SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR TWO STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*

List the strategies from the LEA/district implementation plan and school plans that support the selected interventions and improvement activities at the LEA/district level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/district and each school the LEA/district has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
Michael Haggen/St. Louis Public Schools/Sigel Elementary	111-111/586

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003 (g) SIG*	Goal 1/Obj.1/Str.3; Goal 1/Obj. 2/Str.3; Goal 3/Obj. 1/Str.1&2: Instructional Support Specialist; Goal 1/Obj.1&2/Str.1:Instr.technology
1200 Supplemental Instruction(Title I)	
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	Goal 1/Obj.1/Str.2: Reading Specialist. & Reading Consultant;Goal 1/Obj.2/Str.2:Math Specialist;Goal1/Obj.1/Str.2:Purchase interventions
2100 Non Instructional Support Services	Goal 3/Obj. 1/Strategy 1&2; Goal 4/Obj. 1/Strategy 1: Social Worker Goal 3/Obj. 1/Strategy 1&2: Behavior Intervention Specialist
2100 Non Instructional Support Services *1003 (g) SIG*	
2200 Professional Development	
2200 Professional Development *1003 (g) SIG*	Goal 1/Obj. 1/Strategy 3: Guided Reading & RTI Reading Consultant
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*	

NEW PAGE

586-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	Sigel (586)				COUNTY-DISTRICT-BUILDING CODE			115-115-586
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	928,177	95,179	0	0	0	0		1,023,356
1100 Instruction *1003 (g) SIG*	101,370	0	41,317	0	13,984	0		156,671
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	77,178	57,977	0	0	0	0		135,155
2100 Support Services - Pupils *1003 (g) SIG*	30,900	25,750	23,227	0	0	0		79,877
2200 Professional Development	0	0	0	0	0	0		0
2200 Professional Development *1003 (g) SIG*	5,000	0	550	19,682	0	0		25,232
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	455,943	0	20,417	0		476,360
Administrative Costs *1003 (g) SIG*	47,540	0	14,990	2,727	636	0		65,893
Program Costs Subtotal (Not including *1003 (g) SIG*)	1,005,356	153,155	455,943	0	20,417	0		1,634,872
***1003 (g) SIG* Subtotal**	184,810	25,750	80,084	22,409	14,620	0		327,673
Grand Total	1,190,166	178,905	536,027	22,409	35,037	0		1,962,545

NEW PAGE

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME SIGEL (586)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Work Specialist	30,900
1 – FTE Instructional Support Coordinator	41,200
1 – FTE Reading Specialist	42,295
Teacher Extra Service Pay for Extended Day Instruction	17,875
Teacher Extra Service Pay for Professional Development	5,000
.091 – 1 FTE Asst Supt of Innovation	12,727
.091 – 4 FTE Turnaround/Accountability Specialist	25,455
.091 – 1 FTE Director	7,636
.091 – .34 FTE Specialist	1,722
6100 Subtotal	**$184,810**
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%)	65,094
Hourly Blended Benefits Rate (11%)	
Admin Benefits	14,990
6200 Subtotal	**$80,084**
6300: Purchased Services	
Instructional Consultants	19,682
Admin Instructional Consultants	2,727
6300 Subtotal	**$22,409**
6400: Materials/Supplies	
Supplantable Instructional materials and supplies	13,984
Admin Professional development materials and supplies	636
6400 Subtotal	**$14,620**
6100-6400 Subtotal	**$327,673**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$327,673**

SECTION VII. – NARRATIVE

In an effort to design a turnaround plan, Sigel's Leadership Team conducted a needs analysis using multiple data sources (MAP Assessments, Acuity benchmark Scores, DRA scores, discipline data, attendance data, student, teacher and parent surveys). Key findings revealed student achievement in reading and math as evidenced by MAP scores for the past five (5) years has lagged significantly below the district and state passing averages; Teachers required intensive professional development opportunities that would address the individual needs of each teacher, better align the curriculum, build teachers effective use of curriculum resources, train teachers in differentiated instruction, improve teacher instruction for basic and below basic students, analysis and use of student data; and targeted academic support opportunities for students were insufficient to meet the needs of all students. As a result, during the 2010-2011 school year, Sigel Leadership Team and school staff showed significant commitments to the creation and implementation of a comprehensive turnaround plan that would lead to accelerated, high levels of student achievement utilizing best practices. These included an organizational framework that established committees and teams that would be responsible for driving change and improved student achievement, replacing 50% of current teaching staff, utilization of data team meetings to analyze data from Acuity, DRA, teacher-made assessments to monitor student progress, Differentiated instruction utilizing Guided Reading and learning centers, Implementation of Positive Behavior Support, and providing teachers with ongoing job embedded professional development opportunities.

SECTION VII.A. – DISCUSSION

Objective 1: Differentiated instruction will be provided to 100% of students a minimum of

five days a week as evidenced by lesson plans and classroom walkthroughs.

To address this objective during 2010-2011 school year, Sigel focused on the following initiatives: guided reading, learning centers, reading room pilot, and data teams.

- **Guided Reading.**

Weekly lesson plan review showed that 94% of classrooms had evidence of planned Guided Reading instruction a minimum of three days a week. The MSIP 4th Cycle Classroom Observation Form used for walkthroughs allowed capturing the percentage of guided practice along with modeling as one of the instructional strategies used in the classroom. This descriptor was the closest applicable descriptor for guided reading. Examining the comparative data from September 2010 to May 2011, there is an evidence of a slight increase (6%) in the use of guided practice in the classroom. Analyzing the lesson plan template and the walkthrough form used during 2010-2011 school year, we believe that both existing forms do not allow capturing the data that speaks to the implementation of guided reading. This challenge will be addressed in Year Two by developing and implementing a lesson plan template and a walkthrough form aligned to the guided reading initiative. In addition, we realized that Sigel teachers require more job-embedded professional development in guided reading, which will be addressed during Year Two.

- **Learning Centers.**

Weekly lesson plan review showed that 100% of classrooms planned to utilize learning centers in Communication Arts and 25% of classrooms planned for Mathematics centers. Walkthrough data shows slight increase in the use of learning centers, from 4% in September to 12% in

March and 10% in April. The challenge of capturing the implementation of the learning centers initiative is similar to the challenge of capturing the implementation of guided reading and is rooted in the lack of alignment between the forms used to monitor the implementation and the instructional initiatives.

- **Reading Room Pilot**

To address early literacy, Sigel implemented a Reading Room Pilot using whole class small group instruction following the 5 day plan. The pilot started in February 2011 and involved one 1st Grade classroom. Four instructors were involved in the pilot. The classroom teacher worked with the classroom reduction teacher, ESOL teacher, and a student teacher to insure the small group reading instruction to 4 groups of students using leveled books.

Among the challenges of the pilot, participating teachers named the need for more training in Phonemic Awareness, which will be addressed through Haggerty training in Year Two, the need for a rich collection of leveled books for instructional and independent reading in the reading room (about 240 books/week), and the need for staffing that will insure that 4 trained individuals work in the reading room with each class. These considerations will be taken into account when the pilot expands to Kg and 2 grade in Year Two.

- **Data teams.**

Data Team Protocol was used by all classroom teachers. R3C was selected as a focus GLE for 2010-2011 school year due to low performance on this GLE on the previous MAP assessment, inadequate representation of non-fiction texts in the reading series, and the transferability of the skills within R3C. Each grade level worked as a team to create a teacher-made assessment.

Using it as a pre-test, the teams analyzed students' work identifying strengths and weaknesses, and prioritized the instructional needs for 4 groups of students: proficient or higher, close to proficient, far from, but likely to become proficient, and far from and not likely to become proficient. The teams set SMART goals, and outlined common instructional strategies, they used student work to monitor and adjust their instruction for each of the 4 groups of students.

Prior to the formal data team training, the data team process was scaffold for the teachers. Teams worked on designing teacher-made assessments and writing rubrics to assess specific skills within R3C. The teams also attempted to set SMART goals. We believe that introducing these data team elements to the teachers prior to formal data team training prepared teachers for the data team protocol.

One of the challenges of data teams during 2010-2011 school year was the fact that Sigel started out with only one classroom in each of the following grade levels: 4^{th}, 5^{th}, and 6^{th} grade. To address this challenge and insure cooperation for each grade level teacher in the upper grades, 4^{th}, 5^{th}, and 6^{th} grade teachers worked as a one data team. Because they used their grade level data to select the R3C skill to be addressed through the data team cycles, it was challenging to insure cooperation among the teachers working on different skills. After the 4^{th} grade split, 4^{th} grade teachers created their own data team. Their data team records and reflective logs indicate that cooperation between the teachers increased and the discussions during the data teams became more meaningful.

Overall, teachers' reflection logs show that some of the successes of the data team process were: teacher's focus on students' needs, rich discussions related to commonalities and

differences in student performance, increased teacher cooperation, discussions related to instructional strategies became more meaningful, student work analysis allowed to address specific student needs. The review of Data Team Step 4 documents, which display the choice of instructional strategies for each of the 4 groups of students show that 100% of teams differentiated their instruction when addressing their R3C skill. We estimate that 85% of teachers became intentional in their use of instructional strategies to address the focus GEL. In Year Two, the data team process will expand to Mathematics in additional to Communication Arts.

Among the challenges, teachers named completion of electronic data team charts, challenging student behaviors, challenge to insure the common time spent on addressing the focus GLE in each of the classrooms. These challenges will be addressed in Year Two.

The effects of the above mentioned instructional initiatives on the student achievement were monitored using the following assessments: district-wide Acuity Benchmarks, school-wide DRA (Developmental Reading Assessment), reading room running records, and the data team protocol.

- **Acuity**

Classroom teachers utilized individual student scores to monitor student movement to a higher score within the same Acuity tier and to the next Acuity tier. In Communication Arts, from Acuity A to Acuity B, 15% of students increased their score within the same tier and another 15% of students moved to a higher tier, whereas from Acuity B to Acuity C, there was a slightly higher increase in the parentage of students who moved up within the same tier and to the

higher Acuity tier, 21% and 29% accordingly. In Mathematics, from Acuity A to Acuity B, 16% of students increased their score within the same tier and another 22% of students moved to a higher tier, whereas from Acuity B to Acuity C, the parentage of students who moved up within the same tier remained the same and to the percentage of students who moved to a higher Acuity tier increased to 22%.

Classroom teachers also analyzed and used students' itemized scores that reflected their skill mastery. Examining students' skill growth, 3 grade students showed 17% increase in R2C authors' purpose, 4 grade students achieved a 21% increase in R2C comparing and contrasting, and 5th graders reached a 17% increase in R3C making inferences. Such itemized tracking of skill mastery was used by classroom teachers in creating their intervention plan schedules that outlined the skill and the students who need to revisit the skill during the intervention time either through a whole class focus lesson or through small group mini lessons. The skill mastery data was also used to create a 30 day MAP plan and an After MAP instructional plan that allowed teachers to zoom in on the skills their students needed.

- **DRA**

Developmental Reading Assessment was conducted 3 times during 2010-2011 school year to monitor students' reading levels. This assessment was administered to students in grades KG t6. Teachers used the results of this assessment to group students for their guided reading in Communication Arts and small group instruction in Mathematics. Comparing our beginning and mid-year DRA scores, we saw that 66% of students increased their reading level, whereas at the end of the school year, 84% of students showed increase in their reading level as evidenced by

the comparison of their mid-year and end of year DRA scores.

- **Running Records**

The reading room pilot used running records to monitor students' growth. By April 2011, 57% of first graders involved in the reading room pilot were reading on grade level (independent reading on level 13), 33% of students were reading on the instructional level.

- **Data Team Data**

Examining the number of SMART goals met by the team using the Data Team Protocol, the SMART Goal set using the pre-assessment was met 8 times (42%), and significant progress was made towards meeting the SMART Goal 10 times (52%). Some of the reasons why the SMART Goal was not met in all cases were the overall difficulty reading on-level non-fiction text experienced by many students as well as relatively small repertoire of instructional strategies used by the teachers. These challenges will be addressed in Year Two.

Objective 2: Establish a safe and supportive learning environment to support the academic and social success of all students by decreasing referrals by 50%.

2010-2011 school year was a planning year for PBS (Positive behavior Support) at Sigel. Sigel has a functional PBS team which meets by-monthly. The full implementation of PBS is schedule for Year Two. Initial plans have been developed for a Check In/Check Out and School-based Mental Health Program. The partnership with Big Brothers Big Sisters started and will continue in Year two. In addition, during 2010-2011 school year, we started to provide staff mentors for Tier 2 and 3 students.

Sigel currently has a monthly school-wide student recognition assembly. In Year

two, there will also be a Bus Rider of the Month in addition to the Student of the Month, Most Improved Student, and Attendance awards. The PBS team is proposing a frequent student recognition award program and class awards on a monthly basis.

Examining the monthly discipline data, the PBS team noticed that most problems

Occur in the classroom in the area of disruptions. This tells us that classroom management is a challenge at Sigel. This challenge will be addresses during Year Two in the implementation of PBS.

Objective 3: Provide extended day and extended year learning opportunities for students.

During 2010-2011 school year, Sigel had after-school learning labs. This after school initiative utilized Study Island GLE Mastery and MAP preparation program. The after-school instruction was delivered in small groups which insured close monitoring of the effects of the interventions used on student progress.

Saturday academy was another opportunity students had for supplemental instruction. Sigel partnered with University of Missouri-St. Louis to develop this initiative. UMSL provided student-teachers, who taught Saturday academy classes. The interns used a GLE schedule that outlined the Power GLEs to address in Communication Arts and in Mathematics. Cross-content instruction was a major emphasis of Saturday Academy.

Sigel students had a chance to participate in Supplemental Education Services (SES) Sylvan program.

To address the development of social skills, Sigel conducted Boys to Men, Girl Power, Junior Achievement, and basketball programs).

Objective 4: Parent Involvement

The most important success in the area of parent involvement is the increase in the number of volunteers. The number of parent volunteers increased from 3 in 2009-2010 to 13 in 2010-2011 school year. The Fall Parent conferences showed 204 students represented, which is an increase from 141 in 2009-2010 school year. The Family Literacy Night in 2011 was attended by 48 parents.

During 2010-2011 school year, Sigel conducted a parenting program –The Incredible Years. The program met for 7 weeks providing dinner, transportation, and child care to program participants. Seven families began the program. A few families dropped due to transportation issues, and four families completed the program, which covered positive praise, effective discipline, and ways to improve communication and enhance parent effectiveness. The families felt that the program was helpful. We hope to offer it in Year Two.

SECTION VII.B. – YEAR TWO TIMELINE

(See attached)

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

Although we have laid the foundation and seen improvement in student academics, teacher data analysis, teacher use of guided reading and learning centers (differentiation) instructional

strategies, parental involvement, we have identified academics and behavioral areas that we must strengthen. We have identified a need for additional teacher professional development and support in the implementation of a more comprehensive Reading and Writing Workshop and universal screening and utilization of diagnostic tools to prescribe interventions. We plan to hire a Reading consultant that will provide ongoing professional development and support to teachers in research-based instruction (scaffolding, modeling, explicit instruction, providing multiple opportunities to respond) and research based strategies for implementation in five components of reading to include phonological awareness, phonics, vocabulary, fluency, and comprehension.

We have identified the need for additional instruction and interventions for students in mathematics. We will hire a part-time math specialist who will provide instructional supports for Tier 2 & 3 students. We have identified the need for the development of a three tiered Response to Intervention Model that will identify universal screenings, progress monitoring, and research based interventions for all students. We will hire a Reading Specialist to provide small group interventions for Tier 2 & 3 students purchase Aims web for progress monitoring in math and reading, purchase Tier 2 & 3 interventions (LLI and Rocket Math). We will continue to provide ongoing Professional development in the analysis of student data by utilizing data team protocol during weekly professional learning communities (PLC's). Additionally, we experienced an increase in student behavior referrals. We believe that the lack of consistency in the utilization of school-wide classroom interventions, high percentage of first year teachers who lack classroom management experience and inconsistent execution of school-wide expectations because we are in our planning year of Positive Behavior Supports (PBS) has

contributed to the increase. Our plan of action includes 100% implementation of Positive Behavior Support during the 2010-11 school year. This will include summer planning among the PBS Team, Professional development of staff before the beginning of school year and on a monthly basis, explicitly teaching our school-wide expectations (universals-Tier I) to students the first week of school and throughout the school year, teachers utilizing classroom interventions, recognizing students who are doing the right thing on an ongoing basis, implementation of the Check in Check Out process with our (Tier II students) and assignment of mentors to our Tier II & III students, and holding CARE team meetings with the families of Tier III students to develop behavior success plan. Our school was selected to be part of the Big Brother & Big Sister Program that will provide mentors for up to 50 of our at-risk students. Sigel Elementary CEC continues to work to develop a partnership with BJC & Mental Health Department in the development of "Sigel Healthy Kids Connection" Program to address the mental health needs of our students using a wrap-around model. Further, we will continue to offer extended learning opportunities for all students to include before and after-school tutoring, Saturday Academy, and enrichment activities (Boys to Men, Girl Power, Stepping, Basketball, Computer Classes, Junior Achievement, Book Clubs).

SECTION VII.D. – STAFFING CHANGES

During the 2011-12 school year, four (4) classroom teachers are being reassigned to other district (non-turnaround) schools. Two (2) regular classroom teachers and two (2) cross categorical special education teachers. One (1) full-time Reading Specialist, one (1) part-time Math Specialist, and one (1) part-time Parent Educator will be hired using school improvement grant funding. Reading and Math Specialist will assist in the development of a school-wide early

warning system in which Tier 2 & 3 targeted students will be identified and provided with academic interventions. A part-time parent educator will be hired to assist in developing relationships with Sigel Elementary parents and guardians. They will identify parents to assist with school activities, volunteer, assist with monitoring attendance, and develop school activities that encourage parental involvement; work with the teachers to develop a home/school partnership that gathers and maintain important family and contact information necessary to support the students. We will maintain the following SIG positions: Instructional Support Specialist, Social Worker and Behavior Intervention Specialist.

Sigel Elementary 2011-2012 Timeline

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.

- Objective 1: 50% of student in Grades Pre-K 6 will demonstrate academic progress in Communication Arts

Strategy/Indicator	Action Steps	Person Responsible	Year 2 Timeline					
			Yr.1	July-Sept	Oct-Dec	Jan-Feb	Feb-Mar	Yr.3
1.1: All classroom teachers will provide differentiated instruction in reading	a. Classroom teachers will provide guided reading instruction 3 days a week utilizing research based learning strategies b. Classroom teachers will utilize communication arts learning centers c. Classroom teachers will provide 2 days of focused interventions d. Classroom teachers will participate in data teams and implement differentiated strategies related to Comm. Arts focus GLE outlined by data team protocol e. Classroom teachers will utilize technology to differentiate instruction (e.g. Promethean technology)	Teachers, Reading Consultant, TLF	X	X				
			Evaluation Measures and Timelines Monthly					
			Data team scoring guides, walkthrough data, lesson plans					
Strategy/Indicator	**Action Steps**	**Person Responsible**	**Year 2 Timeline**					
			Yr.1	**July-Sept**	**Oct-Dec**	**Jan-Feb**	**Feb-Mar**	**Yr.3**
1.2: An Early warning system will be developed to identify students in need of support/interventions (Response to Interventions)	a. Classroom Reduction Teacher II will implement a 4 day small group instruction in grades Kg-2 b. CRT II & Reading Specialist will provide Tier 2 & 3 reading intervention to students in gr. 3-6	CRT, Teacher, RdgSpecialist, Leadership		X				

Sigel Elementary 2011-2012 Timeline

	c. Teachers, Reading Specialist and CRT II will utilize Aims Web probes and LLI to support Tier 2 & 3 students d. Reading Consultant will provide guidance in creating tiered interventions for struggling students e. Hire a Reading Specialist	Team	**Evaluation Measures and Timelines Quarterly** Data team scoring guides, walkthrough data, lesson plans					
Strategy/Indicator	**Action Steps**	**Person Responsible**	**Year 2 Timeline**					
			Yr.1	**July-Sept**	**Oct-Dec**	**Jan-Feb**	**Feb-Mar**	**Yr.3**
1.3: TLF and Principal will provide job-embedded assistance to 100% of classroom teachers including, but not limited to professional development, walk-throughs and lesson plan feedback	a. TLF and principal will provide job-embedded professional development through Data teams, coaching b. TLF will provide PD in guided reading and learning centers TLF and principal will conduct weekly walkthroughs and provide feedback to teachers c. TLF will conduct weekly lesson plan reviews and provide feedback to teachers d. Reading Consultant will provide teachers with guided reading professional development	Principal, TLF, Reading Consultant, Instructional Support	X	X				
			Evaluation Measures and Timelines Quarterly walkthrough data, lesson plans, data team agendas					
Strategy/Indicator	**Action Steps**	**Person Responsible**	**Year 2 Timeline**					
			Yr.1	**July-Sept**	**Oct-Dec**	**Jan-Feb**	**Feb-Mar**	**Yr.3**
1.4: Classroom teachers will analyze data to guide their instructional decisions	a. Teachers will utilize data team meetings to analyze data from teacher-made assessments, DRA, Aims web, & Acuity to monitor student progress and place them into the appropriate	Teachers	X	X				
			Evaluation Measures and Timelines Quarterly					

Sigel Elementary 2011-2012 Timeline

	instructional groups and to identify students who need interventions		Data team scoring guides, walkthrough data, lesson plans, teacher survey, student smart goal progress	

- Objective 2: 50% of students in Grades Pre-K-6 will demonstrate academic progress in Mathematics

Strategy/Indicator	Action Steps	Person Responsible	Year 2 Timeline						
			Yr.1	July-Sept	Oct-Dec	Jan-Feb	Feb-Mar	Yr.3	
2.1: All classroom teachers will provide differentiated instruction in mathematics	a. Teachers will provide small group instruction in Math 3 days a week utilizing research-based learning strategies b. teachers will utilize mathematics learning centers c. teachers will provide 2 days of focused intervention d. Teachers will participate in data teams and implement differentiated instruction strategies related to math focus GLE outlined by data team protocol e. Classroom teachers will utilize technology to differentiate instruction (e.g. Promethean technology)	Teachers, Math Specialist		X					
			Evaluation Measures and Timelines Monthly						
			Data team scoring guides, walkthrough data, lesson plans						

Strategy/Indicator	Action Steps	Person Responsible	Year 2 Timeline						
			Yr.1	July-Sept	Oct-Dec	Jan-Feb	Feb-Mar	Yr.3	

Sigel Elementary 2011-2012 Timeline

<table>
<tr><td>2.2: Mathematics Specialist will provide supplemental instruction in Mathematics</td><td>a. Hire mathematics specialist
b. Purchase Math intervention program
c. Math specialist will provide supplemental small group interventions for Tier 2 & 3 students</td><td>Math Specialist</td><td colspan="6">X
Evaluation Measures and Timelines Quarterly
Data team scoring guides, walkthrough data, lesson plans</td></tr>
<tr><td>Strategy/Indicator</td><td>Action Steps</td><td>Person Responsible</td><td colspan="6">Year 2 Timeline</td></tr>
<tr><td></td><td></td><td></td><td>Yr.1</td><td>July-Sept</td><td>Oct-Dec</td><td>Jan-Feb</td><td>Feb-Mar</td><td>Yr.3</td></tr>
<tr><td>2.3: TLF and Principal will provide job embedded assistance to 100% of classroom teachers including, but not limited to professional development, walkthrough, and lesson plan feedback</td><td>a. TLF and principal will provide job-embedded professional development through data teams and coaching
b. TLF and principal will provide professional development in guided reading and learning centers
c. TLF and principal will conduct weekly walkthroughs and provide feedback to teachers
d. TLF will provide weekly lesson plan reviews and provide feedback to teachers</td><td>Teachers, TLF, Math Specialist, Principal, Instructional Support Specialist</td><td colspan="6">X
Evaluation Measures and Timelines Quarterly
walkthrough data, lesson plans, data team agendas</td></tr>
<tr><td>Strategy/Indicator</td><td>Action Steps</td><td>Person Responsible</td><td colspan="6">Year 2 Timeline</td></tr>
<tr><td></td><td></td><td></td><td>Yr.1</td><td>July-Sept</td><td>Oct-Dec</td><td>Jan-Feb</td><td>Feb-Mar</td><td>Yr.3</td></tr>
</table>

Sigel Elementary 2011-2012 Timeline

2.4: Classroom teachers will analyze data to guide their instructional decisions	a. Teachers will utilize data team meetings to analyze data from teacher-made assessments, DRA, Aims web, & Acuity to monitor student progress and place them into the appropriate instructional groups and to identify students who need interventions	Teachers	X **Evaluation Measures and Timelines Quarterly** Data team scoring guides, walkthrough data, lesson plans, teacher survey	

- Objective 3: 100% of students will be afforded the opportunity to participate in extended learning opportunities.

Strategy/Indicator	**Action Steps**	**Person Responsible**	**Year 2 Timeline**					
			Yr.1	**July-Sept**	**Oct-Dec**	**Jan-Feb**	**Feb-Mar**	**Yr.3**
3.1: All students will be afforded the opportunity to participate in Saturday Academy and/ or Before/Afterschool tutoring that will provide support in reading and math skills.	a. transportation will be provided to participating students b. After school liaison will work in conjunction with SES and after-school programming to offer tutoring to students, monitor assessments of students, and provide a communication link between the school, parents, and programming, as evidenced by after-school liaison logs, time sheets, and student data reports. c. Supplemental Education Services (SES) will be provided to all eligible students.	Principal, leadership team	X	X				
			Evaluation Measures and Timelines Semester (Jan and June)					
			Student Attendance, Pre-Post Test, Aims web, Acuity					
Strategy/Indicator	**Action Steps**	**Person**	**Year 2 Timeline**					

Sigel Elementary 2011-2012 Timeline

		Responsible	Yr.1	July-Sept	Oct-Dec	Jan-Feb	Feb-Mar	Yr.3
3.2: Community partnerships (parents, tutors, volunteers) will provide supplemental interventions to identifiable students.	a. school will continue partnership with UMSL pre-service teachers & interns to provide academic support for Tier 2 & 3 students b. Oasis tutors and parent volunteers will be utilized to provide academic support	principal, leadership team, dist. Volunteer office	X	X				
			Evaluation Measures and Timelines Yearly (Jan and June)					
			Surveys, sign-in sheets					

Goal 2: 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 1: By the end of the 2011-2012 school year, 100% of teachers will become highly qualified as measured by NCLB standards as evidenced by DESE certification guidelines.

Strategy/Indicator	Action Steps	Person Responsible	Year 2 Timeline					
			Yr.1	July-Sept	Oct-Dec	Jan-Feb	Feb-Mar	Yr.3
1.1: All teachers will be recognized as highly qualified.	a. TFA teachers will take praxis exam b. Develop collaboration with colleges and universities c. Book studies will be utilized using a differentiated approach to address individual staff members needs	Principal, leadership team, HR	X	X				
			Evaluation Measures and Timelines Yearly (May)					
			Professional Development Plans & Logs					

Sigel Elementary 2011-2012 Timeline

Goal 3: Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities

- Objective 1: To increase student achievement by increasing time in the classroom and decreasing time outside of the classroom for students during the school day.

Strategy/Indicator	Action Steps	Person Responsible	Year 2 Timeline					
			Yr.1	July-Sept	Oct-Dec	Jan-Feb	Feb-Mar	Yr.3
1: School-wide implementation of PBS (Positive Behavior Support).	a. Behavior Intervention Specialist will utilize Check in/Check out process for Tier 2 students b. Social worker will provide small group and/or individual counseling for Tier 2 & 3 students c. PBS team will meeting monthly to review data and plan interventions Professional development will be provided to staff members regarding school-wide expectations c. Care team will be utilized for students who show academic or behavioral deficits	PBS team, teachers, social worker, behavior intervention specialist, Instructional support specialist	X	X				
			Evaluation Measures and Timelines Quarterly					
			Student Discipline Data					

Sigel Elementary 2011-2012 Timeline

Strategy/Indicator	Action Steps	Person Responsible	Year 2 Timeline					
			Yr.1	July-Sept	Oct-Dec	Jan-Feb	Feb-Mar	Yr.3
2: Persistent absences will be decreased by 50%.	a. Social worker will conduct home visits of students who are absent more than 5 days. b. Nurse will address all persistent absences related to health concerns and provide support as needed to families c. Parent Educator will make daily phone calls to the home of each absent student.	Instructional Support Specialist, Behavior Intervention Specialist, Social Worker, Parent Educator	X	X				
			Evaluation Measures and Timelines Monthly					
			Student Attendance & Suspension Data, suspension data					

Goal 4: Parent and Community Involvement

- Objective 1: Parent and community involvement will increase 20% from the 10-11 to the 10-12 school year as evidenced by Parent/Teacher Conference attendance, parent attendance at school events and assessed level of community involvement.

Strategy/Indicator	Action Steps	Person Responsible	Year 2 Timeline					
			Yr.1	July-Sept	Oct-Dec	Jan-Feb	Feb-Mar	Yr.3
1: Create positive partnership between home and school.	a. Parent workshops will be offered to provide skills to parents to enhance/increase student achievement. b. Parents will be informed and updated about their child's curriculum, forms of academic	Parent Educator, Teachers, Social Worker,	X	X				

Sigel Elementary 2011-2012 Timeline

	assessment used to measure student progress, educational programs and school events through the use of quarterly newsletters, school reach telephone system and school Website. c. Parent Educator will organize monthly parent meetings to stimulate conversations about student achievement and school data strategies to help students at home d. Parent Educator will be retained to promote and improve parent and community involvement c. Positive phone calls home	Counselor, Leadership Team	**Evaluation Measures and Timelines Semester (Jan and May)** Parent sign in sheets from parent activities, parent surveys	

MOSIG Monthly Progress Report—Running Record (May 2011)

District: **St. Louis Public School (SLPS)** School: **Sigel Elementary Community Education Full Service School**

	Where do we want to go?		How will we get there?	How will we know we are there?				What are our next steps? *How can we keep it going	Who's responsible for task
Date of Entry	SIG Objective	Specific Target	Actions/Strategies	Evidence/Measures	No Improvement	Improvement	* Met	Next Steps	
11-1-10	Objective 1: Differentiated instruction will be provided to 100% of students a minimum of five days a week as evidenced by lesson plans and classroom walkthroughs.	Student Performance	• Learning Centers • Guided Reading Groups • Sheltered Instruction Observation Protocol • 5-Day whole class leveled literacy program • Technology Integration • Focused Professional Development	• % of lesson plans that indicate guided reading is planned • % of classrooms using differentiated instruction based on walkthrough data • # of PD hours dedicated to differentiated instruction by school and by teacher • Data Team Step 4 Template showing the selection of instructional strategies for different levels of proficiency as a result of analyzing common formative assessment data		X		• SIOP Strategy Implementation 2011-12 • Develop guided reading walkthrough rubric and share it with teachers • Pilot 1st grade whole class leveled literacy program • Develop a lesson plan feedback loop • Identify Guided Reading Consultant, develop board resolution proposal • Leadership team to analyze process and determine if what we are doing is working. If not, revise • Create daily reading, writing and math instructional plan	Principal TLF Instructional Support Specialist Classroom Teachers Reading Teacher ESOL Teacher and TA Consultant

	Comments: Weekly lesson plan review showed a 90% of classrooms had evidenced of [illegible]ated guided reading instruction a minimum of 3 days a week, slight increase of 6% of teachers utilizing guided reading & learning centers during walkthrough observations. Comparing the beginning and mid year DRA scores we saw that 66% of our students increased their reading level, whereas at the end of the school year 84% of students showed an increase in their reading level as evidenced by their mid year and end of year scores.								
11-1-10	Objective 2: Increase the use of student achievement data diagnostic, formative, and summative to inform classroom instruction.	Student Performance	• Data Team Process (Professional Learning Communities) • Incorporate daily formative assessments in daily lessons • Pre & Post teacher-made assessments (Priority GLE) • Focused Professional Development	• PLC Agenda's and Sign-in sheets • Data Binders • Teacher-made Assessments • # or % SMART goals achieved by Data Teams • Data Team Step 4 Template showing the selection of instructional strategies for different levels of proficiency as a result of analyzing common formative assessment data		X		• Develop curriculum map • Create common & administer assessment (ongoing) • Collect & chart student data • Analyze student strengths and obstacles • Establish reading and math smart goals • Select instructional strategies based on needs of students • Determine results indicators • Leadership team to analyze process and determine if what we are doing is working. If not, revise	Principal TLF Instructional Support Specialist Teachers Leadership Team RPDC/DESE Coach
	Comments:								
11-1-10	Objective 2.3: Establish a safe and orderly learning environment to support the academic and social success of all students by decreasing referrals by 50%.	Safe & Orderly Environment	• Design, develop, implement, and maintain a School-wide Positive Behavior Support Program (PBS) • Utilize school-wide classroom interventions • Provide staff mentors and programs for Tier 2-3 students • Develop individual, classroom and school-wide incentives to promote positive	• Climate survey from students, staff & parents • Discipline referrals • PBS Team meeting agendas & minutes	X			• Bi-monthly committee meetings (ongoing) • Develop school-wide PBS lessons and school expectation matrix • Develop incentive programs • Monthly evaluation of discipline data • Develop interventions for tier 2-3 students (Check In Check Out Process) • Summer Institute	PBS Committee (teachers, counselor, social worker behavioral intervention specialist, principal) Instructional Support Specialist Community Collaborative Specialist Department of Mental Health

			behavior • School-based Mental Health Program • Partnership w Big Brother Big Sister Prgm.					Professional Development • Continued planning for school-based Mental Health Wrap Around Services • Leadership team to analyze process and determine if what we are doing is working. If not, revise • Parent & Staff Informational Mtg (Overview of Big Brother/Sister Partnership	
	Comments: We ended the year with an increase in discipline referrals from previous school year of 414 referrals to 589 during 2010-11 school year. We believe that the lack of consistency in the utilization of school-wide classroom interventions, high percentage of first year teachers who lack classroom management experience and inconsistent execution of school-wide expectations because we are in our planning year of Positive Behavior Supports (PBS) has contributed to the increase. Our plan of action includes 100% implementation of Positive Behavior Support during the 2010-11 school year. This will include summer planning among the PBS Team, Professional development of staff before the beginning of school year and on a monthly basis, explicitly teaching our school-wide expectations (universals-Tier I) to students the first week of school and throughout the school year, teachers utilizing classroom interventions, recognizing students who are doing the right thing on an ongoing basis, implementation of the Check in Check Out process with our (Tier II students) and assignment of mentors to our Tier II & III students, and holding CARE team meetings with the families of Tier III students to develop behavior success plan. Our school was selected to be part of the Big Brother & Big Sister Program that will provide mentors for up to 50 of our at-risk students. Sigel Elementary CEC continues to work to develop a partnership with BJC & Mental Health Department in the development of "Sigel Healthy Kids Connection" Program to address the mental health needs of our students using a wrap-around model.								
11-1-10	Objective 4: Provide extended day and extended year learning opportunities for students.	Instructional Resources	• Saturday Academy • After-school learning labs • Utilize Study Island GLE Mastery and MAP Preparation Program • Before School Silent Sustained Reading (SSR) • Supplemental Education Services (SES) Sylvan Program	• # of students participating / permission slips • % of attendance rate for all programs • Pre/Post assessments • Student progress reports • Student Survey		X		• Leadership team to analyze effectiveness of current programs i.e. Sylvan, Saturday Academy & After-school Learning Labs, determine if what we are doing is working. If not, revise • Identify pre & post assessment measures	Teachers & Support Staff TLF Instructional Support Specialist Social Worker Behavior Intervention Specialist Community Collaborative Specialist Principal