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 Walbridge	COUNTY-DISTRICT - BUILDING CODE
Budget Codes	**Related Strategies and Activities**
1100 Instruction	Study Island is a computerized program that will be used by every student to practice previously taught skills in Comm. Arts and Math, on a daily basis. Cost: $5,086 Leveled Reading lab will be established to facilitate guided reading as an intervention. Cost: $5,000 ***Reading Specialist*** will work with small groups on research based interventions using the leveled reading lab. Cost: $77,104 ***Resiliency Coach*** will work with students individually to redirect negative behaviors, teach children to recognize their triggers, set behavioral goals and monitor progress. Cost: $39,560 ***Parent Support Specialist*** will work to increase attendance and parent involvement. Cost: $32,915 **TOTAL = $159,665**
1100 Instruction *1003 (g) SIG*	Buckle Down consumable materials will be used each day during Hour of Power to focus, reinforce and practice MAP skills. Cost: $5,032 Saturday School ***Math Specialist*** will work with small groups on research based interventions. Cost: $61,906 ***Social Worker*** will promote attendance, academics, and positive student attitudes by working with students in small groups/individually, maintaining a contact log with parents, conducting home visits, and distributing necessary tools for learning as needed, i.e. school supplies, uniforms, etc. Cost: $45,818 ***Two Instructional Support Coordinators*** will support students with classroom observations, daily target student instruction, test coordination, DI modeling, student interventions, classroom coaching, and data management. Cost: $154,208 **TOTAL = $266,964**

1200 Supplemental Instruction(Title I)	
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	Research Based technology interventions will be purchased for math and reading. Cost: $15,000 **TOTAL = $15,000**
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003 (g) SIG*	Comm. Arts and Math materials/equipment Cost: $5155 **TOTAL = $5,155**
2200 Professional Development	
2200 Professional Development *1003 (g) SIG*	Professional Development will be provided on RTI, DI, Math and Communication Arts. Cost: $24000 **TOTAL = $24,000**
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003 (g) SIG*	Purchase iPads for the leadership team to increase the use of data on the spot with parents, students, and staff. Use iPads to collect, gather, and distribute MOSIG monthly reports, weekly pre/post test results, quarterly Acuity data, daily Study Island results and track student attendance. Cost: $2,400 **TOTAL = $2,400**
3000 Community Services	
3000 Community Services *1003 (g) SIG*	Curriculum nights, conferences, PTO meetings, Saturday School Cost: $5,000 **TOTAL = $5,000**
Administrative Costs	
Administrative Costs *1003 (g) SIG*	

NEW PAGE

596-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 Walbridge (596) **COUNTY-DISTRICT-BUILDING CODE** 115-115-596

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	845,214	58,135	0	0	0	0		903,349
1100 Instruction *1003 (g) SIG*	157,595	0	62,651	3,000	1,805	0		225,051
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	77,178	52,574	0	0	0	0		129,753
2100 Support Services - Pupils *1003 (g) SIG*	30,900	0	10,706	0	0	0		41,606
2200 Professional Development	0	0	0	0	0	0		0
2200 Professional Development *1003 (g) SIG*	2,000	0	163	0	0	0		2,163
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	400,019	0	39,741	0		439,760
Administrative Costs *1003 (g) SIG*	47,540	0	14,991	2,727	636	0		65,894
Program Costs Subtotal (Not including *1003 (g) SIG*)	922,393	110,709	400,019	0	39,741	0		1,472,861
***1003 (g) SIG* Subtotal**	238,035	0	88,511	5,727	2,441	0		334,714
Grand Total	1,160,428	110,709	488,530	5,727	42,182	0		1,807,575

NEW PAGE

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME WALBRIDGE (596)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Work Specialist	**30,900**
2 – FTE Instructional Support Coordinator	**113,300**
1 – FTE Math Specialist	**42,295**
Teacher Extra Service Pay for Extended Day Instruction	**2,000**
Teacher Extra Service Pay for Professional Development	**2,000**
.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	**$238,035**
6150: Non-Certificated Salaries	
6150 Subtotal	**$0**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	**73,520**
Hourly Blended Benefits Rate (11%)	
Admin Benefits	**14,991**
6200 Subtotal	**$88,511**
6300: Purchased Services	
Instructional Consultants	**3,000**
Admin Instructional Consultants	**2,727**
6300 Subtotal	**$5,727**
6400: Materials/Supplies	
Supplemental Instructional materials and supplies	**1,805**
Admin Professional development materials and supplies	**636**
6400 Subtotal	**$2,441**
6100-6400 Subtotal	**$334,714**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$334,714**

Section VII. –Narrative

Progress Measures

- **DATA/MAP**

Walbridge School is an at-reach school located in the north corridor of the St. Louis Public School District serving the needs of families at-risk with the following characteristics:

- 350 students in grades Pre-K through Six
- 100% Free and Reduced Lunch
- Self-contained Special Education=16/Resource=42
- 91% ADA
- 65% Attrition rate
- 48 students in transition (homeless)
- 74% unemployment rate

Challenges 2010-2011

Looking at the school comprehensively, we were able to highlight items that create the basis for change and improvement at Walbridge. The following are the identified needs, trends and priorities that emerged:

- Poor administration of the curriculum
- Low level of data used on the part of the school based teams and leadership
- Low expectations for students
- Poor levels of parental involvement
- Poor leadership
- Poor administration of professional development targeted to school needs
- Low levels of teacher collaboration
- Low levels of community support and involvement
- Lack of differentiated instruction and student centered learning
- Building level findings have been shared with the community on a number of fronts and there is buy in for change. The Community Education Full Service School (CEFSS) holds a monthly meeting where the school principal gives full disclosure on academic achievement, school activities, changes, and coming events. The CEFSS Board has participated in school activities on a number of fronts. This Board is a good sampling of community and business members.

Accomplishments 2010-2011

Walbridge's mantra is..... ON TIME, ON TASK, ON A MISSION. The students at Walbridge are turning a corner and showing gains in academics, attendance, and attitude. Despite environmental challenges we find that with a bit of encouragement and a host of incentives, our students and parents feel hopeful thus they participate in life and living.

Section VII. A-Discussion

he following sections provide data and documentation showing marked improvement of learning and instruction at Walbridge School. Goals specific this year focused on our "Triple A Attack" which is the improvement of attendance, academics, and attitude, with attitude being equivalent to behavior. Each area is specifically and individually addressed as a part of this report.

MAP data for 2010-2011 has not been received. Thus you will find our most recent academic data attached:

- '08-'09 and '09-'10 MAP results (figure 1)
- Acuity Communication Arts and Math charts/graphs (figure 2)
- SES report – Ace It! Tutoring (figure 3)
- San Diego Quick Assessment
- Study Island
- Average Daily Attendance (ADA) Graph

Walbridge marked improvement from 2008-2009 to 2009-2010 MAP (see figure 1)

- Increased Math 9.5% Proficient/Advance
- Increased Communication Arts 4.6% Proficient/Advance

Though gains were made, we are eager to see more aggressive growth as it is unacceptable to have 87-89% of students remain less than proficient in Communication Arts and Math. As a result, we set out to achieve more aggressive growth. Based on a myriad of assessment scores, we believe we are moving in the right direction. Most classes increase from Acuity A to Acuity C (see Benchmark Results, figure 2) with the exception of the 6th grade classes. We saw growth in 74% of students in Reading (see figure 1). The San Diego Quick Assessment yielded growth of an additional 61 students reading above grade level (see figure 4). Study Island also showed marginal growth in Communication Arts and Math (see figure 5). Much of our academic success can be attributed to increases in attendance (see figure 6). Walbridge has become a place where students truly want to be.

Included in this section is a sample of the monthly running record that is reported to the Missouri Office for School Improvement Grants (MOSIG). It is duly documented with a host of instructional strategies and activities utilized to address the Triple A plan. In addition you will find a listing of evidence/measures along with the specific personnel needed to accomplish each task. You will see at a glance that much work has been provided yet we realize that much more is ahead and needed.

Our challenges for the 2011-2012 academic year will continue to focus on improvement of attendance, academic achievement, and most especially attitude adjustments. Our school is highly transient and thus we continue to acclimate new students to our school culture and environment on a daily basis.

ɔection B. Year Two Timeline

Timeline

The Superintendent of St. Louis Public Schools has approved the following outline for the district's implementation of this school's plan.

District Action Steps:

1. Identify which schools to place in which of the four intervention models
    a. The Superintendent, Chief Academic Officer, Chief Human Resource, Deputy Superintendent of Accountability, Associate Superintendent of Elementary Schools and Associate Superintendent of Secondary Schools review schools in Tiers I and II
    b. Review the schools' trend data, personnel data, principal evaluations and principal tenor
    c. Review the schools that had declined the most over consecutive years
    d. Place new principals in schools identified for the Turnaround Model
    e. Place new principals in schools identified for the Transformation Model
    f. Collaborate with principals to develop a new instructional leadership team and staff based on the needs analysis of the school

    Date: April 2010 – June 2010

2. Identify development and implementation service providers to assist with the application
    a. Hire Turnaround Specialist to bring together district administrators, service providers and stakeholders for the development and writing of the SIG application

    Date: June 2010 – August 2010

3. Develop an Office of Innovation at the district to assist funded SIG schools
    a. Hire Associate Superintendent for the Office of Innovation
    b. Hire Turnaround/Transformation/Accountability Specialists to assist SIG funded schools
        i. Develop process to manage and monitor each schools through:
            1. Project management dashboard with benchmarks and timelines for accountability
            2. Development of Critical Friends Groups across the Turnaround and Transformation Schools
            3. Create a Response to Intervention Model within the Critical Friends Process to identify what is working in order to scale to other schools and rectify what is not working to diagnose and find solutions

            Date: June 2010 – August 2010, Quarterly

4. Provide professional development to instructional and support staff as needed according to ongoing assessments and requests of staff, Office of Innovation and stakeholders

    Date: June 2010 – On going through out funding period, at least quarterly

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

Instructional Plan for Scale and Sustainability:

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

Section VII. B. - Walbridge Year Two Timeline 2011-2012

August 2011 Elementary K-5th /6th September 2011	Personal and Social Awareness	**School Rules and Classroom Rules** Character Word of the Month: August – RESPECT **Diversity** Character Word of the Month: September - RESPONSIBILITY
October 2011 Elementary K-5th /6th	Guidance Focus Personal and Social Awareness Academic Awareness	**Drug Free Month** **Red Ribbon Week** • Knowing how to say NO to Drugs • Identify how drugs can affect and hurt people who use them • Knowledge of warning signs of Drug Abuse • Identifying common patterns of abuse • Knowledge, attitude and interpersonal skills to help them understand and respect for self **Nat'l Anti Bully Week** **Fire Safety Week** – October 9-15 Character Word of the Month October: TRUSTWORTHY
November/December 2011 Elementary K-5th /6th January 2012	Guidance Focus Personal And Social Awareness	**Bullying Awareness** **No Name Calling Week** Character Word of the Month November - PEACE Character Word of the Month December - CARING **Safety Awareness** **Conflict Resolutions** Character Word of the Month January -INTEGRITY **Junior Achievement** Showing Respect for Individual and Group Differences *Mid Year Evaluation December 5, 2011*
February/March 2012 Elementary K-5th /6th	Guidance Focus Career Awareness Month	**Black History Month- Valves** **Career Awareness Month** • **Career Awareness Portfolio** • To develop awareness of some of the many occupations in the world of work • To give students knowledge of careers that may best match their personality • To help students discover which occupations that may best match their interests **Diversity Week** – February 21-25 Character Word of the Month :February –CITIZENSHIP/ March – FAIRNESS
April/May 2012 Elementary K-5th /6th	Guidance Focus Career Awareness Academic Awareness Personal and Social Awareness	**Anger Management** **Kick Butts Day** • Living Smoke Free Life **Careers On Wheels** Character Word of the Month: April – COURAGE **Transitions to the Next Grade** Character Word of the Month: May – COURTESY Character Word of the Month : June – HONESTY *End of Year Evaluation April 5, 2012*

Walbridge's Calendar for 2011 - 2012

Parent/ Community Involvement

August 11, 2011	Ice Cream Social	
Monthly 3rd Monday	CEFSS/PTO	6:00 – 8:00 p.m.
September, 2011	Open House	6:00 – 8:00 p.m.
January, 2012	Math Night	6:00 – 8:00 p.m.
February, 2012	Comm. Arts Night	6:00 – 8:00 p.m.

Student Involvement

August, 2011	Ice Cream Social
September, 2011	Open House
September, 2011	Feast Festival – Nutritional Eating from the Garden &/or – Fruit of the Day Club
TBA	Biz-Town
TBA	Climbing Above Conflict
TBA	JA in a Day
January, 2012	Math Party – Dr. Pasley
February	Rap, Rhythm & Rhyme - Eric Cork
April, 2012	Science Seminar – Earth Day – Gardening – Community Partnerships

After School – Students

Student Council	Communications Arts Cadre'	Grades 3-6
Math/Science Club	Math/Science Cadre'	Grades Pre-K – 6th
Chess Club	Climate Cadre'	Grades 2 – 6th
Boy Scouts	TBA (Parents/ Scoutmaster)	1st – 6th Graders
Girl Scouts	TBA (Parents/ GSA Leader)	Daisy – Cadet

Support Coach & Custodial Staff

- Incentives for students School-Wide
- Incentives for teachers and staff
- School Safety – Bulling, Disruptive behavior, Cleanliness
- Fun Friday
- Building Relationships: Help Students Be Successful
- MO School-wide Positive Behavior Support

Walbridge Accelerated, CEFSS 5000 Davison Avenue St. Louis, MO 314-383-1829

P – Parent T – Teacher S – Student

Walbridge's Calendar for 2011 - 2012

Draft Calendar of Events

Date	Type of PD	Person(s) Responsible	Recipient –T, S, P
August 8 – 12	District PD	SLPS	Teachers
August 8, 2011	Resilience Training	Payne Company	T
August 11, 2011	Ice Cream Social	Walbridge Teachers, Staff, Community Partners	T, S, P
September 22, 2011	Open House	Parent Spec. /Related Arts/CEFSS	P, S, T
September 23, 2011	enVisionMATH	Department Supervision or Pearson Rep	T
January 13, 2012	Rigor/Relevance	TBA (District PD Day)	T
January 9 – 12, 2012	Dr. Pasley	"The Math Party"	S, P, T
February 17, 2012	TBA	District PD Day	T
February 16, 2012	Comm. Arts	Comm. Arts Cadre'	S, P, T
April 6, 2012	TBA	District PD Day	T
Sept. – May, 3rd Mon.	CEFSS/PTO	Council/PTO Meeting	P, T

Professional Developments

Sept 12th - March 26th	Dr. Nard – DI, Learn Lunch, Classroom Visits		T, S
Sept. / May	Rigor/Relevance/ RtI/IAP	GLM	T, S
Sept. – May	CA	TLF - GLM	T,
Sept. – May	Math	TLF – GLM	T, S
Sept. – May	Formative Assessment	TLF – GLM	T, S
Aug. - May	Data Analysis	TLF – GLM	T, S
Aug. - Dec.	Promethean Board Training – Promethean - TLF		T, S
January 9–12, 2012	Math Party – Dr. Pasley		S, T
February 16, 2012	CA - Eric Cork		S, T

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

Please see the Walbridge Year two Timeline attached in addition to 2010-11 calendars for events and parent involvement.

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

Walbridge Community Education Full Service School (CEFSS) is committed to the St. Louis Public School's Comprehensive Long Range Plan for school improvement as we journey on our mission to acquire accreditation. An internal process has been developed to continuously monitor implementation and track progress at Walbridge. Our focus is the "Triple A Attack": The improvement of Academics, Attendance, and Attitude. We address each area as follows:

Academics	Attendance	Attitude
Weekly Pre/Post Tests Saturday School Target Students Study Island Hour of Power "Buckle Down" Quarterly Acuity Assessments	Perfect Attendance Incentives Family Resource Support Saturday School for Parents	Reduction of office referrals by 25% Buddy Classrooms Incentives Class Reassignments

The following timeline for scheduled development activities, trainings, seminars and workshops for students, parents, and staff will give details of what is to occur during the 2011-2012 academic year. This is our road map to achieve performance indicators, evaluate progress, and plan for change. Each activity was designed to comply and align with the St. Louis Public Schools Accountability Plan in addition to our District's Comprehensive Long Range Plan.

ection VII. D- Staffing Changes

There are but a few staffing changes for the 2011-2012 academic year at Walbridge Elementary School. All the teachers are scheduled to return with the exception of one fifth grade teacher. In an effort to create consistency for the students, the teachers will loop with their students for the coming year. By having the students and teachers transition to the next grade level together.

Walbridge will be adding a Resiliency Coach to our team. This position will be used to implement a character trait model that will be utilized to redirect negative behaviors of students. We have an attrition rate of 65% at Walbridge. We receive new students weekly throughout the school year. This turnover causes much instability in regard to student behavior. We find ourselves continuously redirecting the new students that we receive without fail every week. Working with these students has had an adverse impact on teaching and learning. Therefore the Resiliency Coach will be responsible for the following:

- Redirecting students quickly to focus on learning
- Teaching students to recognize their personal triggers that incite negative behavior
- Devote extensive time follow-up of the deterred learner
- Get them back into the classroom setting in a shorter time span
- Eliminating interruptions in teaching and learning for students who are on task

We are confident these changes will, in turn, enable teachers to focus and lead us to the academic goals we seek to achieve.

MAP '08-'09 & '09-'10

	Actual	Projected	Actual		% of Students			
Indicators	Scores 2008-2009	Annual Proficiency Targets for 2009-2010	Scores 2009-2010	% of Change Between 2008-2009 and 2009-2010	Below Basic (2009/2010)	Basic (2009/2010)	Proficient (2009/2010)	Advanced (2009/2010)
Communication Arts	7.1	15%	11.7	+65%	35%	54%	9%	3%
Mathematics	2.7	15%	12.2	+352%	45%	44%	8%	3%
Attendance	91.5		90.5	-1				

Figure 1

Benchmark results...

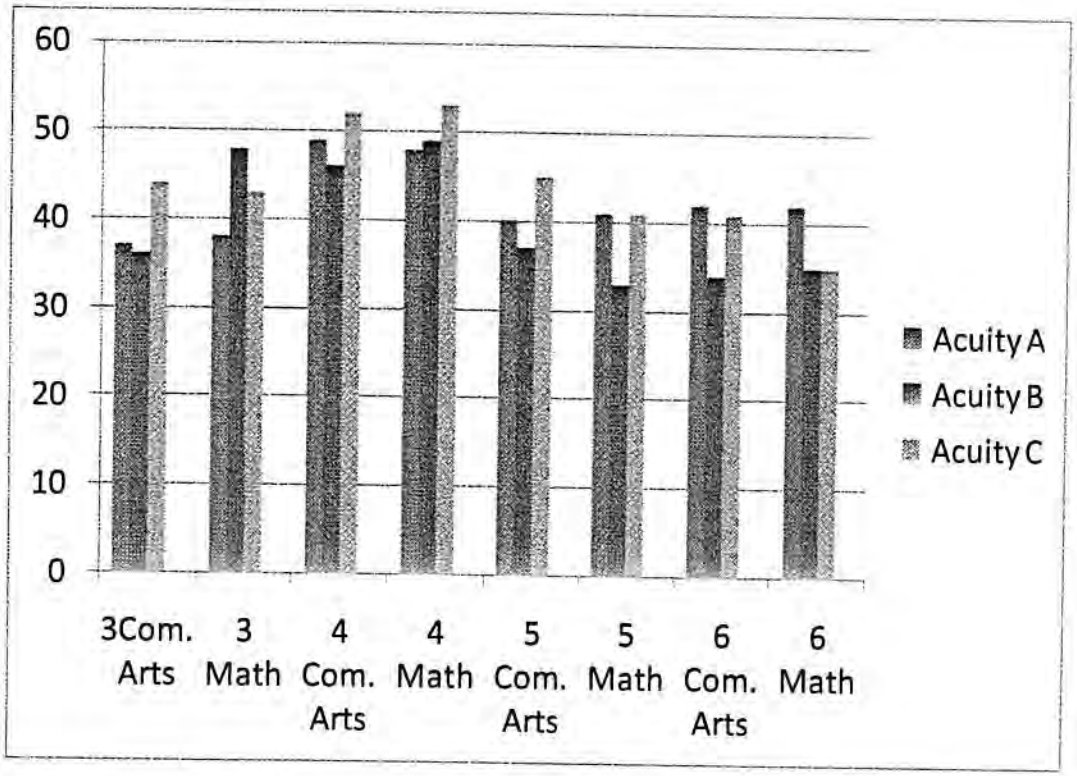


Figure 2

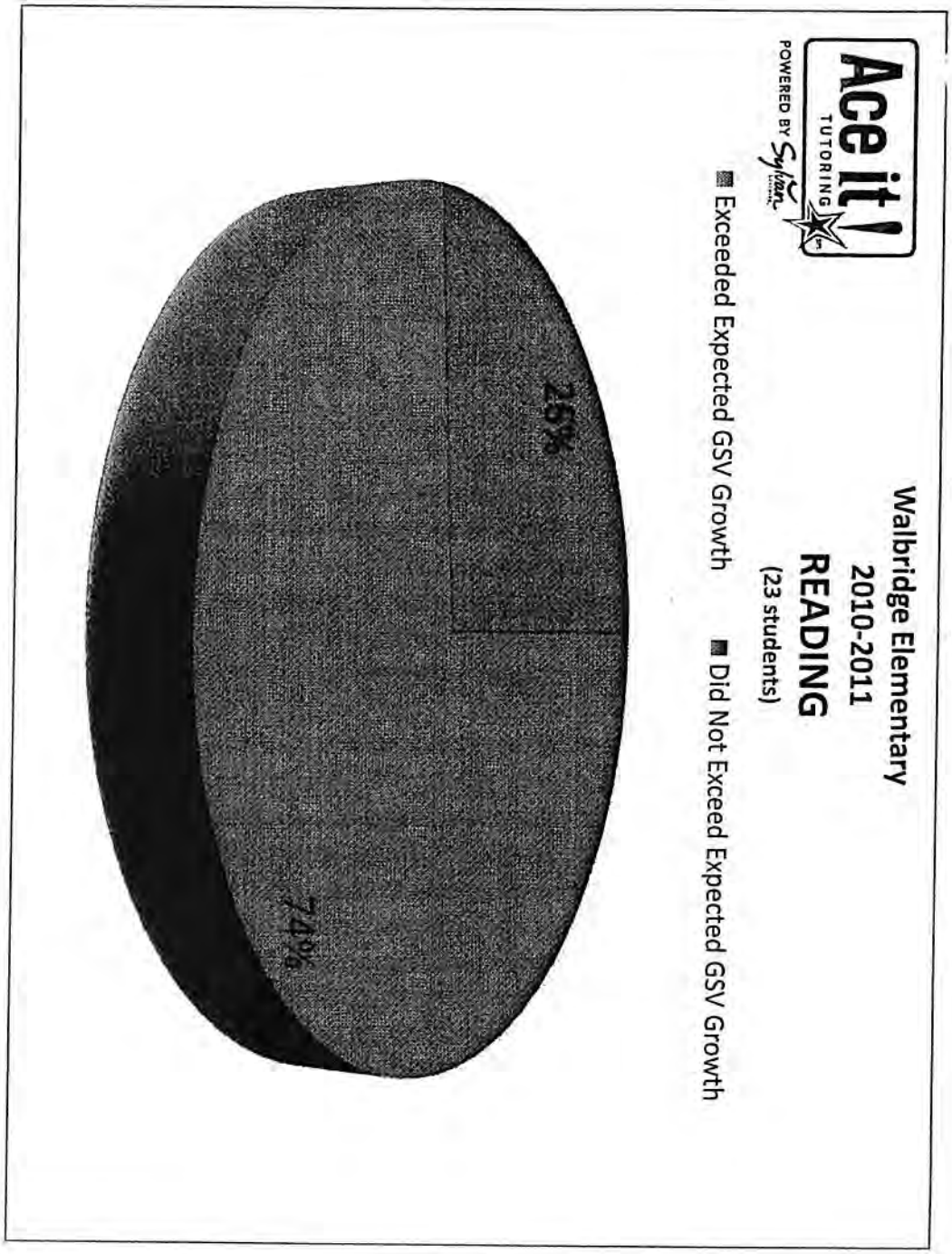
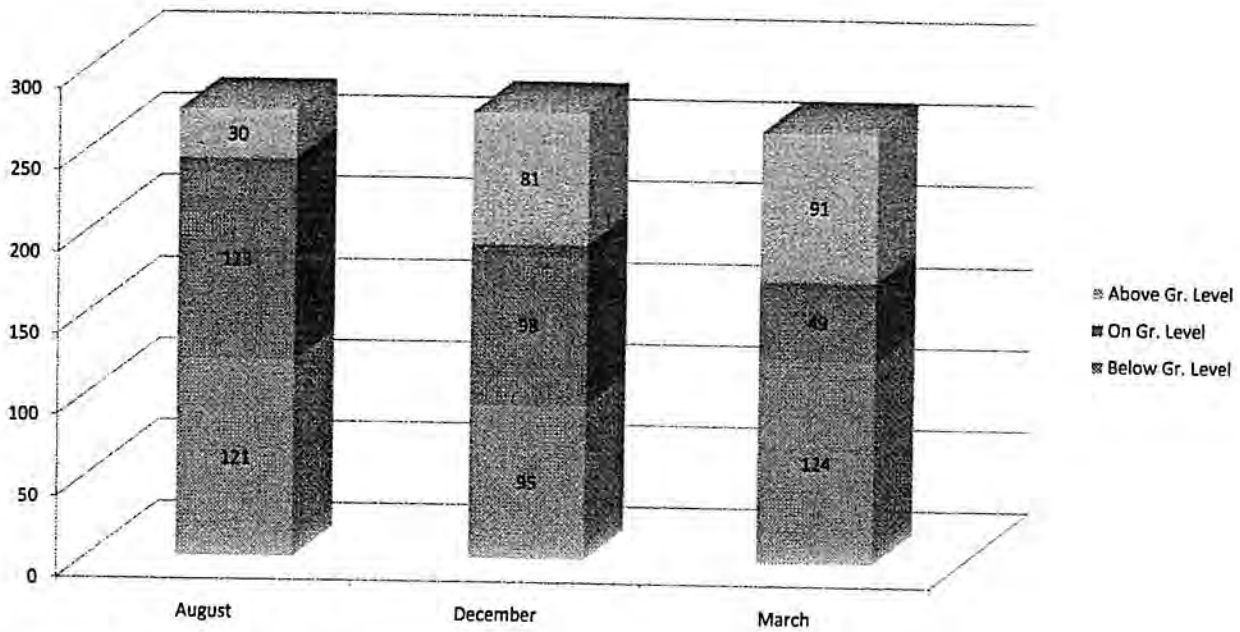

Walbridge Elementary
2010-2011
READING
(23 students)
Ace it!
TUTORING
POWERED BY Sylvan
26%
74%
Exceeded Expected GSV Growth
Did Not Exceed Expected GSV Growth

Figure 3

San Diego Quick Assessment



This document shows the number of students who performed above, on and below grade level. The instructional level tells where students best perform using word lists recognition. They don't rely on "context clues" to determine the word pronunciation.

Figure 4

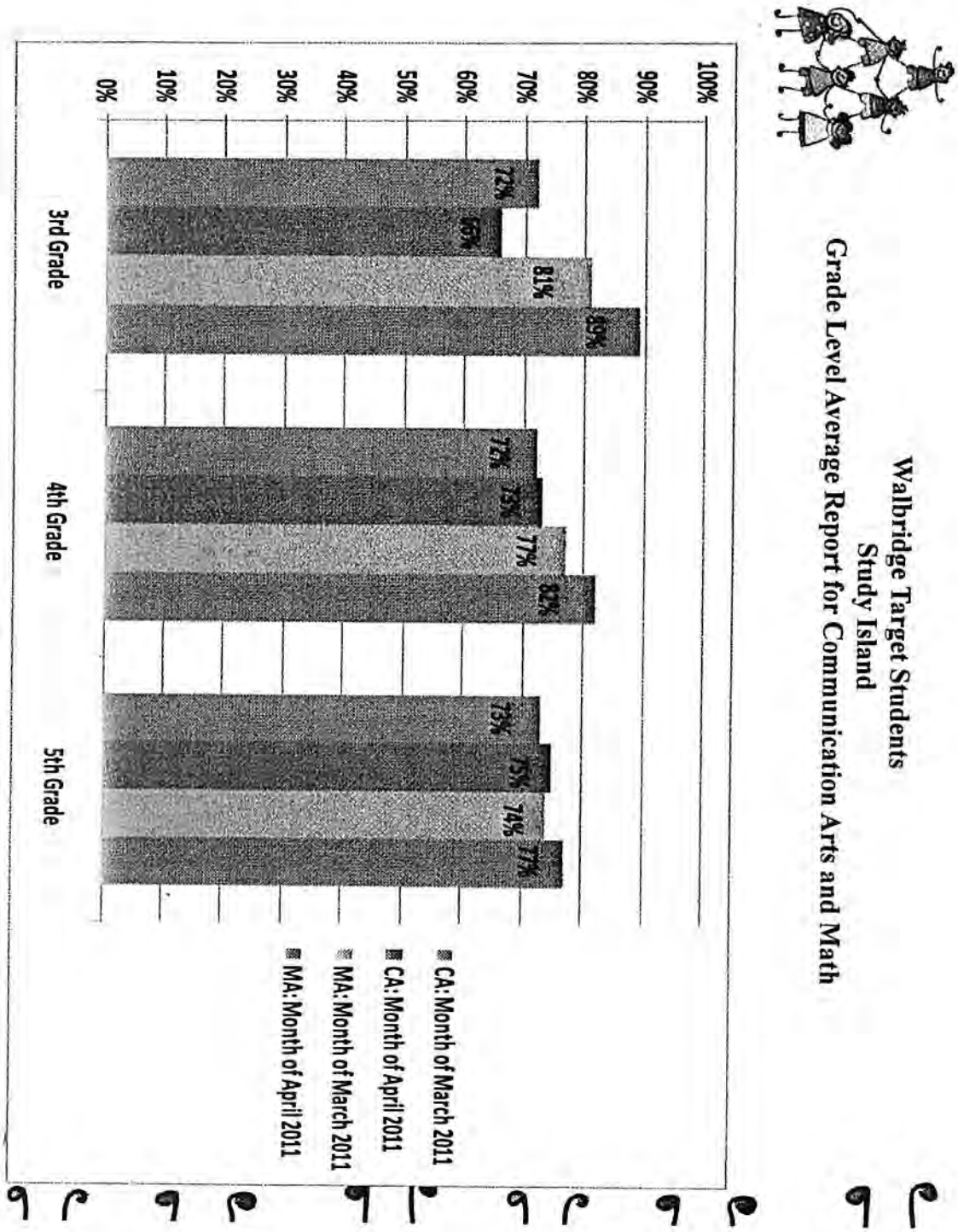

Walbridge Target Students
Study Island
Grade Level Average Report for Communication Arts and Math
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
72%
66%
81%
89%
72%
75%
77%
82%
75%
75%
74%
77%
3rd Grade
4th Grade
5th Grade
CA: Month of March 2011
CA: Month of April 2011
MA: Month of March 2011
MA: Month of April 2011

Figure 5

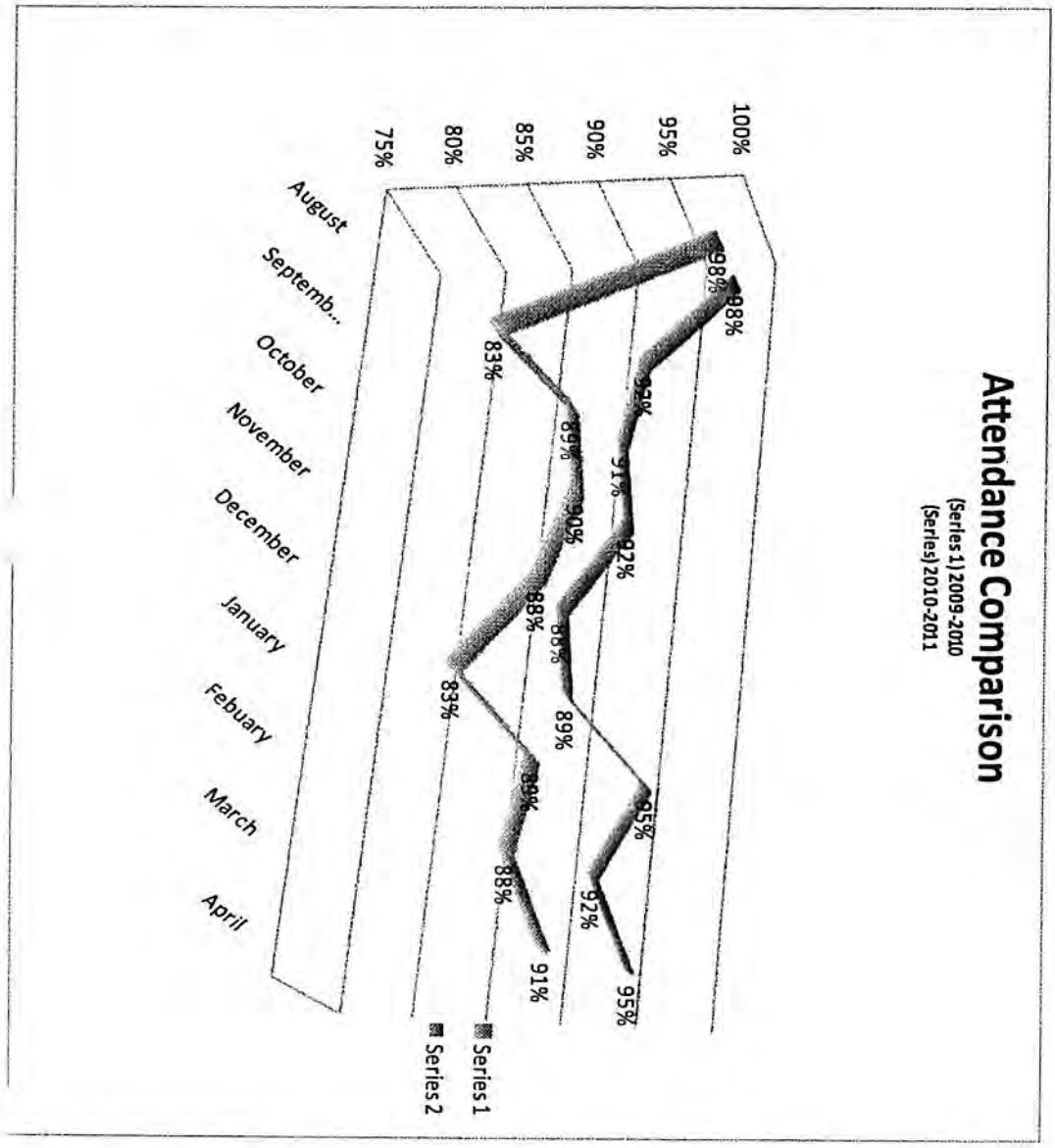

Attendance Comparison
(Series 1) 2009-2010
(Series) 2010-2011
100%
95%
90%
85%
80%
75%
August
Septemb...
October
November
December
January
Febuary
March
April
98%
98%
92%
91%
92%
89%
90%
88%
88%
83%
83%
89%
89%
88%
88%
91%
92%
95%
95%
Series 1
Series 2

Figure 6

MOSIG Monthly Progress Report—Running Record

District: **SLPS** School: **Walbridge 4-1-11**

	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	
	Objective 1: **Academics**	**Communication Arts And Math**	Breakfast Series Tutorials Study Island Computer Practice Hour of Power – Buckle Down Saturday School 30 Day Action Plan Focus on High Stakes GLEs Mentors Saturday UMSL Tutors Leadership Tutorials (the nxt 40) Prepare for Schl. Spelling Bee Implement Environmental Sci. JA-in-a-Day Economics Added 2 Promethean Boards Chess in Art	Breakfast Series Report Study Island Results Wkly Pre/Post tests Acuity A, B, & C Results Dr. Suess' B-day RIF (Rdg. Is Fun) Read Across America 6th Grade Incentive "Got Pie?" Fun Fridays Gardens: Butterfly, Reflection, Vegetable per Grade Level		**X**		Chart results by student, class, and teacher Monitor through classroom visits Review, regroup, and refine as needed Increase observations Track Wkly Posttest Results Regroup target Students Plan After MAP strategies Create After MAP GLEs to include Science emphasis Investigate funding for the Math Party consultant	Principal TLF DI Consultant A-Team Teachers Students
	Comments: Education Exchange has provided 9 tutors who are students @ UMSL to tutor three times per week including Saturdays. Azim Aziz from the neighborhood mosque in our community provided 1-1 tutoring and mentors for our male students. Our computer lab was inoperable from March 8th through March 28th, barring a week for Spring Break. We use our comp lab daily for Study Island. The loss of the lab had a negative impact on student Study Island instruction/test results.								
	Objective 2: **Attendance**	ADA @ 95%	Perfect Attendance Incentives Daily Phone Calls Winter Gear Family Resource Support Saturday School for Parents Enrollment Interviews CEC/PTO Mtg.	Increased monthly ADA Phone logs Transitional Lists Saturday Schl. Sign-in Math Curr. Night Sign-in CA Curr. Night Sign-in Computer Giveaway		**X**	**X** **92%** **4-1-11**	Increase parental contacts through Curriculum Night PTO meetings, home visits, and enrollment interviews to stress the critical nature of attendance at school. Implement After MAP strategies.	A-Team Principal Parents Students Teachers

	Comments: Clothes and hygiene products are provided via our new Social Worker for students who are ashamed to come to school for various personal reasons. Home visits are implemented by our Social Worker and our Parent Support Specialist. In addition we have made a concerted effort this year to repeatedly call parents when students are absent. Most parents respond by delivering their children to school immediately to avoid further intervention. The Social Worker also conducts classroom walk-throughs to verify attendance. During our April PTO meeting free GED classes are offered by Boeing then implemented by the CEC Council and free home computers are provided via St. Louis Flo Tutoring and Mentoring. Parents must participate to receive computers.								
	Objective 3: **Attitude**	Reduction in office referrals	Buddy Classrooms Conferences Incentives Class Reassignments Enrollment Interviews Mentors Popcorn & Jean Day Free Instrumental Music Staff Kettlebell Class The "NED" Show- Never Give Up, Encourage Others, and Do Your Best Art Therapy	Monthly logs Intervention plans Reduction in referrals Incentives Blk History Program CEFSS Council Mtgs. Boeing Partnership RtI/SIT/504 PTO Mtg. Sign-in			**X**	Establish systems to promote wellness for children Implement After MAP strategies.	Principal A-Team TLF Faculty & Staff Students
	Comments: We held a MAP Pep assembly to promote good test taking strategies. The performance was the NED Show who used yo-yos to teach the children to "**N**ever give up, **E**ncourage others, and **D**o your best".								
	Objective 4:								
	Comments:								
	Objective 5:								
	Comments:								