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- Dr. Kelvin Adams/ St. Louis Public Schools SCHOOL –Fanning Middle School	COUNTY-DISTRICT 115-115 BUILDING CODE 314
Budget Codes	**Related Strategies and Activities**
1100 Instruction	
1100 Instruction *1003 (g) SIG*	Goal 1, objective 1, strategy 1, action step 1 Goal 1, objective 2, strategy 1, action step 1 Goal 1, objective 3, strategy 1, action step 1 Goal 1, objective 3, strategy 3, action step 1 Goal 1, objective 3, strategy 3, action step 2 Goal 1, objective 3, strategy 3, action step 3 Goal 1, objective 5, strategy 1, action step 1 Goal 2, objective 1, strategy 1, action step 1 Goal 1, objective 2, strategy 5, action step 1 – Goal 2, objective 3, strategy 1, action step 1 Goal 1, objective 2, strategy 7, action step 1
1200 Supplemental Instruction(Title I)	
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003 (g) SIG*	Behavior Interventionist Goal 3, Objective 1, Strategy 1, action step 2
2200 Professional Development	
2200 Professional Development *1003 (g) SIG*	Goal 2, objective 2, strategy 1, action step 1 Goal 2, objective 2, strategy 3, action step 1 Goal 2, objective 3, strategy 1, action step 1
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003 (g) SIG*	
3000 Community Services	
3000 Community Services *1003 (g) SIG*	
Administrative Costs	
Administrative Costs *1003 (g) SIG*	Goal 2, objective 1, strategy 1, action step 1 Goal 2, objective 1, strategy 1, action step 2 Goal 2, objective 2, strategy 5, action step 1 Goal 2, objective 3, strategy 1, action step 1 Goal 2, objective 3, strategy 2, action step 1

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314-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 Fanning (314) **COUNTY-DISTRICT-BUILDING CODE** 115-115-314

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	1,222,032	90,317	0	0	0	0		1,312,349
1100 Instruction *1003 (g) SIG*	63,400	0	21,004	0	100,167	10,344		194,915
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	88,925	26,455	0	0	0	0		115,380
2100 Support Services - Pupils *1003 (g) SIG*	0	25,750	8,913	0	0	0		34,663
2200 Professional Development	4,492	0	0	0	0	0		4,492
2200 Professional Development *1003 (g) SIG*	6,750	0	550	0	0	0		7,300
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	1,229	573,040	0	12,884	0		587,153
Administrative Costs *1003 (g) SIG*	47,540	0	14,991	2,727	636	0		65,894
Program Costs Subtotal (Not including *1003 (g) SIG*)	1,315,449	118,001	573,040	0	12,884	0		2,019,374
***1003 (g) SIG* Subtotal**	117,690	25,750	45,458	2,727	100,803	10,344		302,772
Grand Total	1,433,139	143,751	618,498	2,727	113,687	10,344		2,322,146

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1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME FANNING (314)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Instructional Support Coordinator	**56,650**
Teacher Extra Service Pay for Extended Day Instruction	**6,750**
Teacher Extra Service Pay for Professional Development	**6,750**
.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	**$117,690**
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%)	**30,467**
Hourly Blended Benefits Rate (11%)	
Admin Benefits	**14,991**
6200 Subtotal	**$45,458**
6300: Purchased Services	
Admin Instructional Consultants	**2,727**
6300 Subtotal	**$2,727**
6400: Materials/Supplies Supplemental Instructional materials and supplies (Scholastics Tiered Intervention – READ 180,System 44, Expert 21)	**100,167**
Admin Professional development materials and supplies	**636**
6400 Subtotal	**$100,803**
6500: Capital Outlay Supplemental Instructional equipment (Smartboards)	**10,344**
6500 Subtotal	**$10,344**
6100-6500 Subtotal	**$302,772**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$302,772**

SECTION VIIA. – NARRATIVE

Fanning Middle School (FMS) is located in the Tower Grove neighborhood of South St. Louis City, MO. Longitudinal student enrollment data indicates fairly stable numbers at this grade 6-8 site, with enrollment ranging from a low of 278 in 07-08 to a high of 333 in 2008-09. FMS serves a predominantly African American (85%), high poverty (76% Free and Reduced Lunch), and high concentration of special education (23%) student population. The Fanning population has remained fairly stable over the years, and it is not uncommon to find students whose parents also attended the school. Fanning is in the second year as a New York Turnaround Model school.

Fanning Middle School is a 6th through 8th grade school. The school currently enrolls 333 students - 85% of students are African American, 8% are White, 3% are Hispanic while 4% are Asian. Of these students, 22.9% are classified for special education, 16% of which have been identified with learning disabilities and 3.6% are identified as having a behavior disability. 76% of all students are eligible for free or reduced-price lunch. English language learners (ELL) account for 10% of the population. Fanning's average daily attendance rate is 91% and mobility rate is 58%.

- **Progress Measures**

A review of the past 3 years of MAP data illustrates that Fanning Middle School has a significant concern regarding student achievement. The charts below provide a visual of Fanning's performance on the Communication Arts and Math portions of the MAP assessment. Fanning students performed significantly below both the school district and the state. On the 2010 administration of the MAP assessment in Communication Arts 13.3% of Fanning students scored at the Proficient and above levels on the MAP. In Math, 13.9% of Fanning Students students scored above the Proficient and above levels Fanning students also participate in the SLPS Acuity benchmark assessments. During the 10-11 school year, there were mixed results in each grade for each of the three administrations. There was no clear indicator of

continuous improvement.

Chart 1 Fanning Middle Performance on MAP assessment

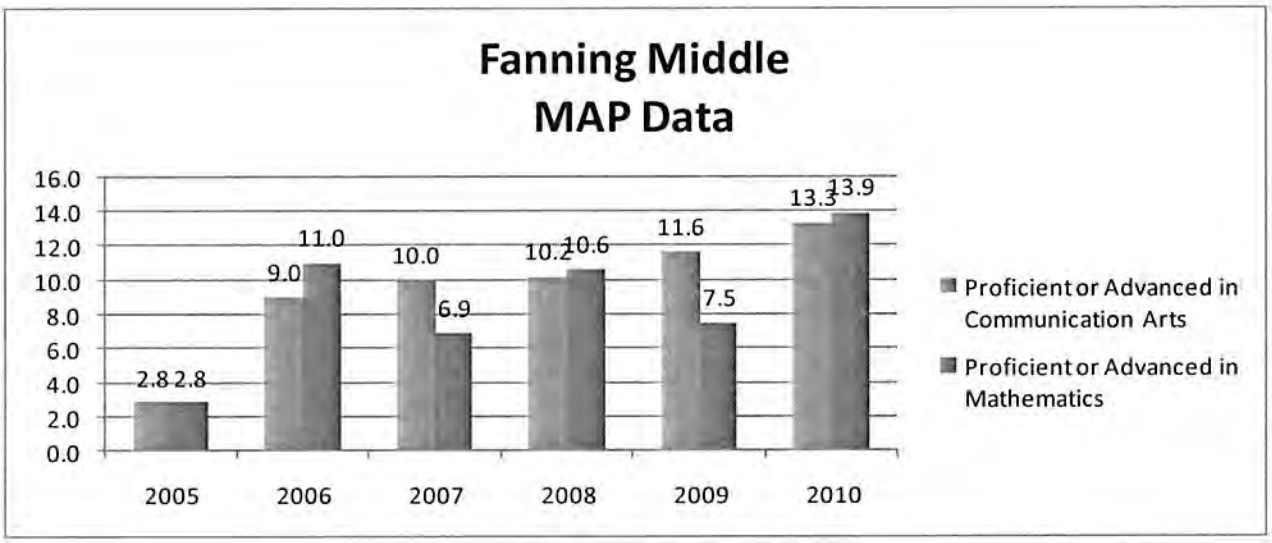


Chart 2 Fanning Middle Performance on Math Acuity Assessments 1-3

School	Level	Acuity A % Predicted Prof & Adv	Acuity B % Predicted Prof & Adv	Acuity C % Predicted Prof & Adv	Safe Harbor Target
Fanning	Middle	23%	20%	23%	22.5%

Chart 3 Fanning Middle Performance on Comm Arts Acuity Assessments 1-3

School	Level	Acuity A % Predicted Prof & Adv	Acuity B % Predicted Prof & Adv	Acuity C % Predicted Prof & Adv	Safe Harbor Target
Fanning	Middle	22%	22%	25%	20.6%

SECTION VII.A. – DISCUSSION OF YEAR ONE

Fanning's big goal for the 2010-2011 school year was to create a solid foundation that we could build on for 2011-2012. During each monthly meeting with Dr. Taylor and Dr. Dorsey, Fanning chose targets that we could measure that would ultimately help us to achieve our big goals.

During the 2010-2011 school year, we implemented Scholastic Suite (Expert 21, Read 180, and system 44. We found success with our students in reading as shown on our acuity data. Expert 21 was available to our students who were on or above grade level while Read 180 was available to students who were one to three years behind and System 44 was available for students who were more than three years behind. We were only able to implement this program second semester, however, our students showed significant gains in the Lexile levels in that short amount of time. This was an opportunity for us to work with individual students at their reading level in order for us to move them forward.

It was found that parent support was needed to increase the effectiveness of such a program. To increase parents support, Fanning utilized the School Reach Contact System. We found that despite school reach, we had more than five students who were absent more than ten days. Since teacher engagement creates relationships, we found it necessary to incorporate profession development in this area. Fanning Staff began to attend Professional Development sessions with Mr. McMillan and Mr. Hellwege to help with student data and teacher engagement. Both sessions had 90%+ attendance from all teachers.

Target	Met	Imp.	Not Met	Next Steps
Teachers will establish achievement goals and track student progress toward proficiency, starting in our ELA, MA and Physical Science (8th Grade)		X		Teachers will establish achievement goals and track student progress toward proficiency, starting in our ELA, MA and Physical Science (8th Grade)
Extended learning time opportunities will be provided for all students/mandated for at- risk students that will be evidence with an increase in MAP, TN and Acuity scores.	X			Continue to build our tutor #'s and monitor the classes and students that we have in extended afterschool program. We will also encourage more parents to participate.
Utilize the existing School Reach Contact System for ongoing communication with parents, create and distribute student deficiency notices every three weeks to parents informing them of academic/behavioral concerns & conduct home visits, as warranted.		X		Fanning has to figure out a way to track whether the deficiency notices are working. Fanning has to do more home visits as evidenced by more than 5 students with 10 or more days absent, low grades on report cards and high number of referrals. Fanning has to do a better job using SchoolReach to inform parents of days off/on.
Based on SRI test data, students will be identified and scheduled for Read 180, Systems 44, or Expert 21 instruction.	X			Continue to test new students for correct placement into classes. Monitor student SRI scores to ensure correct placement in one of the three classes. Have consistent dialogue with EPIC team keeping them abreast to increase in numbers to ensure the program is implemented with fidelity.
Based on data gained from MOSIG observations, test data, grade distribution, attendance data and general walk through data, teachers will be targeted for PD, change in assignment and/or removal.		X		We, principal, TLF and ISC will continue to monitor student progress and any teacher data we can gather to make determinations.

- **Challenges**

Fanning Middle School had several challenges that we faced that were addressed through the grant. Discipline at Fanning was an issue in regards to the high number of discipline events and the actions taken by administration. The issue was brought up during our monthly meetings with Dr. Taylor and Dr. Dorsey and a plan was outlined to decrease the number of out of school suspensions. As the year progress and more and more students, who had serious discipline issues from their previous, began to come into Fanning, the administration saw the numbers rise again. Fanning will benefit greatly from a Positive Behavioral Interventionist to help with issues with students.

Student engagement was also a issue that administration, with the help of our Office of Innovation and Mr. Hellege and Mr. McMillan, addressed this year. Through walk through data, we were able to see that most of our teachers were teaching at DOK levels 1 and 2. Students were not engaged in the lessons. Mr. Hellwege and Mr. McMillan came and gave several PD sessions helping our teachers with strategies to better engage students in the learning process.

- **Accomplishments**

Fanning saw its attendance numbers increase due to the work our Social worker and Parent Specialist did through home visits and court referrals. The whole school's effort to boost our attendance shows through an increase of three points.

After our final site visit from the state, it was noted that, through the walk through data, that student engagement increased from the beginning of the year to the now.

SECTION VII.B. – YEAR TWO TIMELINE

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-	2011	Implementation scheduled for August

embedded professional development		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

See MOSIG Running Record Attached.

We propose during the 2011-2012 to make several changes in the structure of our instructional day, addition of instructional support staff and in the number of assessments given throughout the school year.

Area	2010-2011 school year	Proposed 2011-2012 change
Assessment	SRI, Acuity, Terra Nova	Accelerated Math, Teacher made benchmarks
Instructional Schedule	-70 minute school wide literacy block, 70 minute math daily -TLF, ISC and Principal split weekly grade level meetings	-90 block for Reading and Math
Support Staff	-ISC	-Add Family parent educator and part time counselor

Fanning will take a look at our Behavior RTI model to see what we can do to decrease our discipline issues. We will collaborate with other schools and our Office of Innovation to refine our RTI tool to be more effective in terms of keeping students in school and not home.

Fanning will also adopt the PLC model to give teachers an outlet to discuss student data, collaborate with other teachers regarding effective strategies and hold each other accountable for student results on their test and, ultimately, our state's high stakes test.

Fanning will increase Math and Comm. Arts minutes to 90 minutes. Therefore, we will implement our new Accelerated Math model and Scholastic model with fidelity

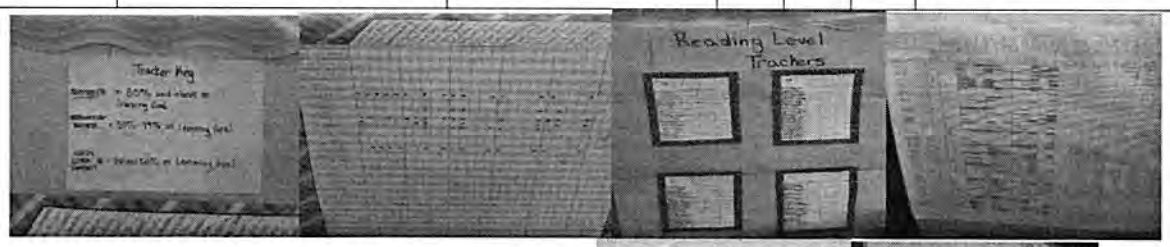
SECTION VII.D. – STAFFING CHANGES

There will be at least 5 changes in core staff due to retirement, TFA commitment and choosing to leave. There will be no leadership changes.

MOSIG Monthly Progress Report—Running Record

District: St. Louis Public School School: Fanning Middle School

	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	
10/15/2010	Objective 1:	Staff will use student achievement data- diagnostic, formative, and summative- to inform classroom instruction and determine instructional programming needs for individual students.	Teachers will establish achievement goals and track student progress toward proficiency, starting in our ELA, MA and Physical Science (8th Grade)			X		We will build on the success of the teachers who are tracking students in hopes of branch out the practice into Soc. Studies, Science, ESOL and Related Arts.	Principal, TLF and Dept. Heads.



Comments: Although all teachers have their trackers up and running, the set up and usage frequency lacks in 2 classrooms. Conversations have been made with those teachers and deadlines have been given to either make the tracker more meaningful for our students or actually use the tracker more than monthly.

11/1/2010	Objective 2:	Extended learning time opportunities will be provided for all students/mandated for at- risk students that will be evidence with an increase in MAP, TN and Acuity scores.	Saturday School, after-school tutoring and interest based after school classes focused on needed skills provided.	Tutor and mentor #'s, types of classes offered, alignment with MAP and a fair percentage of targeted students enrolled. Intense afterschool tutoring using Acuity and Buckledown			X	Continue to build our tutor #'s and monitor the classes and students that we have in extended afterschool program. We will also encourage more parents to participate.	Staff; Principal; After-School Liason; UrbanFUTURE staff
	Comments: Our program that is providing extended school Monday thru Friday has come to a dead end with recruiting tutors and mentors. I have had conversations to the director regarding the promise made to me regarding the program. The fact is simply they have expanded to fast. They started last year with 2 schools and the data was not the best for Fanning middle school and now they are in 8 schools. After revamping the entire staff and curriculum to align with what is being taught in the classroom and what is expected to know for state assessments, promises were made to our students to provide a tutor and mentor for all students. We are currently at about 50%. The director has promised an increase by the end of the semester.								
12/8/2010	Objective 3:	Parent involvement in parent-teacher conferences and other similar school events/activities will increase by 20% each of the three years of the grant as measured by participation numbers and communication logs.	Utilize the existing School Reach Contact System for ongoing communication with parents, create and distribute student deficiency notices every three weeks to parents informing them of academic/behavioral concerns & conduct home visits, as warranted.	Deficiency Notice (See attached) Home Visit Log (See attached)		X		Fanning has to figure out a way to track whether the deficiency notices are working. Fanning has to do more home visits as evidenced by more than 5 students with 10 or more days absent, low grades on report cards and high number of referrals. Fanning has to do a better job using SchoolReach to inform parents of days off/on.	Parent Student Community Specialist, Social Worker, Principal, Teachers, & Counselor.
	Comments: **Deficiency notices:** Deficiency notices are sent out every 5 weeks to supplement the time between progress reports and report cards. The forms have been very effective for some and not so much for others. Parents who have seized the opportunity to talk with teachers have reported to me that there has been a change in behavior and grades. **School Reach:** School Reach was not being used to its fullest capacity due to the lack of knowledge in how to operate it. The principal, PSCS and ISC will take some type of online class to fully understand what all they can do with the program. **Home Visits:** Home visits have worked for the most part with students who have serious issues, ie behavior, academics and/or attendance. However, we have predominantly used the home visits for only one of those scenarios, attendance. We will utilize home visits for students' parents who have not been seen in the building to address the other scenarios more often than we have in the past.								

1/8/2011	Objective 4: New programs and instructional strategies will be used with 100% of students by July 2011 as documented by schedules, teacher lesson plans, and TLF data.	Fanning will implement new programs and instructional strategies with fidelity.	Based on SRI test data, students will be identified and scheduled for Read 180, Systems 44, or Expert 21 instruction.	97% of our students are placed in classes that match up with their SRI test. 20 new students who are being tested this week		X		Continue to test new students for correct placement into classes. Monitor student SRI scores to ensure correct placement in one of the three classes. Have consistent dialogue with EPIC team keeping them abreast to increase in numbers to ensure the program is implemented with fidelity.	• Scholastic Support team • TLF • Bass, Horne, Markman and Thomas (Comm Arts team) • Principal • Instructional Support Coordinator
	Comments: Struggling with Comm Arts class size (21) New teacher learning the curriculum Get SPED students signed up!!!								
	Objective 5: Recruit, attract, develop and retain highly effective staff to carry out the LEA (local educational agency)/District mission, goals and objectives.	Fanning will conduct classroom observations; provide immediate, specific feedback; arrange for one-on-one support for targeted improvement goals.	Based on data gained from MOSIG observations, test data, grade distribution, attendance data and general walk through data, teachers will be targeted for PD, change in assignment and/or removal.	Teacher mapping + Acuity Discipline		X		We, principal, TLF and ISC will continue to monitor student progress and any teacher data we can gather to make determinations.	• Principal • Instructional Support Coordinator • TLF
	Comments: Complete teacher mapping grid. Gather more relevant data for teacher Continue PIP process Find and offer more PD surrounding issues here at Fanning								