

SHIPPED JUN 13 2011



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

**ORIGINAL**

**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: webreplysi2010@dese.mo.gov; Visit The Department's website at: dese.mo.gov

**THE DEPARTMENT'S APPROVAL - FOR DESE USE ONLY**

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
CRAIG RECTOR	<i>Craig Rector</i>	7-1-11	\$ 950,040

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

LEA/DISTRICT/AGENCY NAME Riverview Gardens School District	COUNTY-DISTRICT CODE 096-111
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NAME OF BOARD-AUTHORIZED REPRESENTATIVE Dr. Clive Coleman	ADDRESS 1370 Northumberland	CITY, STATE, ZIP St. Louis, MO 63137
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E-MAIL ADDRESS ccoleman@rgsd.k12.mo.us	TELEPHONE NUMBER 314-869-2505 x2415	FAX NUMBER 314388-6002
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NAME OF GRANT CONTACT Joycelyn Pugh	ADDRESS 1370 Northumberland Drive	CITY, STATE, ZIP St. Louis, MO 63137
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E-MAIL ADDRESS jpugh@rgsd.k12.mo.us	TELEPHONE NUMBER 314-869-2505 x1422	FAX NUMBER 314-388-6076
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NAME OF LEA TURNAROUND OFFICER (if known) Tamara Sunkett	ADDRESS 1370 Northumberland Drive	CITY, STATE, ZIP St. Louis, MO 63137
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E-MAIL ADDRESS tsunkett@rgsd.k12.mo.us	TELEPHONE NUMBER 314-869-2505 x2424	FAX NUMBER 314-388-6002
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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.

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

**SECTION III. - WAIVERS**

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

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

Extending the period of availability of school improvement funds.

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

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

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

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

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

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE
<i>Clive Coleman / dcb</i>	<i>6/13/11</i>

**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.*

<b>YEAR TWO SIG FUNDS</b>	<b>6100 Certificated Salaries</b>	<b>6150 Noncertificated Salaries</b>	<b>6200 Employee Benefits</b>	<b>6300 Purchased Services</b>	<b>6400 Materials &amp; Supplies</b>	<b>6500 Capital Outlay</b>	<b>6600 Other</b>	<b>TOTAL</b>
<b>1100</b> Instruction <i>1003 (g) SIG</i>								
<b>1200</b> Supplemental Instruction (Title I) <i>1003 (g) SIG</i>	\$232,000		\$46,000	\$170,000	\$8,000			\$456,000
<b>2100</b> Non Instructional Support Services <i>1003 (g) SIG</i>				\$60,000	\$3,268			\$63,268
<b>2200</b> Professional Development <i>1003 (g) SIG</i>	\$312,000		\$64,000	\$14,072	\$1,000			\$391,072
<b>2600</b> Planning and Evaluation <i>1003 (g) SIG</i>				\$38,700				\$38,700
<b>3000</b> Community Services <i>1003 (g) SIG</i>				\$1,000				\$1,000
<b>Program Costs Subtotal</b> <i>1003 (g) SIG</i>	\$544,000		\$110,000	\$283,772	\$12,268	\$0.00		\$950,040
<b>Indirect Costs</b>								
<b>Administrative Costs</b> <i>1003 (g) SIG</i>	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
<b>ADMINISTRATIVE COSTS SUBTOTAL</b> <i>1003 (g) SIG</i>	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
<b>GRAND TOTAL</b> <i>1003 (g) SIG</i>	\$544,000		\$110,000	\$283,772	\$12,268	\$0.00		\$950,040

**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	3					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	4					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
<b>TOTAL</b>	<b>7</b>					

**SECTION V. – SCHOOLS TO BE SERVED**

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

SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					TU	RE	CL	TR
Riverview High School			X		X			
Central Middle School			X		X			
Westview Middle School			X		X			

**Notes:**

1. TU – TURNAROUND, RE – RESTART, CL – CLOSURE, TR – TRANSFORMATION
2. The LEA/district that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA/district with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/district will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

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

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT – BUILDING CODE
RIVERVIEW GARDENS SCHOOL DISTRICT	096-111
Budget Codes	Related Strategies and Activities
<b>1100</b> Instruction	G1:01: Hire (3) Instructional Aids (Title I). Extend the school day for PBIS/Intervention. Implement the DEA Benchmark for baseline and probes for monitoring. Establish individual learning plans. Hire an Instructional Coach to provide job embedded PD (Title I). Hire a Supplemental C/A Teacher to provide intervention (Title I).
<b>1100</b> Instruction <i>1003 (g) SIG</i>	G4:02: Dual Enrollment Hire (4) Instructional Coach to provide job embedded PD. Hire (3) Supplemental Math Teacher to provide intervention services G1:02 Gateway to College
<b>1200</b> Supplemental Instruction(Title I)	G1:01:Implement a Literacy Intervention program
<b>1200</b> Supplemental Instruction <i>1003 (g) SIG</i>	G1:02 Implement ACT Prep Course
<b>2100</b> Non Instructional Support Services	G1:01: Implement a Career mentoring program during the school year Implement a 5 <sup>th</sup> grade transition program during the school year Implement CARE TEAM process to provide academic, social & emotional
<b>2100</b> Non Instructional Support Services <i>1003 (g)</i>	G1:02 Implement College/Career Fair G1:02 Implement ACT
<b>2200</b> Professional Development	G2:02: PD in PBIS PD in formative and summative assessments (Title I) PLC Training (Title I) Late Start Wednesdays utilized for Data Teams Training for Teachers on Parent Communication Create Individual Professional Development Plans
<b>2200</b> Professional Development <i>1003 (g) SIG</i>	G2:02: Professional Development Week – Teachers/Administrators PD 360 Web videos and Observation Tool utilized for to provide web-based PD content videos for teacher resource, enrichment and intervention and observations links for teacher evaluation.
<b>2600</b> Planning and Evaluation	G2:01: Create a performance based teacher evaluation. Implement the Gallop poll on engagement to students.
<b>2600</b> Planning and Evaluation <i>1003 (g) SIG</i>	G2:02: Implement the School Administration Manager (SAM) project with administrators and coaches.
<b>3000</b> Community Services	G3:01 Parent University – Training/Strategies for Parents (Title I) Design & distribute a survey to determine the needs of parents Use survey to design & implement parent involvement strategies
<b>3000</b> Community Services <i>1003 (g) SIG</i>	G3:01 Parent University – Training/Strategies for Parents
<b>Administrative Costs</b>	
<b>Administrative Costs</b> <i>1003 (g) SIG</i>	

**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 CENTRAL MIDDLE SCHOOL	COUNTY-DISTRICT – BUILDING CODE 096-111                      - 3000
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Budget Codes	Related Strategies and Activities
<b>1100</b> Instruction	G1:01: Hire (1) Instructional Aid (Title I). Extend the school day for PBIS/Intervention. Implement the DEA Benchmark for baseline and probes for monitoring. Establish individual learning plans. Hire an Instructional Coach to provide job embedded PD (Title I). Hire a Supplemental C/A Teacher to provide intervention (Title I).
<b>1100</b> Instruction 1003 (g) SIG	G4:02: Hire an Instructional Coach to provide job embedded PD. Hire a Supplemental Math Teacher to provide intervention services
<b>1200</b> Supplemental Instruction(Title I)	G1:01:Implement a Literacy Intervention program
<b>1200</b> Supplemental Instruction 1003 (g) SIG	
<b>2100</b> Non Instructional Support Services	G1:01: Implement a Career mentoring program during the school year Implement a 5 <sup>th</sup> grade transition program during the school year Implement CARE TEAM process to provide academic, social & emotional
<b>2100</b> Non Instructional Support Services 1003 (g)	
<b>2200</b> Professional Development	G2:02: PD in PBIS PD in formative and summative assessments (Title I) PLC Training Late Start Wednesdays utilized for Data Teams Training for Teachers on Parent Communication Create Individual Professional Development Plans
<b>2200</b> Professional Development 1003 (g) SIG	G2:02: PD 360 Web videos and Observation Tool utilized for to provide web-based PD content videos for teacher resource, enrichment and intervention and observations links for teacher evaluation.
<b>2600</b> Planning and Evaluation	G2:01: Create a performance based teacher evaluation. Implement the Gallop poll on engagement to students.
<b>2600</b> Planning and Evaluation 1003 (g) SIG	G2:02: Implement the School Administration Manager (SAM) project with administrators and coaches.
<b>3000</b> Community Services	G3:01 Design & distribute a survey to determine the needs of parents Use survey to design & implement parent involvement strategies Parent University – Training/Strategies for Parents (Title I)
<b>3000</b> Community Services 1003 (g) SIG	
<b>Administrative Costs</b>	
<b>Administrative Costs</b> 1003 (g) SIG	

**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 WESTVIEW MIDDLE SCHOOL	COUNTY-DISTRICT – BUILDING CODE 096-111                      -4040
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<b>Budget Codes</b>	<b>Related Strategies and Activities</b>
<b>1100</b> Instruction	G1:01: Hire (1) Instructional Aid (Title I). Extend the school day for PBIS/Intervention. Implement the DEA Benchmark for baseline and probes for monitoring. Establish individual learning plans. Hire an Instructional Coach to provide job embedded PD (Title I). Hire a Supplemental C/A Teacher to provide intervention (Title I).
<b>1100</b> Instruction 1003 (g) SIG	G4:02: Hire an Instructional Coach to provide job embedded PD. Hire a Supplemental Math Teacher to provide intervention services
<b>1200</b> Supplemental Instruction(Title I)	G1:01:Implement a Literacy Intervention program
<b>1200</b> Supplemental Instruction 1003 (g) SIG	
<b>2100</b> Non Instructional Support Services	G1:01: Implement a Career mentoring program during the school year Implement a 5 <sup>th</sup> grade transition program during the school year Implement CARE TEAM process to provide academic, social & emotional
<b>2100</b> Non Instructional Support Services 1003 (g)	
<b>2200</b> Professional Development	G2:02: PD in PBIS PD in formative and summative assessments (Title I) PLC Training Late Start Wednesdays utilized for Data Teams Training for Teachers on Parent Communication Create Individual Professional Development Plans
<b>2200</b> Professional Development 1003 (g) SIG	G2:02: PD 360 Web videos and Observation Tool utilized for to provide web-based PD content videos for teacher resource, enrichment and intervention and observations links for teacher evaluation.
<b>2600</b> Planning and Evaluation	G2:01: Create a performance based teacher evaluation. Implement the Gallop poll on engagement to students.
<b>2600</b> Planning and Evaluation 1003 (g) SIG	G2:02: Implement the School Administration Manager (SAM) project with administrators and coaches.
<b>3000</b> Community Services	G3:01 Design & distribute a survey to determine the needs of parents Use survey to design & implement parent involvement strategies Parent University – Training/Strategies for Parents (Title I)
<b>3000</b> Community Services 1003 (g) SIG	
<b>Administrative Costs</b>	
<b>Administrative Costs</b> 1003 (g) SIG	

**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 RIVERVIEW HIGH SCHOOL	COUNTY-DISTRICT – BUILDING CODE 096-111 - 1050
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Budget Codes	Related Strategies and Activities
<b>1100 Instruction</b>	G1:01: Hire (1) Instructional Aid (Title I). Extend the school day for PBIS/Intervention. Implement the DEA Benchmark for baseline and probes for monitoring. Establish individual learning plans. Hire an Instructional Coach to provide job embedded PD (Title I). Hire a Supplemental C/A Teacher to provide intervention (Title I).
<b>1100 Instruction</b> <i>1003 (g) SIG</i>	G4:02: Hire 2 Instructional Coach to provide job embedded PD. Hire a Supplemental Math Teacher to provide intervention services
<b>1200 Supplemental Instruction(Title I)</b>	G1:01:Implement a Literacy Intervention program
<b>1200 Supplemental Instruction</b> <i>1003 (g) SIG</i>	
<b>2100 Non Instructional Support Services</b>	G1:01: Implement a 8 <sup>th</sup> grade transition program during the school year Implement CARE TEAM process to provide academic, social & emotional
<b>2100 Non Instructional Support Services</b> <i>1003 (g)</i>	
<b>2200 Professional Development</b>	G2:02: PD in PBIS PD in formative and summative assessments PLC Training Late Start Wednesdays utilized for Data Teams Practical Parenting Partnerships provides communication w/parents training
<b>2200 Professional Development</b> <i>1003 (g) SIG</i>	G2:02: PD 360 Web videos and Observation Tool utilized for to provide web-based PD content videos for teacher resource, enrichment and intervention and observations links for teacher evaluation.
<b>2600 Planning and Evaluation</b>	G2:01: Create a performance based teacher evaluation. Implement the Gallop poll on engagement to students.
<b>2600 Planning and Evaluation</b> <i>1003 (g) SIG</i>	G2:02: Implement the School Administration Manager (SAM) project with administrators and coaches.
<b>3000 Community Services</b>	G3:01 Design & distribute a survey to determine the needs of parents Use survey to design & implement parent involvement strategies
<b>3000 Community Services</b> <i>1003 (g) SIG</i>	
<b>Administrative Costs</b>	
<b>Administrative Costs</b> <i>1003 (g) SIG</i>	

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

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

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT – BUILDING CODE			
<b>RIVERVIEW GARDENS SCHOOL DISTRICT</b>					096-111			
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	\$480,000	\$90,000	\$138,000	\$16,898				\$724,898
1100 Instruction 1003 (g) SIG								
1200 Supplemental Instruction(Title I)				\$15,000				\$15,000
1200 Supplemental Instruction(Title I) 1003 (g) SIG	\$232,000		\$46,000	\$170,000	\$8,000			\$456,000
2100 Non Instructional Support Services				\$8,832				\$8,832
2100 Non Instructional Support Services 1003 (g) SIG				\$60,000	\$3,268			\$63,268
2200 Professional Development				\$12,060	\$4,500			\$16,560
2200 Professional Development 1003 (g) SIG	\$312,000		\$64,000	\$14,072	\$1,000			\$391,072
2600 Planning and Evaluation								
2600 Planning and Evaluation 1003 (g) SIG				\$38,700				\$38,700
3000 Community Services				\$1,400	\$600			\$2,000
3000 Community Service 1003 (g) SIG				\$1,000				\$1,000
<b>Administrative Costs</b>								
<b>Administrative Costs 1003 (g) SIG</b>								
<b>Program Costs Subtotal (Not including 1003 (g) SIG )</b>	\$480,000	\$90,000	\$138,000	\$54,190	\$5,100			\$767,290
<b>1003 (g) SIG Subtotal</b>	\$544,000		\$110,000	\$283,772	\$12,268			\$950,040
<b>Grand Total</b>	<b>\$1,024,000</b>	<b>\$90,000</b>	<b>\$248,000</b>	<b>\$337,962</b>	<b>\$17,368</b>			<b>\$1,717,330</b>

**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			
<b>CENTRAL MIDDLE SCHOOL</b>					096-111	- 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	\$160,000	\$30,000	\$46,000	\$8,984				\$244,984
1100 Instruction 1003 (g) SIG								
1200 Supplemental Instruction(Title I)				\$5,000				\$5,000
1200 Supplemental Instruction(Title I) 1003 (g) SIG	\$76,000		\$16,000					92,000
2100 Non Instructional Support Services								
2100 Non Instructional Support Services 1003 (g) SIG								
2200 Professional Development				\$4,020	\$1,500			\$5,520
2200 Professional Development 1003 (g) SIG	\$76,000		\$16,000	\$4,036				\$96,036
2600 Planning and Evaluation								
2600 Planning and Evaluation 1003 (g) SIG				\$12,900				\$12,900
3000 Community Services				\$700	\$300			\$1,000
3000 Community Service 1003 (g) SIG								
Administrative Costs								
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG )	\$160,000	\$30,000	\$46,000	\$18,704	\$1,800			\$256,504
1003 (g) SIG Subtotal	\$152,000		\$32,000	\$16,936				\$200,936
<b>Grand Total</b>	<b>\$312,000</b>	<b>\$30,000</b>	<b>\$78,000</b>	<b>\$35,640</b>	<b>\$1,800</b>			<b>\$457,440</b>

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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 WESTVIEW MIDDLE SCHOOL					COUNTY-DISTRICT - BUILDING CODE 096-111 - 4040			
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	\$160,000	\$30,000	\$46,000	\$7,914				\$243,914
1100 Instruction 1003 (g) SIG								
1200 Supplemental Instruction(Title I)				\$5,000				\$5,000
1200 Supplemental Instruction(Title I) 1003 (g) SIG	\$76,000		\$16,000					\$92,000
2100 Non Instructional Support Services								
2100 Non Instructional Support Services 1003 (g) SIG								
2200 Professional Development				\$4,020	\$1,500			\$5,520
2200 Professional Development 1003 (g) SIG	\$76,000		\$16,000	\$4,036				\$96,036
2600 Planning and Evaluation								
2600 Planning and Evaluation 1003 (g) SIG				\$12,900				\$12,900
3000 Community Services				\$700	\$300			\$1,000
3000 Community Service 1003 (g) SIG								
<b>Administrative Costs</b>								
<b>Administrative Costs 1003 (g) SIG</b>								
<b>Program Costs Subtotal (Not including 1003 (g) SIG )</b>	<b>\$160,000</b>	<b>\$30,000</b>	<b>\$46,000</b>	<b>\$17,634</b>	<b>\$1,800</b>			<b>\$255,434</b>
<b>1003 (g) SIG Subtotal</b>	<b>\$152,000</b>		<b>\$32,000</b>	<b>\$16,936</b>				<b>\$200,936</b>
<b>Grand Total</b>	<b>\$312,000</b>	<b>\$30,000</b>	<b>\$78,000</b>	<b>\$34,570</b>	<b>\$1,800</b>			<b>\$456,370</b>

**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 <b>RIVERVIEW HIGH SCHOOL</b>					COUNTY-DISTRICT - BUILDING CODE 096-111 - 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	\$160,000	\$30,000	\$46,000					\$236,000
1100 Instruction 1003 (g) SIG								
1200 Supplemental Instruction(Title I)				\$5,000				\$5,000
1200 Supplemental Instruction(Title I) 1003 (g) SIG	\$80,000		\$14,000	\$170,000	\$8,000			\$272,000
2100 Non Instructional Support Services				\$8,832				\$8,832
2100 Non Instructional Support Services 1003 (g) SIG				\$60,000	\$3,268			\$63,268
2200 Professional Development				\$4,020	\$1,500			\$5,520
2200 Professional Development 1003 (g) SIG	\$160,000		\$32,000	\$6,000	\$1,000			\$199,000
2600 Planning and Evaluation								
2600 Planning and Evaluation 1003 (g) SIG				\$12,900				\$12,900
3000 Community Services								
3000 Community Service 1003 (g) SIG				\$1,000				\$1,000
Administrative Costs								
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG )	\$160,000	\$30,000	\$46,000	\$17,852	\$1,500			\$255,352
1003 (g) SIG Subtotal	\$240,000		\$46,000	\$249,900	\$12,268			\$548,168
Grand Total	\$400,000	\$30,000	\$92,000	\$267,752	\$13,768			\$803,520

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

LEA/DISTRICT/BUILDING NAME

COUNTY-DISTRICT - BUILDING CODE

MO 500-XXXX (05-11)

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

LEA/DISTRICT/BUILDING NAME		COUNTY-DISTRICT - BUILDING CODE
<b>RIVERVIEW GARDENS SCHOOL DISTRICT</b>		<b>096-111</b>
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
<b>6100: Certificated Salaries</b> Instructional Coach (4) Supplemental Math Teacher (3)		\$312,000.00 \$232,000.00
<b>6100 Subtotal</b>		<b>\$544,000.00</b>
<b>6150: Non-certificated Salaries</b>		
<b>6150 Subtotal</b>		<b>\$0.00</b>
<b>6200: Employee Benefits (optional categories)</b> FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits		\$110,000.00
<b>6200 Subtotal</b>		<b>\$110,000.00</b>
<b>6300: Purchased Services</b> School Administration Manager PD 360 Web Based Videos & Observation 360 Teacher Evaluation app Dual Enrollment Program ACT Prep: Kaplan PD Week – Administrators and Teachers Parent University Assessments – Preparing students for ACT/SAT Gateway to College		\$38,700.00 \$12,072.00 \$40,000.00 \$60,000.00 \$2,000.00 \$1,000.00 \$30,000.00 \$100,000.00
<b>6300 Subtotal</b>		<b>\$283,772.00</b>
<b>6400: Materials/Supplies</b> Dual Enrollment materials College/Career Fair PD Week for Principals/Teachers		\$8,000.00 \$3,268.00 \$1,000.00
<b>6400 Subtotal</b>		<b>\$12,268.00</b>
<b>6100-6400 Subtotal</b>		<b>\$950,040.00</b>
<b>Indirect Cost Optional (Restricted Rate: ____% X Subtotal)</b>		<b>\$0.00</b>
<b>6500: Capital Outlay</b>		
<b>6500 Subtotal</b>		<b>\$0.00</b>
<b>TOTAL</b>		<b>\$950,040.00</b>

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
<b>CENTRAL MIDDLE</b>	<b>096-111 - 3000</b>
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
<b>6100: Certificated Salaries</b> Instructional Coach Supplemental Math Teacher	\$76,000.00 \$76,000.00
<b>6100 Subtotal</b>	<b>\$152,000.00</b>
<b>6150: Non-certificated Salaries</b>	
<b>6150 Subtotal</b>	<b>\$0.00</b>
<b>6200: Employee Benefits (optional categories)</b>	
<b>6200 Subtotal</b>	<b>\$32,000.00</b>
<b>6300: Purchased Services</b> School Administration Manager PD 360 Web Based Videos & Observation 360 Teacher Evaluation app	\$12,900.00 \$ 4,036.00
<b>6300 Subtotal</b>	<b>\$16,936.00</b>
<b>6400: Materials/Supplies</b>	
<b>6400 Subtotal</b>	<b>\$0.00</b>
<b>6100-6400 Subtotal</b>	<b>\$200,936.00</b>
<b>Indirect Cost Optional (Restricted Rate: ___% X Subtotal)</b>	<b>\$0.00</b>
<b>6500: Capital Outlay</b>	
<b>6500 Subtotal</b>	<b>\$0.00</b>
<b>TOTAL</b>	<b>\$200,936.00</b>

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
<b>WESTVIEW MIDDLE SCHOOL</b>	<b>096-111</b>
BUDGET ITEMIZATION	
	GRANT FUNDS REQUESTED
<b>6100: Certificated Salaries</b> Instructional Coach Supplemental Math Teacher	\$76,000.00 \$76,000.00
<b>6100 Subtotal</b>	<b>\$152,000.00</b>
<b>6150: Non-certificated Salaries</b>	
<b>6150 Subtotal</b>	<b>\$0.00</b>
<b>6200: Employee Benefits (optional categories)</b> FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	\$32,000.00
<b>6200 Subtotal</b>	<b>\$32,000.00</b>
<b>6300: Purchased Services</b> School Administration Manager PD 360 Web Based Videos & Observation 360 Teacher Evaluation app	\$12,900.00 \$4,036.00
<b>6300 Subtotal</b>	<b>\$16,936.00</b>
<b>6400: Materials/Supplies</b>	
<b>6400 Subtotal</b>	<b>\$0.00</b>
<b>6100-6400 Subtotal</b>	<b>\$200,936</b>
<b>Indirect Cost Optional (Restricted Rate: ____% X Subtotal)</b>	<b>\$0.00</b>
<b>6500: Capital Outlay</b>	
<b>6500 Subtotal</b>	<b>\$0.00</b>
<b>TOTAL</b>	<b>\$200,936.00</b>

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE	
<b>HIGH SCHOOL</b>	096-111	-1050
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED	
<b>6100: Certificated Salaries</b> (2) Instructional Coaches Supplemental Math Teacher	\$160,000.00	\$ 80,000.00
<b>6100 Subtotal</b>	<b>\$240,000.00</b>	
<b>6150: Non-certificated Salaries</b>		
<b>6150 Subtotal</b>	<b>\$0.00</b>	
<b>6200: Employee Benefits (optional categories)</b> FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	\$46,000.00	
<b>6200 Subtotal</b>	<b>\$46,000.00</b>	
<b>6300: Purchased Services</b> School Administration Manager (SAM) PD 360 Web Based Videos & Observation 360 Teacher Evaluation app Dual Enrollment Program ACT Prep: Kaplan PD Week – Administrators and Teachers Parent University Assessments – Preparing students for ACT/SAT Gateway to College	\$12,900.00	\$ 4,000.00
	\$40,000.00	\$60,000.00
	\$ 2,000.00	\$ 1,000.00
	\$30,000.00	\$100,000.00
<b>6300 Subtotal</b>	<b>\$249,900.00</b>	
<b>6400: Materials/Supplies</b> Dual Enrollment materials College/Career Fair PD Week for Principals/Teachers	\$8,000.00	\$3,268.00
	\$1,000.00	
<b>6400 Subtotal</b>	<b>\$12,268.00</b>	
<b>6100-6400 Subtotal</b>	<b>\$548,168.00</b>	
<b>Indirect Cost Optional (Restricted Rate: ____% X Subtotal)</b>	<b>\$0.00</b>	
<b>6500: Capital Outlay</b>		
<b>6500 Subtotal</b>	<b>\$0.00</b>	
<b>TOTAL</b>	<b>\$548,168.00</b>	

## SECTION VII. – NARRATIVE

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

### SECTION VII.A. – DISCUSSION OF YEAR ONE

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

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

### SECTION VII.B. – YEAR TWO TIMELINE

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

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

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

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

### SECTION VII.D. – STAFFING CHANGES

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

SECTION VII – NARRATIVE

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

We utilize the Discovery Education Assessment (DEA) as our universal Benchmark to determine critical areas of focus in literacy and numeracy. The initial assessment provided evidence as to the skills mastered during the previous year. The second and third assessments provided strengths and critical areas of focus. This assessment has a 75% to 80% predictor of anticipated MAP results.

Westview Middle School - DEA Results							
Grade	Subject	Year	% of students Proficient or Advanced on 2010 MAP	DEA Test 1 Proficient or Advanced	DEA Test 2 Proficient or Advanced	DEA Test 3 Proficient or Advanced	Safe Harbor Target
6	CA	2010	21%	23.1%	15.7%	16.9%	28.90%
7	CA	2010	14.20%	30.3%	12.8%	18.3%	22.88%
8	CA	2010	17.20%	24.9%	22.5%	15.0%	25.58%
6	Math	2010	18.90%	11.9%	8.9%	11.8%	27.00%
7	Math	2010	14.60%	24.2%	10.9%	12.8%	22.34%
8	Math	2010	11.00%	15.2%	5.1%	6.8%	19.90%

Using the DEA, Westview 6<sup>th</sup> graders increased the number of students in the Proficient and Advanced categories by 1.2% in C/A and 2.9% in Math. Their 7<sup>th</sup> graders increased the number of students in the Proficient and Advanced categories by 5.5% in C/A 1.9% in Math. 8<sup>th</sup> graders increased in Math by 1.7% but decreased in C/A by 7.5%. Though they had small increments of gain it was not enough to predict making the 2011 Safe Harbor targets.

CENTRAL MIDDLE SCHOOL - DEA Results							
Grade	Subject	Year	Percent of Students Proficient or Advanced 2010 MAP	DEA Test 1 Proficient or Advanced	DEA Test 2 Proficient or Advanced	DEA Test 3 Proficient or Advanced	Safe Harbor Target
6	CA	2010	21%	25.5%	16.3%	16.8%	29%
7	CA	2010	20.90%	34.2%	15.8%	13.1%	28.81%
8	CA	2010	16.70%	25.3%	20.4%	12.6%	25.03%
6	Math	2010	17.90%	13.7%	15.3%	12.9%	26.11%
7	Math	2010	19.90%	25.3%	10.9%	15.8%	28.01%
8	Math	2010	14.10%	21.1%	12.7%	6.0%	22.69%

Using the DEA, Central 6<sup>th</sup> graders increased the number of students in the Proficient and Advanced categories by .5% in C/A and 2.4% in Math. Their 7<sup>th</sup> graders decreased the number of students in the Proficient and Advanced categories by 2.7% in C/A and had an increase of 4.9% in Math. 8<sup>th</sup> graders decreased in Math by 6.7% and C/A by 7.5%. DEA predicts that they will not make the 2011 Safe Harbor targets.

After analyzing the Test 2 results students who performed in the basic range in Literacy and or Numeracy received pull out intervention and were also invited to participate in Saturday MAP Academy which was designed to provide additional academic support.

High School DEA Results					
Content	Year	Percent of Students Proficient or Advanced 2010 EOC	DEA Test 1 Proficient or Advanced	DEA Test 2 Proficient or Advanced	Safe Harbor Target
Algebra	2010	11.50%	21.90%	16.0%	20.35%
English II	2010	53.40%	35.90%	19.3%	58.05%
Biology	2010	18.20%	9.30%	11.1%	26.38%

At the high school level there is no initial or pre-test component of the DEA. The first assessment (Test one) as well as the second assessment (Test Two) provided performance measures on particular skill areas. The two tests provide measures of growth from Test one to Test two. The Discovery Education Assessment is neither aligned nor a predictor for End of Course assessment, however does provide indicators of student performance and proficiency on specific skills.

At the high school level, the DEA offers two formative measures, Test 1 and Test 2. The two measures assess different skills and learning targets, determining proficiency of skills expected in semester one (test 1) and proficiency of skills expected in semester two (test 2). The data indicated a decline in the percentage of students that were proficient due to two factors: 1) the two measures being progressive in difficulty from the first to the second, and 2) attendance numbers during the second test decreased. The percentage of students proficient or advanced in Algebra was 21.9% for the Test 1, however decreased 5.9% from test 1 to Test 2. The percentage of students scoring proficient or advanced in English 2 was 35/9% for Test 1, however decreased 16.6%. The percentage of student in Biology increased 1.8% from Test 1 (9.3%) to Test 2 (11.1%).

At the start of the second semester, the Turnaround Specialist reviewed this data with the administrators, instructional coaches and department chairs. As a part of the school's reorganization in January, an additional period was added to the school day allowing students identified as deficient in the identified areas to be scheduled into an additional class (Algebra, Biology, and English) for intervention. The DEA data, as well as classroom formative data, was utilized to direct the instructional interventions for these students. The students remained in the double dose of intervention for the duration of semester two.

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

In selecting the Turnaround process, all administrators and 50% of the staff were new to positions. This made it difficult to implement the PLC and PBIS models with fidelity as many of the original staff members who had received training were no longer in the building. We began the year in PLC training Level 3, which provided us limited direct professional development and more data team process expectations, oversight and review. All staff received a one day PLC overview training at the beginning of the school year but there was little follow-up support. This made it difficult to achieve or maintain fidelity of implementation. As a result of these circumstances our RPDC Stoplight Report produced data stating 0% fidelity of implementation related to the use of Late Start Wednesdays for Data Team processes, artifact collection and leadership team development. We have contracted with CSD to start all schools over in PLC training Level 1 for the 2011-2012 school year. This will give staff and administrators an opportunity to get grounded in the basics of PLC. Our PLC Summer institute will begin in July 19 with the building leadership teams. This group will be trained to support the

staff throughout the year. As part of this renewal process, the administrators, staff and Superintendent drafted and signed letters of commitment to the PLC process.

All staff participated in weekly grade-level and vertical collaborative team meetings. This provided opportunities for sharing of data, interventions and strategies. The PLC artifact binder stores sign-in sheets, data and agendas.

Administrators and lead teachers received PD 360 training to increase the instructional effectiveness of teachers. The training provided an overview of the log in, viewing and reflection writing process in PD360. During collaborative team meetings, teachers were provided with topics to explore. Though they were provided with topics, little time was spent following up on this learning. This resulted in the following data points: only 10% of registered users at the High School viewed videos, 27% of the Central staff and 15% of the Westview staff viewed videos.

2% of the High School staff responded to reflection questions, 16% of Central staff and 3 % of the Westview staff responded to reflection questions. During the 11-12SY we will have a monthly instructional focus. Specific PD 360 videos will be selected for viewing by all staff and responses to the reflection questions will be mandatory. Instructional coaches will run the usage report weekly and administrators will follow up during collaborative teaming and grade level meetings. The reflection questions will become artifacts and more importantly, provide a deeper understanding of our building focus objectives resulting in improved student achievement.

Professional Improvement Plans (PIP) were created as a result of the PBTE process.

Instructional Coaches were hired to provide job embedded professional development. At the high school level, three instructional coaches were initially hired. One of the three coaches was unable to begin this work prior to October due to being required by the district to fill a classroom science vacancy at Central Middle. A second of the two coaches was reassigned to teach in the alternative program however the position was not refilled. Ultimately, the high school maintained two instructional coaches. A recent survey at the High School reported that 53% of the staff had received assistance in selecting and implementing instructional strategies and 50% stated that they had been involved in reflective discussions with the coach. Central staff reported that 66.7% of the staff had received assistance in selecting and implementing instructional strategies and 41.6% stated that they had been involved in reflective discussions with the coach. Westview reported that 54.6% of the staff had received assistance in selecting and implementing instructional strategies and 35.4% stated that they had been involved in reflective discussions with the coach. Our coaches provide

data team reflection and focus, monthly objective follow up and modeling of strategies. We will implement targeted PD sessions during the school day based on district learning walk data and coach observations. A Coaches Log will be used to document the implementation of PD, resources provided, etc.

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

The Haberman teacher evaluation tool was utilized to assist in the selection process to ensure that we had appropriate staff to meet both the academic and social/emotional needs of our students. Though the tool captures specific data on sustainability and perseverance, both Middle Schools lost approximately 33% percent of staff members due to the PBTE process and self initiated resignations. These core academic positions will be filled by Teach for America candidates.

Staff mapping was completed by administrators in accordance with a three tiered system. Professional Improvement Plans (PIPS) were drafted with a focus on improving instructional practices. Walk through data from the building, district and state was shared in an effort to improve teaching and learning.

Staff did not receive District level professional development on an ongoing basis. The District PD Coordinator was not hired until January, 2011 and a formal mentoring program was not implemented for new teachers.

The Turnaround Specialist was assigned numerous other duties by district office, including assuming the leadership role at the high school after second semester, and therefore the rigorous support needed was not readily available to assist the buildings in meeting the Year 1 SIG objectives.

PBIS SET, an evaluation conducted by external coaches to document the implementation of PBIS, provided strong results for Westview Middle. The categories were: Expectations Defined 100%, Expectations Taught 100%, Rewards Systems 100%, Responding to Behavioral Violations 75%, Monitoring and Decision Making 100%, Leadership/Management 88%, District-level Support 100%.

Central's PBIS SET data yielded the following results: Expectations Defined 50%, Expectations Taught 50%, Rewards Systems 67%, and Responding to Behavioral Violations 25%, Monitoring and Decision Making 100%, Leadership/Management 100%, District-level Support 53%.

With regard to the implementation, measurement, and support of PBIS, each of the three school sites will:

- Clearly define and articulate the PBIS school wide expectation matrix via an additional thirty minute period during the school day, via school wide visuals defining and publishing PBIS expectations, via the website, parent portal system, PTO meetings, newsletter, and classroom matrix;
- Reward and provide incentive for PBIS through the opportunity to earn PBIS bucks to be used at the school store, to earn participation in individual and school wide celebrations;
- Support and disseminate PBIS expectations via student led groups such as student council, student leadership team, and class officers;
- Measure and monitor the implementation and effectiveness and response to behavioral concerns of PBIS via the data analysis monitored by building administration, the building PLC leadership team, grade level articulation meetings.

**SECTION VII.B – YEAR TWO TIMELINE**

<b>PROJECTED DATE</b>	<b>ACTIVITY</b>	<b>RESPONSIBLE PARTY</b>
June 3, 2011	Collect and analyze parent survey data to prepare Parent University activities	Principal/Turnaround Specialist
June 15, 2011	Deadline to Request PSAT/ Waivers	Data Director
June 22 <sup>nd</sup> – June 23 <sup>rd</sup>	MOSIG Trainings -	Turnaround Specialists, Principals,
June 29, 2011	CARE Team Overview Training	Turnaround Specialist/Dr. Phillips
July 19-21, 2011	PLC Summer Institute	RPDC/ Leadership Team/Turnaround
July	SAM project readiness workshop for Principals and Stakeholders	SAM Project Coach, Turnaround/Principals
July	Create professional development week	Turnaround Specialist
August	Initial Staff -wide S.I.G. Plan Review Meetings	Turnaround Specialist/ Principals
August 5	PBIS/Classroom Management PD	Dr. Susan Powers

August	DEA initial assessment	Data Director/Administrator
August	Parent University: NCADA focus	Counselor/Administrator/NCADA
August	Accuplacer Test for Dual Enrollment and registration	Data Director/Principal
August	Gateway to College registration	Turn Around Specialist/Counselor
August 22	Dual Enrollment session begins	
August 31	Late Start Wednesday – PLC Overview and Creating Norms	Leadership Team/IC
September	PLC Training	Leadership Team/RPDC/Turnaround
September	Parent University	NCADA/Counselors/Administrators
September	PPP: Parent Communication Training	Janet Shephard
September	Initial training for SAM principal	Principal/Turnaround Specialist
September 16	ACT Registration Deadline	Data Director/Counselor
October 22	ACT Testing Date	Data Director/Counselor
October	PPP: Parent Communication Training	Janet Shephard
October	Staff Mapping	Principal/Turnaround/IC
October	Student Gallop Poll on engagement	Data Director
October	Develop a (PIP) for identified teachers	Principal/Turnaround/HR
	Fall College/Career Fair	Administrators/Counselors
November	PLC Training	Leadership Team/RPDC
December	DEA Test A	Data Director
December	MOSIC Mid-year Review	Turnaround Specialist/Principals
December 12	Dual Enrollment and Gateway to College registration deadline	Turn Around Specialist
January	PLC Training	Leadership Team/RPDC
January	Staff Mapping	Principal/Turnaround/IC
February	Summative evaluation for teachers recommended for non-renewal	Principal/Turnaround/HR

March	PLC Training	Leadership Team/RPDC
March	DEA Test B	Data Director/Administrators
March 7, 2012	Spring College/Career Fair	Counselor
March 9, 2012	ACT Registration Deadline	Data Director/Counselor
April	MAP	Data Director/Principal
April	Middle School Administrators will visit feeder schools	Administrators
April	Staff Mapping	Principal/Turnaround/IC
April 14, 2012	ACT Testing Date	Data Director/Counselor
April 15	Notification for nonrenewal	Human Resources
May	PLC Training	Leadership Team/RPDC
May	Algebra EOC	Data Director/Principal
May	5 <sup>th</sup> graders visit middle school campus	Administrators/Counselors
May	Transfer of teacher comments for incoming 5 <sup>th</sup> graders and outgoing 8 <sup>th</sup> graders	Counselors/Turnaround Specialist
May	Saturday/Evening Open House for incoming 5 <sup>th</sup> graders	Teachers/administrators/
Ongoing Events	<ul style="list-style-type: none"> <li>• MOSIG Leadership meetings Weekly</li> <li>• MOSIG Partners meetings Monthly</li> <li>• MOSIG Leadership Cohort Monthly</li> <li>• PLC Leadership Team and Grade Level Meetings Weekly</li> <li>• PBIS Targets and measures review meetings Monthly</li> <li>• C.A.R.E. Team/R.T.I. meetings Bi-monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Turnaround Specialist/ Principals</li> <li>• Turnaround Specialist / Principals/ SIG Partners</li> <li>• Turnaround Specialist/Principals</li> <li>• Principals/Leadership Teams</li> <li>• Principals / PBIS Facilitator</li> <li>• Student Support Coordinator /Principals/C.A.R.E. Team</li> <li>• Turnaround Specialist/Principals</li> </ul>

	<ul style="list-style-type: none"> <li>• S.A.M.S. Instructional Leadership monitoring mtgs. Weekly</li> <li>• PD 360 Observation and monitoring Monthly</li> <li>• Parent University Activities Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Principals / Instructional Coaches</li>   <li>• Principals/ Counselors</li> </ul>
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**SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2011-2012**

**Discuss how the SIG plan will be implemented during the 2011-2012 school year**

We will use the Instructional Coach to continue to provide PD to all staff in focus areas as it pertains to student achievement. (I.e. lesson planning, instructional strategies, modeling lessons and providing immediate feedback, facilitating CARE team process and Data team process)

We will hire a supplemental math instructor to assist with providing interventions to identified students using MAP and DEA results as an indicator.

Our teachers will:

- have weekly collaboration time to analyze student work, analyze data and develop SMART goals
- Plan lessons as a grade level and participate in vertical teams
- conduct parent/student conferences,
- observe in classes of master teachers
- participate in book studies on Formative and Summative Assessments
- receive ongoing PD on specific areas of concern and PLC/PBIS/Literacy

View and reflect on PD360 videos focused on our building concerns. The Riverview Gardens High School will implement several components as outlined in the SIG Grant that will support and increase improvement in student performance and achievement.

- Dual Credit: this partnership with local college will provide opportunities for students to simultaneously garner college credit while enrolled in high school coursework.
- Gateway to College: this partnership with local junior college will provide opportunities re-entry for students who are either credit deficient, at risk for non-completion. Students are provided opportunity to garner either high school credits or a GED while simultaneously earning junior college credit.
- Parent University : via the analysis of data from parent surveys, program efficacy feedback, and parent/community needs assessment a calendar and outline of monthly parent / community workshops and trainings will be provided to assist parents with information and supports;
- ACT /KAPLAN: this component will provide comprehensive and continuous embedded preparation for students honing skills for performance on the ACT exam. The external staff from the noted KAPLAN Company will provide on-site ACT prep and skill building for student performance and skill building on the ACT, entrance, exams, and post secondary coursework.

The administrator will participate in the SAM project. This will assist him/her in becoming solely focused on the instructional leadership role. This will ensure that teaching and learning is the focus.

A formal District mentoring program has been approved by the Special Administrative Board and will be in place to provide necessary supports and resources to the incoming new staff.

**Include information about how the district will support SIG efforts programmatically and fiscally.**

External service providers will provide essential evaluation and training functions as outlined in the district plan.

Hiring policies will reflect district policies and will conform to existing state and local laws.

The district will evaluate each program, assessment, and or position after each year of the grant. If after a year of use our evaluation of the programs, assessments, or position proves successful, then we will use this as justification to use general formula or Title 1 funds to support the activities listed above and to extend the activities beyond the grant cycle. Title 1 funds may be used to sustain the Instructional Coaches, PD 360, PLC and PBIS. In addition, the district will partner with the St. Louis RPDC and the University of Missouri to provide additional training and evaluation support. These services will be provided as needed and will vary according to the identified needs of the district.

The Riverview Gardens School District has modified its employment policies and procedures to reflect the requirements of the Turnaround Model. These changes have permitted the hiring of a new cadre of effective teachers and administrators in each secondary building. Our building administrators are a part of the Policy and Procedures Creation and Revision Committee and will play an integral part in the decision making process. They had some flexibility in selecting staff during the 2010-2011SY and will continue to analyze data to determine building professional development, and additional resources.

## 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.**

We utilized staff mapping charts to identify teacher performance and secondly to prioritize teachers needing targeted assistance to improve in identified performance areas. As a result of the staff mapping, professional improvement plans (PIP) were initiated for Tier 3 teachers who did not respond well to the supports provided by the Instructional Coaches. As a result of the Performance Based Teacher Evaluation (PBTE) process, 9 Central and 16 Westview staff were non-renewed. These core academic positions will be filled from the ranks of the Teach for America Program. With regard to Riverview High School, (due to the aforementioned leadership challenges), the evaluation process was not effectively completed. Zero High School teachers were non-renewed for the 2011/2012 school year. In March 2011 the Turnaround Specialist, along with a team of Administrative level consultants convened by the district, conducted a three week cycle of observations and evaluations of the entire high school teaching staff. The Turnaround Specialist, along with the veteran retired administrators (contracted to support high school after the removal of the principal), continued staff mapping and development of individual teacher growth plans for the 2011-2012 school year (year 2). Based on this process, every teacher received a targeted performance assessment resulting in interventions ranging from a personalized professional growth plan to a P.I.P. (professional improvement plan). Additionally, all teachers will develop a bi-monthly contact schedule with the instructional coach; will develop a targeted plan for PD 360, and a monthly professional growth meeting with their evaluating administrator. The Turnaround Specialist and S.A.M.S. coach will monitor this process.