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 L'Ouverture	COUNTY-DISTRICT - BUILDING CODE
Budget Codes	**Related Strategies and Activities**
1100 Instruction	
1100 Instruction *1003 (g) SIG*	Goal 1, Objective 1, Strategy 1, Action Step 2- Goal 1, Objective 2, Strategy 2, Action Steps 1-6 : **Continue with a full time Instructional Support Coordinator who works with groups of students on target skills, models lessons, co-teaches, mentors teachers in data and assessment use and works to reduce the failure rate and discipline events.** Goal 1, Objective 1, Strategy 1 and 2- $69, 024.51: **Purchase a math specialist. This person will work specifically with groups of students on high yield skills, provide weekly professional development to math teachers and provide school wide support on use of data.** Goal 1, Objective 1, Strategy 1- $80,000.00 **Continue with the use of the Scholastic Reading Suite**
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*	
2200 Professional Development	
2200 Professional Development *1003 (g) SIG*	Goal 2, Objective 1, Strategy 1- $2,784.00 **Professional development for teachers on Data Teams and teaching for mastery, as identified areas of needs through the walk through forms, as well as the end of the year survey.**
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 3, Strategies 1-4, all action steps- $77, 000.00

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328-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	L'Ouverture (328)				COUNTY-DISTRICT-BUILDING CODE			115-115-328
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	711,498	114,092	0	0	0	0		825,590
1100 Instruction *1003 (g) SIG*	98,945	0	40,677	0	64,445	0		204,067
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	81,883	71,363	0	0	0	0		153,246
2100 Support Services - Pupils *1003 (g) SIG*	0	25,750	10,956	0	0	0		36,706
2200 Professional Development	2,248	0	0	0	0	0		2,248
2200 Professional Development *1003 (g) SIG*	0	0	0	0	0	0		0
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	391,017	0	6,349	0		397,366
Administrative Costs *1003 (g) SIG*	47,540	0	14,991	2,727	636	0		65,894
Program Costs Subtotal (Not including *1003 (g) SIG*)	795,627	185,455	391,017	0	6,349	0		1,378,448
***1003 (g) SIG* Subtotal**	146,485	25,750	66,624	2,727	65,081	0		306,667
Grand Total	942,112	211,205	457,641	2,727	71,430	0		1,685,115

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1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME LOUVERTURE (328)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Instructional Support Coordinator	56,650
1 – FTE Math Specialist	42,295
.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	**$146,485**
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%)	51,633
Hourly Blended Benefits Rate (11%) Admin Benefits	14,991
6200 Subtotal	**$66,624**
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)	64,445
Admin Instructional materials and supplies	636
6400 Subtotal	**$65,081**
6100-6400 Subtotal	**$306,667**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$306,667**

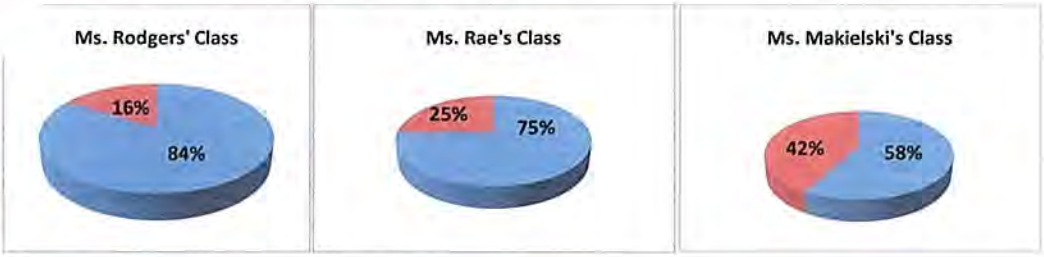
Section VII.A – Narrative- Discussion of YEAR ONE

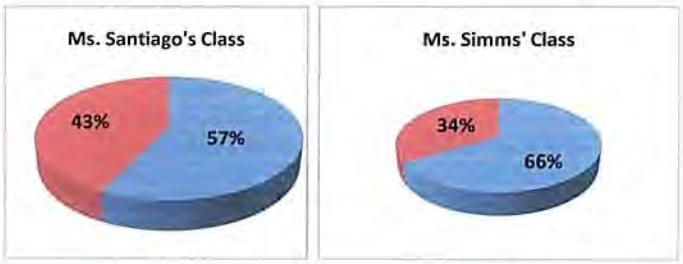
In the year 2010-2011, we have made progress towards meeting all goals in the School Improvement Grant for L'Ouverture. School wide, several structural changes were made. For Goal 1, we strived to increase achievement on the MAP by 15% in both communication arts and mathematics. We changed our schedule so that all students would receive reading instruction through the Scholastic Suite (Expert 21 for on/above grade level students, Read 180 for students 1-3 years behind, System 44 for students more than 3 years behind). Additionally, all students were scheduled in to an intervention period for math. During that period, Renaissance Math was used in a rotation with independent work and small group instruction from the teacher. By doing this, we ensured that each student received instruction in both communication arts and mathematics that was tailored to their individual needs, yet striving for grade level expectations. This was to support the work for **Goal 1, Objective 1, Strategy 1.**

Mathematics Growth by Classroom for YEAR ONE

Blue represents growth of one semester or more after implementing for 12 weeks

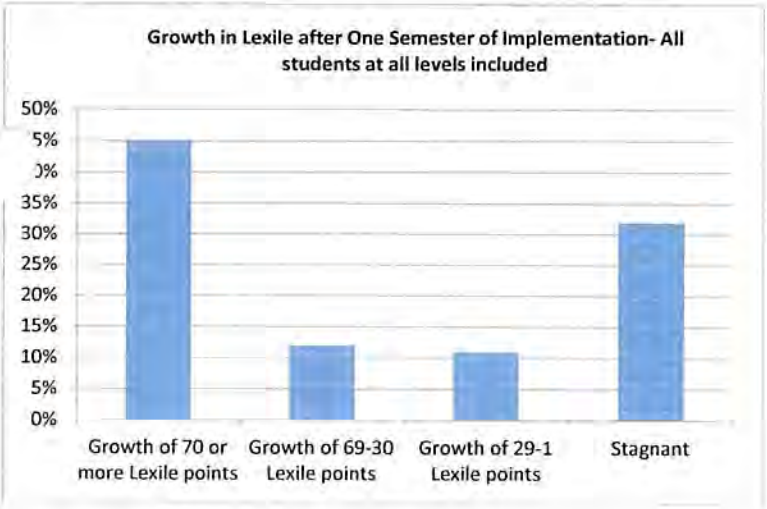
Red represents stagnation/failure to grow





Challenges: We had 3 math teachers that were in their first year of teaching, 2 who were significantly struggling. Further, we had a tenured teacher who was ineffective. These staffing issues have already been taken care of for next year and those teachers will not be returning to L'Ouverture. Further, our th teachers will receive extensive professional development and support for Year 2, as seen in the discussion section.

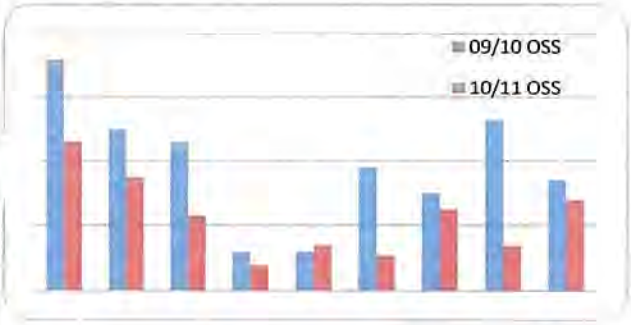
Accomplishments for Communication Arts are that we were able to purchase the Scholastic Suite and all supporting materials as well as professional development and coaching for teachers. We were only able to implement this program for the second semester of school, however, our students showed significant gains in their reading Lexile scores. Our students averaged a year or more growth in Lexile scores in just one semester. For L'Ouverture, students had a mean gain of 89 Lexile points in half a year. 70 points of Lexile grows is identified as being average for a year's growth. Further, having such a focus on the individual needs of each student in reading transformed the culture of the school. During the "Scholastic Block" in the school, there was a decrease of movement in the hallway, decrease in discipline events, and measurable (through use of the walk through form) increase in student engagement.



We did have some challenges in the implementation of Scholastic, including one teacher going out on leave at the beginning of the second semester and having a permanent substitute teacher in one of the classrooms. These two factors are traceable through classroom level data as contributing to the reason why we did not see even greater growth after the semester of implementation. Next year, only teachers who have already begun implementing this year and are communication arts certified will be teaching Scholastic classes.

In Year one, we were also able to purchase an Instructional Support Coordinator. This staff member

focused on supporting instruction in the classroom, with a special focus on a decrease in the number of discipline events as evidenced by out of school suspensions, and an increase in student engagement as evidenced by a decrease in the failure rate. Accomplishments: L'Ouverture's out of school suspensions decreased this year by 39%. Although we still experienced a higher number of suspensions than is desirable, we worked very hard to stabilize a situation at the school, after years of operating with a culture of violence and apathy. We were dramatically able to reduce fights (reduced by 53%) as well as expulsions (reduced 31%). We have special challenge in students who are very high needs in terms of mental health support and difficult home circumstances. We are working to partner with organizations in Year 2 to ensure that families have additional resources and each student has a mentor. We further are hoping to have increased funding in the grant in order to hire a Positive Behavior Support Specialist, which will be discussed in the Year 2 section.



With the SIG, we placed a special emphasis on attendance. Our goal was to increase attendance by 3%. We ended the year with an ADA rate of 87.86% attendance rate. This is a 1.86% increase of last year. For most of the year, we maintained an attendance rate between 88% and 89%, which was meeting our goal. We have realized that we have a special challenge in the month of May, when our attendance did not exceed 90%. We will plan very carefully for this issue in Year 2, making 90% or better attendance mandatory for students who will participate in our 8th grade promotion activities, as well as reducing suspensions in the month of May, which were down from May of 09-10, but still our third highest month. Each lever and goal in the grant effects what happens in terms of meeting the other goals of the grant.

Section VII.B.- Year 2 Timeline

Goal/Objective	Strategy/Action Step	Person(s) Responsible	Timeline	Target hit 2010-2011
Goal 1: Student Performance: Develop and enhance quality educational/ instructional programs to improve performance and enable students and school to achieve their goals and their academic targets	**Strategy 1, Implement the rigorous curriculum including the Scholastic Reading Programs and Renaissance Mathematics**	Principal TLF Communication Arts Teachers Scholastic Coaches ISC	By the end of year 1	Yes, in comm arts. In progress for math.
STUDENT ACHIEVEMENT **Objective 1:-** The percentage of student achieving proficient or advanced on MAP CA and Math will increase by 15% annually	**ACTION STEP 1** Continue curriculum and assessment development and review to ensure rigorous, standard-based curriculum and alignment to readiness for freshman level courses.	ALL teachers/TLF/ISC TLF/ISC/Principal	Begin August , 2011 and ongoing	Yes. Focus YEAR 2 on data teams and instructional strategies
	ACTION STEP 2 Use student achievement data to inform classroom instruction • Train teachers on individual objective mastery tracking and use • Review the objective tracking of each teacher to ensure that students are being re-taught and reassess to mastery • Teachers will meet in PLCs to analyze classroom and student data to find trends and use the data to plan minilessons and flexible target groups of students	TLF and ISC TLF/ISC/Teachers	August, 2011	yes, continued for year 2.
	Strategy 2, Develop comprehensive coordinated, high quality, job embedded, professional development for	District SIG Coordinator	By the end of year 1	Yes, continued year 2.

	all school based staff, coordinated under the goals of the district as identified by the needs assessment, the DSIP, and the parameters as reviewed by SIG.			
STUDENT ATTENDANCE **Objective 2 –** Increase student attendance by at least 3% per year from the current 86% to 95% by end of the 2012-2013 school year	**Strategy 1,Create a system by which every student absence is monitored and receives some type of response from school staff**	Principal/Counselor/ Social Worker/ Classroom Teachers, Parent Support Specialist	2010-2013	Yes, continue
	ACTION STEP 1 Consistent message about the importance of attendance via morning meetings, home room conversations and grade level meetings	ALL	Beginning of the school year/continuous	yes
	ACTION STEP 2 Review attendance data	Parent Support Specialist and Counselor	beginning of each day	yes
	ACTION STEP 3 Call each absent student to determine reason for absence and any barriers that are affecting the student's attendance. List will be copied and given to principal and social worker	Parent Support Specialist and Counselor and Social Worker	Everyday	yes
	ACTION STEP 4, Parent will receive a letter from the principal and social worker indicating the importance of attendance and possible consequences of continued poor attendance. On the 3rd absence the social worker will meet with the student and personally deliver a letter	Parent Support Specialist and Counselor and Social Worker, Principal	After the 3rd, 5th and 7th absence	No, need more support for the Social Worker and the courts, more aggressive stance
	ACTION STEP 5, Make parent contact (positive and negative) to student to discuss student progress and possible attendance issues. Documented on a call list and turned in to principal every Wednesday.	Homeroom Teachers	Biweekly	Yes

	ACTION STEP 6, Post and publically track daily attendance for their homeroom	Homeroom Teachers	Daily	Yes
	ACTION STEP7, Track and post weekly homeroom attendance averages. Principal will target the three lowest homerooms for intervention	Parent Support Specialist/Principal	Quarterly /Weekly	No, must be streamlined for year 2. Responsibility of counselor
	ACTION STEP 8, Identify a "target group of attendance students each quarter and interact with that group on a Weekly basis.	Parent Support Specialist/ Principal	Weekly	No, focus for year 2
	ACTION STEP 9, Students will earn a point (Leopard Spots) for every day they attend school. Will be tracked by homeroom during advisory. Students get to use their spots to participate in activities such as Fun Fridays, dances, field trips, other incentives	Homeroom Teachers/Students/ TLF	Daily	yes, Leopard Spot calendar already set for Year 2
	Strategy 2, Increase academic engagement by reducing the failure rate of students in core content areas by 25% as measured by quarterly report card grades	ISC	Quarterly	Yes
	ACTION STEP 1, Each teacher will adhere to a five step daily lesson structure that includes checks for understanding and is also reflected within the BBC and monitored by ISC	Teacher/ISC	Daily	Yes
	ACTION STEP 2, CWC/Special Education teachers will plan with their co-teacher. All pull out or self-contained special education environments will utilize differentiated centers.	CWC/Special Education teachers		Not with fidelity
	ACTION STEP 3, Teachers will include differentiation in each unit, including choice assignments, leveled assignments, thematic instruction, centers, menus, etc. The differentiation will be informed by data collection	Teachers	Beginning of the unit	Beginning, focus for Year 2

	(pre-assessment) at the beginning of the unit.			
	ACTION STEP 4, Teachers will produce weekly grade reports for all students to be handed out each Friday	Teachers	Weekly	Yes
	ACTION STEP 5, Each homeroom teacher and team, with the support of the ISC , will complete targeted goal sheets with every student at each marking period	Homeroom teacher/ ISC	Every 5 weeks	Yes, but not with fidelity, must be stronger
	ACTION STEP 6, Daily ISC monitoring of intervention classes and Leopard Spots	ISC	Daily	Yes
GOAL 2- **Facilities, Support and Instructional Resources:** **Provide and maintain appropriate instructional resources, support services, and functional and safe facilities**	**Strategy 1:** Increase student engagement by utilizing alternative measures to decrease discipline referrals and out of school suspensions by 50%	Principal/TLF/ISC/ Classroom teachers/Counselor/ ISS monitor	SY2010-2011 SY2011-2012	Progress, but not met (39% reduction overall)
TUDENT SUPPORT SYSTEM **Objective 1:** Provide student support system to improve student self esteem and school climate by building relationships and decreasing discipline events	**ACTION STEP 1,** Leadership team will provide professional development on creating a management plan and teaching expected behaviors	Principal/ISC/TLF	Beginning of School year, August, 2011 and ongoing	yes
	ACTION STEP 2, Data will be collected by the ISS monitor/disciplinarian on the highest number of referrals by homeroom, teacher and student each Friday	ISC/ISS	Weekly	No, focus for Year 2
	ACTION STEP 3, Meet with the teachers and homerooms with the highest number of referrals to determine necessary interventions	Principal/ ISC/TLF/ Counselor	Biweekly	No, focus for Year 2
	ACTION STEP 4, Students who are referred to ISS will complete a reflection sheet which must be read and approved by the ISS monitor, then the student must make an appointment to meet with the referring teacher to "negotiate "their way back into class	ISS/Teacher/Student	Daily	Sporadic

	ACTION STEP 5, Follow a daily schedule with at least one 30 minute character lesson per day and basic skill practice. Each student assigned to ISS will have a folder where they chart their infractions, and must complete their checklist in order to be released back to regular class	ISS monitor	Daily	No
	ACTION STEP 6, Create and enforce school wide rules and expectations	Leadership Team and teachers	Beginning of school year, August, 2011	Yes
	ACTION STEP 7, Professional development on appropriate use and documentation of referrals. Referrals will be on a tiered system	Principal/ISC	Beginning of school year, August, 2011	Yes
	ACTION STEP 8, Review of referral and disciplinary action data for identifying patterns and problems	Teachers	Monthly at staff meetings	Yes
	ACTION STEP 9, Provide a lesson to each homeroom on age appropriate social skills	Counselor	Monthly	No
	ACTION STEP 10 Construct and implement a management plan which includes procedures on movement, material distribution, enter/exit, time management, and rules/consequences/incentives	Teachers	At the beginning of school year, August, 2011 and review/revise as needed	Yes
	ACTION STEP 11, Construct a team wide behavior plan to outline consequences for students with minor offenses and reward those who comply	Grade level teams	At the beginning of school year, August, 2011 and review/revise as needed	Yes
	ACTION STEP 12, The homerooms with the highest number of discipline referrals will have an extended morning meeting with an administrator	Homeroom teachers/ students	Ongoing	Yes

	for one week.			
	ACTION STEP 13, Schedule appointments to re-teach desired behavior for those 3 classes until mastery is reached (as measured by reduction of number of referrals/discipline actions)	Counselor	Two times per week for at least one week	No
	ACTION STEP 14, Re-teach procedures to be documented in lesson plans and observed by administration, counselor, and/or social worker	Homeroom teacher/TLF/Counselor, Social worker		Yes
	ACTION STEP 15, Teachers with the highest number of discipline referrals will meet with administration to reevaluate their management plan and rewrite as necessary	Teacher/Administration	As needed	Yes
	ACTION STEP 16, The top 10% of students with discipline referrals will meet with the counselor	Students/Counselor	Weekly	No
	ACTION STEP 17, Referral to CARE team to conduct a functional behavior assessment and create a behavior improvement plan.	CARE team(parent, home room teacher, counselor, social worker, administrator, nurse, psychological examiner if necessary)	As needed	No
	ACTION STEP 18, Student assigned to Professional Behavior Academy with a behavior contract, must meet goal to return to class	Student/Counselor/Social Worker/ISS monitor	As needed	No, focus for Year 2
	ACTION STEP 19, Referral to faith partner or Big Brother/Big Sister for mentor	Students/Faith partners/Big Brothers/Big Sisters	As needed	Yes
	Strategy 2, Provide opportunities for extended day and extended year learning activities for all three years		SY 2010-2011 SY 2011-2012 SY 2012-2013	Yes

	ACTION STEP 1, Parents will receive a monthly newsletter from the principal and grade level teams.	ALL (students, teachers, administrators)		Yes
	ACTION STEP 2, Parents will receive phone calls from the homeroom teacher to personally invite them to open house.	Teachers		Yes
	ACTION STEP 3, Hold monthly PTO meeting on the 3rd Thursday of each month; Parents will receive a flyer reminding them of each meeting	School Leaders		Yes
	ACTION STEP 4, Create a Parent Advisory Council of at least 5 and no more than 10 parents to meet with monthly to plan programming for parents, discuss concerns, and support work of students and teachers	Principal/School Leaders		Yes
	ACTION STEP 5, Create a master parent email list to get news and announcements to parents easily. Homeroom teachers will send home a parent information form and will offer incentives to all who return the form.	PSCS		No

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 <image002.png>supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

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

- Add the next strategy
- Continue the cycle

LEA/District Implementation Timeline

Teachers and School Leader Effectiveness		
Strategy and/or Activity	**Time Frame**	**Action**
Replace the principal	2011	Implemented in June 2010 and completed in July 2010
	2012	No further action necessary
	2013	No further action necessary
Implement strategies for recruiting, hiring, and retaining high-quality staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Use rigorous, transparent, and equitable evaluation systems	2011	Implementation will begin immediately. The period of evaluation is 90 days.
	2012	Ongoing with quarterly evaluations conducted
	2013	Ongoing with quarterly evaluation conducted
Identify and reward effective staff and remove ineffective staff	2011	Implementation will begin immediately.
	2012	Staff monitoring will be ongoing.

		Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
	2013	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
Provide ongoing, high quality, job-embedded professional development	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Comprehensive Instructional Reform		
Strategy and/or Activity	**Time Frame**	**Action**
Implement a research-based, data-informed instructional program aligned to standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation
Increased Learning Time and Community-Oriented Schools		
Strategy and/or Activity	**Time Frame**	**Action**

Establish schedules and strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide ongoing mechanisms for family and community engagement	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs

Operational Flexibility and Sustained Support

Strategy and/or Activity	**Time Frame**	**Action**
Provide operational flexibility	2011	Implementation will begin immediately. Progress will be monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Provide ongoing, intensive technical assistance	2011	Implementation will begin immediately. Progress will be initially monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly planning and evaluation
	2013	Ongoing with quarterly planning and evaluation

Section VII.C.- Discussion of School Year 2011-2012

For the school year 2011-2012, initiatives started under the SIG in year 2010-2011 will continue, more specialized support will be added, and we will begin making classroom by classroom changes (as opposed to the more structural/school wide changes focused on during Year 1). We will continue to work closely with Mr. Haggen and the Office of Innovation Staff to provide specific training and support to teachers around the areas of assessment, mastery, planning, and differentiation.

For Goal 1, Each classroom will continue to implement the structures put in place this year to support that- the BBC, mastery objective trackers, and lesson plans that use 5 steps. However, in Year 2 teachers will need to plan lessons that involve more student dialogue, deeper engagement, and build the sense of urgency in their classrooms. The leadership team, and especially the principal, will continue to be in classes each day, but provide feedback around the school's target areas. As we move forward to Year 2, this emphasis will be on professional development of teachers to ensure that each staff member understands how to increase student engagement, both through the use of instructional practices and management plans. Further, we will be implementing a school wide grading and assessment system that is in line with the professional development teachers received from Dick Hellweg in Year 1 of the grant.

Mathematics has continued to be a struggle for L'Ouverture. Although 69% of our students showed improvements in their math grade level equivalency, according to the STAR math test, many are still struggling to master GLEs. As a result, we have purchased, for the school year 2, a math specialist. This person will work with students during the school day in small groups on targeted skills, support math teachers in their planning and implementation, and provide math specific professional development for math and science teachers. This math-specific support is so important in turning around a district wide trend where students tend to recover in their communication arts mastery more quickly and to a greater extent than in math.

Our attendance initiative will continue, with the incentives starting from the beginning of the year this year (as opposed to mid-year). Further, we will work more closely with the social worker to really put the pressure and support in place for families who continuously fail to send their students to school daily. We see that we have had a significant dip for the month of May and the school calendar for next year has already been published, in order to ensure that students continue to attend after the MAP test. Further, we will use a tiered system for responding to attendance, much like for discipline and academics, where the top 10% of students with the most absences will receive intense and individualized support from the counselor and leadership team.

Discipline events are way down in the school, with a major decrease of both OSS and expulsions; however, we still have work to do. We are going to provide teachers with professional development in conflict resolution and character education, as well as work more consistently with the students in these topics. The counselor will be implementing a guidance curriculum during advisory time and the principal will have a monthly character-related theme during morning meeting. In year 2, we wished to purchase a Positive Behavior Support Specialist; however, the budget would not allow it. This person would be responsible for personally and intensely supporting our chronically misbehaving students- developing behavior contracts, teaching "school social skills" through role playing and scenarios, and then helping students generalize those skills back in the classroom. This person would also be responsible for our school wide character and management program, our incentive program (leopard spots) and meeting with various homerooms on their identified areas of need based on walk through data. This extra layer of social and behavioral support is very important at L'Ouverture, as we are working to turnaround years of disengagement in education and adversarial relationships between school, home, and child.

Section VII.D.- Staffing Changes

Year 2011-2012 will see many staffing changes at L'Ouverture. We will have social studies and science return to the schedule full time, so we will have 1 more of each of those teachers. One teacher (a math ɜcher) has been officially non-retained from the district. It has been requested by the district office

that 1 math teacher and 1 science teacher not return to the building and Human Resources is working to make that request possible. 1 special education teacher has requested not to return. We will hire, ough the SIG, a Math Specialist and maintain our Instructional Support Coordinator. If funding allows it, we wish to hire a Positive Behavior Specialist.

MOSIG Monthly Progress Report—Running Record

District:_Saint Louis Public School_____ School:__L'Ouverture__ 4-14-2011_____

	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	Not Improvement	Improvement	* Met	Next Steps	
3/10/2011	Goal 1 Objective 1: The percentage of students achieving proficient or advanced on the MAP for communication arts will increase by 15% annually.	By 2011, students at L'Ouverture will score 27% (total increase of 14.2% from 12.8% this past school year) in communication arts on the MAP	Strategy 1: Implement the rigorous curriculum including Scholastic Reading Programs by the end of year 1.	Implementing the programs with fidelity and all materials. Scholastic walk through logs (three per week for each teacher) SRI testing- next test being administered in February, then every 6 weeks thereafter. 2-10-2011: See Attached for Qualitative Data Successes and Opportunities and Support Plan 3/11/2011: SRI testing was completed the week of 2/14/2011, representing SIX WEEKS of implementation of the Scholastic suite. (See SRI Data Roll Up-attached) **4-14-2011: Scholastic**		X X	X	12/9/2010- Begin using program as soon as technology arrives- rotation already being used in the classes so students will be acclimated to groupings 1/10/2011- Scholastic Programs have been implemented. Every student in the school is enrolled in their lexile-approriate scholastic class *SRI testing will be done in the 2nd week of February *Scholastic Walk Throughs and coaching begin this week. 2/10/2011: The next round of Scholastic testing is scheduled for the week of February 14, which is 6 weeks after implementation. 3/10/2011: Continue with implementation and coaching. Stabilize room 310 in order to increase SRI scores and "on	Cathy Cassy, SLPS Curriculum Office Lisa Nuyens, Principal Jennifer Randle, TLF Phyllis Cornelius, ISC Comm Arts Teachers: Kelly Moushey Annie Schippers Kathleen Musca Jason Scheper Marie Thompson

				implementation continues. SRI testing window for the end of the year will be May 16-20th. Coaching and teacher cadre meetings are continuing, and will continue on a truncated schedule throughout MAP testing window.				model" implementation. Continue with Scholastic Cohort Professional Development (all comm arts teachers must attend) **4/14/2011: Complete Expert 21 coaching and support for Ms. Davis. Plan for next year: how will Scholastic classes be assigned and continue for the seventh graders to continue as eighth graders next year?**	
	Comments: 1/10/2011: L'Ouverture just completed its first week of Scholastic implementation. Everything went smoothly, and the students, teachers, and parents all have a very positive attitude about the change. There is an excitement about the programs which we will capitalize on to create growth. 2/10/2011: Implementation continues to go smoothly, with the exception of one teacher. Ms. Musca fell ill and now is going to take a Leave of Absence through FMLA. A long term sub was assigned on Friday, February 4. She will receive one full day of personal coaching on Tuesday February 8, to get up to speed. 3/10/2011: Implementation for room 310 has become an issue once again, as our long term sub failed to arrive to school on Monday 2/28. Since then, we have had a related arts teachers covering that class. The class badly needs to stabilize and have a predictable teacher. **4/14/2001: As of last week, the new sub (Ms. Davis) for room 310 was trained in both Read 180 and Expert 21. We have had over 35 new enrollees since the beginning of second semester- 6 last week alone! This is an issue in terms of materials and integrating students into new classes. Scholastic committee is working on how to routinize this to cause as little disruption as possible.**								
	Goal 1 Objective 2: The percentage of students achieving proficient or advanced on the MAP for mathematics will increase by 15% annually.	By 2011, students at L'Ouverture will score 27% (total increase of 14.5% from 12.5% this past school year) in communication arts on the MAP	Strategy 1: Implement the rigorous curriculum including Renaissance Math by the end of the year 1.	STAR Math Test 3 times per year (next testing date in February) Objective Tracking Summary (see attached document: School Summary GLE Tracking Form). Implement a format for the "skinny" math classes, which mimic the rotation for Scholastic (small group with teacher, independent practice, renaissance math on computer) (see attached		X X X		Ensure that all students are tested in February, review and present growth Second data collection for Objective Tracking Summary is on January 14, 2011 Daily Walk throughs of math skinnys to ensure that rotations are clear and taking place.	Lisa Nuyens, Principal Jennifer Randle, TLF Phyllis Cornelius, ISC Math Teachers: Tiffani Rodgers Josie Santiago Kinsley Makielski Lisa Rae Kerissa Simms

				document Skinny Math Rotation) 2-10-2011: See STAR MATH TEACHER REPORT 3/11/2011: After looking more closely at the STAR Math data, we saw that 68% of students made gains (SEE START MATH PIE CHART) **4/14/2011: We continue to work on the implementation of Renaissance math in classes. See (STAR MATH SPREADSHEET #2)**				2-10-2011: Still working on supporting and tweaking the rotation for Math Classes, new focus on Target students (See Attached) See Also: 40 Day Plan and Teacher support Matrix 3/11/2011: 40 Day Plan and Teacher Support Matrix still in effect. **4/14/2011: Even with the 40 day plan and guest teaching, math continues to be an area of great struggle for L'Ouverture. Next steps: looking at how to address this for next year- math programming, along with a math specialist to pay very special attention to this area.**	
	Comments: Use of Renaissance Math will increase drastically. The week before break (December 17), 5 computers were delivered and installed to each mathematics classroom. 2/10/2011: Ren Math is increasing and teachers and leadership team attended 2 days of training in the month of January. Focus is increasing on implementation in the self-contained special education classes. **4/14/2011: In analyzing our math data and needs, one math teacher has been recommended for non-retention, one is headed towards an 18 week plan, and 2 remaining are on PIPs.**								
	Objective 3: Develop comprehensive coordinated, high quality, job embedded, professional development for all school staff, coordinated under the goals of the district as identified by the needs	Reduction of failure rate	12/9/2010: Begin work with Dick Hellwege to address specific PD needs: Formative Assessment	1/11/2011: See Document Grade Failure Rate Tracker See Document: Professional Development Survey Roll Up 2/10/2011: See Grade Failure Rate Document and SAMPLE INTERVENTION PLAN		X		Reconnect with Dick to analyze the survey data and plan next steps for professional development Collect objective mastery data ROUND 2- we would expect to see an improvement of mastery Choose a character/behavior support program for training of leadership team- train in	Lisa Nuyens, Principal Jennifer Randle, TLF Phyllis Cornelius, ISC All Instructional Staff

	assessment, the district improvement plan, and the parameters as reviewed by the School Improvement grant. Complete year 1 and monitor in ensuing years.			3/10/2011: See Grade Failure Rate Data Roll Up **4/11/2011: We have continued to work with Dick Hellweg on the concepts of formative assessments for learning and grading procedures. On March 21st, he met with the whole staff for a professional reading ("Seven Practices for Effective Learning" by McTighe and O'Connor) and discussion, then followed up with the PLCs that same week for a deeper look. Our Term Grades went from over 11% Fs in term 1, to 9% Fs in term 2, to 2% Fs in term 3. (See Grade Distribution Failure Rate Graph)**				order to train staff for year 2 roll out 2/10/2011: Objective mastery is continuing to improve (See Summary). Because of feedback received on the Professional Development Survey, Dick is scheduled to meet with grade level teams during the month of February to begin moving towards creation of team wide grading practices. 3/11/2011: Dick Hellweg will be working with the staff on March 21 (whole staff) and March 24 (PLCs) on common assessments and Data Teams. **4/14/2011: Dick will continue to work with the staff for training in common grading practices and data teams. I will meet with Derrick Mitchell in preparation of becoming a NO F- Failure is not an Option school next year.**	
	Comments: 1/11/2011: We have identified, also, professional development needs for staff in the areas of classroom management and DOK/Rigor. TLF will hold Saturday training session on January 21, 2011. 2/110/2011: Identified staff and TLF attended Classroom Management training through the SIG office on January 18th. There will be a second session of this training, as well.								
	Objective 4: Increase student attendance by 3% per year from 86% to 95% by the end of the 2012-2013 school year.	Specific Target: For school year 2010-2011, target is 89% (a 3% increase in comparison to last year)	Strategy 1: Create as system by which ever student absence is monitored and receives an immediate response from staff.	12/9/2010: Weekly Data Attendance Roll Up (See Documents titled "Weekly Daily Attendance Roll Up") 2-10-2011: Weekly Data Attendance Roll Up		X		12/9/2010: 89.4% 1/10/2011: 88.4% 2/10/2011: 88.07% 3/11/2011: 88.10% **4/14/2011: 89.29%** As a result of the survey data that was collected and shared on 12/9/2010, we have	Lisa Nuyens, Principal Jennifer Randle, TLF Phyllis Cornelius, ISC Pamela Stewart, Counselor

				3-11-2011: See Weekly Data Attendance Roll Up **4/14/2011: As we continue all of our attendance initiatives, our attendance is up to the highest ADA percentage it has reached since December.**				instituted 3 incentives, as chosen by the students: Sweetheart Dance: 2/11 Dress to Impress Program: 1/20-2/11 Dress Down Days: 2/11, 2/21, 3/4. (focus on Fridays and Mondays when our attendance dips) 2-10-2011: Dance on Friday, extension of dress to impress program by one week. 3-11-2011: After having our dance and dress down day on 2-11-2011, we saw that attendance on that day was 92%! We have another dress down day scheduled for 3-11-2011, with Fun Friday for Leopard Spots. **4/11/2011: Continue with Leopard Spots initiative. We also initiated a MAP attendance survey. The students voted for what they wanted as incentives for daily attendance and 100% MAP attendance. (SEE ATTACHED MAP Attendance Survey and Survey Data)**	
	Comments: 1/11/2011: Due to inclement weather, we had several low attendance days in the month of December. 12/13- 59.79%, 12/16- 49.07%, 12/17- 72.64%. Since we have returned from winter break, attendance has been 89%-96% each day. 2/10/2011: Attendance continues to be a struggle, especially with the recent weather issues. We now have 2 Check and Connect Social Workers assigned to L'Ouverture 3 days a week and they are working specifically with attendance and also will do home visits. This new initiative began the week of January 24, so we will be measuring it's impact and will present further information on the next meeting date. 3-11-2011: We saw that the dress down day and dance had the effect we were hoping for. The students told us the truth about what they wanted! More days are planned to continue to capitalize on this.								

	Goal 2, Objective 1: Provide student support system to improve student self esteem and school climate by building relationships and decreasing discipline events.	Each month decrease out of school suspensions by 50% in comparison with the previous school year's data Strategy 2: Provide extended opportunities for extended day and extended year learning activities for all 3 years	12/9/2010: Continuously track infraction type, response, event, teacher, place (See attached document) Saturday School to begin January 28, 2011.	3-11-2011: See Discipline Data Roll Up **4-11-2011: See Discipline Data Roll Up. L'Ouverture has had 15 enrollees in the past thirty days. The majority of these students are from the alternative setting. This causes a disruption to the classroom culture and we have seen an increase in discipline**		X		Moratorium on all out of school suspensions for the month of January. Increased focus on working with parents, classroom management, and building the skills of both teachers and students 2-11-2011: See Discipline Data Roll up. Three hour Saturday School will focus on Reading and Math. Students from the target student list will be aggressively recruited. 2-10-2011: Start date had to be pushed back due to inclement weather days. We will begin February 12. A "mini-MAP" will be used to measure success. Only Target Students were "invited" to Saturday School. 3-11-2011: Saturday School began on March 5, 2011, due to a multitude of reasons. Will be measured by "mini MAP" **4/11/2011: Saturday school did not have the attendance that we had hoped for, for a variety of reasons. We are studying successful Saturday schools to implement a new model in Year 2.**	Lisa Nuyens, Princpal Phyllis Cornelius, ISC Jennifer Randle, TLF

				events as a result. Students who we receive from alternative must be better integrated into the school environment. Also, the social worker will begin working with classes on posturing and territoriality.					
	Comments: 3-11-2011: We are trying many different levers on the academic and discipline front in order to have the greatest impact on increasing student engagement and investment at L'Ouverture. The "discipline" question is still a difficult one, and one we are struggling with. We recognize the need for a comprehensive character program, staff wide training in the RTI process, and an additional behavior support staff member. **4/14/2011: For Year 2, L'Ouverture will request an intervention specialist to hold a "long term" ISS classroom with in the school. This will cut down on the number of OSS, but more importantly, give students the direction and character development they need to reintegrate and be successful in the educational setting. We have several students who are not being successful in their classrooms and disrupting the learning of others- however, OSS is not the answer, as it further alienates students from the school.**								
	Goal 4, Objective 5: Increase Parent Involvement by at 30% as measured by attendance at Parent Teacher Conferences and PTO meetings in order to reinforce the parent's continued involvement in their child's education, or foster new commitment to involvement in their child's education	We will target all parents connected with students at L'Ouverture. We especially seek to engage those parents who have students in our target group.	Newsletter, email blast/updates, food bank, make and takes, parent meetings, target student parent meeting.			X		12/9/2010: Stop Start Continue Survey with Parents. Gather data comparing the student achievement of students with involved parent and those with parents who do not participate in school events. 2/10/2011: Computers ordered for Parent Resource Room. PTO meeting held January 27, 2011 with a focus on school choice for 8th grade students. Target Student Parent meeting scheduled for February 16, for 2 times, one during the school day 10:30 and one in the evening, 5:00. **4/14/2011: Met with PTO on Wednesday March 29, for an extensive meeting. We began to plan for next steps and look to leadership for next year of the PTO.**	Lisa Nuyens, Principal Dorothy Smith, PSCS

	Comments: 1/11/2011: This has not been an area of specific focus since 12/9/2011, though we did produce a new newsletter, and hold a December PTO meeting. This meeting was held during the day instead of in the evening, but had a similar turn out of about 5 parents. **4/14/2011: This area of focus has shifted to recruitment for next year, retention of our current seventh grade students, and guiding 8th grade parents through the high school selection process.**