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ORIGINAL

FEDERAL GRANTS AND RESOURCES
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
PO BOX 480, JEFFERSON CITY, MO 65102-0480
FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003 (G) OF ESEA
Project Dates: July 1, 2011 to June 30, 2012

DIRECTIONS

Mail the completed form postmarked or delivered by Monday, June 13, 2011 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: 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		July 1, 2011	$777,740

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
Normandy School District	**096109**

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP
	3855 Lucas and Hunt Road	**St. Louis, MO 63121**

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
slawrence@normandysd.org	**(314) 493-0402**	

NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Beverley L. Thompson	**3855 Lucas and Hunt Rd.**	**63121**

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
bthompsn@normandysd.org	**(314) 493-0484**	**(314)493-0432**

NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP
Aubrey Todd	**3855 Lucas and Hunt Road**	**63121**

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
atodd@normandysd.org	**314-493-0452**	**(314) 493-0432**

SECTION II. - ASSURANCES

The LEA/district must include the following assurances in its application for a School Improvement Grant.

Check the boxes in this table to include the assurances in this application.

The LEA/district must assure that it will—

- ✓ Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/district commits to serve consistent with the final requirements;
- ✓ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

- ✓ Report to the SEA the school-level data required under section III of the final requirements.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 7th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

SECTION III. - WAIVERS

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

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

✓ Extending the period of availability of school improvement funds.

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

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

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

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
	6/13/11
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative) Stanton E. Lawrence Supt	DATE 6/13/11

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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*								
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Non Instructional Support Services *1003 (g) SIG*				12,900				$12,900
2200 Professional Development *1003 (g) SIG*	109,746			575,910	6,184			$691,840
2600 Planning and Evaluation *1003 (g) SIG*				35,000				$35,000
3000 Community Services *1003 (g) SIG*				38,000				$38,000
Program Costs Subtotal *1003 (g) SIG*	109,746			661,810	6,184			$777,740
Indirect Costs								
Administrative Costs *1003 (g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003 (g) SIG*								
GRAND TOTAL *1003 (g) SIG*	109,746			661,810	6,184			$777,740

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SECTION IV. – LEA/DISTRICT YEAR TWO TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction						
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	2@.5fte					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL[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
Normandy Middle School	01244		X					X
Normandy High School	01248		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.

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SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR TWO STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*

List the strategies from the LEA/district implementation plan and school plans that support the selected interventions and improvement activities at the LEA/district level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/district and each school the LEA/district has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORMANDY MIDDLE SCHOOL	096109-3000

Budget Codes	Related Strategies and Activities
1100 Instruction	**Implemented new standards based curriculum; Added secondary content coordinator (.5). Acuity instructional resources for additional reinforcement of standards in math and communication arts.**
1100 Instruction *1003 (g) SIG*	**Pearson Literacy Navigator/Ramp-Up for math and literacy. Curriculum tools that develop strengthen and accelerate reading comprehension. Math Navigator is a modular intervention that targets and fills critical gaps and misconceptions in mathematical understanding. PLC, effective use of data and knowledge; effective use of technology to support instruction.**
1200 Supplemental Instruction(Title I)	**Learning Centers Read 180 Tier II-reading Intervention; Voyager Cambium Learning Tier III; Edu-u-Co math support Tier I and II;**
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	
2100 Non Instructional Support Services	**College Summit, PIRC support services; Superior Support Services; Gear-Up; Inter district best practices for family support**
2100 Non Instructional Support Services *1003 (g) SIG*	**California Parent Center: Promote parent involvement and community engagement that supports improved student achievement. Creating a parent/community engagement model to connect and maximize achievement focused partnerships. Implement SAM Management System (cost share).**
2200 Professional Development	**CSD collaborative teaching strategies, technology integration; use of data to drive instruction; intra district best practices for academic support**
2200 Professional Development *1003 (g) SIG*	**NCUST utilize innovative approaches to human capital development Pearson; Develop instructional structures, systems and process to drive student achievement; optimize conditions for teaching and learning; helping schools build leadership, trust, ownership and a shared vision. Pearson America's Choice Navigator and Ramp –Up professional development; Cost share Literacy and Numeracy Instructional Coaches.**
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003 (g) SIG*	**Dr. Boykin, National Center for Educational Achievement; evaluate for continuous improvement; NCUST**
3000 Community Services	**24/1; Beyond Housing strategic planning; Better Family Life family and community enrichment** (in kind)
3000 Community Services *1003 (g) SIG*	**Promote and implement a systemic parental involvement and community engagement plans that unites and supports improved student achievement in the 25 contiguous municipalities.**
Administrative Costs	**Administrative cost share between the middle and high schools.**
Administrative Cost *1003 (g) SIG*	

Changes per BT, 9-28-11 CR

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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			
NORMANDY MIDDLE SCHOOL					096109-3000			
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	37,659		11,278	22,666				71,603
1100 Instruction *1003 (g) SIG*								
1200 Supplemental Instruction(Title I)				178260	17,500			195,760
1200 Supplemental Instruction(Title I) *1003 (g) SIG*								
2100 Non Instructional Support Services				9,000				9,000
2100 Non Instructional Support Services *1003 (g) SIG*				6,450				6,450
2200 Professional Development				9,121				9,121
2200 Professional Development *1003 (g) SIG*	54,873			200,000 75,200 12,755	3,092			345,920
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003 (g) SIG*				17,500				17,500
3000 Community Services								
3000 Community Service *1003 (g) SIG*				19,000				19,000
Administrative Costs		13,000	3,100					16,100
Administrative Costs *1003 (g) SIG*								
Program Costs Subtotal(Not including *1003 (g) SIG*)	37,659	13,000	14,378	219,047	17,500			301,584
***1003 (g) SIG* Subtotal**	54,873			330,905	3,092			388,870
Grand Total	92,532	13,000	14,378	549,952	20,592			690,454

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORMANDY MIDDLE SCHOOL	096109-3000

BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries .5fte Literacy Coach .5fe Numeracy Coach		27,319 **27,554**
	6100 Subtotal	**$54.873**
6150: Non-certificated Salaries		
	6150 Subtotal	**$**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits		
	6200 Subtotal	**$**
6300: Purchased Services National Center for Urban Transformation Pearson America's Choice Wesley Boykin NCEA Evaluation AVID Center for Parent Involvement SAM (cost share)		 **$75,200** **$200,000** **$17,500** **$12,755** **$19,000** **$6450**
	6300 Subtotal	**$330,905**
6400: Materials/Supplies Leadership Book study supplies Instructional supplies		**$3092**
	6400 Subtotal	**$3092**
	6100-6400 Subtotal	**$388,870.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)		**$**
6500: Capital Outlay		

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6500 Subtotal	$0
TOTAL	388,870.00

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.

NEW PAGE

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR TWO STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*

List the strategies from the LEA/district implementation plan and school plans that support the selected interventions and improvement activities at the LEA/district level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/district and each school the LEA/district has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORMANDY HIGH SCHOOL	096109-1050

Budget Codes	Related Strategies and Activities
1100 Instruction	**Implemented new standards based curriculum; Added secondary content coordinator (.5)**
1100 Instruction *1003 (g) SIG*	**Pearson Literacy Navigator/Ramp-Up for math and literacy. Curriculum tools that develop strengthen and accelerate reading comprehension. Math Navigator is a modular intervention that targets and fills critical gaps and misconceptions in mathematical understanding. PLC, effective use of data and knowledge; effective use of technology to support instruction.**
1200 Supplemental Instruction(Title I)	**Learning Centers Read 180 Tier II-reading Intervention; Voyager Cambium Learning Tier III; Edu-u-Co math support Tier I and II; Nova Net support in all content areas.**
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	
2100 Non Instructional Support Services	**College Summit, PIRC support services; Superior Support Services; Gear-Up; Inter district best practices for family support**
2100 Non Instructional Support Services *1003 (g) SIG*	**California Parent Center: Promote parent involvement and community engagement that supports improved student achievement. Creating a parent/community engagement model to connect and maximize achievement focused partnerships. Implement SAM Management System (cost share).**
2200 Professional Development	**CSD collaborative teaching strategies, technology integration; use of data to drive instruction; intra district best practices for academic support**
2200 Professional Development *1003 (g) SIG*	**NCUST utilize innovative approaches to human capital development Pearson; Develop instructional structures, systems and process to drive student achievement; optimize conditions for teaching and learning; helping schools build leadership, trust, ownership and a shared vision. Pearson America's Choice Navigator and Ramp –Up professional development; Cost share Literacy and Numeracy Instructional Coaches.**
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003 (g) SIG*	**Dr. Boykin, National Center for Educational Achievement; evaluate for continuous improvement; NCUST**
3000 Community Services	**24/1; Beyond Housing strategic planning; Better Family Life family and community enrichment** (In Kind)
3000 Community Services *1003 (g) SIG*	**Promote and implement a systemic parental involvement and community engagement plans that unites and supports improved student achievement in the 25 contiguous municipalities.**
Administrative Costs	**Administrative cost share between the middle and high schools.**
Administrative Cost *1003 (g) SIG*	

Changes per BT 9-28-11 CR

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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 NORMANDY HIGH SCHOOL					COUNTY-DISTRICT - BUILDING CODE 096109-1050			
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	37,659		11,278	22,666				71,603
1100 Instruction *1003 (g) SIG*								
1200 Supplemental Instruction(Title I)				178,260	9,100			187,360
1200 Supplemental Instruction(Title I) *1003 (g) SIG*								
2100 Non Instructional Support Services				9,000				9,000
2100 Non Instructional Support Services *1003 (g) SIG*				6,450				6,450
2200 Professional Development				9,121				9,121
2200 Professional Development *1003 (g) SIG*	54,873			200,000 75,200 12,755	3,092			345,920
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003 (g) SIG*				17,500				17,500
3000 Community Services								
3000 Community Service *1003 (g) SIG*				19,000				19,000
Administrative Costs		13,000	3,100					16,100
Administrative Costs *1003 (g) SIG*								
Program Costs Subtotal(Not including *1003 (g) SIG*)	37,659	13,000	~~11,278~~ 14,378	219,047	~~12,192~~ 9100			~~293,176~~ 293,184
***1003 (g) SIG* Subtotal**	54,873			330,905	3092			388,870
Grand Total	92,532	13,000	14,378	549,952	12,192			~~682,046~~ ~~678,954~~ 682,054

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SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION *(COPY AS NEEDED)*		
LEA/DISTRICT/BUILDING NAME **NORMANDY HIGH SCHOOL**		**COUNTY-DISTRICT - BUILDING CODE** **096109-1050**
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries .5fte Literacy Coach .5fe Numeracy Coach		 27,319 **27,554**
	6100 Subtotal	**$54.873**
6150: Non-certificated Salaries		
	6150 Subtotal	**$**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits		
	6200 Subtotal	**$**
6300: Purchased Services National Center for Urban Transformation Pearson America's Choice Wesley Boykin NCEA Evaluation AVID Center for Parent Involvement SAM (cost share)		 **$75,200** **$200,000** **$17,500** **$12,755** **$19,000** **$6450**
	6300 Subtotal	**$330,905**
6400: Materials/Supplies Leadership Book study supplies Instructional supplies		**$3092**
	6400 Subtotal	**$3092**
	6100-6400 Subtotal	**$388,870.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)		**$**
6500: Capital Outlay		

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6500 Subtotal	$0
TOTAL	388,870.00

SECTION VII. – NARRATIVE

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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.

VII. Narrative

The Missouri Coordinating Board for Higher Education released its annual Missouri High School Graduates Performance Report and Normandy High School is listed in the section of the report which details the 10 public high schools in the state of Missouri with the highest incidence of remediation. We believe that our high school's listing appearance in the report is not coincidental and it underscores the significance of several recent changes to the overall transformation of our high school and our district.

It should be noted that prior to the SIG Grant and the SIG needs analysis, the district recognized the critical state of both secondary schools as evidenced by the trend of declining performance in mathematics and small gains in communication arts. The Normandy Board of Education and the Superintendent, commonly called the *Team of Eight*, had already began to refine the district's strategic planning process and develop a transformation plan that would identify desired results for the next five years and provide direction for accomplishing those results. The district leadership team intervened and proceeded to reorganize and recruit qualified personnel with demonstrated expertise to transform secondary schools. Specifically, the district released the 2009-10 middle school principal and hired an experienced principal and also a distinguished Director of Secondary Education. Both leaders have a broad spectrum of success that demonstrates their capacity to lead transformation and turnaround.

The implementation of the School Improvement Grant clearly articulated and accelerated our district's Transformation Action Team's efforts to reduce the frequency of remediation. This renewal application is a culmination of diligent planning by Normandy School District's campus and district-level leadership teams, external partners, parents and community support. Our district's leadership team and external partners are an integration of capabilities which produces a comprehensive approach that aligns the needs of Normandy High and Normandy Middle Schools and meets the expectation of state standards.

The National Center for Urban School Transformation is working with campus leadership to build and strengthen district initiatives by implementing innovative approaches that build the capacity of

administrators and teacher leaders so that instructional structures, systems and processes are embedded and become a cycle of continuous improvement. As a result, the Superintendent's School Leadership Academy and the Task Force on Teaching Excellence were created. These accomplishments have facilitated the development and release of a brochure outlining academy objectives and the first academy session is scheduled for August 29. The Superintendent's Task Force on Teaching Excellence is designed to identify and recruit a diverse representative group that will improve teaching effectiveness.

Pearson/America's Choice in collaboration with NCUST provides a comprehensive guide for designing and implementing coherent district-wide strategies to optimize performance for all students. Communication arts and mathematics teachers at the Middle and High schools are being provided rigorous professional development in Literacy Navigator and Communication Arts. This is a revolutionary intervention program based on the best practices of top-performing countries. The professional development training targets specific gaps and misconceptions about key concepts and enhances teacher's diagnostic teaching ability to strategically address student gaps in understanding. Literacy specialist work weekly to coach teachers and leaders in the secondary buildings; both staffs are challenged but welcome the rigor. Teachers began to realize the need for change and as a result implemented a Saturday Algebra Academy for both students and teachers.

The California Parent Center provided Epstein leadership development training to principals, parent and community groups to establish effective school-home community partnerships that directly support academic goals for students. The district had already committed resources for establishing a support structure to increase involvement through two central office facilitators for parent involvement and school site liaisons. The CPC or the Epstein Institute's efforts were aimed at maximizing this operational structure by (1) providing schools with solid research- based framework and team approach to planning partnership activities to engage families and their school community, (2) providing support to the parent facilitators and liaisons to work as a team, and (3) develop parent resource centers and identify resources to support and expand their schools' family-community partnerships. Based upon observations and an

increase in parent and community participation, we believe that our secondary SIG schools have a more comprehensive understanding of what actions are necessary to move our students to academic success. It is indeed a continuous cycle of improvement to increase family and community engagement.

The AVID, Advanced Via Individual Determination implementation begins this summer with the teacher/leadership training. The University of Missouri-St. Louis Gear-Up is collaborating with district leadership teams and AVID to assist with maximizing every resource to create a college and career readiness culture that inspires students and teachers to achieve via individual determination and to succeed academically among the highest achieving students.

Other notable advances are: 1) a 9% increase in students passing EOC Algebra, and 2) a 6% increase in the number of students graduating high school. Acuity predictors at the middle school reflect 1) a 9% increase in communication arts scores, and 2) a 13% increase in mathematics. Other major changes that will be in place for the 2011-2012 school year that will influence our success include the following:

- METS (Mathematics, Engineering, Technology and Science Magnet) to be housed at Normandy Middle School for Grade 6 through 8 students.
- Sixth Grade Center - Students will be self-contained at Normandy Middle School. The new center will provide a small school environment to address the unique educational, social and emotional needs of preteen students. Courses will be aligned to meet state standards and taught in an instructional setting that allows flexibility based on students' needs while preparing them for a higher grade level environment.
- Redesigned Ninth Grade Academy - The gender based Ninth Grade Academy was rolled out during the 2010-2011 academic year. Students attend gender separate core content classes, participate in a one-to one Netbook program and attend classes in an isolated setting within the high school campus.

- Career Focused Academies - Students in Grades 10-12 will be offered the option of enrolling in one of the path academies which include Business, Management, Technology, Family and Consumer Services, Arts and Communication, Industrial & Engineering Technology. As you can note, METS is integrated throughout the career themes.

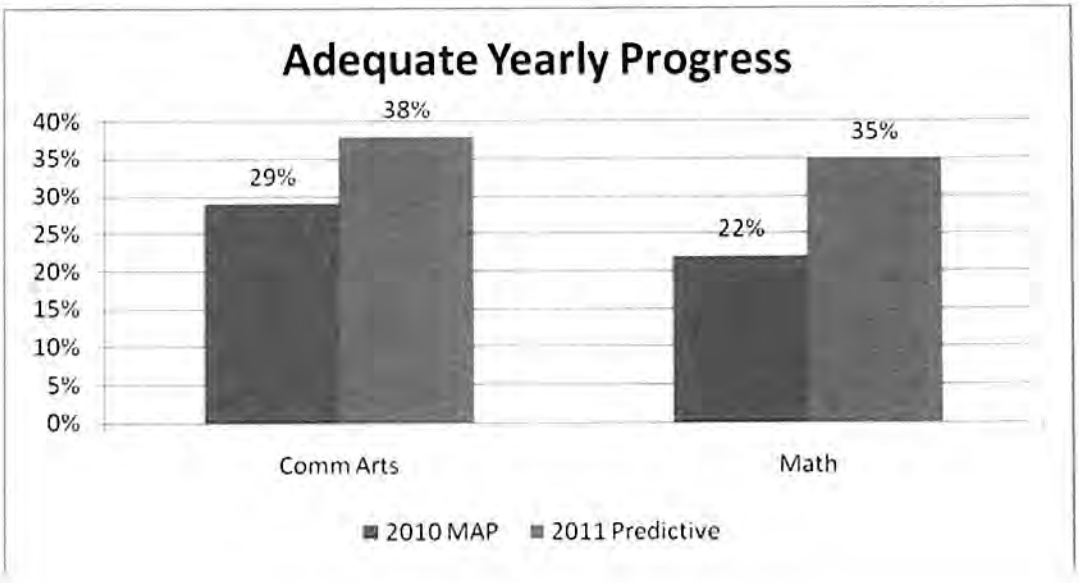
In addition we will continue to progress, monitor and assess the progress of improving instructional quality, the performance measures associated with improving leadership, and the improvement of relationship and commitment among students, teachers, parents and support staff. Formal evaluations will be provided quarterly.

SECTION VII.A: DISCUSSION OF YEAR ONE ☐ NORMANDY MIDDLE SCHOOL

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

Normandy Middle School's staff has strived to provide each student with improved academic and social experience. The staff is committed to district objectives to assure that each student can and will demonstrate growth on the 2010-11 Missouri Assessment Program (MAP) assessment as well as show increased achievement in all academic classes. The staff's goal to increase promotional standards at each grade level and each student's reading and mathematical skills was supported at Normandy Middle School by 1) developing human capital through professional development, 2) involving more parents and community members, and 3) most importantly, creating internal structures and systems that were monitored and sustained.

During the previous school year, the 2009-10 MAP assessment overall percentages in communication arts was 29 and 22 in mathematics. The final yearly MAP Predictive assessments given during the 2010-11 school year (one month prior to MAP testing) showed increased achievement by the eighth grade cohort group. The overall percentages: 38 in communication arts and 35 in mathematics.



2) Describe the challenges and accomplishments in meeting objectives in 2010-2011:

The challenges of Normandy Middle School were identified and prioritized through data analysis which included: 1) the need to improve in the areas of student achievement on the MAP assessment, 2) climate and safety of the building, 3) student attendance, 4) teacher professional development needs, 5) parental involvement, and 6) systems to track and monitor data effectively and continuously.

Normandy Middle School needed to create systems and structures in which internal accountability could be monitored and evaluated on an ongoing basis. During the 2010-11 school year, the leadership team, teachers, parents, support staff members, and students learned the importance of their roles and the sense of urgency to increase student achievement by reaching individual and team-specific targets. Objectives, specific goals, and action steps were measured and evaluated to continue progress on campus and action steps consisted of strategies such as: 1) creating sustainable professional development communities, 2) ensuring data-driven instruction in each classroom, 3) developing core area action plans, 4) creating student tier groups, 5) providing immediate interventions for identified students, 6) providing customized

professional development for teachers and administrators, 7) incorporating technology in lessons, and 8) selecting three high yield, research-based strategies in which the majority of the teachers mastered.

Evidence and measures included continuous progress made on biweekly common assessments in core subject areas: •ACUITY data, •student tracking forms, •rigorous lesson plans, •data walls, •interventions for students in need of assistance, •communication logs, and •student progress and cycle grades. Progress measures to date include: •evidence of building human capital – involving parents, and •structures that are now in place to continue increasing student achievement.

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

Throughout the school year teacher performance was evaluated by ongoing walkthrough data which consisted of focus observations in the three high-yield strategies and proof of student academic growth in each class. Teachers who did not perform well based on data were moved to teaching areas other than mathematics and communication arts and placed on a professional improvement plan. Probationary teachers were non-renewed who did not meet the expectations for the 2010-11 school year.

The three high yield strategies selected and expected to be mastered by all teachers during the 2010-11 school year were: 1) aligning instructional lessons and activities to the learning objective(s), 2) incorporating cooperative learning strategies, and 3) teaching students how to summarize and take notes effectively. The percentages for teachers mastering the three high- yield strategies by mid-December compared to the midpoint of May were as follows:

•Aligning activities to the learning objective(s)

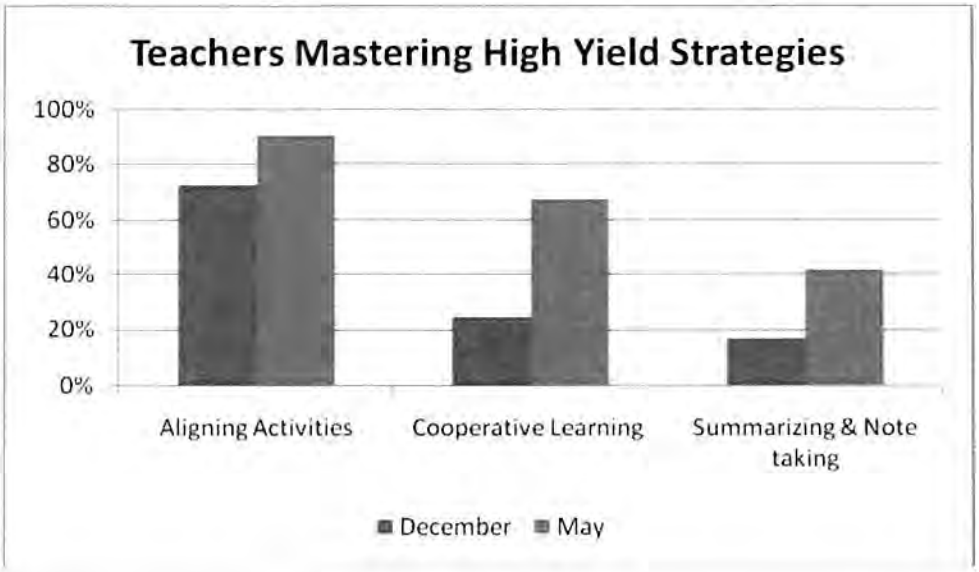
Mid December: 73% ☐ Mid May:91%

•Incorporating cooperative learning strategies

Mid December: 25% ☐ Mid May:68%

•Teaching students how to effectively summarize and take notes

Mid December: 17% ☐ Mid May: 42%.



Using classroom walkthrough data, it was evident that developing human capital occurred at Normandy Middle School along with an increased number of involved parents. Instructional structures and systems developed assisted with student achievement in the areas of communication arts and mathematics according to ongoing assessment data.

Next school year, Normandy Middle School will add Grade 6 students to the student population and begin a Mathematics, Engineering, Technology, and Science (METS) Magnet Program. School partnerships will include Pearson, the National Urban Collaboration for School Transformation (NCUST), the California Parent Center, AVID, and community stakeholders. The new leadership team will include an additional administrator to work with Grade 6 students and the METS magnet implementation.

VII. A: DISCUSSION OF YEAR ONE ☐ NORMANDY HIGH SCHOOL

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

The historical MAP data indicates that the middle and high schools consistently experienced academic deficits in communication arts until school year 2009-2010. In that school year Normandy High and Middle Schools both met "target" in communication arts using the Confidence Interval for Safe Harbor. However, in the area of mathematics, both middle and high school students scored significantly below state standards as indicated below.

This chart shows the percent of students scoring in the top two performance levels on the MAP as compared to the state standards per content area per year assessed. The goal of No Child Left Behind (NCLB) is for all schools to have 100% of their students scoring in the top two performance levels by 2014.

Communication Arts	STATE	MS 7 & 8	HS 11	NSD
SY 06	34.7	NP 15.6 139/892	NP 10.6 22/208	NP 18.6 479/2574
SY 07	42.9	NP 12.6 109/862	NP 14.3 34/238	NP 18.6 450/2421
% increase (decrease)		**(3.0)**	**3.7**	**0.0**
		SI 1	SI 1	DI 1
SY 08	51.0	NP 17.4 132/757	NP 8.6 22/257	NP 18.7 414/2212

% increase (decrease)		**4.8**	**(5.7)**	**0.1**
		SI 2	SI 2	DI 2
SY 09	59.2	SC 24.6 155/632	S 33.6 84/250	NP 24.3 555/2285
% increase (decrease)		**7.2**	**25.0**	**5.6**
		SI 1	SI 3	DI 3
SY 10	67.4	NP 29.1 166/572	NP 57.5 199/346	NP 27.1 621/2293
		SI 2	SI 4	DI 3
% increase (decrease)		**4.5**	**23.9**	**2.8**

Math	**STATE**	**MS**	**HS**	**NSD**
		7& 8	**10**	
SY06	26.6	NP 4.5 40/892	NP 8.6 26/301	NP 11.5 298/2594
SY07	35.8	NP 7.8 68/876	NP 9.9 26/262	NP 14.4 351/2439
% increase (decrease)		**3.3**	**1.3**	**2.9**
		SI 1	SI 1	DI 1
SY08	45.0	NP 9.2 70/759	NP 8.1 25/308	NP 13.1 290/2213
% increase (decrease)		**1.4**	**(1.8)**	**(1.3)**

		SI 2	SI 2	DI 2
SY09	54.1	NP 16.6 105/632	NP 3.1 6/204	NP 14.6 327/2237
% increase (decrease)		**7.4**	**(5.0)**	**1.5**
		SI 1	SI 3	DI 3
SY10	63.3	NP 21.5 123/570	NP 9.6 54/561	NP 19.2 482/2508
% increase (decrease)		SI 2	SI 4	DI 3
		4.9	**6.5**	**4.6**

The chart below reflects the percent of students successfully completing the End of Course requirements for the 2010 and 2011 school years and additional indicators required to measure success.

Summary of MAP and other relevant data to document progress toward meeting objectives:

End of Course Data

Indicators	2010 Proficient / Advanced	2011 Proficient / Advanced
Algebra I	9.6%	18.0%
Biology	17.0%	17.0%
English II	57.5%	56.0%
US Government	18.0%	17.0%

Additional Data

Indicators	2010	2011
ACT (#of Students Scoring 21 or Above)	18	27

Graduation Rate	67.5%	73.4%
Attendance	84.5%	83.0%
Discipline		

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

Clearly, teachers have the most direct impact on student learning. Student learning depends upon teacher knowledge and delivery. The professional development implementation plan was tailored to their context. With the assistance of our external partners we were cautious to honor teachers' knowledge, skill and experiences taking stock of the teachers' learning need, particularly as they relate to each student's learning needs. This lays the foundation for setting realistic and meaningful goals that have a direct impact upon student learning. Normandy High School's administrative team identified areas of concern in the effective facilitation of instruction. Observations indicated that there was 1) some improvement with clear learning objectives that were aligned with GLEs, 2) significantly more teachers emphasized higher order thinking, and 3) there was evidence of positive teacher–student relationships. Teachers were typically actively facilitating learning, however, there was little to no effective assessment of where students were during the lessons. Many teachers while lecturing are focused on students getting the correct answer and not understanding the process.

Math and Literacy Specialist from Pearson visited classrooms along with department chairs and found that 80% of the teaching delivery was traditional and revealed the need of rigor and effective teaching practices. As a result, the specialist developed trainings that investigates what content, pedagogical content knowledge and instructional materials teachers needed so that students can become better problem solvers. Teachers needed to know how to make students make their thinking visible, facilitate discourse, model, and sometimes let students discover through difficulties.

An additional survey will be given in August to guide teachers and teachers' learning needs. By taking stock of the teachers' learning needs as they relate to student achievement, lays the foundation for setting

achievable goals, gathering baseline data to assess progress and helping to ensure that the trainings will meet the student's needs

The following professional development was provided:

- Pearson Navigator Math Intervention Algebra I Instructional Systems
- PLC: Transforming Schools: Creating a Culture of Continuous Improvement
- Faculty Action Research Projects
- California Parent Center Leadership Development Training for Achievement Focused Partnerships
- NCUST: Transforming Urban Schools

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

Challenges:

1) Improvement of teachers' knowledge in the core content area
2) Student achievement
3) Increasing student attendance

Accomplishments:

1) Increase in the number of students scoring 21 or above on the ACT
2) Increase in the graduation rate 5.9
3) Increase in math scores from 9.6% to 18% achievement
4) Increase in parental involvement

VII.B-YEAR TWO ACADEMY TIMELINE

June	N-CLASS Leadership Academy	Dec 13	Leadership Academy
July	18-22 AVID training	January 24	Leadership Academy
July 28	External Partners Meeting	February 14	Leadership Academy
August 23	Leadership Academy	March 20	Leadership Academy
September 20	Leadership Academy	April 24	Leadership Academy
Oct 20	Leadership Academy	May 15	Leadership Academy
Nov 15	Leadership Academy		

Proposed Timeline for Normandy Public Schools Implementation	
January 2011 –February 2011	
Year One Activities	**Year Deliverables**
Phase II: Continued School Improvement Implementation & Introduction of Collaborative Workgroups	
Year Two	
Year Two Activities **July – August 2011**	**Year Two Deliverables**
• All partners and schools assess progress, strengths, and weaknesses and co-develop 2011-2012 plans • Conduct summer workshops on implementation of best practices and tiered interventions. Normandy Public Schools would provide facility. • AVID Leadership Training • N-CLASS Academy	• Summer Teacher workshops focused on strategies identified within the implementation plan. • Literacy and Mathematics tiered interventions and focused training for teachers
Year Two –Activities **August 2011-June 2012**	**Year Two - Deliverables**
• Implement Intensive 2-School Cluster with In-House (Normandy) Advisor training program, which includes the following: • Regular classroom support from Pearson Team • Regular school support form Pearson Team • Monthly Regional Administrators' Meeting • Monthly NCUST Leadership Academy • Epstein Institute Trainings Quarterly • Monthly district level meetings • Provide onsite support to guide implementation plan and improve targeted teaching and learning conditions • Create and support conditions for teaching and learning • Support of Pearson Coach to provide regular classroom support • Achievement Advisor works with the District Director of Secondary schools to collaboratively provide regular school support	• Monthly School Site-Specific Services delivered to each school including a planning meeting between the District Secondary Director, the Pearson Team and school site administrative team, Participation in the school's monthly Instructional Leadership Team meeting by the Pearson coach, and visitation to one teacher workgroup at each site each week. • "Grown Your Own" Leadership Academy • Monthly Regional Meetings for the school administrator(s) from each participating school led by District Secondary Director and Partners team. • Monthly Coordination Meetings with District office to coordinate the project, evaluate implementation; assist with building coherence around other district initiatives, and plan for

	sustaining the work in years beyond the life of the project.
• Improve teaching and learning conditions and outcomes • On- going AVID • Dr. Boykins Evaluation/ quarterly	• Implement Readers/Writers workshop model in on-grade level literacy classrooms • Training for on-grade math instructors in best practices • Implement Tier III literacy and numeracy solutions • Continue Tier II Navigator implementations
• Continued support and collaboration with district Secondary Director in development of site leaders • One-day Follow-Up Institute (Winter) in collaboration with NCUST and district leadership	• Yearly one-day Follow-Up Leadership Training Institute for School Leadership Teams in collaboration with district leadership and NCUST.
• Build effective teacher collaboration by continued Professional Learning Community support	• Implement, measure, monitor, and adjust improvement elements of all PLC groups
• Continuously collect data to monitor progress and inform instruction • Dr. Boykins Evaluation	• Evaluation of program implementation and outcomes at all participating schools, including preparation and publication of annual reports.
Phase III: Continued School Improvement Implementation & Introduction of Collaborative Workgroups	

VII. C: DISCUSSION OF SCHOOL YEAR 2011-2012

Normandy School District has committed to pursuing an aggressive plan of comprehensive district reform. Our leadership team and external partners will convene during the summer to analyze and review in preparation for the upcoming school year.

MOSIG Leading Indicators of improvement will be implemented with fidelity. Each school will submit monthly written reports that address the strategies and timeline outlined in the SIG grant. The strategies embedded within our proposal are what we believe are pertinent that will impact teaching practices and learning outcomes. There will be fidelity to instructional practices that are research based and driven by our data. Our district leadership team and our external partners will continue to collaborate and integrate resources to maximize student outcomes. Our SIG Grant's " integration of capabilities" model is a

systemic plan designed to fortify continuous and sustained school improvement, develop strong instructional leaders and create family/community partnerships that directly impact student achievement.

We have coordinated the work of external partners to establish a cohesive team atmosphere that clearly conveys the need and demand for change. We have garnered optimism and community support from 24 district municipalities who have embraced a comprehensive community development model that will enable the success of all families and children living within the Normandy School District.

The performance measures associated with improving leadership will include the launching of the Superintendents Leadership Academy and the Superintendent's Task Force on Teaching Excellence.

The National Center for Urban Transformation is responsible for assisting with the advancement of our efforts to build the capacity of Normandy administrators and sustain the implementation of high quality instruction. Principals and assistant principals will participate in intensive training to help generate a clearer, vision of the nature and quality of instructional leadership that needs to be provided. We will recruit, train and develop a diverse cadre of exceptional educators.

To strengthened and improve the rigor of instruction, we will continue with Pearson's Navigator Literacy and Math. This outstanding instructional program accelerates the learning of students who are two or more grade levels behind in reading and/or mathematics. The accompanying professional development will enhance teacher's pedagogical skills and help identify misconceptions that interfere with student's progress.

The California Parent Center will continue to provide the support and training to the district and SIG schools to establish and sustain effective meaningful school-family community partnerships that directly support the academic goals of students.

AVID and GEAR-UP UMSL propose a strong and creative collaboration that is evidence based and designed to increase school wide learning and ensure that higher numbers of students are college and career ready.

The fidelity to implementation of the SIG Grant and clear alignment with the districts Transformation Plan, further demonstrate the strategy and capacity to further develop and transform low performing schools and create a college bound culture that increases the likelihood of success.

VII. D: STAFFING CHANGES

Describe any changes made in the teaching staff and or instructional leaders at the building level: Staff changes are as indicated below.

HIGH SCHOOL

- Principal: Calvin Nicholas for Curt Green
- 9Grade Administrator: Reginald Bush for Dr. Annie Chambers
- Assistant Principal: Anthony Smith for T. Herbert Jeffrey

MIDDLE SCHOOL

- Assistant Principal: Heather Dunnavant for Anthony Smith
- Magnet Coordinator: Dr. Annie Chambers (New Position)
- Math/Science Instructional Coach (TBD)
- Communication Arts/Social Studies Coach (TBD)

Both coaches will support the Middle and High Schools

Changes in Teaching Staff – Separations from the district (Department and Name):

Art:	Sheila Albrecht
Business:	Anthony Lewis
Communication Arts:	Robin Edens Brendalyn McClendon
Mathematics:	Jacob Pratt Rebecca Shareff
Science:	Maria Khodyari (sabbatical)