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 in 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
Jefferson	

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003 (g) SIG*	**Goal 1, Obj1, Strategy1, Goal 1, Obj 2, Strategy2 Goal 1, Obj 1, Strategy 3, Goal 1, Obj 1, Strategy 4, Instructional Support Coordinator, Math Specialist**
1200 Supplemental Instruction(Title I)	
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	**Goal 1, Obj 1, & Goal 4, Obj 1, Strategy, Goal 4, Obj 3, Strategy 1&3 Goal 2, Obj 2, Strategy 1 Math Specialist, Saturday School, Summer School**
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003 (g) SIG*	**Goal 4 Obj 1, Strategy 1, Goal 4, Obj 3, Goal 1, Obj 4, Strategy 1 Positive Behavior Specialist, Family Educator, Social Work Specialist and Counselor**
2200 Professional Development	
2200 Professional Development *1003 (g) SIG*	**Goal 1, Obj 5, Goal 2, Strategy 2 & 3 Goal 2, Obj 1, Strategy3, Goal 4, Obj 3, Strategy 1 Instructional Technology, Balanced Literacy, Math Interventions, RTI**
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*	

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502-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	Jefferson (502)				COUNTY-DISTRICT-BUILDING CODE			115-115-502
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	664,153	23,987	0	0	0	0		688,140
1100 Instruction *1003 (g) SIG*	59,284	0	25,608	0	0	0		84,892
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	79,132	77,445	0	0	0	0		156,577
2100 Support Services - Pupils *1003 (g) SIG*	76,220	25,750	41,808	0	0	0		143,778
2200 Professional Development	0	0	0	0	0	0		0
2200 Professional Development *1003 (g) SIG*	2,634	0	215	0	0	0		2,849
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	318,971	0	19,910	0		338,881
Administrative Costs *1003 (g) SIG*	47,540	0	14,990	2,727	636	0		65,893
Program Costs Subtotal (Not including *1003 (g) SIG*)	743,285	101,433	318,971	0	19,910	0		1,183,598
***1003 (g) SIG* Subtotal**	185,678	25,750	82,621	2,727	636	0		297,412
Grand Total	928,963	127,183	401,592	2,727	20,546	0		1,481,010

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1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME JEFFERSON (502)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Counselor	**45,320**
1 – FTE Social Work Specialist	**30,900**
1 – FTE Instructional Support Coordinator	**56,650**
Teacher Extra Service Pay for Extended Day Instruction	**2,634**
Teacher Extra Service Pay for Professional Development	**2,634**
.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	**$185,678**
6150: Non-Certificated Salaries	
1 – FTE Positive Behavior Specialist	**25,750**
6150 Subtotal	**$25,750**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	**67,631**
Hourly Blended Benefits Rate (11%) Admin Benefits	**14,990**
6200 Subtotal	**$82,621**
6300: Purchased Services	
Admin Instructional Consultants	**2,727**
6300 Subtotal	**$2,727**
6400: Materials/Supplies	
Admin Professional development materials and supplies	**636**
6400 Subtotal	**$636**
6100-6400 Subtotal	**$297,412**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$297,412**

SECTION VII. – NARRATIVE

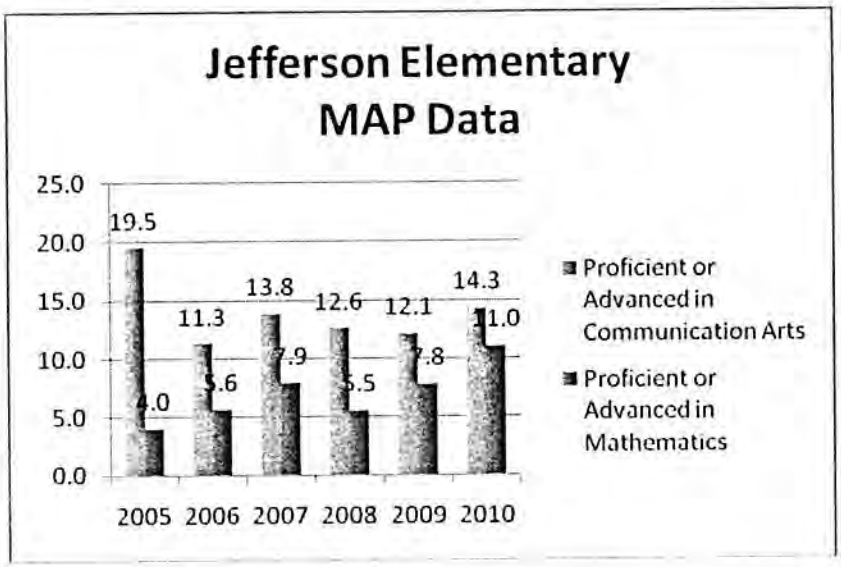
Jefferson Elementary School is a pre-school-6th grade school in North St. Louis situated amidst a neighborhood of low income/market rate/and tax credit community housing called the COVAM community as well as a few homeless shelters. The school has long been a focal point for the neighborhood and has served generations of families from the community. Currently, Jefferson enrolls approximately 243 students (the highest enrollment number reached during the 2010-11 school year was 250)- 100% of students are African American. Of these students, 11% are classified for special education, 1.2% are limited English proficiency and 91% of all students are eligible for free or reduced-price lunch. Jefferson's average daily attendance rate is 92.67% and mobility rate is 46%. Since the 2006-2007 school year, student enrollment has decreased substantially from a high of 436 to 244 in the 2010-2011school year. Jefferson was also selected as one of the five pilot schools in St. Louis Public Schools for the 2009-2010 school year, which grants the school more autonomy in governance, staffing, budget, curriculum, instruction, and school calendar. Jefferson had an Advisory Board comprised of staff, a parent and community representatives. The staff and parent representative were elected by their peers and serve a two year term. The goal of the pilot school is that with the aid of additional flexibility, the school will improve on the state standardized test, general academic achievement, and attendance.

Jefferson's vision is to be a community school that integrates the arts into teaching by providing students with meaningful academic, creative, and social learning experiences. The school has made a commitment to the theory of multiple intelligences, emphasizing hands-on learning, and a thematic approach to teaching the curriculum by selecting arts integration as the research based school improvement strategy tied directly to developing critical thinking skills for student learning. Arts integration is when there is a natural connection between the curriculum and the art form. The teacher teaches both the arts objective and the curriculum objective side by side enabling students to make connections between them and their real life world.

A review of the past six years of MAP data illustrates that Jefferson Elementary School has a significant concern regarding student achievement. Table 1below provides a visual of Jefferson's performance on the Communication Arts and Math portions of the MAP assessment. Jefferson students performed significantly below both the school district and the state. On the 2010 administration of the MAP assessment in Communication Arts 14.3% of Jefferson students scored at the Proficient and above levels on the MAP compared to 30.7% at the District level and 53.6% at

the State level. In Math, 11% of Jefferson students scored above the Proficient and above levels as compared to the District average of 52.7% and State average of 63.3%.

Chart 1 Jefferson Elementary Performance on MAP assessment



Jefferson 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 except in grade 4.

Chart 2. Jefferson Elementary 2010-2011 Performance on Acuity in Communication Arts

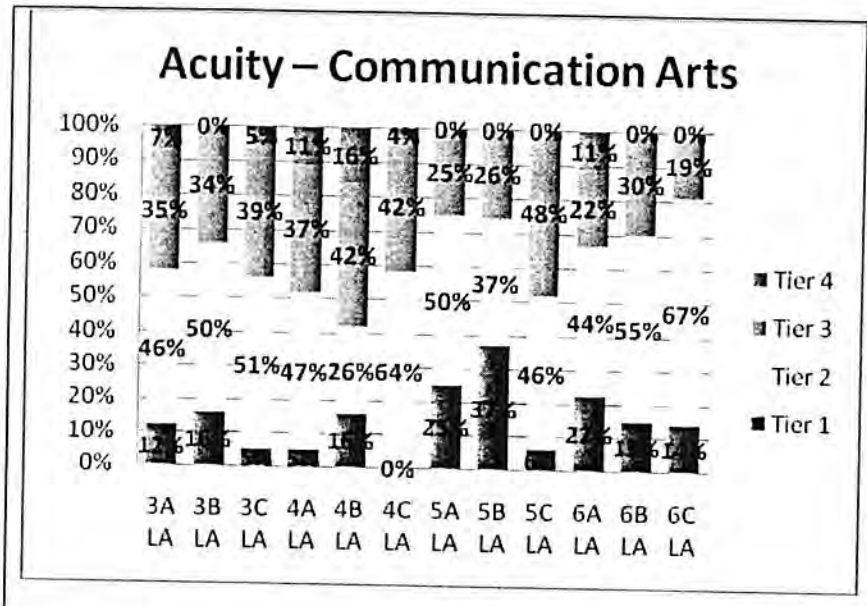
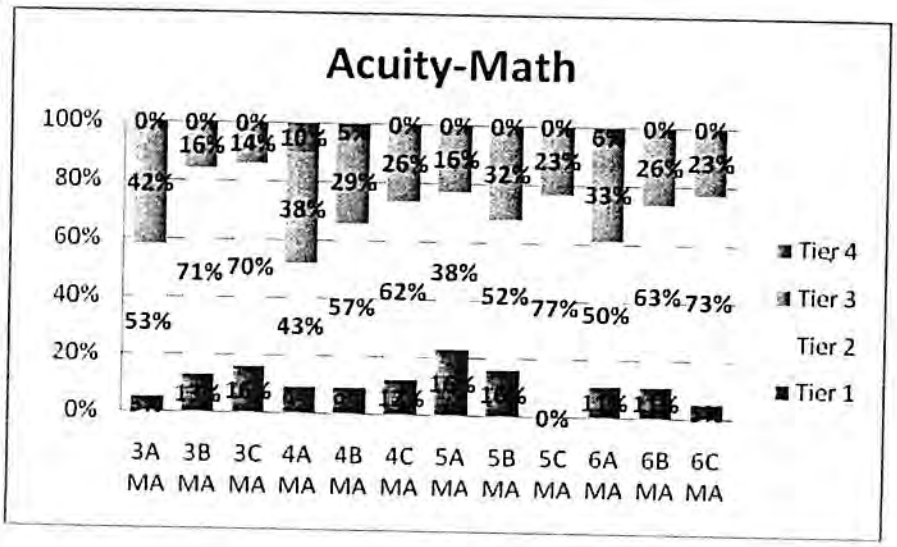


Chart 3. Jefferson Elementary 2010-2011 Performance on Acuity in Math



SECTION VII.A. – DISCUSSION

Summary of MAP Data

Chart 1 in the previous section indicates that 2010 MAP scores improved not only from the 2009 MAP

administration, but the previous 5 years as well. Even though there was slight improvement, a closer look at our data broken down by gender and race shows that girls outperformed boys on the 2010 MAP.

Table 1. Jefferson Elementary 2010 MAP scores disaggregated

3rd grade CA	BB	B	Prof	Adv	3rd grade MA	BB	B	Prof	Adv
Total # of Students	15	21	5	1	Total # of Students	17	19	4	2
Gender Female	6	8	1	0	Gender Female	7	7	1	0
Race-BLk	15	20	5	1	Race-BLk	17	6	4	2
Gender Male	9	13	4	1	Gender Male	10	12	3	2

4th grade CA	BB	B	Prof	Adv	4th grade MA	BB	B	Prof	Adv
Total # of Students	12	15	2	0	Total # of Students	10	18	1	0
Gender Female	6	8	2	0	Gender Female	5	11	0	0
Race-BLk	12	15	2	0	Race-BLk	10	18	1	0
Gender Male	6	7	0	0	Gender Male	5	7	1	0

5th grade CA	BB	B	Prof	Adv	5th grade MA	BB	B	Prof	Adv
Total # of Students	5	12	3	1	Total # of Students	8	12	1	0
Gender Female	2	5	3	1	Gender Female	5	5	1	0
Race-BLk	5	12	3	1	Race-BLk	8	12	1	0
Gender Male	3	7	0	0	Gender Male	3	7	0	0

6th grade CA	BB	B	Prof	Adv	6th grade MA	BB	B	Prof	Adv
Total # of Students	4	16	4	0	Total # of Students	5	14	3	2
Gender Female	0	9	4	0	Gender Female	2	8	2	2
Race-BLk	4	16	4	0	Race-BLk	5	14	3	2
Gender Male	4	7	0	0	Gender Male	3	6	1	0

Progress in meeting Objectives

During each monthly SIG meeting with Drs. Dorsey and Taylor, Jefferson demonstrated growth in most areas. The table below shows that out of eleven objectives, six targets were met, three showed improvement and 2 were not

met. Under Goal 1, Objective 3# , students overwhelmingly underperformed on the Envision baseline although, their performance on Aimsweb probes taken 3 weeks earlier show markedly different results. Under Goal 4, Objective #1, the 70% parent attendance was not met due the district's cancellation of the March conference date. Even though Jefferson held conferences anyway, parents were confused because of conflicting information.

Table 2. Rubric of SIG objectives

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.		
Objectives: The percentage of students scoring Proficient or Advanced on the MAP will increase by 10%		
Met:	Not Met:	Improvement:
Comments: 2011 scores are not back yet.		
Objectives:85% of students will read on or above grade level as indicated by the DRA by May, 2013 . In order to meet the 2013 goal, smaller targets were set for each administration Fall 10- 47% ,Winter 11-57%,Spring 11-67%,Fall 12-64%,Winter 13-74%,Spring 13- 85%		
Met:X	Not Met:	Improvement:
Comments: The Winter '11 and Spring '11 targets were met		
Objectives: 85% of students will demonstrate mastery on EnVision baseline tests as evidenced by student scores beginning October, 2010 and ongoing.		
Met:	Not Met:X	Improvement:
Comments: Only 27% of students demonstrated mastery(67%)		
Objectives:92% Average Daily Attendance for students		
Met: X	Not Met:	Improvement:
Comments: The ADA for the 2010-2011 year based on SIS ADA report is 92.67%.		
Objective: 100% of Jefferson 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 analysis of walk-through data		
Met:X	Not Met:	Improvement:
Comments: Both certificated and non certificated staff attended 12 additional PD sessions than provided by the district.		
Goal #2 Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities		
Objective: Increase classroom technology usage by 25% per annum to support and enhance the instructional program for the entire three year period as evidenced by walk-through data beginning October, 2010 and ongoing		
Met:	Not Met:	Improvement: X
Staff was surveyed on the usage of technology in September and again in May.		
Objective : A minimum of 50% of Jefferson students will be served in extended day and extendend year learning activities as indicated by after school activities, student rosters and attendance sheets		

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.
Objective: 100% of all teachers and administrators will be highly qualified and effective as evidenced by Certification Notebook and increased student achievement scores by September, 2010 and ongoing when

retaining new staff		
Met:	Not Met:	Improvement: X
Comments:		
Objective: Retain and enhance a minimum of 75% of existing partnerships as evidenced by partnership roster and comparative analysis of 2009-2010 activities with subsequent years beginning in May, 2011.		
Met: X	Not Met:	Improvement:
Comments:		

Goal 4: Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.		
Objective: 70 % of parents will attend parent teacher conferences and 25% will attend monthly PTO meetings as evidenced by attendance rosters beginning October, 2010 and ongoing.		
Met:	Not Met: X	Improvement: X
Comments: Parent participation at PTO meetings averaged 14.25%, up from 7.4% from the previous year. Attendance at parent teacher conference was 63.9% down .35% from the previous year		
Objective: Retain and enhance a minimum of 75% of existing partnerships as evidenced by partnership roster and comparative analysis of 2009-2010 activities with subsequent years beginning in May, 2011.		
Met:X	Not Met:	Improvement:
Objective: Decrease discipline incidents by 10 % each year as evidenced by SIS discipline referral reports beginning May, 2011 and ongoing.		
Met: X	Not Met:	Improvement:
Comments Total # of incidents in 2010-2011 was 536, down 118 incidents or 18.1% from previous year		

Accomplishments 2010-2011

Based on our Spring administration of the DRA, 87% of our students are reading on grade level. Discipline incidents decreased with the addition of a SIG social worker and counselor and positive behavior specialists. A consultant with CSD was brought in to assist with climate and behavior management so that teachers could focus on instruction and students would not miss key instructional time by being in detention or suspension. We also purchased Aimsweb which will replace one of the strategies in objective 1 for the 2011-2012 school year in addition to providing progress monitoring students in Tier 2 and 3 for RtI. Mobile laps were purchased for teachers to check out and use for students to Envision intervention software programs, Acuity instructional resources at a self regulated pace.

Challenges 2010-2011

Although measurable progress was made, some of the objectives were not met. SIG funds were not released to the school until October and new staffing did not take place until November. The Instructional Support Coordinator was not staffed until January. In all of our assessments, math continues to be our lagging indicator. We began the year with math professional development, brought in the math curriculum supervisor to conduct observations and review lesson plans. We plan to request a math specialist for the 2011-2012 school year to not only work with identified students by coach teachers in the design, implementation and assessment of mathematical concepts

Summary of Professional Development

Jefferson staff beginning in July of 2010 began attending professional development sessions on character education and literacy. Before district 10 month staff returned to start the 2010 school year, Jefferson staff attended 2 additional days as well. Table 3 reflects the dates, hours and number of participants throughout the year. Once the Instructional Support Coordinator was hired, we were able to assign a cohort of teachers to the TLF and Principal. Each cohort was about 6 teachers and each of the three instructional staff was in charge of reviewing those lessons, grade level minutes and one on one coaching.

Table 3.Jefferson 2010-2011 Professional Development

Date	Hours	# of Staff attending
July 23, 2010	3	6
August 5· 2010	6	25
August 6, 2010	6	25
September 24th	6	19
October 25, 2010	2	13
November 29· 2010	2	19
January 10, 2011	2	27
January 24·2011	2	22
February 7,2011	2	23
May 16, 2011	2	13

June 3, 2011	6	4
June 4, 2011	6	4

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.

o Teachers are expected to infuse common process standards into every classroom, everyday

o 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....

o Select the four (4) Marzano strategies that align best with the curriculum and have the greatest lever for change

o Develop lessons using the identified strategy for the first quarter

o Practice the strategy within the PLC/Grade level meeting

o Teach the strategy

o Observe other colleagues using the strategy and provide feedback

o Analyze student work on the strategy

o Reflect and revise the implementation of the strategy

o Provide opportunities for extra support for students who have not mastered the strategy

o Add the next strategy

o 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	2011	Implementation from June 2010 to August 2010. Evaluation will be

program aligned to standards		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

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	Terra Nova, Acuity, DRA, Envision and Reading Street Baseline, MAP, AimsWeb math probes, SRI(3rd &4th grade only)	Eliminate Terra Nova, Envision and Reading Street Baselines and administer DRA and Aimsweb only as school level assessments(changes Goal 1, Obj 3,)
Instructional Schedule	-75 minute school wide literacy block, 50 minute math daily per teacher discretion -TLF, ISC and Principal split weekly grade level meetings	-Add school wide math block - Principal will facilitate all weekly grade level meetings. TLF, ISC and Math specialist will increase number of peer coaching cycles in identified areas of support for teachers
Support Staff	-SIG Social worker, Counselor, Behavior Support Specialist were added full time	-Add Family parent educator , Math specialist to existing support staff of SIG Social Worker, Counselor and Behavior Support Specialist (
Supplemental Instruction	-6 teachers provided instructionbefore school, after school and on Saturday school for 9 week periods. -4 teachers provided math	- Increase number of teachers for summer math academy and extend for months of June and July

	instruction during the month of July for 75 students	

Progress Monitoring

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.

Objective 1: The percentage of students scoring Proficient or Advanced on the MAP for both Communication Arts and Math in grades 3-6 will increase by 10 percent annually.

- Strategy 1. All classroom teachers will instruct using the research based strategy of arts integration to promote curricular achievement through inquiry, divergent thinking and creativity in the arts
- Strategy 2. All classroom teachers will use DESE Crystal Reports and IBD reports to tailor instruction to identified weak GLES
- Strategy 3.Instructional Support Coordinator to work with identified students on reading, math And writing grade level expectations
- Strategy 4. Students in grades 3-6 will participate in extended learning opportunities after school on Saturdays for targeted intervention on reading, math and writing grade level expectations
- Strategy 5. All classroom teachers will utilize EnVision Math textbooks, workbooks, manipulative, and intervention software with fidelity
- Strategy 6. Classroom teachers will instruct using the Reading Street by Pearson learning and web based interventions with fidelity

Action Steps	*Responsible Person*	*Timeline*	*Progress Monitoring*
Provide teachers with technology licenses and classroom computers to access Reading Street online	Principal	August2011-purchase laptop storage cart	Check account status, bi monthly monitoring of Success Tracker

	interventions			
	Purchase school wide leveled library to be used during 75 minute daily literacy block	Principal, TLF and Instructional Support Coordinator	October 2011- purchase leveled library	Book sign out sheets
	Utilize RtI programs to identify at risk students for Tier 2 and 3	Counselor, School Positive Behavior Specialist, Social Worker	August2011-	Number of students referred Monthly examine student progress in regards to RTI
	Utilize Understanding by Design lesson design process to create arts-integrated thematic unit	Instructional Support Coordinator	August2011-	Review of 10 week thematic units
	Reinforce whole school arts integration theme within CLEAR core curriculum	Instructional Support Coordinator and Math Specialist	August 2011-	Curricular assessments designed with integrated curriculum
	Schedule before/after school Saturday school , extended year learning for 50% of students	Instructional Support Coordinator, Math Specialists and Classroom teachers	September2011- May 2012- Hold after school and Saturday school sessions	Sign in sheets
	Ensure 100% of staff are teaching adopted curricular materials with fidelity	Teaching Learning Facilitator, Principal, ISC, Math Specialist,Teachers	Math and Science beginning Sept. '11/continued support for Reading; Year 3 – Social Studies and continue	Walkthrough data, lesson plan review

			individual support for other subjects beginning Sept. '12.	
100% of students identified in year 2 will have Individual Academic Plans created to monitor acquisition of grade level expectations	Teachers, Principal, TLF, ISC, and Math Specialist	Years 1-3 will use the IAP process. Year 1 – October '10 initiate IAP process; Year 2 – May '12 review and revise process if necessary to increase effectiveness; Year 3 – May '13 – conduct evaluation process to determine if revisions are needed	IAP data review; PULSE data review to include AIMS Web data	

Objective 2: 85% of students will read on or above grade level as indicated by the DRA by May, 2013.

- Strategy 1. Classroom teachers will instruct using the Reading Street by Pearson learning and web based interventions
- Strategy 2. Classroom teachers will use balanced literacy strategies to provide for differentiated instruction using Guided Reading. Literature Circles and centers to teach reading
- Strategy 3. Classroom teachers will have access to and use for differentiated instruction a school wide leveled library to be housed in the Reading Resource room

Action Steps	*Responsible Person*	*Timeline*	*Progress Monitoring*
Purchase school wide leveled library to be	Principal, TLF and Instructional	September 2011- purchase leveled	Book sign out sheets

used during 75 minute daily literacy block	Support Coordinator	library	
Provide teachers with technology licenses and classroom computers to access Reading Street online interventions	Principal	October 2011- purchase technology	Check account status, bi monthly monitoring of Success Tracker
Provide instruction for students at the appropriate instructional level	Teachers, ISC, and Math Specialist	BeginningAugust , 2011and ongoing	Lesson plan review, walkthrough data, analysis of flexible group membership

Objective 3: 85% of students will demonstrate mastery on Aimsweb math probes as evidenced by student scores beginning October, 2011 and ongoing.

- Strategy 1. Classroom teachers will use Elmo document cameras and classroom computers to offer students opportunity to remediate or extend skills on web based online activities for the EnVision series
- Strategy 2. Classroom teachers will use the EnVision math diagnostic and intervention system with fidelity to remediate math concepts and math skills

Action Steps	***Responsible Person***	***Timeline***	***Progress Monitoring***
Provide teachers with technology(licenses, classroom computers) to access EnVision online interventions	Principal	October 2011-	Check account status, bi monthly monitoring of Success Tracker
Ensure 100% of staff are teaching adopted curricular materials with fidelity	Teaching Learning Facilitator, Principal, Teachers	Year 1 – Reading and Math beginning Sept. '10 ; Year 2 – Math and Science	Walkthrough data, lesson plan review

		beginning Sept. '11/continued support for Reading; Year 3 – Social Studies and continue individual support for other subjects beginning Sept. '12.	

Objective 4:100% of Jefferson 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 analysis of walk-through data

- Strategy 1. Provide leadership through a national consultant to coordinate monitor and review all professional development opportunities for the entire 3 years
- Strategy 2. Develop a master calendar at the beginning of the year to assist with the need for coordination of professional development time.
- Strategy 3. Instructional Support Coordinator to work with teachers and provide additional one on one support

Action Steps	*Responsible Person*	*Timeline*	*Progress Monitoring*
Contract with external provider to provide intensive strategies for connecting curriculum objectives with arts focus	Principal	October 2011- contract with external service provider	Completed surveys, attendance rosters, evidence of implementation through walk-through data
Provide adequate time for structured, collaborative teacher planning	Principal,	September 2011-	Master school schedule

Contract with external provider to determine the effectiveness of professional development	Principal	October 2011- contract with external service provider	Completed surveys, attendance rosters, evidence of implementation through walk-through data
Employ Instructional Support Coordinator	Principal	October 2010- hire instructional support coordinator	
Weekly MAP Preparation– The Principal will conduct sessions with teachers during grade level meetings to train them on creating MAP like assessments, scoring constructed response items, incorporating the Grade-Level Expectations into daily instruction, and utilizing the appropriate level of rigor.	Principal,	Biweekly: August 2011-may 2013	Teacher-created MAP-like assessments and data collection from those assessments
Provide differentiated professional development activities related to all initiatives including but not limited to Guided Reading, Instructional Technology strategies, etc.	Teaching Learning Facilitator, Instructional Coordinator, Principal, External Consultants	Beginning August 2011 and ongoing	Sign-in sheets, TLF log of activities

Goal 2: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

Objective 1: Increase classroom technology usage by 25% per annum to support and enhance the instructional program for the entire three year period as evidenced by walk-through data beginning October, 2011 and ongoing.

- Strategy 1.Provide mobile computer labs for the school to increase the use of time for technology as it relates to instruction [Included in Action Steps in following section]
- Strategy 3. Provide appropriate, differentiated professional development for all staff in the use of instructional technology strategies. [Included in Action Steps in previous section]

Objective 2: A minimum of 50% of Jefferson students will be served in extended day and extended year learning activities as indicated by after school activities student rosters and attendance sheets.

- Strategy 1. Increase the instructional day through the implementation of extended day programming in the core areas and in areas of extracurricular activities for the students for each year

Action Steps	*Responsible Person*	*Timeline*	*Progress Monitoring*
Schedule before/ after school Saturday school sessions, extended year learning opportunites for students	Instructional Support Coordinator , Math Specialist,Classroom teachers	September 2011- May 2012-	Attendance sheets, lesson plans, completed activities and assignments

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.

Objective: 100% of all teachers and administrators will be highly qualified and effective as evidenced by Certification Notebook and increased student achievement scores by September, 2010 and ongoing when retaining new staff.

- Strategy1 : A comprehensive teacher recruitment and training program will be developed in collaboration with the SLPS Human Resources division.
- Strategy 2: External partnerships with area universities and organizations will be strengthened to include, but not be limited to, identification of potential staff, systemic placement of student teachers and student volunteers such as the University of Missouri and outside organizations such as Teach For America
- Strategy 3 :Refine the current SLPS Performance Based Teacher Evaluation to include a rigorous evaluation component for all pedagogical personnel that is tied to student growth data
- Strategy 4: Provide internal and external leadership development of principals and other administrators focused on student engagement, rigor, accountability, school and school district reform model, PLCs and Data Team

- Strategy 5: Design and implement a comprehensive incentive/merit pay plan for school administrators

Action Steps	*Responsible Person*	*Timeline*	*Progress Monitoring*
Train all administrators on interviewing/selecting of quality candidates; how to leverage university and college partnerships for candidates for staffing	HR, Office of Innovation	October 2011-Ongoing	Sign in sheets
Use a structured screening process in conjunction with the District's web-based application system-Haberman Star Teacher Questionnaire	HR and the Office of Innovation	May 2009-Ongoing	Number of candidates qualified based on Star Teacher Questionnaire
Develop and implement a 2-year Beginning Teacher Assistance and Mentoring program that includes a structured and effective New Teacher Induction Model	HR and the Office of Innovation	August 2009-Ongoing	Mentoring Logs, Attendance sign in sheets
Develop and implement a week-long SLPS induction model for all staff new to the SLPS	HR and the Office of Innovation	July 2011-Ongoing	Induction program and sign in sheets
Attend college sponsored job fairs to speak with graduates	HR and the Office of Innovation	March 2010-Ongoing	Number of candidates recruited from the fair

	about SLPS opportunities. Recruiting team will also follow up with each student by email, phone, written correspondence				
	Meet with Teach For America (TFA) leadership team to indentify teaching candidates for the upcoming school year. Recruiting team will also set up interviews and orientation for all TFA candidates	HR and the Office of Innovation	March 2002-Ongoing	Number of TFA candidates placed prior to the Induction fair	
	Establish a cohort to provide administrative professional development focused around student engagement, data driven decision making, academic rigor/DOK, continuous improvement model, accountability during the 2010-11 school year and beyond	HR	October 2010-Ongoing	Agendas and sign in sheets	
	Utilize retired administrators who have demonstrated evidence of success, particularly in the area of student achievement; in collaboration with the Professional	HR and the Office of Innovation	October 2010-Ongoing	Mentor log	

Development Office, the administrators are charged with supporting the evaluation and coaching processes necessary for improved teaching quality			
Deliver intensive training regarding the state mandated 18-week improvement process to principals as well as teaching staff; the primary driver is improved teacher performance; however, expected outcomes will be clearly defined and employees held accountable for attaining these outcomes	HR and the Office of Innovation	October 2010-Ongoing	Percentage increase of principals removing ineffective teachers
Develop an active, viable compensation incentive structure that includes well defined goals, objectives, a clear delineation of job accountabilities and potential compensation for addressing areas of importance to the District	HR and the Office of Innovation	October 2010-Ongoing	Number of principals who are compensated on the incentive structure

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

Objective 1: 70 % of parents will attend parent teacher conferences and 25% will attend monthly PTO events as evidenced by attendance rosters beginning September, 2010 and ongoing.

- Strategy 1: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the first year and continuing
- Strategy 2: Utilize existing School Reach to notify parents of important events
- Strategy 3: Review the success of PTOs, PTAs in the building and provide opportunities and leadership to improve or institute their work.
- Strategy 4: Classroom teachers will conduct home visits

Action Steps	*Responsible Person*	*Timeline*	*Progress Monitoring*
Provide parent workshop and trainings on academic concepts to parents	Principal, Family Educator	September 2011- Initial professional development provided Yearly- provide training as needed	Number of participants
Develop quarterly 'Parents As Educational Partners' workshops for parents	Family Educator, District Level Parent School Community Specialist Facilitator, Principal,	October, 2010 and quarterly after that date, Ongoing	Attendance rosters

Objective 2: Retain and enhance a minimum of 75% of existing partnerships as evidenced by partnership roster and comparative analysis of 2009-2010 activities with subsequent years beginning in May, 2011.

- Strategy 1: Appoint a staff liaison to the community partners
- Strategy 2:Provide training in enhancing effective partnerships with identified staff
- Strategy 3: Create annual report to community partners

Action Steps *Responsible Person* *Timeline* *Progress Monitoring*

Provide staff liaisons a stipend to serve as direct contact to partner organizations	Principal	October 2011- ask staff to sign up for liaison positions	Liasions will keep a log of contact with organization
Provide professional development in enhancing community partnerships for identified staff	Principal, St. Louis University representatives	November, 2011and ongoing as liaisons change	Professional development calendar and attendance rosters
Create, print and distribute annual report	Principal, Instructional Support Coordinator, TLF	January 2011- create template June 2011- share annual report with all stakeholders and community partners	Distributed annual report

Objective: Decrease discipline incidents by 10 % each year as evidenced by SIS discipline referral reports beginning May, 2011 and ongoing.

- Strategy 1: Use School Positive Behavior Specialist to engage students and parents during the school day when students exhibit behaviors that interrupt their learning and disrupts the learning of other students
- Strategy 2: Classroom teachers will utilize evidence based Character Education strategies
- Create a building-wide Character Education plan

Action Steps	*Responsible Person*	*Timeline*	*Progress Monitoring*
Employ School Positive Behavior Specialist	Principal	August 2011- hire School Positive Behavior Specialist	

Create a Character Education Plan Team to collaboratively develop a building-wide Character Education Plan	Principal, Counselor, Social worker, Family Educator	May 2011 – Plan reviewed and revised if necessary Annually – program review and revision as needed	Meeting minutes	
Provide training, materials for evidence based Character Education programs	Counselor, School Positive Behavior Specialist, Social Worker	Quarterly- update as needed		

SECTION VII.D. – STAFFING CHANGES

Three classroom teachers will not be returning due to resignation and non retention. Family Educator and Math Specialist are requested as additional staff. As explained in the narrative, the population served by Jefferson is one with several challenges. Students and parents need the support of a Family Educator. Instructionally, students underperform on standardized math assessments and both teachers and students need support from dedicated math specialist.

MOSIG Monthly Progress Report—Running Record

District: SLPS School: Jefferson Month: April

How will we get there?			How will we know we are there?					*How can we keep it going?	Who's responsible for task?
Date of Entry	**Specific Target**	**Actions/Strategies**	**Source of Measurement**	**Evidence of Change**	**No Improvement**	**Improvement**	*** Met**	**Next Steps**	**Person responsible**
Goal area 4: The school/LEA engaged in the SIG Grant Project will promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational Goal Area 1. Objective: Decrease discipline incidents by 10 % each year as evidenced by SIS discipline referral reports .									
	Decrease discipline incidents by 10 % each year as evidenced by SIS discipline referral reports -	- decrease the number of out of school suspensions given for the infractions reflected in the referrals - Use RTI Tiers for behaviors to assign mentors, art enrichment and one on one and group counseling	SIS reports	- Compare month to month numbers(See Attachment A, Jefferson Discipline March)		x		-We are bringing back our Eagle's Nest incentive after MAP to encourage positive behavior -We have several students in SIT -We completed IAPs for behavior on several students in tier 2 and 3 for behavior	- Principal, SIG counselor, social worker, positive behavior specialist and principal Classroom teachers, SIG staff, Principal, TLF and ISC

Comments: Last April and May we had 56 incidents and 104 incidents respectively and we want to decrease those significantly, especially May									
Goal area: 1 The school/LEA engaged in the SIG Grant Project will develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals. Objective 1: The percentage of students scoring Proficient or Advanced on the MAP for both Communication Arts and Math in grades 3-6 will increase by 10 percent annually									
	3rd CA-23 4th CA-16 5th CA-27 6th CA-25 3rd MA-23 4th MA-13 5th MA-14 6th MA-29	All classroom teachers will instruct using the research based strategy of arts integration to promote curricular achievement through inquiry, divergent thinking and creativity in the arts	During the 3rd quarter we are monitoring the progress of power GLEs covered and mastered	Attachment B		x- In some grades, more GLEs were mastered.		-Teachers have to have at least 3 "touches" before declaring a GLE mastered -Using RAFTs to increase use of rubrics, assessing through performance tasks, engage students in last few weeks of school -Grade levels have focused on math and creating performance tasks for the final unit(see Attachment D)	Pk-6 teachers, ISC , TLF and Principal Tutoring teachers and Staff liaison TLF, ISC and principal SIG Counselor, SIG Social Worker, PSS, TLF, ISC. CSR

Comments: We will not have another school wide assessment until May when we begin our AimsWeb probes and our final DRA testing. In the interim, we measure the coverage and mastery of Power GLEs. We have continued to focus on math during our grade level meetings and observations. We notice that the coverage and mastery of the GLEs are uneven which could be a factor in math as our continued lagging indicator. We will discuss at ILT and Administrative being more prescriptive									
Goal area: 4 The school/LEA engaged in the SIG Grant Project will promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational Objective7: 70 % of parents will attend parent teacher conferences and 25% will attend monthly PTO meetings as evidenced by attendance rosters beginning October, 2010 and ongoing.									
	70% of parents will attend our October and March parent teacher conferences	-Announce in March newsletter -School Reach calls -Reminder notices - Scheduled appointments with parents -class incentives	Sign in sheets -monthly PTO sign in sheets	-See attachment C	x- the district's cancellation may have impacted this number	-x improvement from last year most months and in average attendance		No further actions until next school year -Continue to schedule 2 a month, solicit additional feed back on programming. Fall meetings trend higher	-All teachers - Principal, ISC and TLF - SIG Social Worker, Counselor - Parent Support Specialist
Comments:									
Goal area: Objective:									
Comments:									

MOSIG Goal Areas Key:

GOAL AREA1:
STUDENT PERFORMANCE. The school/LEA engaged in the SIG Grant Project will develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

GOAL AREA 2:
HIGHLY QUALIFIED STAFF. The school/LEA engaged in the SIG Grant Project will recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/ District mission, goals, and objectives.

GOAL AREA 3:
FACILITIES, SUPPORT, AND INSTRUCTIONAL RESOURCES. The school/LEA engaged in the SIG Grant Project will provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

GOAL AREA 4:
PARENT AND COMMUNITY INVOLVEMENT. The school/LEA engaged in the SIG Grant Project will promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational Goal Area 1.

GOAL AREA 5:
GOVERNANCE AND LEADERSHIP. The school and district (LEA) engaged in the SIG Grant Project will Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.