011 and ongoing</p> <p>Begin: 8/2011 – Develop and implement sustainable Talk Team (PLC) processes and procedures.</p> <p>End: 6/2012</p> <p>Begin: 9/2011 – Plan and conduct student/school celebrations quarterly.</p> <p>End: 6/2012</p> <p>Begin: 9/1/11 Implement an Adopt-A-Student program.</p> <p>End: 9/30/11</p> <p>Begin: 10/2011 – Identify students to server on Student Council and student-centered Talk-Team.</p> <p>End: 11/2011</p>	<p>Student attendance, discipline, and academic progress measures</p> <p>Involvement of and participation in student support programs</p> <p>Student assemblies and celebrations for students.</p> <p>Raise awareness of academic and career opportunities based on mentoring relationships</p> <p>Participation rates in student clubs and organizations</p> <p>Talk Team meeting minutes</p> <p>Student and parent surveys</p> <p>Sign-in sheets</p>	<ul style="list-style-type: none"> • Clarence Holman • Georgia Bland-Whitfield • GeNita Williams • Melba Davis • Bill Macdonald • A. Michael Shaw • Scott Rendel • Parents/community members • Better Family Life • Preferred Family Health (Team of Concern)

Section VII.C. – Discussion of School Year 2011-2012

Year one of the Jennings Junior High (JJH) School Implementation Plan centered on three major improvement objectives. Specifically, JJH focused on 1.) Improve student achievement, 2.) Promote parental and community involvement that supports improved student achievement, 3.) Create student support opportunities and initiatives. These three objectives were established in year one as those necessary to move JJH into accredited status. During the course of year one implementation adjustments were made to the timeline as needed.

Improve student achievement

Achievement outcomes are indelibly linked to administrative leadership. The monthly principal cohort emphasizes ways to promote organizational change, implementation of the transformational leadership model, and instructional improvement. These sessions will focus on discussion of initiatives, review of progress towards goals, and methods for adjusting the developed school plan. Attendance of administrators at monthly district-level leadership meetings is mandatory.

In order to continue to raise student achievement at JJH, attention to identifying the needs of the students, parents, and staff will continue and will become more systemic. Analysis of collected data from the 2010-2011 school will be conducted by the Instructional Improvement Specialist and the administrative team. Results will be reported to the staff prior to August 15, 2011. A breakdown of the data and summary reports will be presented to the instructional staff during the annual Teacher Retreat which occurs prior to July 30 of each school year. The instructional staff and school administration has worked to develop a school action plan for the upcoming school year. A 30/60/90-day instructional plan will be developed when teachers return

in August 2011 but prior to the school year beginning. Achievement and student progress will be reviewed two weeks prior to the completion of each academic quarter. Adjustments to the 30/60/90-day plan will be made quarterly based on collected and analyzed data.

Jennings Junior High (JJH) established "Talk Teams" that included members from constituent groups from the school and community. These Talk Teams had an organizational arrangement that supported and encouraged Professional Learning Communities (PLC) due to the collaborative efforts to improve student achievement with input from each member. The Talk Team or PLC processes and procedures will be established and implemented with fidelity in the first quarter of year two or before September 1, 2011.

Prior to August 1, 2011 the administrators, with input from teachers, will determine the focus of each Talk Team. The number of Talk Teams will be determined based on the data collected as described above. It is expected that each team will meet at least twice per month with a representative reporting initiatives, plans, and updates/results to the administration minimally three times per quarter. These summary meetings will be documented and an update of all Talk Team progress will be presented to all constituency groups in written form each quarter. The administrative team will act on recommendations prior to the Talk Team's next meeting.

Staff member professional development occurred throughout the 2010-2011 school year and will continue during year two (2011-2012) of the grant. Based on collected data, a series of professional development sessions will be established prior to September 1st. These sessions will occur at least once per month. Mandatory development will be based on Professional Growth Plans, collected walk-through data, and student achievement data. JJH will use PD360, an on-

demand, web-based library of professional teacher development resources, during year two to standardize Professional Development processes and procedures. Since professional development must be ongoing and embedded, all teachers will have the opportunity to use selected PD360 resources to provide instructional support and strategy implementation.

In order to promote student achievement, instructional staff must have an understanding of what to teach (curriculum) and how to teach (instructional methods), including how technology can be used to support student learning. As stated previously, instructional staff will be presented with instructional methods that are based on their needs illustrate effective, research-based methodologies. Feedback will be given to staff via individual conferences (with administrators and academic coaches) and through presentations provided during required staff meetings.

The Jennings School District is committed to ensuring that an updated, standards-aligned, curriculum is in place for all academic areas. During the 2010-2011 school year, the Mathematics and Communication Arts curricula were updated and will be implemented for the 2011-2012 school year. Throughout the 2011-2012 school year, the district will continue to create curricula in other academic areas. Curriculum development meetings will occur at least once per month under the guidance and direction of Jennings School District Central Office administrator(s). At the completion of year two of the School Improvement Grant, curriculum for three additional content areas will be developed, approved, and prepared for implementation at the start of school, August 2012.

Jennings School District has established a plan to improve and update technology that will be available to staff and students. These technology enhancements have proven to be

effective in improving student achievement; however, said achievement is based on the knowledge, ability, and willingness of staff members.

Technology Professional Development will be dependent on the skills of the instructional staff (data collected 2010-2011) and the newly acquired hardware/software. The Professional Development will focus on the areas of student use, teacher use, data collection, and use of assessment tools. Professional Development in the area of Technology will occur at least once per month and may involve JJH instructional staff, Jennings School District instructional staff (at large), and parents/community members as identified through collected data. The sessions will be created and delivered through Jennings School District administrators and others associated with Professional Development throughout the district.

The acquisition of the AVID (Advancement Via Individual Determination) program occurred during the 2010-2011 school year and professional development was initiated. "AVID is an elementary through postsecondary college readiness system that is designed to increase school wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change" (AVID, 2011, para. 1). For the 2011-2012 school year, AVID will be offered to identified students as a course of study option. Data will be collected and trended as the year progresses to assess the success of the AVID program on student achievement.

Promote Community Involvement and Engagement that Supports Improved Student Achievement

The goals and strategies used to promote parental involvement in the school and community setting will be reviewed and adjusted prior to the start of the 2011-2012 school year. The success of the parent and community involvement plan will be monitored by the building principal through ongoing observations and ongoing data collection/analysis (i.e., parent sign-in sheets, feedback forms, monthly reports and subsequent outcomes), etc. At least once per quarter, said administrator will update the faculty and staff on needed improvements and achievements relative to the parent and community involvement goals.

Jennings Junior High (JJH) will continue to have an active Parent Teacher Student Organization (PTSO). Officers will be identified and announced prior to September 1, 2011. The school administration along with PTSO officers will develop the PTSO schedule with dates of activities and goals for the school year. Parents and community will be notified at registration in August 2011 of PTSO calendar and meeting dates.

Research has proven that partnerships with local and regional businesses are a critical factor in student/school achievement. In order to develop these partnerships the Jennings School District and JJH have committed to creating and nurturing positive working relationships with local and regional businesses. Prior to August 2011, school district and school building administrators will identify and contact potential business partners. Together, the district and school administrators will contact business owners and invite them to an Open House at Jennings Junior High School to facilitate the building of positive relationships.

During the remainder of the 2011-2012 school year (and beyond) business leaders will be updated on Jennings Junior High School news, achievements, recognitions, etc. These updates will be provided in hard-copy format and on the school website. Additionally, quarterly business partnership meetings will be held within the school. Business owners/leaders, parents, district administrators, and building administrators will be invited to attend.

Embedded within this section have been events and opportunities for parents to assist and/or participate at Jennings Junior High School. The school administrators and instructional staff are committed to increasing parental support of and involvement in the school community. In this effort, in August 2011, JJH will plan for the opening of a Parent Resource Center. This center will serve as a resource to parents and the community offering family counseling information, college planning, employment opportunities and readiness options, etc.

While many of the previously indicated opportunities exist, Jennings Junior High School believes that specifically planned events must occur to ensure opportunities for parents to visit the school and become actively involved in a positive way. In conjunction with Preferred Family Health (PFH), JJH will hold a Back to School Extravaganza, sponsored by PFH. This extravaganza is a back to school initiative for the community of Jennings, with the intention of educating the community on the services offered by PFH.

In September 2011, administrators and instructional staff (representatives) will plan parent and community school-based social events for parent visitation/participation. At least once per quarter, opportunities for parents to attend a social or academic event will be made available. Within one week of the completion of the 2011-2012 school year, a survey of parents'

perceptions, needs, and comments will be completed and analyzed. The collected data will be used in the upcoming school year's program planning.

Create and Implement Student Support Initiatives

Jennings Junior High (JJH) administration realizes from year one that identifying student assessment data expedites the development of academic interventions and enrichments. Prior to August 2011 all student academic data will be compiled into a spreadsheet and distributed to administrators and teachers. This information will be used to suggest academic programming for students. JJH students will be encouraged to join any after-school programs or clubs, tutoring and mentoring activities, and extra-curricular activities as well. These activities will provide data relative to student choice and selections for extra-curricular activities.

JJH students will be recognized for their academic successes, positive citizenship, and community involvement throughout the school year via school celebrations. All constituent groups will be invited to attend quarterly celebrations that will showcase the honored students. Prior to September 1, 2011, determination of celebration categories, criteria, and a calendar of celebratory events will be created. Two weeks prior to the completion of an academic quarter, administrators and teachers (representatives) will finalize celebratory plans including location, time frame, supplies needed, number of student participants, parental/community volunteers, etc. Student celebrations for academic achievement will occur within one week of the end-of-the-quarter.

Additionally, it is believed that if students have mentors that act as a resource, support system and role model, then student success will result. Prior to September 1, 2011, JJH will implement an Adopt-A-Student program. This program will provide identified students with on-

site mentors via teachers, support staff, counselors, administration, etc. All school stakeholders will be expected to "Adopt" at least one at-risk student. JJH believes that it is through these relationships that student-teacher and teacher-parent relationships are developed.

A common thread throughout this section has been the Jennings Junior High School website. Providing a variety of communication tools and formats is crucial in establishing school partnerships and establishing an open forum for communication to all constituency groups. Throughout the 2011-2012 school year, the Jennings Junior High School website will provide collected data, school updates, student success stories, etc. To accomplish the website improvement goal, the Jennings School District created and launched a new webpage (website) and URL. Continuing on with the district initiative, prior to July 12th, Jennings Junior High School will collaboratively work with constituent groups to determine content that should be included and maintained on the website. Updates to the website will be completed the first week of each month and throughout the month/school year as needed.

District Support: Programmatically and Fiscally

Jennings School District (JSD) is committed to providing the programmatic and fiscal assistance necessary for Jennings Junior High (JJH) to make the necessary improvements. Provisions are made for curriculum and materials from research-based sources through which the instructional staff can deliver lessons and other learning activities. The adoption of leadership and monitoring solutions to ensure creation of appropriate learning environments with high levels of support and accountability for JJH administration and staff are developed. Additionally, JSD will continue to assign instructional support staff (curriculum specialists, instructional specialists, instructional coaches, and assistant principals) to assist in the

development and implementation of curricular and instructional programs. JSD, in support of the programming at JJH, will also monitor organizational and instructional practices to ensure that standards are met with respect to initiatives adopted and that staff functionality is maintained at maximal levels.

JSD is also committed to ensuring that ongoing training is provided for administrators, teachers and constituent groups. JSD will facilitate parent meetings to acquire feedback and suggestions for ways to improve programs and services to better meet the needs and aspirations of students. JSD will also design and facilitate staff training as a result of data analyses, needs assessments, recommendations of data teams and procedures, and results gleaned from progress monitoring systems, documenting use of effective instructional strategies along with indicators of increased student learning as measured by formative and summative assessments.

Technological support is also necessary for JJH student success. JSD is committed to providing expanded instructional technology to include more computer laboratories, classroom computers, Smart Boards, Promethean Boards, document cameras, and other innovative systems which create access to professional development, distance learning, teacher and student collaboration, webinars, podcasts, etc. Expanded use of applications such as email to disseminate messages and materials; greater communication options (e.g., synchronous; asynchronous, one-to-one, one-to-many, many-to-many), and elimination of transportation and scheduling barriers with use of electronic forums are also means by which JSD will support JJH.

Jennings School District (JSD) passed an \$11.5 million bond issue to fund capital improvements in school buildings and grounds, along with improvements in learning environments, programs and services for schools within the district. These funds will support capital improvements necessary for Jennings Junior High (JJH) as well. JSD will respond to a

variety of requests for proposals for grants to supplement operational and programmatic costs associated with technology development, curriculum development and implementation, student support services, physical education and health programs, guidance programs, co-curricular programs and STEM partnerships. JSD will adjust district and school budgets and spending patterns to better ensure adequate levels in the fund balance and in school budgets to meet programmatic needs. JSD will also ensure leveraged use of other federal and state funds for special programs and services.

Section VII.D. – Staffing Changes

In order to continue to promote student achievement and teaching and learning, Jennings Junior High (JJH) had to make several staffing changes for year two. With the replacement of the Mathematics department at the onset of year one, three new math teachers were hired. Of the three new math teachers, one of the newly hired math teachers will not be renewed due to inadequate performance. The Computer Applications teacher who holds certification in mathematics will replace the non-renewed math teacher in year two. A teacher from within the district will be placed at JJH to be the Computer Applications teacher during year two. The music teacher from JJH was removed due to inadequate performance in March of year one. A new music teacher will be hired for year two. Lastly, JJH has reconsidered Spanish for the junior high school student at this time. In its place, an advanced level Modern Novels course will be introduced in year two. This course will provide a gateway for advanced students to participate in writing workshop while interacting with written text, both fiction and non-fiction. This course is a complement to the Algebra I course that is presently offered to advanced math students at JJH.

