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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
St. Louis Public Schools/Ashland Elementary School	St. Louis-SLPS-4060

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003 (g) SIG*	Math Interventionist- Goal 1, Objective 1, Strategy 3 Reading Interventionist - Goal 1, Objective 2, Strategy 6
1200 Supplemental Instruction(Title I)	Teaching Learning Facilitator - Goal 1, Objective 1, Strategy 1
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	Instructional Support Coach- Goal 3, Objective 4, Strategy 2&3 Intervention Behavior Specialist- Goal 3, Objective 4, Strategy 2&3
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003 (g) SIG*	Parent Educator- Goal 3, Obj. 1, Strategy 1 & 4; Obj. 4,Strategy 1 Social Worker- Goal 3, Objective 4, Strategy 3
2200 Professional Development	
2200 Professional Development *1003 (g) SIG*	Goal 2, Objective 1,2, &3, Strategy 1,2, &3
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003 (g) SIG*	
3000 Community Services	
3000 Community Services *1003 (g) SIG*	Goal 3, Obj.3, Strategy 1,2,3, and 4
Administrative Costs	
Administrative Costs *1003 (g) SIG*	

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406-VI.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 Ashland (406)					COUNTY-DISTRICT-BUILDING CODE 115-115-406			
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	838,721	23,987	0	0	0	0		862,709
1100 Instruction *1003 (g) SIG*	61,650	0	29,102	0	7,923	0		98,675
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	79,132	109,861	0	0	0	0		188,992
2100 Support Services - Pupils *1003 (g) SIG*	30,900	0	12,669	0	0	0		43,569
2200 Professional Development	0	0	0	0	0	0		0
2200 Professional Development *1003 (g) SIG*	5,000	0	408	20,000	0	0		25,408
2600 Planning and Evaluation	0	0	0	0	0	0		0
2600 Planning and Evaluation *1003 (g) SIG*	0	0	0	0	0	0		0
3000 Parent Involvement	0	0	0	0	0	0		0
3000 Parent Involvement *1003 (g) SIG*	0	51,500	21,630	0	0	0		73,130
Administrative Costs	0	0	403,190	0	46,595	0		449,785
Administrative Costs *1003 (g) SIG*	47,540	0	14,990	2,727	636	0		65,893
Program Costs Subtotal (Not including *1003 (g) SIG*)	917,853	133,848	403,190	0	46,595	0		1,501,487
***1003 (g) SIG* Subtotal**	145,090	51,500	78,799	22,727	8,559	0		306,675
Grand Total	1,062,943	185,348	481,989	22,727	55,154	0		1,808,162

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1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME ASHLAND (406)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Work Specialist	30,900
1 – FTE Instructional Support Coordinator	56,650
Teacher Extra Service Pay for Extended Day Instruction	5,000
Teacher Extra Service Pay for Professional Development	5,000
.091 – 1 FTE Asst Supt of Innovation	12,727
.091 – 4 FTE Turnaround/Accountability Specialist	25,455
.091 – 1 FTE Director	7,636
.091 – .34 FTE Specialist	1,722
6100 Subtotal	$145,090 ✓
6150: Non-Certificated Salaries	
1 – FTE Family Educator	25,750
1 – FTE Behavior Intervention Specialist	25,750
6150 Subtotal	$51,500 ✓
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	63,809
Hourly Blended Benefits Rate (11%) Admin Benefits	14,990
6200 Subtotal	$78,799 ✓
6300: Purchased Services	
Instructional Consultants	20,000
Admin Instructional Consultants	2,727
6300 Subtotal	$22,727 ✓
6400: Materials/Supplies Supplemental	
Instructional materials and supplies	7,923
Admin Professional development materials and supplies	636
6400 Subtotal	$8,559 ✓
6100-6400 Subtotal	$306,675 ✓
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$0
TOTAL	$306,675 ✓

SECTION VII. – NARRATIVE

On March 4, 2011, I was appointed as Interim Principal at Ashland Elementary. The narrative provided is inclusive of dates from March 4, 2011 to the present. Ashland Elementary School is located in North City St. Louis. In 2010-2011, it served a population of 352 students in grades preschool through 6th. 100% of those students were African-American. 97% of the students qualify for free and reduced lunch. While there is no English language learner population to report for the current school year, 10% of the students are classified for special education. Ashland's average daily attendance rate is 91% and the mobility rate remains over 55%. Student enrollment has significantly decreased over the past four years.

SECTION VII.A. – DISCUSSION

Progress Measures: Ashland Elementary School implemented the Turnaround Model for school reform for the 2010 – 2011 school year. Initial student performance progress measures targeted included academics and attendance. In response to the significant decline in MAP scores beginning in 2005, student performance targets were set for the 2011 administration of the MAP test (Table 1) and progress measuring tools were selected and monitored to determine if those targets would be achieved.

Table 1

MAP Results	2009	2010	2011
	Actual	Actual	Target
Communication Arts	8.8%	12.6%	22.6%
Mathematics	11.9%	11.5%	21.5%

SRI: In January 2011, Scholastic Reading Inventory (SRI) was purchased and implemented as a reading progress monitoring tool. Baseline assessments were given in January and students were tested every four weeks after the initial assessment.[i] Students testing proficient from the initial administration as compared to the last administration showed an overall increase of 9%. Students scoring in the lowest two tiers demonstrated decreases in both the basic and below basic categories (Table 2).

Table 2:

SRI Results	January	February	March *	May
Advanced	0%	1%	0%	0%
Proficient	22%	26%	39%	31%
Basic	36%	34%	29%	31%
Below Basic	42%	39%	33%	38%

Acuity Benchmark Testing: Acuity benchmark testing is administered by the district three times per year to students at Ashland Elementary School. Trend data indicates that less than 50% of the multiple choice points were obtained per tested grade level in Communication Arts and Mathematics. Current Acuity C data in communication arts showed slight increases over the prior year's data. However, mathematics data indicates an overall decrease at all grade levels tested (Table 3). At closer examination, both mathematics and communication arts scores on Acuity Benchmark C indicate that Ashland is not on track to make adequate yearly progress.

Table 3

Acuity C				
	2010		2011	
	Communication Arts	Mathematics	Communication Arts	Mathematics
3rd	41%	42%	44%	35%
4th	40%	46%	44%	44%
5th	42%	41%	43%	41%
6th	50%	49%	42%	41%

Challenges:

Appointment Date

Due to date of my appointment, 8 weeks remaining in the school year, caused for feeling of uncertainty to arise in both faculty and students. Usually feelings of this nature are reserved for the start of a new academic year. The getting acquainted period that is normally afforded to a new principal had to be removed because Ashland was in the midst of preparing for a SIG state visit, deadlines for completing the epegs plan, and the facilitation of the MAP was upon us. There wasn't time for formalities, we had work to do!

Facilities

The facilities were less than adequate for anyone, much less for an Ashland Bear. Students were asked to learn in a building that had not been properly maintained. Ceiling tiles were yellowed and hanging from the ceiling, lighting was dimmed in the halls, floor tiles and holes in the flooring constituted the lunchroom. Although limited throughout the building, computers were not evenly dispersed amongst classrooms. Projectors for Smartboards had been stolen in a robbery that occurred the previous year had not been replaced.

Staffing

The 2010-2011 staff is comprised of 50% of new hires and 5 continuing substitutes in grades kindergarten, 1, 3, primary cross categorical, and 5. A high number of substitutes remained in the building due to the district hiring freeze. A substitute teacher for kindergarten was added later in the year due to a high number of students in that grade level. Staff members who remained from previous years consist of 4 teachers whose years of service at Ashland totaled 25 years. Often educators equate years of service with being a master teacher. At Ashland, the two philosophies are not comparable. In April 60% and in May 62.5% of bi-weekly walk through data indicated seat work as the number one method of instruction. Other instructional delivery methods and percentages observed included: hands on experiences 4.16%, guided practice 25%, and classroom discussion 12.5%. Therefore an insurmountable amount of evidence was established which indicated a need for intense and specific professional development for all staff members.

In March, Ashland had 54 kindergarteners being serviced by two teachers. With such a large student to teacher ratio it was not surprising that there were abnormal discrepancies in student achievement. For example, ten students were identified as academically more deficient than any other. Their profile consisted of characteristics such as being unable to identify their name in print, deficiencies in letter and number recognition and phonemic awareness. An intervention for these children had not been established. Later in the year a substitute kindergarten teacher was added to the staff and the 54 students were able to be split into three classroom. Intensive instruction was planned and delivered for the students in the newly formed third classroom since these students were required the most intensive remediation.

Data Deficiency

Although there were a number of research based strategies attempted to improve student achievement, many of the strategies were not attached to processes or data collection. The effectiveness of programs and strategies such as after-school, MAP like performance events and push- in services could not be determined. Although we were nore successful in collecting and supporting teachers with professional development in communication arts, its effectiveness in the classroom continues to remain limited. Therefore, we require diagnostic and progress assessment tool such as AimsWeb, The Maze, Leveled Literacy Intervention and Six Minute Fluency materials to meet the needs of all of our students.

In addition to the lack of data collected in regards to the instructional aspect, we also lack authentic data regarding student behaviors. Although students were considered to display behaviors that were problematic, there was limited evidence in the School Information System (SIS) of such behaviors or interventions to addresses those behaviors.

Accomplishments:

A. Facilities-One of our first priorities was to address the facilities concerns. Along with the support from central office, we were able to repair and install lighting fixtures, repair the flooring in the cafeteria, install new ceiling tiles in several classrooms, address the draining concern that often left the gymnasium in a flood after a major rain and provide paint to main floor and annex bathroom walls!

B. Student Attendance Processes- A system was established that uniformed attendance times, captured late students, recorded parent call-ins that informed the school of absences and tardies, and a daily phone call was provided to each absent student. In addition, twelve students were identified as significantly impacted Ashland's attendance rate. With the purchase of services from the Black Alliance for Educational Opportunities (BAEO) home visits and monthly meeting parent meeting were conducted with those parents to inform them of possible actions the school would employ.

C. Parent Involvement- We increased the number of opportunities for parent involvement by offering morning and evening parent sessions, hosting family fun nights, creating a PTO and asking parents to review school-wide plans. Parents were also given assistance with re-establishing utility services, employment, and an opportunity to select paint color for the halls!

D. School Climate- Each morning students were greeted with the voices of two of their peers as they delivered the morning announcements via the public announcement system. Student Council members were elected and called to duty! Members were responsible for facilitating character education lesson to every classroom (PreK-6) in the building. An A-Team was established which consisted of 6 upper elementary students mentoring and tutoring primary students. Students were beginning to view themselves as responsible for their environment. A true sign of leadership.

SECTION VII.B. – YEAR TWO TIMELINE

Activity	Implementation Date	Action Date(s)	Person(s) Responsible	Progress Toward Goal
Redefine After School		August, 2011	• Principal • After School Liaison • Teachers	Team Developed
Develop a system to align student needs with academic intervention	June 6-10	Recurring and on-going	• Principal • Teaching &Learning Facilitator • Teachers	Intervention Team Developed
Identify Instructional Leadership Team	May 2011	Recurring and on-going	• Principal	Completed
Instructional Retreat	July 11-15, 2000	Recurring and on-going	• Principal • Teaching & Learning Facilitator • Staff Members	In Planning Process June, 2011
Use data to identify and implement an instructional program that is research based to support student achievement	On- going	Recurring and on-going	• Principal • Teaching & Learning facilitator • Teachers	Ongoing
Student Success Conferences	September 16, 2011	Recurring and on-going	• Grade Level Teachers	TBD
Student Principal Conferences		December 2011	• Principal • Parent Educator	TBD
Establish School Wide Professional Calendar *Should include but not be limited to: Data Teams, Common Assesments, Aims Web, Guided Reading , Classroom Management Learning Centers, envision Math, Reading Street)*	June 2011-July 31, 2011	Recurring and on-going	• Principal • Teaching & Learning Facilitator • Instructional Coach • Behavior Interventionist • Regional professional Development Center • Office of Innovation	In Process
Identify Staff & Community Members to Serve on the Interview Panel	June 2011- August 1, 2011	Recurring and on-going	• Principal • Teaching & Learning Facilitator • Teachers	Completed
Identify Ideal Characteristics for	June 2011	Recurring and	• Principal • Teaching & Learning	Completed

Ashland Staff		on-going	Facilitator • Teacher	
Select New Staff Core Instruction Staff (7 members) Reading Interventionist Math Interventionist	June 2011-August 2011	Recurring and on-going	• Human Resources • Principal • Office of Innovation • Interview Panel	Positions have been posted.
Instruction Support for New Hires & Probationary Teachers	August 2011-June 2012	Monthly Report	• Principal • Local 420 • Human Resources • Teaching & Learning Facilitator • Instructional Support Coach	TBD-August, 2011
Redefine Saturday School Criteria	June 2011-August 2011	Recurring and on-going	• Principal • Teaching & Learning Facilitator • Teachers	In Process.
Identify Students for Saturday School	October 2011	Recurring and on-going	• Teaching & Learning Facilitator • Teachers	TBD
Identify Chronically Absent Students (10 or more days) Phase 1- *Students meeting the criteria in 2010-2011* Phase 2- *Students absent 5 days per criteria each quarter*	August 2011	Monthly Report due the 5th of each month	• Social Worker • Parent Educator • Juvenile Officer	In Process…Phase One Complete.
Assign Mentors to Chronically Absent and Disruptive Students	August 2011	Monthly Report	• Instructional Behavior Support Coach • Social Work • Parent Educator • Mentors	In Process.
Quarterly Absentee Meeting	September 2011	Monthly Report	• Social Worker • Parent Educator • Juvenile Officer	TBD
Adopt New Governance Structure	July 2011	Recurring and on-going	• Principal	TBD
Define Criteria for Recognition Ceremonies	July 2011	Recurring and on-going	• Principal • Teaching & Learning Facilitator	TBD

In year one, all classroom teachers were to observe a 150 minute communication arts block and a 90 minute mathematics block. While the data supports the communication arts block, teachers reported difficulty teaching mathematics instruction for the entire 90 minute period as noted in walkthrough data. All students were to receive differentiated instruction in communication arts and mathematics. No observations indicated the use of research-based literacy instruction or mathematics instruction. Although observations were conducted and lessons modeled for classroom teachers, a lack of differentiation on a consistent basis is evident and a root cause of a lack of student achievement. Of the 39 hours of professional development provided on the topic of differentiation, 17% of teachers participated in the professional development.

A lack of data from after school tutorial providers for the students served indicates no targets were set and a review to determine the effectiveness of the program and student achievement gains cannot occur. For those students with IEPs, 13 were to receive push in instruction during the communication arts block and/or the mathematics block. Data indicates 15% of the 13 students received push in services.

Overall, strategies were implemented as documented in the plan. However, there was a lack of data collection to effectively document results indicators as needed to show adequate progress on many of strategies implemented.

MOSIG Monthly Record

How will we get there?		How will we know we are there?		*How can we keep it going?
Specific Target	**Actions/Strategies**	**Source of Measurement**	**Evidence of Change**	**Next Steps**
Goal area:1 Objective: 1 Beginning in 2009 and beyond, all students and identified subgroups will make adequate yearly progress in Mathematics as defined by the DESE growth model.				
Target students identified in grades 3 – 6 will make adequate yearly progress in Mathematics	A ninety minute Mathematics block will be observed for grades Kg - 6 for math and related problem solving instructional activities. Students in grades 3-6 will complete MAP like performance events and constructed response questions from the in house question bank created by teachers and TLF. Students will participate in after school tutoring. Students who scored in the two lowest levels of the MAP test, below basic and basic, will participate in after school tutoring.	Teacher assessments, Acuity A, baseline test data, anecdotal notes, IAPs	Teacher assessments, Acuity A, baseline test data, anecdotal notes, IAPs	Continue with prescriptive mathematics block for all grade levels, ensure differentiated instruction is implemented use data to inform and influence instruction for student who are performing below level in mathematics
Target students identified in grades 3 – 6 will make adequate yearly progress in Mathematics	12/8 – Implement multiage enrichment classroom for those students who are above level. Students who are targeted for one content area will receive push up instruction for that area. Data analysis of weekly	Acuity B Teacher Made Assessments	12/8 – Objective mastery will increase on all grade levels as evidenced through the standards/objectives tracker. Acuity C results will increase in mathematics by 10% Intentional instruction is evidenced/observed in every classroom Increase in the usage of flexible grouping for those students who are below and above level	12/8 – Develop and implement new instructional design and delivery process to entire staff. Staff will receive on-going professional development on use of design and delivery tool. Classroom visits, observations and extended visits will focus on new instructional delivery process criteria along with MOSIG process
Target students identified in grades 3 – 6 will make adequate yearly progress in Mathematics	Classroom Reduction Teacher will provide small group instruction for students in grades K-3 Push up instruction for 3rd grade students	Teacher Made Assessments SRI results Anecdotal notes	Baseline data collected on all students with SRI beginning	Identified 3rd grade target students will be pushed up for mathematics and comm. Arts instruction Continue to monitor use of new lesson design tool.
Target students identified in grades 3-6 will make adequate yearly progress in Mathematics	Saturday Academy will provide intensive instruction to target students in mathematics Classroom Reduction Teacher will provide small group instruction for students in grades K-3	Data from Pearson, Biweekly assessments from Saturday School	Updated data from content sources	Saturday school caseload and baseline assessments on 2/12 Assign students to class size reduction teacher once she is released to the building

	Continue push up instruction for students in 3rd – 6th			
Target students identified in grades 3-6 will make adequate yearly progress in Mathematics	Saturday Academy will provide intensive instruction to target students in mathematics Classroom Reduction Teacher will provide small group instruction for students in grades K-3 Continue push up instruction for students in 3rd – 6th	Data from SRI, data from Pearson, Assessments from Saturday School	Updated data from content sources begin conversations about common assessments and standardizing rigor	Baseline assessments for class size reduction teacher Saturday school assessments, and content area assessments along with implementation of weekly power GLE focus
Target students identified in grades 3-6 will make adequate yearly progress in Mathematics	A 90 minutes mathematics block with time for MAP prep using released items and Buckle Down built into instructional block. Classroom reduction teacher providing small group instruction to students in grades K-3rd. Push up instruction for students in grades 4th, 6th	Data from CSR formative assessments, Acuity C	Continue professional development with examining student work, bulletin boards, begin with common assessments and standardizing rigor	Teachers will implement Post MAP academic plan for communication arts focusing on identified GLEs, common assessments and student
Comments:				

Goal area: 1

Objective: 2 Beginning in 2009 and beyond, all students and identified subgroups will make adequate yearly progress in Communication Arts as defined by the DESE growth model.

Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Students will receive daily differentiated instruction in Communication Arts through flexible grouping, pull-out instruction, technology, and supplemental materials. Students will experience an additional fifteen minutes daily of writing and conference with teacher using district adopted curriculum scoring guides and MAP scoring guides. Monthly writing prompts to be taught and scored every 3-5 weeks. Class size reduction teacher will use pull-out instruction to work with target students in grades K – 6.		Writing prompts, teacher assessments, Acuity A results, anecdotal notes, IAPs	Continue writing prompts, implement SRI reading assessment, Continue diff. instruction, journal writing and independent reading blocks.
Target students identified in grades 3-6 will	12/8 - Implement multiage enrichment classroom for those		12/8 – Objective mastery will increase on all grade levels as	12/8 – Develop and implement new instructional design and delivery process to entire staff.

make adequate yearly progress in Communication Arts	students who are above level. Students who are targeted for one content area will receive push up instruction for that area. Provide high interest leveled books for boys		evidenced through the standards/objectives tracker. Acuity C results will increase in comm. arts by 15% Intentional instruction is evidenced/observed in every classroom Increase in the usage of flexible grouping for those students who are below and above level	Staff will receive on-going professional development on use of design and delivery tool. Classroom visits, observations and extended visits will focus on new instructional delivery process criteria along with MOSIG process
Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Install SRI software- all students tested by 1/2011 In-service staff on use of data and reports 1/8/2011 Classroom Reduction Teacher will provide small group instruction for students in grades K-3 Push up instruction for 3rd grade students	Classroom Progress Report – SRI Teacher made assessments Anecdotal notes	Baseline data collected on all students with SRI beginning	Staff will be trained on data and reports Students will be tested in January then every three – four weeks after the initial test. Identified 3rd grade target students will be pushed up for mathematics and comm. Arts instruction Continue to monitor use of new lesson design tool.
Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Continue monthly SRI assessments, weekly content assessments using Pearson online, and beginning of Saturday School	Data from SRI, data from Pearson, Biweekly assessments from Saturday School	Updated data from content sources	Saturday school caseload and baseline assessments on 2/12
Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Continue monthly SRI assessments and document student movement. Continue Saturday School, Continue weekly assessments	Data from SRI, data from Pearson, Assessments from Saturday School	SRI -8% increase – proficient readers 17% increase in basic readers 26% decrease in below basic readers. Focus on high stakes GLEs to show movement in content area on weekly assessments, begin conversations about common assessments and standardizing rigor	Administer assessment for SRI in march, Administer Saturday School Assessments
Target students identified in grades 3-6 will make adequate yearly progress in Communication Arts	Continue monthly SRI assessments and document student movement Monthly writing prompts to be taught and scored Classroom reduction teacher will provide pull-out instruction to students in grades K-3 Push up instruction will continue 4th, 6th	Data from SRI, writing prompt scoring guides record sheets And grade level data	SRI – 7% increase proficient, 4% increase basic readers, 4% decrease below basic readers	Continue monthly writing prompts, SRI reading assessments, and prepare teachers and students for Spring administration of DRA2. Teachers will implement Post MAP academic plan for communication arts focusing on identified GLEs, common assessments and student work
Comments: The Communication Arts block is prescriptive. It includes 20 minutes of independent reading for students for enjoyment. The books often come from the library but mostly from the leveled library. This year we would like to increase those high interest books for boys. High interest leveled readers for boys have been received. They are being catalogued and added to the leveled library for check out. Teachers will begin meeting with their grade level teams twice per week with one of those meetings being used for professional development. Multi-age classroom disbanded, along with Saturday School. Saturday School attendance, SRI scores and Acuity custom tests did not support continuation of the program. There was minimal to no growth.				
Goal area: 1 Objective: 3 By the end of 2010-2011 school year, Ashland will increase student attendance by 5% as evidenced by Pulse data in May/June 2011.				

Ashland Elementary School will meet and maintain a 95% attendance rate for the 2010-2011 school year.	Students will participate in quarterly awards celebrations to recognize attendance. A Social Worker will ensure student and familial support in the identification of needed school and community resources as indicated by Social Worker log and Support Team minutes. Social Worker will visit homes of chronically absent students. Social Worker will regularly contribute to school newsletter with information regarding community resources and events to support families.	Pulse and SIS	Social Worker Log Support Team Minutes Attendance data in SIS and Pulse Sign In Sheets	The St. Louis Dream Center will follow the identified 10 target students to help with attendance and tardies. Ashland Elementary School will partner with Imhotep to form a Parent/Family center on campus and to canvas area to increase attendance. Quarterly award sessions will continue with a focus on academics and attendance.
Ashland Elementary School will meet and maintain a 95% attendance rate for the 2010-2011 school year.	12/8-DJO and Social Worker will hold monthly truancy meetings with parent community	Pulse and SIS	Social Worker Log Support Team Minutes Attendance data in SIS and Pulse Sign In Sheets	12/8- Work with attendance team to develop and implement attendance process for entire school.
Ashland Elementary School will meet and maintain a 95% attendance rate for the 2010-2011 school year.	Continue monthly truancy meetings, Implement new attendance process, school-wide,	Pulse and SIS	Document the attendance, absence and tardy procedures and processes, distribute to and in-service staff, Implement new process	
Ashland Elementary School will meet and maintain a 95% attendance rate for the 2010-2011 school year.	Continue monthly truancy meetings, FEARC center to be implemented by end of February	Logs from IMHOTEP, attendance data	Have PTO meeting to formally introduce family center	
Ashland Elementary School will meet and maintain a 95% attendance rate for the 2010-2011 school year.	Continue monthly truancy meetings, FEARC center room identified and contract approved by board. Waiting for implementation in March	Logs from IMHOTEP, attendance data	2009-2010 attendance for February = 91.54% Current school year attendance =90.75% Phone calls, letters and truancy meetings should continue	Full implementation of FEARC center along with having students
Ashland Elementary School will meet and maintain a 95% attendance rate for the 2010-2011 school year.	Continue monthly truancy meetings with DJO and social worker. Student watch list for those who impact attendance most will be updated and given to BAEO Phone calls to parents will continue whose students are showing absent each day	Phone logs from PSCS and IMHOTEP (BAEO) Social Worker logs from truancy meetings SIS/PULSE attendance data	YTD attendance rate has increased 0.9% over last year as recorded in SIS Total number Students with over 5 absences Watch list has decreased	BAEO will work in conjunction with PSCS to maintain attendance phone call logs Continue to monitor attendance watch list
Comments: Current YTD attendance rate is 92.28% which is an increase over last year's 91.39%. March YTD attendance is 90.70%				
Goal area: 3&5 Objective: Beginning in 2011, student and staff surveys will show a 5% increase over baseline measures in the areas of teaching and learning and safe and orderly schools.				
Ashland Elementary School will establish a baseline for survey data and demonstrate a 5% increase in the areas of teaching and learning and	Facilities repairs will be reported to appropriate offices. Student and staff surveys	Appearance of building Staff surveys Character education lessons and evidence of	Meeting with safety and security personnel, building and operations,	Follow-up on status of 3 outstanding items of 42 that were requested. Ashland has been placed on summer repair project list Complete student and staff survey /tally results Implement school-wide character education program weekly

safe and orderly schools.	will be created and tracked Character education program will be implemented school wide on weekly basis.			

Comments: First floor painting has been completed, lights replaced and hole in cafeteria has been repaired. There are 3 outstanding items that need to be completed from the original list.

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school

    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
    a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application

    Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
    a. Hire Associate Superintendent for the Office of Innovation
    b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
        i. Develop process to manage and monitor each schools through:
            1. Project management dashboard with benchmarks and timelines for accountability
            2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
            3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions

            Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders

    Date: June 2010 – On going through out funding period, at least quarterly

Effective interventions are supported by school staff, including administrators; based in theory and are

developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

- All students will have reading and math entry level scores to determine flexible grouping for differentiation of content based on ability and learning styles.
- All teachers will focus instruction on the Missouri process and content standards.
    - Teachers are expected to infuse common process standards into every classroom, everyday
    - At any time, staff should be able to query students regarding the process standards
- All teachers will use agreed upon research-based strategies from Marzano's Handbook for Classroom Instruction That Works. School level sets were given to schools during the 2008-2009 school year.
- Teachers will....
    - Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change
    - Develop lessons using the identified strategy for the first quarter
    - Practice the strategy within the PLC/Grade level meeting
    - Teach the strategy
    - Observe other colleagues using the strategy and provide feedback
    - Analyze student work on the strategy
    - Reflect and revise the implementation of the strategy
    - Provide opportunities for extra support for students who have not mastered the strategy
    - Add the next strategy
    - Continue the cycle

LEA/District Implementation Timeline

Teachers and School Leader Effectiveness		
Strategy and/or Activity	**Time Frame**	**Action**
Replace the principal	2011	Implemented in June 2010 and completed in July 2010
	2012	No further action necessary
	2013	No further action necessary
Implement strategies for recruiting, hiring, and retaining high-quality staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Use rigorous, transparent, and equitable evaluation systems	2011	Implementation will begin immediately. The period of evaluation is 90 days.
	2012	Ongoing with quarterly evaluations conducted
	2013	Ongoing with quarterly evaluation conducted
Identify and reward effective staff and remove ineffective staff	2011	Implementation will begin immediately.
	2012	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
	2013	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
Provide ongoing, high quality, job-embedded professional development	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Comprehensive Instructional Reform		
Strategy and/or Activity	**Time Frame**	**Action**
Implement a research-based, data-informed instructional program aligned to standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation

Increased Learning Time and Community-Oriented Schools		
Strategy and/or Activity	**Time Frame**	**Action**
Establish schedules and strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide ongoing mechanisms for family and community engagement	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs
Operational Flexibility and Sustained Support		
Strategy and/or Activity	**Time Frame**	**Action**
Provide operational flexibility	2011	Implementation will begin immediately. Progress will be monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Provide ongoing, intensive technical assistance	2011	Implementation will begin immediately. Progress will be initially monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly planning and evaluation
	2013	Ongoing with quarterly planning and evaluation

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

The 2011-2012 school year will consist of intense and specific research-based strategies that will address both academics and behavior objectives.

Under the direction of the SLPS Innovation Office, administrators, teaching learning facilitators and teachers will develop effective pacing guides and vertical alignment between grades to ensure students acquire appropriate knowledge and skills mastery. Standards-based classrooms will become the school-wide norm where teachers articulate learning objectives for each lesson, use functional learning centers, include rubrics to guide and communicate their feedback on students' work, and implement student centered lessons.

The school will continue to implement:

ACADEMIC CORE

- Communication Arts
  - Reading Street by Pearson Learning is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and reliable teaching tools. The reading program supports differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students.
  - Leveled Literacy Intervention development was driven by what prior research has established about how children learn to read, and what works best with struggling readers.
- Mathematics
  - The core instructional program for Mathematics is enVisonMath. Envision allows each teacher to bring more individualized attention to the child. It also includes textbooks, workbooks, manipulatives, software and interactive whiteboard activities. enVision provides monthly after school professional development for teachers as well as administrators and teacher learning facilitators.
- Science
  - The core instructional program for Science is Pearson Scott Foresman Science. This science program has inquiry-based science books & other resources with scaffold activities that are correlated to standards and presented in interactive media. There are detailed science kits that accompany the Science series that allow students to experience hands-on experiments and the scientific method.
- Social Studies
  - The core instructional program for social studies was newly adopted for the 2010-2011 school year and it is Pearson Scott Foresman Social Studies. This program contains pertinent content, direct reading and writing instruction and skills instruction that encourages all students to succeed on independent levels.

IMPLEMENT CURRICULUM WITH FIDELITY

- School leadership, along with SLPS Innovation administrators, will conduct walk through protocols to collect information/data on the instructional strategies used to implement the curriculum. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed with the Innovation Office, principals, and teachers to ensure fidelity of curriculum implementation.

USE DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

- Teachers will be trained to make instructional decisions based on relevant data. All Ashland staff members will be provided with training on using Data Team Protocols initially during the summer of 2011 to be followed up by on-going sessions throughout the 2011-2012 school year. As a result of these training participants will be able to engage in common assessments, identifying strengths and deficits in student learning, prescribe a learning plan to meet students' needs, modify assignments, and provide multiple opportunities for students to demonstrate mastery of content.

PROFESSIONAL DEVELOPMENT

Providing staff with ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. Ashland will use the Curriculum and Benchmark Assessments

and multiple informal assessments, to collect formative assessment data and equip teachers and school leaders with the skills to analyze assessment data, customize instructional interventions based on these data, and continuously monitor student progress towards proficiency.

The SLPS Innovation Office, the principal, & the teaching learning facilitator and various external professional development providers will offer mandatory job-embedded professional development throughout the school year in formats such as biweekly grade-level meetings, monthly cross-grade common planning periods, and quarterly small group sessions. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents.

STUDENT AND PARENT SCHOOL ENGAGEMENT

- Along with the SLPS Office of Innovation, Ashland will implement strategies to provide a more personalized learning environment that fosters strong connections between teachers and students. Ashland will increase its contacts with parents through the use of monthly newsletters, quarterly parent forums, PTO and parent advisory board meetings. The Office of Innovation will continue to provide professional development, sustained mentoring and support, as well as observations and data analysis to Ashland throughout the school year. External partners and Ashland students will be identified to develop and conduct school-wide campaigns to promote healthy choices and positive behavior. The effectiveness of the parent engagement piece will be monitored by sign-in sheets and parent meeting minutes.

SECTION VII.D. – STAFFING CHANGES

An Interim principal was appointed on March 4, 2011.

Two teachers in grades 4and 5 retired. Two teachers who were placed on Performance Improvement Plans were not retained. There is still five vacancies that were serviced by substitutes that require certified personnel. In addition we will require 2 part time employees to serve in the reading and math intervention positions.