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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 St. Louis Public Schools/Columbia Elementary	COUNTY-DISTRICT - BUILDING CODE 111-111/ 442
Budget Codes	**Related Strategies and Activities**
1100 Instruction	
1100 Instruction *1003 (g) SIG*	Instructional Specialist (1 FTE) will work with small groups with research based interventions. (Goal 1: Objective 1.1: Strategy 1) **Contracted Math Specialist (PT) will deliver small group instruction in math to targeted students in all grade levels. (Goal 1: Objective 1.2: Strategy 1)**
1200 Supplemental Instruction(Title I)	
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	Guided Reading resources will be purchased to facilitate guided reading as an intervention. (Goal 1: Objective 1.1: Strategies 3 & 4) Research Based Interventions purchased for math and reading labs. (Goal 1: Objective 1.1 : Strategy 2 & Objective 1.2: Strategies 1, 2, & 3)
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003 (g) SIG*	Behavior Specialist (1FTE) will work with students individually to set behavioral goals. (Goal 4: Objective 4.1: Strategy 8) Social Worker (1 FTE) will work with students in small groups and individually as part of the Character Education and RtI programs. (Goal 4: Objective 4.1: Strategies 1, 4, & 5) Counselor (1FTE) will work with students in small groups and individually as part of the Character Education and RtI programs. (Goal 4: Objective 4.1: Strategies 1, 4, 5)
2200 Professional Development	
2200 Professional Development *1003 (g) SIG*	**Professional Development will be provided on RtI, Marzano, AIMSweb, Guided Reading, Professional Learning Communities, and Data Teams. (Goal 3: Objective 3.1: Strategies 1, 2, & 4)**
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003 (g) SIG*	Increase the use of data. Purchase AIMSweb and SRI for each student. (Goal 2: Objective 2.1: Strategies 1 &3)
3000 Community Services	
3000 Community Services *1003 (g) SIG*	
Administrative Costs	
Administrative Costs *1003 (g) SIG*	Teaching and Learning Facilitator to support teachers in implementing effective instruction

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442-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	Columbia (442)				COUNTY-DISTRICT-BUILDING CODE			115-115/442
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	552,172	9,391	0	0	0	0		561,562
1100 Instruction *1003 (g) SIG*	61,650	0	25,802	0	4,093	0		91,545
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	79,132	52,574	0	0	0	0		131,706
2100 Support Services - Pupils *1003 (g) SIG*	76,220	25,750	41,808	0	0	0		143,778
2200 Professional Development	500	0	0	0	0	0		500
2200 Professional Development *1003 (g) SIG*	5,000	0	406	10,000	0	0		15,406
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	0	0	0	0	0		0
Administrative Costs	0	0	264,109	0	7,398	0		271,507
Administrative Costs *1003 (g) SIG*	47,540	0	14,991	2,727	636	0		65,894
Program Costs Subtotal (Not including *1003 (g) SIG*)	631,804	61,965	264,109	0	7,398	0		965,276
***1003 (g) SIG* Subtotal**	190,410	25,750	83,007	12,727	4,729	0		316,623
Grand Total	822,214	87,715	347,116	12,727	12,127	0		1,281,899

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1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME COLUMBIA (442)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Work Specialist	30,900
1 – FTE Counselor	45,320
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	**$190,410**
6150: Non-Certificated Salaries	
1 – FTE Behavior Intervention Specialist	25,750
6150 Subtotal	**$25,750**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	68,016
Hourly Blended Benefits Rate (11%)	
Admin Benefits	14,991
6200 Subtotal	**$83,007**
6300: Purchased Services	
Instructional Consultants	10,000
Admin Instructional Consultants	2,727
6300 Subtotal	**$12,727**
6400: Materials/Supplies	
Instructional materials and supplies	4,093
Admin Professional development materials and supplies	636
6400 Subtotal	**$4,729**
6100-6400 Subtotal	**$316,623**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$316,623**

Section VII. A.

Discuss 2010-11

Improvements

Positions

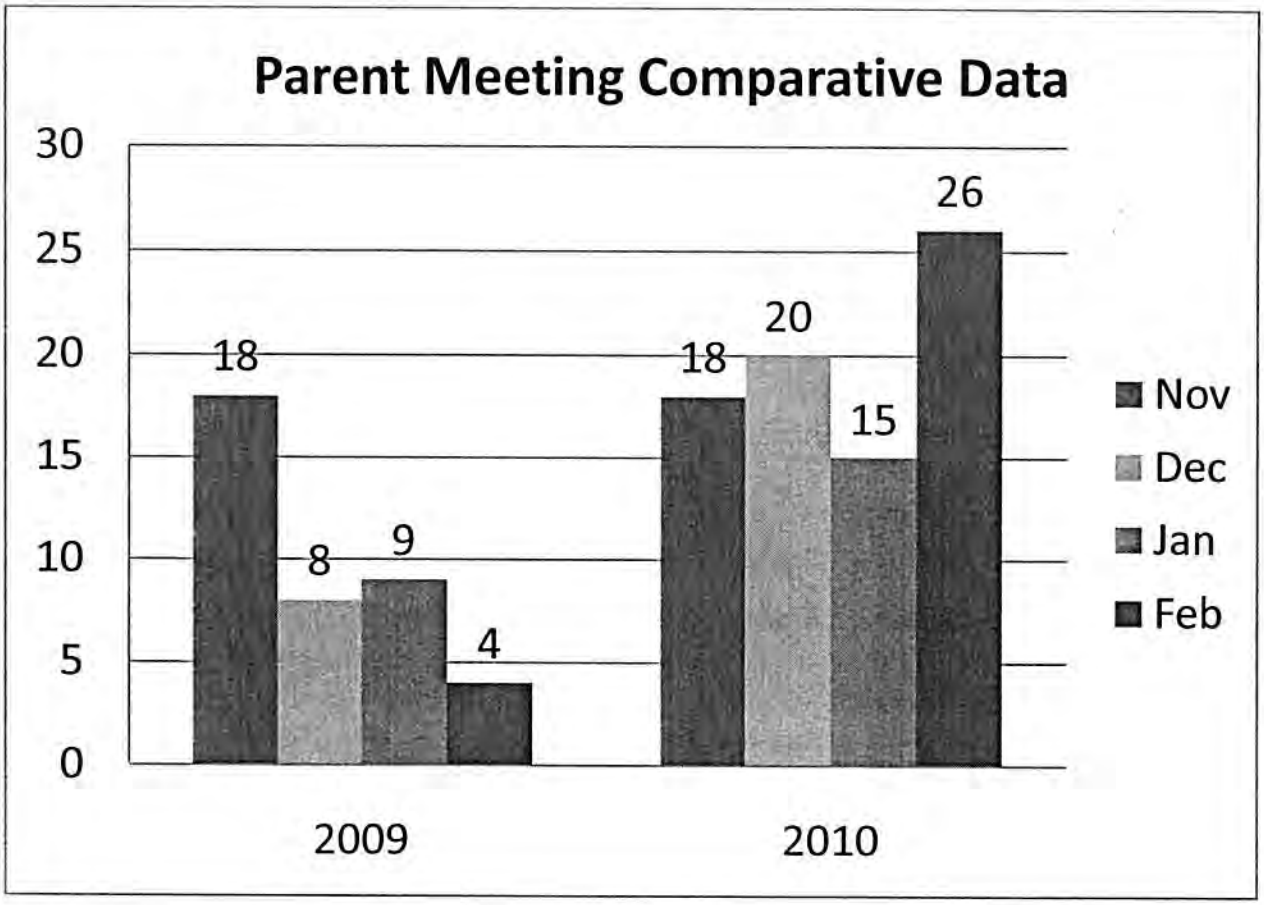
This school year the administration was allowed to increase the instructional and support teams with key positions that led to a more successful school year. An Instructional Specialist (IS) was added to work with targeted students in small groups, coordinate Saturday School, and after school tutoring programs. Furthermore, the IS was responsible for organizing testing for students and arranging appropriate academic interventions. All in all, more than 93% of 3rd through 6th grade students at Columbia received at least one academic intervention. More than 43% of these same students received two academic interventions or more.

At Columbia, we were also fortunate enough to add the necessary support staff to the team to assist students with social, emotions, and disciplinary issues. A Social Worker, Counselor, and Behavior Intervention Specialist were all added to help students work out problems and ongoing conflicts. Students have learned that they no longer need to resort to fighting to solve their problems. Because of the relationships that these staff members have built with students, the students are more comfortable seeking them out for assistance.

The analysis of recent parent and student survey results indicated that all stakeholders believe that Columbia is a safe school this year. However, by my standard, it is not safe enough. Students want more conflict mediation assistance and parents want more bullying prevention. Both are high priorities for the 2011-2012 school year.

Parent Participation

Through the implementation of a Parent Resource Center in February 2011, parent participation skyrocketed at Columbia in 2010-2011. Parent meeting attendance climbed to more than 20%. Parents helped the school administration with hall sweeps, field trips, monthly school activities, and fundraising. Additionally, the Parent Resource Center assisted five families with external counseling support, finding stable housing, and employment.

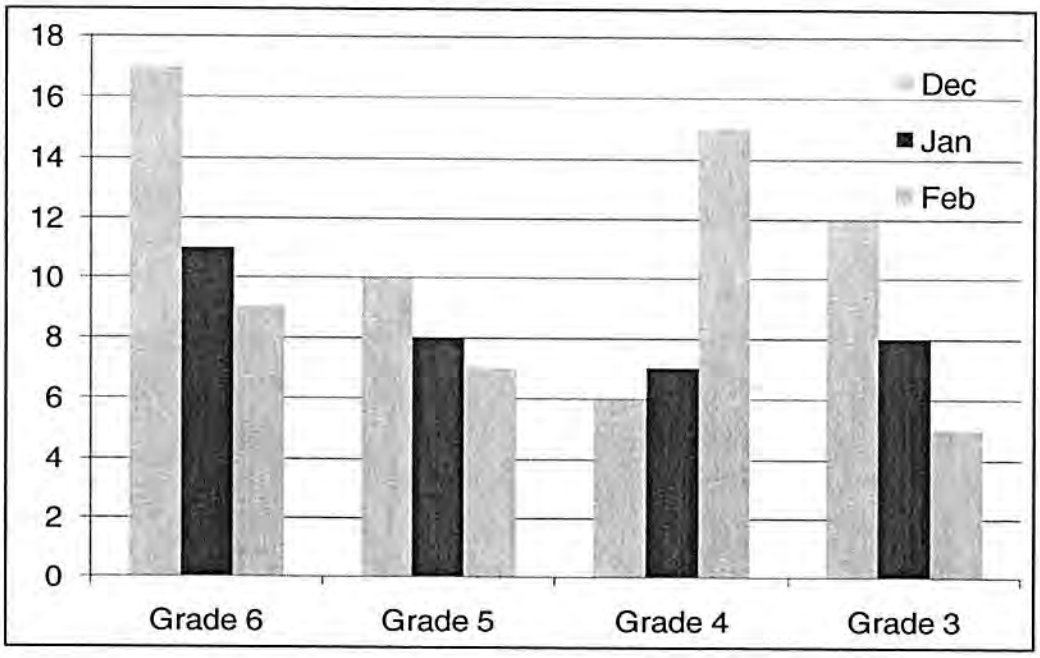


Discipline

In 2009-2010, discipline at Columbia was a challenge. Combined efforts from the administration, support staff, and parents, we have seen a decline in the amount of suspensions during second semester in all grades, but 4th. School administrators followed and implemented the SLPS Code of Conduct Discipline Policies, in conjunction with the implementation of more student conferences where students examined the cause and effect of their actions. Lastly, an effort that made a significant difference was the initiation of Parent Sit-Ins. The administration began asking parents to spend a few hours with their misbehaving students in the classrooms, in lieu of suspending students. At first parents felt inconvenienced, possibly having the lose time at work. After candid conversations with parents of chronically misbehaving students, all parties agreed that it was better that students be allowed to stay and have the benefit of working with their parents, than be suspended.

In regard to the 4th grade classroom, after a root cause analysis of continuous disciplinary problems in the fourth grade classroom, we found that the influx of 6 new students in January 2011 caused the class to revert back to behavior exhibited earlier in the school year. The Counselor and Social Worker targeted this class for their group sessions on girl fights and bullying, which helped eventually decrease the amount of physical altercations arising from the group.

Discipline Referrals



Attendance and Enrollment

While attendance was not a specific goal under the SIG plan for the 2010-2011 school year, it was nonetheless at the forefront of list of concerns. During the current year, Columbia's YTD attendance rose from 91.8% to 93.28. Additionally, the enrollment increased by the addition on 17 new students, enabling the school's enrollment to peak at 217 students. This success is attributed the collective efforts of the Parent Resource Center staff, who made daily attendance calls and recruited new students throughout the school year, as well as the Counselor, Social Worker and SLPS Parent School Community Specialist who conducted home visits, SIT tem meetings, and reached out the families on a routine basis to ensure that needs were being met.

SRI

Columbia teachers administered the Scholastic Reading inventory monthly, starting in January 2011, to monitor data on students reading progress. The chart below indicates the average growth for students in reading in grades 3 through 6, as well as the progression of growth from January to April.

READING GROWTH

Grade 5 Target Score 800	Initial	YTD
On Grade Level (800)	12%	29%
1 yr. behind (675)	6%	12%
2 yrs. Behind (525)	35%	47%
3 yrs. Behind (325)	29%	12%
4 yrs. Behind (25)	12%	12%

AVG. Growth

Grade 5 **1 yr.**

Grade 6 **2 yrs.**

Grade 6 Target Score 900	Initial	YTD
On Grade Level (900)	40%	50%
1 yr. behind (800)	15%	30%
2 yrs. Behind (675)	15%	5%
3 yrs. Behind (525)	10%	10%
4 yrs. Behind (325)	5%	0%

Summer Science Academy

After a close analysis of student survey data, it was apparent that students were satisfied with the quality of instructional experiences that they were being exposed to, but felt neglected in the area of science. Students indicated that they wanted more science in their classrooms and eventually would like to participate in more laboratory experiments. The instructional team, under the advisement of Dr. Bob Taylor, created a Science of Our City Summer Science Camp. The camp will be in session from June 6, 2011- June 30, 2011. Initially, the camp was targeted at Columbia students who were not attending SLPS mandated summer school and was only supposed to service 45 students. However, after three full days of camp, there are already 40 students in attendance, from six area elementary two schools. Four schools are within the St. Louis Public Schools, one is charter, and one is private. Students range from Pre School age to fourth grade, and will spend four weeks studying Living Organism, Matter and Energy and Force and Motion. The teachers use inquiry and the scientific method to teach the students. Students conduct daily experiments, in which they infer, draw conclusions, make predictions, measure and calculate and journal to reinforce cross curricular content and hone skills needed for academic success. The academy is the true representation of cross curricular, hands on differentiated instruction that is highly engaging. Because we are just in the beginning stages of the camp, no academic data is currently available. However, we plan to have this available by August 2011.

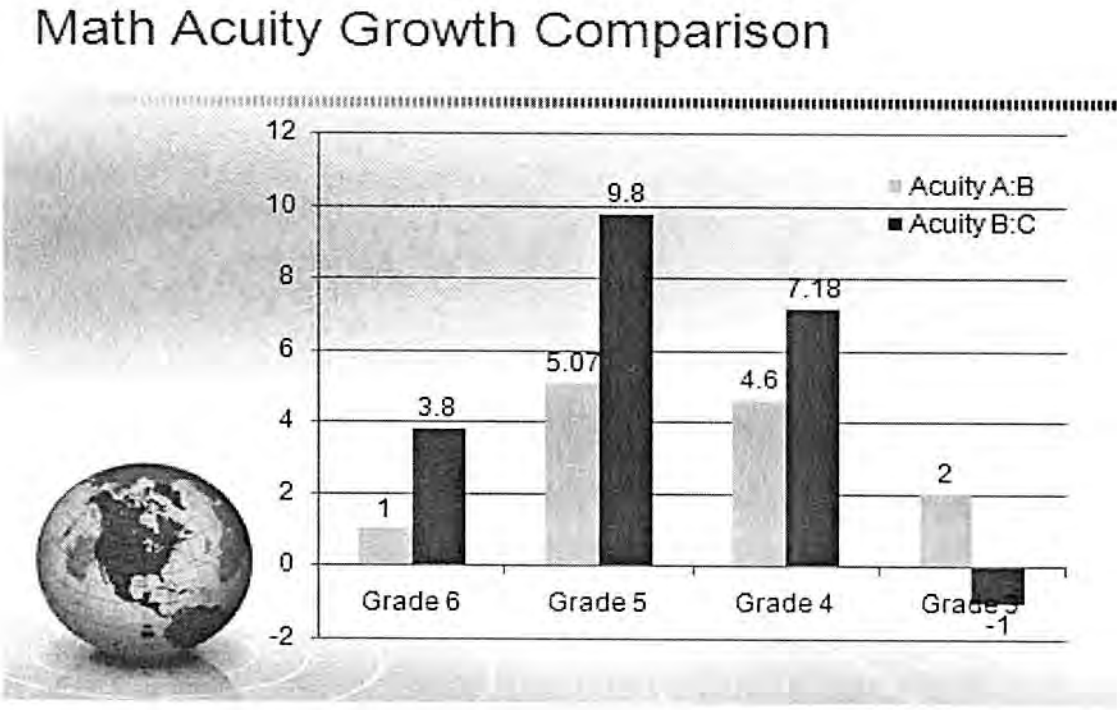
Partnerships

Strong relationships with the community are essential to the success of a school and its students. This year, Columbia benefited from a plethora of strong partnerships that enabled us to have more successful school year. Companies such as Big Brothers Big Sisters of St. Louis, The St. Louis Mennonite Peace Center, Herbert Hoover Boys and Girls Club, The St. Louis Dream Center, The Hershey Company, Academic Behavior and Consultants, Breeze Barber Shop, Booksource, Schiller's Technology, Mentor St. Louis, and many others implemented and/ or contributed to various programs throughout the school year, all of which were greatly appreciated by the administration, staff, and students.

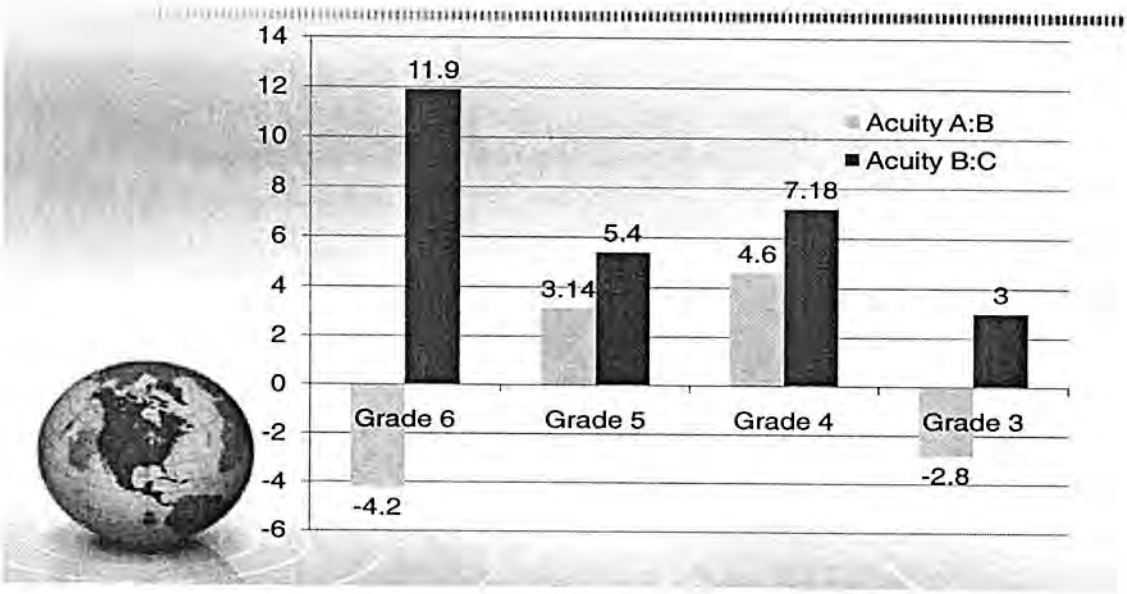
Challenges

Test Scores and Growth

Overall Acuity scores failed to show continuous growth throughout the 2010-2011 school year, however individual students scores grew substantially.



Comm. Arts Acuity Growth Comparison



For example, 6th grade students scores fell drastically on the 2nd Acuity Benchmark administration, largely in part due to lack of instruction from the teacher. Consequently, the teacher was removed from the classroom, and later from the school, and was replaced with a highly effective teacher. The 3rd test administration showed the largest gains of any class all year.

After early diagnostics, it was found that one-third of the students in grade 3 were diagnosed with Special Needs, however, 50% of those students' Individualized Education Plans had not been updated. In prior years, students had not received proper instruction, in accordance with what was mandated by their IEPs. The instructional team and Special Education staff spent first semester rearranging classes for children and hosting re-evaluation meeting. Third graders continued to struggle throughout the school year, but by the last Acuity Benchmark had made gains in Commutation Arts. Math continued to be a problem.

For the 2011-2012 school year, we will change our approach to small group instruction. A Math Specialist will be hired to work with students who are advanced and deficient in Math. Columbia will no longer have one solid block of time for reading and math instruction. Times from each grade level will b tiered so that support staff can push into classrooms to assist with guided reading groups and math groups daily. Intervention times will remain throughout the day. We have learned that the schedule will have to be more flexible to allow greater use off academic resources.

Progress Monitoring and Professional Learning Communities

A major problem throughout the 2010-2011 school year was the lack of one central system to monitor progress. Aside from the SLPS Acuity Benchmarks, administered only three times per year, Columbia did not use one continuous system to monitor progress. Aside from Acuity and SRI data, no clear indication of progress, or lack there of, could always be made. The lack of formal PLC teams was also an issue moving forward. The instructional team created common assessments during the second semester as a means to gauge student's skill mastery, and conducted routine grade level meetings to address this issue. Additionally, during second semester, teachers participated in biweekly data analysis sessions, conducted by our Instructional Consultant. In monthly meetings with Drs. Taylor and Dorsey, conversations and planning around how make systemic changes to better support these areas were at the forefront.

For the 2011-2012 school year, the administration purchased AimsWeb as the primary progress monitoring system for Columbia. Teachers will be trained on the program in the August 2011. Additionally, in July 2011 staff will be working with Missouri Professional Learning Communities Project to learn the formal PLC and Data Team process.

Population Increase during Testing

The population at Columbia is highly transient. In fact, in 2009-2010, the mobility rate was 54%. Many students live in unstable housing with relatives, parents change locations depending on resources and jobs, and students transfer from one SLPS school to the next. Much of this is expected, and we have no problem accommodating these families. However, in April 2011, we received an influx of 16 students from charter school the week prior to and the week of MAP testing. Ordinarily, this wouldn't have been a problem, but the timing was more disruptive than usual because of test preparations for the upcoming MAP Assessment.

Section VII. B.

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

Columbia's Timeline

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.				
Goals and Elements	**Tasks/Action Steps**	**Lead Person/Position**	**Time Period**	**Progress Monitoring/Evidence**
The percentage of students scoring proficient on the Communication Arts MAP test will increase by 10% annually through though the use of	1. Instructional Specialist will provide targeted small group instruction for students in grades 1-6 and support differentiated instruction in the classroom as a Tier 2 and Tier 3 intervention.	**Instructional Specialists, Principal, Teachers , Consultant, TLF**	**Year 1. Year 2- Aug. 2011**	Schedules and SRI Diagnostic data, Student goals progress SRI diagnostic data,

tiered academic interventions and supports.	2. Use Scholastic Reading Inventory (SRI) diagnostic for targeted (at-risk and nearing proficient) students in grades 1-6 during both individual instruction and in extracurricular programs. Reading Intervention and Writing labs will be used to house the reading programs. 3. Classroom leveled libraries will be used to support differentiated instruction, guided reading groups and literature circles. 4. Classroom teachers will utilize technology to differentiate instruction. 5. Instructional consultant will provide guidance in creating tiered academic interventions for struggling students.			Progress reports from intervention programs Lesson plans, Observation and Walk thru data Lesson plans, Observation and Walk thru data Agendas, schedules, lesson plans and observation data
The percentage of students scoring proficient on the Math MAP test will increase by 10% annually through though the use of tiered academic interventions and supports.	1. Purchase additional resources for the math and science lab to reinforce differentiated instruction and cross curricular instruction. Teachers will use the lab at least one time per week to support Tier 1 instruction. 2. Implement a math literacy program to familiarize students with reading mathematics in the content. 3. Classroom teachers will use	**Principal, Teachers, Math Specialist, TLF, consultant**	**Year 1. Year 2 – Aug. 2011**	Lab schedule and lesson plans Lesson plans Progress monitoring

	math interventions at each grade level to support Tier 2 and Tier 3 instruction. 4. Math Specialist will provide targeted small group instruction for students in grades 1-6 and support differentiated instruction in the classroom as a Tier 2 and Tier 3 intervention. 5. Teachers will utilize math learning centers within the classroom. 6. Classroom teachers will utilize technology to differentiate instruction. 7. Instructional consultant will provide guidance in creating tiered academic interventions for struggling students.			records from intervention programs and lesson plans Schedules, Student goals progress and progress monitoring data Lesson Plans, Walk-through data, Assessment data Lesson Plans and Walk- through data Agendas, schedules, lesson plans and observation data
All Staff will use student achievement data- diagnostic, formative, and summative- to inform classroom instruction as indicated by meeting minutes and lesson plan review.	1. Teachers will use diagnostic information from Acuity and SRI to target skills that needs to be refined. 2. Teachers and Instructional Specialists will utilize AimsWeb probes to support Tier 2 and Tier 3 interventions. 3. Principal and TLF will conduct weekly grade-level meetings to assist teachers with instructional planning centered on targeted skills. 4. Assessment measures and	Teachers, TLF, Instructional Specialist, Principal, Math Specialist	Year 1. Year 2 – Aug . 2011	Lesson Plans, Diagnostic Results, Acuity Test Data, teacher-made assessments Progress monitoring data, student goals progress Agenda, minutes, and instructional plans

	data to be used to group students for effective instructional programming include running records and analysis of lexile growth with more formal diagnostic assessments 5. Instructional consultant will conduct monthly sessions staff meetings to analyze prior years' MAP data. 6. Classroom teachers, Counselor, and Instructional team will maintain Individual Academic Plans on targeted students.			SRI data, teacher-made assessments Agendas, schedules, lesson plans and observation data Student files and Student goals progress
20% of Columbia students scoring below grade level as evidenced by MAP & DRA/running record scores will participate in After school and Saturday extended learning programs will be provided-as evidenced by student enrollment rosters and teacher reports.	1. After School Instruction – The principal will work with community partners to design an academic after school program and a Saturday Success Academy that focus on targeted instruction that is aligned to the Grade-Level Expectations. Transportation and meals will be provided. 2. Remedial and Enrichment Summer School will be provided – voluntary for all students/mandatory for at-risk students. Transportation and meals will be provided.	**Teachers, TLF, Principal, Instructional Specialist, Math Specialist, Associate Sup't**	**Year 1. Year 2 – Sept . 2011**	GLE Mastery Charts, diagnostic and assessment data Assessment data
Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities				

80% of Columba students in the 2010-2011 school year with a 10% increase each year for the next three years will participate in community service oriented activities as evidenced by club rosters.	1. Further develop Columbia's community garden, through collaboration with community and consulting agencies. 2. A student council will be established who will identify further community service project opportunities for each grade level.	**Principal, TLF, Teachers, Consultants, Students, Community Agencies**	**Year 1. Year 2 – Sept . 2011**	Curricular assessments designed from the integrated curriculum Agendas and Long-range plan

Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

Elements and Goals	**Tasks/Action Steps**	**Lead Person/Position**	**Time Period/Cost**	**Progress Monitoring/Evidence**
100% of Columbia staff will participate in high quality, job-embedded professional development with a central research-based instructional focus and apply learning as evidenced by attendance rosters, review of lesson plans and	1. Utilize consultants to implement a monthly site-based professional development model that encompasses research-based strategies that are tailored to the instructional needs of the teachers and students. 2. Teachers and staff will learn the PLC model, along with receiving data team training through the Missouri Professional Learning Communities Project	**Building Principal, TLF, Teachers and Staff, Consultants, SLPS PD Office**	**Year 1. Year 2 – Aug . 2011**	Agenda, Presentation, Daily walk-throughs will be used to monitor use of effective strategies Agendas, SMART Goals, Weekly PLC schedule

analysis of walk-through data	3. Principal, TLF and Consultants will provide job-embedded professional development through data teams, PLCs and coaching. 4. Principal and TLF will provide professional development on guided reading and literature circles. 5. Principal and TLF will conduct weekly classroom observations and provide feedback and resources to teachers.			Agendas, SMART Goals, Weekly PLC schedule Presentation, lesson plans, observation data Walk through data, data team agendas, and lesson plans

Goal 4: Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Elements and Goals	**Tasks/Action Steps**	**Lead Person/Position**	**Time Period/Cost**	**Progress Monitoring/Evidence**
Parental involvement and community partnerships will increase the 2009-2010 baseline by 30% annually through 2010-2014 as evidenced by meeting attendance and	1. The Parent Resource Center staff, along with the Counselor and Social Worker will make daily attendance calls to increase 2011-2012 ADA. 2. The Parent Resource Center staff will provide educational literature for parents and the community, consisting of tips and strategies to support students academically while at	**Building Principal, Parent Resource Center staff, behavior Intervention Specialist, Nurse, Counselor, Social Worker**	**Year 1. Year 2 – Aug . 2011**	Contact Logs Calendar and Newsletter

community partnership rosters.	home. 3. The Principal and Leadership Team will provide opportunities for parents to be actively involved and engaged in the decision making process of the school by establish an active PTO. 4. The Parent Resource Center Staff, Counselor and Social Worker will provide quarterly workshops for parents on academic skills, such as Interactive MAP Practices, to support students instructionally and emotionally. 5. The school nurse will support parent communication by contacting parents in regard to health concerns. 6. The Behavior Intervention Specialist, Counselor and Social worker will implement a Character Education program to support Tier 2 and Tier 3 behavioral interventions.	**and Staff**		PTO agenda, minutes and calendar of events Calendar and attendance log Contact Log Discipline data

Section VII.C.

Area	2010-2011 school year	Proposed 2011-2012 change
Assessment	Terra Nova, Acuity, MAP, SRI in January 2011.	Implement AimsWeb assessments for progress monitoring. Begin SRI in August 2011.

Instructional Schedule	-90 minute school wide literacy block and 90 minute math daily block -TLF facilitated weekly grade level meetings	Principal will facilitate all weekly grade level meetings. Restructure master schedule to stagger instructional blocks, enabling Instructional team members to push into classrooms to assist with flexible grouping instruction.
Behavior Intervention Specialist and Counselor	-Added during 2010-2011 school year to support behavior component of RtI	Both positions will participate in Character Education trainings to develop RtI program to support behavioral concerns. Positions will also work with Family Resource Center to reinforce conflict mediation amongst students and families.
Professional Development	Used consultant for Data Analysis and Behavior Management trainings	Entire staff participate in Missouri Professional Learning Communities Project from June 2011 – May 2013. Project introduces staff to the PLC structure, as well as additional Data Team training.
Instructional Support Specialist and TLF	Conducted small group instruction for targeted students in Math and Communication Arts	Push into classrooms to assist with flexible group instruction. Continue target group instruction. Develop academic interventions and small groups for advanced learners.

Section VIII. D Staffing Changes

With the support of District office, two teachers were removed from the Columbia staff because of instructional ineffectiveness and classroom management concerns. One Teach for American teacher will not be returning due to resignation. Additionally, the teacher allocation was reduced

by one teacher. As such, we are presently in need of 4 teachers and all classes are subject to possible overcrowding. No new leadership positions are needed in year 2. We believe that solid implementation of this plan will move students academically in the second year.

MOSIG Monthly Progress Report—Running Record

District: St. Louis Public Schools

School: Columbia

	Where do we want to go?		How will we get there?	How will we know we are there?				What are our next steps? *How can we keep it going	Who's responsible for task
Date of Entry	SIG Objective	Specific Target	Actions/Strategies	Evidence/Measures	No Improvement	Improvement	* Met	Next Steps	
April 2011	Objective 1: Student Performance	1. 10% increase in math and reading scores on the 2010-2011 MAP test. 2. Teachers will use data to inform instruction 3. Targeted students will participate in extended day learning programs 4. Use Reading/Math Intervention for all students. 5. Create a hands on Math Lab 6. Change GLE calendar specific to MAP testing and re-teaching	1. Worked with HR to identify qualified candidates. Conducted interviews and made selections. 2. Teachers participate in weekly grade-level meetings in which they analyze Acuity and previous years' MAP data to identify needed skills. 3. Staff selected for after school enrichment program. Students selected and notified that program starts on 11/8/10.Saturday school started on 1/29/2011. 4. Disaggregate Study Island and SRI data with staff. Changed master schedule to include an intervention 50-minute intervention period for all students in tested grades. 5. Purchased computers	1. Interview selection sheet, contract and schedule. 2. Agendas and sign in sheets, along with lesson plans as evidence of implementation of strategies to teach skills. 3. Roster of students and staff. Parent notification. 4. Weekly Acuity and or teacher-made assessments. assessment week of 2/7/2011 5. Inventory Sheet 6. Mastery data		X X X X	X	1. Create a schedule for targeted students to work with Specialist before and after school. 2. Continue weekly meetings 3. Meet with staff to compare data from different student groups and plan Summer School camp. 4. Continue weekly Study Island usage and monthly SRI administration. Meet with staff the plan for better usage of interventions in the fall. Adjust CSR groups because of an influx of new enrollees and students with new IEPs. 5. Inventory all preexisting and new manipulatives to plan for ordering supplies prior to fall.	1. Principal 2. TLF and Teachers 3. Teachers, TLF, and Principal 4. Principal 5. TLF, Instructional Coach, Principal 6. TLF, Instructional Coach, Principal

			and manipulatives for lab. 6. Use Mastery data to structure groups					6. Monitor Instruction and student progress.	
	Comments: "No Improvement" indicated because strategy has not been fully implemented yet and is still in the beginning stages.								
April 2011	Objective 2: Highly Qualified Staff	1. Participation in high quality professional development	1. Attended the Fall ASCD Conference 2. Contracted a Behavioral Management and Instructional Consultant 3. Teachers are participating in weekly grade-level meetings and analyze previous years' MAP data and analyze student work. 4. 100% of staff developed Personal Professional Development Plans that include peer classroom observations and SLPS Booster sessions. 5. Biweekly Staff PD on data analysis. 6. Biweekly MAP Preparation with teachers and the TLF to develop sample items. 7. Hired Social Worker and Counselor to conduct weekly sessions with students.	1. Summaries of individual sessions. 2. Contract 3. Agendas from meetings 4. PPDPs from staff 5. PD presentations, teachers activities and lessons 6. Mock MAP test 7. Schedule of meetings with students and correlating discipline data for students.		X X X X	X X X	1. Teachers prepare mini-lessons to present to staff on information learned at the conference. Lessons scheduled for 11/8/10. 2. Awaiting approval of contract. 3. N/A – Ongoing 4. Update PPDP monthly 5. Continue weekly sessions to plan for testing. Map staff to plan PD for upcoming school year. 6. Meet with staff to analyze Mock Map data and plan for post test instruction. 7. Monitor students' progress and develop character program.	1. TLF and teachers in grades three and four. 2. Principal and Asst Supt. 3. Principal and TLF 4. Teachers, TLF, and Principal 5. Consultant, teachers, TLF, and Principal 6. Teachers, IC, TLF, and Principal 7. Social Worker and Counselor

	Comments: "No Improvement" indicated because strategy has not been fully implemented yet and is still in the beginning stages.								
April 2011	Objective 3: Parental and Community Involvement	1. Increase parental involvement by 30% annually.	1. Establish a PTO 2. Implement RTI model for behavior and academic interventions. 3. Establish Parent and Student Advisory Councils 4. Establish Parent Resource Center 5. Host workshops for parents to increase their academic skills. 6. Design, implement, and monitor Columbia's RtI Model for both academic and behavioral interventions.	1. Parent Meeting agendas 2. Teachers develop IAP for each student. 3. Welcome Letters, agendas, and sign in sheets 4. Parent sign in sheets and calendar of events. 5. Agenda and assignments 6. Behavior Intervention Plans		X X	 X X X	1. Continue monthly parent meetings. November agenda will consist of nomination for officers. 2. Monthly review IAPs. Review BIPs when needed and update depending on changes in student behavior or needs for other resources. Schedule speakers for the male intervention sessions. 3. Schedule for next meeting with the groups to plan the fashion show and analyze survey data. 4. Create expectations and review roles for new staff for the Parent Resource Center. 5. Schedule the next workshop aligned to school GLE calendar. 6. Meet with teachers to continue reviewing plans. Consult agencies on resources to assist students, such as self esteem and leadership sessions.	1. Parent/ School/ Community Specialist 2. Entire Staff 3. Consultant, Counselor, Parents Social Worker and PSC Specialist 4. Consultant and PSC Specialist 5. Consultant and PSC Specialist 6. Teacher, Parent, Counselor, Social Worker, Principal

	Comments: "No Improvement" indicated because strategy has not been fully implemented yet and is still in the beginning stages.								
	Objective 4: Student Performance								
	Comments:								
	Objective 5:								
	Comments:								