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FEDERAL GRANTS AND RESOURCES
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
PO BOX 480, JEFFERSON CITY, MO 65102-0480
FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003 (G) OF ESEA
Project Dates: July 1, 2011 to June 30, 2012

DIRECTIONS

Mail the completed form postmarked or delivered by Monday, June 13, 2011 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysig2010@dese.mo.gov; Visit The Department's website at: dese.mo.gov

THE DEPARTMENT'S APPROVAL - FOR DESE USE ONLY

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
CRAIG RECTOR	Craig Rector	7-1-11	$ 754,917

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY Name	COUNTY-DISTRICT CODE
UCLA	048097

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP
Stacy Brown	1524 Paseo	Kansas City, MO 64108
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**
sbrown9@yahoo.com	(816) 483-8035	(816) 483-8035
NAME OF GRANT CONTACT	**ADDRESS**	**CITY, STATE, ZIP**
Yvette Hayes	1524 Paseo	Kansas City, MO 64108
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**
yhayes73@yahoo.com		
NAME OF LEA TURNAROUND OFFICER (if known)	**ADDRESS**	**CITY, STATE, ZIP**
Yvette Hayes	1524 Paseo	Kansas City, MO 64108
E-MAIL ADDRESS	**TELEPHONE NUMBER**	**FAX NUMBER**
yhayes73@yahoo.com	(816) 483-8035	(816) 483-8035

SECTION II. - ASSURANCES

The LEA/district must include the following assurances in its application for a School Improvement Grant.

Check the boxes in this table to include the assurances in this application.

The LEA/district must assure that it will—

X Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/district commits to serve consistent with the final requirements;

X Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

☐ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

X Report to the SEA the school-level data required under section III of the final requirements.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 7th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

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SECTION III. - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's/district's School Improvement Grant, an LEA/district must indicate which of those waivers it intends to implement.

The LEA/district must check each waiver that the LEA/district will implement. If the LEA/district does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA/district must indicate for which schools it will implement the waiver.

X Extending the period of availability of school improvement funds.

Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/districts in the State.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA/district approval for The Department to provide direct services:

X The LEA/district approves The Department's use of grant funds to provide improvement services directly to the LEAs/districts and schools.

SIGNATURE OF BOARD AUTHORIZED REPRESENTATIVE	DATE 10/5/11
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative) Yvette Hayes	DATE 10/5/11

Original Application was signed 6/13/11 by former Board Authorized Representative, Bernard Wesley. cR

SECTION IV. - LEA/DISTRICT YEAR TWO TOTAL BUDGET & SUPPORTING DATA

This is the total of Year Two Implementation and Administration budgets for all building and district activities.

YEAR TWO SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003 (g) SIG*	42,600		7,100		68,177			117,877
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Non Instructional Support Services *1003 (g) SIG*		50,400		45,000				95,400
2200 Professional Development *1003 (g) SIG*	240,000	26,000	72,000	60,000				398,000
2600 Planning and Evaluation *1003 (g) SIG*		58,540		74,100				132,640
3000 Community Services *1003 (g) SIG*				3,000	8,000			11,000
Program Costs Subtotal *1003 (g) SIG*	282,600	134,940	79,100	182,100	76,177	0.0		754,917
Indirect Costs								
Administrative Costs *1003 (g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003 (g) SIG*								
GRAND TOTAL *1003 (g) SIG*	282,600	134,940	79,100	182,100	76,177	0.0		754,917

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SECTION IV. – LEA/DISTRICT YEAR TWO TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction	2					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Other Staff						
Instructional Coach	2.6					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager					1	
Turnaround Officer						1.2
TOTAL	4.6				1	1.2

SECTION V. - SCHOOLS TO BE SERVED

The LEA/district must include the following information with respect to the schools it will serve with a School Improvement Grant.
The LEA/district must identify each Tier I, Tier II, and Tier III school the LEA/district commits to serve and identify the model that the LEA/district will use in each Tier I and Tier II school.

					INTERVENTION (TIER I AND II ONLY)			
SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
Urban Community Leadership Academy		X			X			

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA/district that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA/district with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/district will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

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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 URBAN COMMUNITY LEADERSHIP ACADEMY	COUNTY-DISTRICT - BUILDING CODE 048907

Budget Codes	Related Strategies and Activities
1100 Instruction	**Goal 1, Objective 2, Strategy 1,** Provide Professional Development to teachers to learn about the new curriculum; **Goal 1, Objective 2, Strategy 2,** Curriculum team will develop timeline of new curriculum. **Goal 1, Objective, Objective 2, Strategy 3,** Implement project based learning model; **Goal 2, Objective 1, Strategy 4,** Implement a comprehensive teacher evaluation system; **Goal 2, Objective 1, Strategy 3,** Target a retired teacher to recruit a part-time mentor
1100 Instruction *1003 (g) SIG*	**Goal 1, Objective1, Strategies1, Action Step3:** Implemented extended comprehensive reading instruction; **Goal 1, Objective1, Strategies1, Action Step4:** Implemented extended comprehensive mathematics instruction; **Goal 1, Objective1, Strategies1, Action Step1:** Implement Saturday School 8 weeks; **Goal 1, Objective1, Strategies5, Action Step2:** Implement three weeks of summer school; **Goal 1, Objective2, Strategies 1, Action Step 4:** Purchase curriculum management software; **Objective2, Strategies 4, Action Step 1:** Purchase Acuity Informative Assessment
1200 Supplemental Instruction(Title I)	**Goal 5, Objective 1, Strategy 2,** Commit to Professional Learning Communities and work towards full implementation
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	N/A
2100 Non Instructional Support Services	**Goal 4, Objective 1, Strategy 2,** Enhance parent involvement; create a list of community service resources, calendar, adult education programs, and surveys; **Goal 4, Object 1, Strategy 3,** Work with community partners on college and career opportunities
2100 Non Instructional Support Services *1003 (g) SIG*	**Goal 1, Objective1, Strategies3, Action Step 2:** Hire formative assessment consultant; **Goal 1, Objective2, Strategies1, Action Step 1:** Establish a curriculum team and develop a comprehensive com arts and math curriculum; **Goal 1, Objective2, Strategies1, Action Step 2:** Hire curriculum coach; **Goal 1, Objective2, Strategies3, Action Step4:** Administer Kuder Interest Inventory to all students; **Goal 2, Objective1, Strategies1, Action Step:** Implemented a marketing strategy for the recruitment of highly qualified staff; **Goal 2, Objective1, Strategies2, Action Step 1:** Advertise open positions; **Goal 2, Objective1, Strategies2, Action Step 2:** Use Haberman protocol; **Goal 2, Objective1, Strategies4, Action Step 7:** Develop pay for performance plan; **Goal 3, Objective1, Strategies1, Action Step 2:** Contract with IT consultant to analyze technology infrastructure; **Goal 3, Objective1, Strategies 2, Action Step 4:** Purchase computers, printers, projectors, desk and chairs; **Goal 4, Objective1, Strategies2, Action Step 1:** provide student, parents with mentoring, job shadowing, employment, mental health, health, dental college trips, tours, speakers, courses in person, fiscal contribution for school repairs, enhancements and programs; **Goal 4,**

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	Objective1, Strategies3, Action Step : Implement Field trips to colleges; **Goal 5, Objective1, Strategies3, Action Step :** Hire 2 member turnaround team;
2200 Professional Development	**Goal 2, Objective 3, Strategy 3,** Provide ongoing and embedded professional development, **Action Steps** 1-6
2200 Professional Development *1003 (g) SIG*	**Goal 1, Objective1, Strategies1, Action Step1:** Implement Project Based Learning Model, Identify Research Based Instructional Strategies and Interventions ; **Goal 1, Objective1, Strategies1, Action Step5:** Work with IHE's and research/foundation to study effectiveness; **Goal 1, Objective1, Strategies 3, Action Step1:** Train staff on formative assessment; **Goal 1, Objective2, Strategies 1, Action Step 6:** Curriculum professional development; **Goal 1, Objective 2, Strategies 4, Action Step 1:** Acuity Informative Assessment Professional Development; **Goal 2, Objective1, Strategies1, Action Step:** Partner with content experts; **Goal 2, Objective1, Strategies4, Action Step 1:** Implement pay for performance system; **Goal 5, Objective1, Strategies1, Action Step 3:** Implement PLC/Data Teams;
2600 Planning and Evaluation	**Goal 1, Objective 2, Strategy 6,** Hire assessment coordinator to identify struggling readers and inform changes; **Goal 3, Objective 1, Strategy 2,** Have a computer center
2600 Planning and Evaluation *1003 (g) SIG*	**Goal 2, Objective1, Strategies1, Action Step:** Implemented a marketing strategy for the recruitment of highly qualified staff; **Goal 2, Objective1, Strategies2, Action Step 1:** Advertise open positions;
3000 Community Services	N/A
3000 Community Services *1003 (g) SIG*	**Goal 1, Objective2, Strategies3, Action Step2:** Sponsor and support students' exhibits at external partner sites; **Goal 4, Objective1, Strategies1, Action Step1:** Implement parent learning opportunities; **Goal 4, Objective1, Strategies1, Action Step 3:** Recruit facilitators, advertise;
Administrative Costs	N/A
Administrative Costs *1003 (g) SIG*	N/A

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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 URBAN COMMUNITY LEADERSHIP ACADEMY	COUNTY-DISTRICT - BUILDING CODE 048907

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	832926		211512	3592	53000			1101030
1100 Instruction *1003 (g) SIG*	42600		7100		68,177			117,877
1200 Supplemental Instruction(Title I)	68465		19793	35000	1500			124758
1200 Supplemental Instruction(Title I) *1003 (g) SIG*								
2100 Non Instructional Support Services	53377		14297	9830	1875			79379
2100 Non Instructional Support Services *1003 (g) SIG*		50400		45000				95400
2200 Professional Development								0
2200 Professional Development *1003 (g) SIG*	240,000	26,000	72,000	60,000				398000
2600 Planning and Evaluation		415098	91866	408115	132114	39700		1086893
2600 Planning and Evaluation *1003 (g) SIG*		58540		74100				132640
3000 Community Services								
3000 Community Service *1003 (g) SIG*				3000	8,000			11,000
Administrative Costs								
Administrative Costs *1003 (g) SIG*								
Program Costs Subtotal (Not including *1003 (g) SIG*)	954768	415098	337468	456537	188489	39700		2392060
***1003 (g) SIG* Subtotal**	282,600	134,940	79100	182100	76177	0.00		754917
Grand Total	1211368	576088	416568	638637	264666	39700		3146977

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SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION *(COPY AS NEEDED)*

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
URBAN COMMUNITY LEADERSHIP ACADEMY	048907

BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
1 Curriculum Coach		52000.00
1 Full-time Instructional Coach		52000.00
10 Member Curriculum Development Team – 60 hrs @$15.00 per hour		9000.00
Pay for Performance		24000.00
1 Math Specialist		43000.00
1 Com Arts/Language Specialist		43000.00
Extended School Year Saturday School 10 certified Teachers 10 days @ $150.00 per day		15000.00
2 Certified Administrators 10 days @ 180.00 per day		3600.00
1 0.6 FTE Turnaround Officer		41000.00
	6100 Subtotal	**$ 282,600.00**
6150: Non-certificated Salaries		
1 0.6 FTE Assessment Coordinator		26000.00
1 Full-time Social Worker		48000.00
1 0.6 FTE Retired Mentor Teacher/Coach		35892.00
Extended School Year Saturday School 2 office staff 10 days @ $120.00 per day		2400.00
1 0.6 FTE Grant Administrator		22648.00
	6150 Subtotal	**$ 134,940.00**
6200: Employee Benefits *(optional categories)*		
FICA		
Medicare		
Retirement (Teacher or Non-Teacher)		
Health, Life, and/or Dental Insurance		
Other Benefits		
	6200 Subtotal	**$ 79,100.00**
6300: Purchased Services		
Instructional Program Improvement – Consultant Services (5 consultants)		20000.00
RPDC, Curriculum, Project Based Learning, Classroom Management, PLC, Transition to Middle, High School and Accelerated Instruction		34000.00
Professional Development (out of state)		
Powerful Learning Conference		
Jan.30-Feb.1-Lake of the Ozarks (10 staff Members)		
Travel -		2500.00
Hotel-		3500.00
Other Professional and Technical Services – Planning and Development		
(1) Turnaround Member- Life Coach Consultant Company (See attachment)		41000.00
IT Consultant		12,100.00

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External Provider Consultant UCM		10,000.00
Student Professional and Technical Services Job Shadowing and Mentors, Seminars, Speakers, Events, Advertising, College Tours, Transition to Middle / High School Project Based Instruction/Experimental Learning		 10,000.00 10,000.00 10,000.00 7, 500.00 7,500.00
Parent Involvement Communication and Advertising Events		**3000.00**
Highly Qualified Teachers – Communication and Advertising		**8000.00**
Recruitment Out-of-State		**3000.00**
	6300 Subtotal	**$182,100.00**
6400: Materials/Supplies		
Parent Involvement Communication, Advertising, Seminars, Community Experience, Events		8,000.00
Supplemental Reading Books Reading Sets		28218.00
Supplemental Math Books Math Sets		28209.00
Supplemental Testing and Licenses		3000.00
Supplemental Materials Saturday School and After School		**8750.00**
	6400 Subtotal	**$76,177.00**
	6100-6400 Subtotal	**$754,917.00**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)		**$ .00**
	6500 Subtotal	**$0**
	TOTAL	**$754,917.00**

SECTION VII. – NARRATIVE

The responses to Sections VII.A. – D. are limited to 20 pages of double spaced 10-12 point font.

SECTION VII.A. – DISCUSSION OF YEAR ONE

Urban Community Leadership Academy

SIG 1003g Narrative

Student Performance

The assessment of students' academic progress is essential for increasing student achievement at the Urban Community Leadership Academy (UCLA). UCLA relies on assessment data to provide statistical information about the quality of education provided to students. The overall purpose of UCLA robust data-driven instructional system is to provide a framework for the systematic collection, analysis, reporting, and use of student achievement information.

Assessment practices included a variety of methods from standardized national tests to common assessments depending upon the learning target and the intended use of the data. These multiple indicators provided a more complete picture of what students know and can show demonstrated mastery in communication and mathematics. Assessment strategies focused on student growth and gain over time, not just immediate absolute performance.

UCLA set student achievement goals of increasing the number of students scoring proficiently on the Missouri Assessment Program (MAP) at 15 percent in reading/communication arts and mathematics for grades 5-8 during each year of the grant. The baseline for these student achievement goals is set on the most currently available MAP data, from the 2009–10 school year. Student achievement goals for the School Improvement Grant 1003(g) are reflected in the MAP scores for the 2010–11 through 2012–13 school year. MAP scores for the 2010 – 2011 will be available in August, 2011.

Table 1. MAP Goals

Subject	Baseline 2009–10*	2010–11	2011–12	2012–13
Communication Arts	19%	34%	49%	64%
Mathematics	12%	27%	42%	57%

In addition to the MAP, UCLA administered three Study Island Benchmark Assessments to grades five

through eight in communication arts and mathematics. In an analysis of the first Study Island Communication Arts Benchmark Assessment, 18.2% of students scored proficient which established the baseline data used to compare to the MAP goal of 34% of students scoring proficient. The second test showed a 9% decrease while the third assessment showed the student increase in achievement was significant when 45 % of students scored proficient. In Mathematics the first Study Island Benchmark Assessment reflected 3% of students scoring proficient. This set the baseline data compared to the MAP Goal of 27%. The second assessment showed no movement while the third assessment showed growth as scores increased when 17.2 % of students scored proficient.

Figure 2. Study Island Benchmark Assessment

Subject	Benchmark 1	Benchmark 2	Benchmark 3
Communication Arts	18.2	9%	45%
Mathematics	3%	3%	17.2%

The use of Study Island Benchmark assessments provided real-time, ongoing interim assessment to monitor student progress toward standards and incorporated valid and reliable, grade-appropriate, common assessments to evaluate the quality and fidelity of standards-aligned instruction. Also, the school utilized common assessments in grades 5 – 9 which consisted of a pre and post test aligned with each unit of instruction.

UCLA requires all teachers to utilize a data summary form to record all assessment results and to communicate student achievement on the data walls, in the classroom and throughout the building. The Assessment Coordinator analyzed the summary forms and, with the support of the Instructional Coach and Turnaround Team Members, facilitated Instruction and Data Focus Group discussions with teachers and their data. From this they discussed holes in the curriculum and aligned units and lessons to improve instruction before sharing results with students.

Our data driven instructional decision making is pushing instructional rigor and assessment goals. It is

equipping UCLA teacher's with tools to build student's knowledge, confidence, and test taking skills as the school year progresses and as the 2011-2012 school year evolves. Therefore, we will continually seek to improve the ways in which we assess students and the means by which we communicate and use assessment results.

The UCLA sponsoring university, the University of Central Missouri, provided training for summative and formative assessments. By utilizing MAP and past performance data and outlining alignment of assessments to the state standards during professional development with curriculum and data consultants; this training brought clarification and gave direction to teachers' instruction. The teachers learned how data is linked to instruction and the value of predictive information using valid, reliable measures of student performance allowed teachers to work with data teams and adjust instruction as necessary.

Challenges for assessment at UCLA include the capacity to assess more than 20 students at a time due to the limited number of computers. The time it took to assess 220 plus students and administer make up exams caused problems with scheduling and feedback of data in a timely manner. In order for the school to maintain it rigorous assessment schedule for the 2011 – 2012 school year, these issues must be addressed by adding a mini-lab and student orientation on the importance of testing.

During the 2010-2011 school year, with the assistance of the Turnaround Team, Administration, Instructional Coach, Assessment Coordinator, and other staff, an instructional data-driven design process was implemented at UCLA. This process was designed to assist teachers in planning effective instruction, utilizing data to improve instruction and enhance student achievement , developing a collaborative network to support teachers in the instructional process, and identifying and monitoring student achievement by focusing on "what was learned".

During this process, teachers were organized into instructional focus (data) teams which met two days a week to plan, design, monitor, and evaluate the instructional practices being implemented in the classroom. The staff and teams identified four research-based strategies: Identifying Similarities and Differences, using Non-Linguistic Representations, Cooperative Learning, and Differentiated Instruction to be implemented across the

curriculum in each class. Using these strategies, that are being embedded in the Project Based Learning (PBL) Model UCLA is continuing for the 2011-2012 school year, allows teachers to use and refine the strategies this year. Each week, the data teams met with team leaders and discussed lesson plan implementation, lessons learned from weekly data analysis, student performance and the effectiveness of the identified research based strategies as instructional tools. The weekly sessions provided an effective vehicle for the needed dialogue necessary for instructional improvement.

At UCLA, the instructional model was fully implemented. The process was as follows: The Pre-and Post test assessments were designed and distributed to teachers at the beginning of each quarter. The aligned Grade Level Expectations that were taught during this quarter were identified from the Stanford 10 assessment scores, previous MAP subject area data, achievement level descriptors, teacher generated data, reading scores and curriculum analysis data collected. This process allowed for tying measurable, valid and reliable assessments in planning units and lesson plans to assist in raising student achievement scores.

Students were administered the designed pre-test for each quarter. The data from the pre-test was used and evaluated to help teachers begin a curriculum mapping process using "backward design" or "backward mapping" strategies. In this process the teachers at UCLA began with the assessment tool as the planning guide for instruction. This process helped teachers at UCLA to focus on the essential learning necessary for students to achieve.

The teachers, using the pre-test and post test data developed a "curriculum map." The curriculum map format included: GLEs to be covered, essential learning, concepts and skills to be taught during the units, process and content standards, learning activities, instructional strategies, learning activities, resources and assessments.

Professional development was delivered to the staff on chosen instructional strategies: identifying similarities and differences, non-linguistic representations (graphic organizers, and use cooperative learning with an emphasis given to the differentiation of instruction. The use of differentiated instruction as a strategy will be

further refined as stated during the implementation process of the PBL model in the 2011-2012 school year.

The instructional process was discussed by the teachers in the instructional data team meetings to further clarify the use of the data collected from the assessments. UCLA developed an instructional schedule for teachers to follow as they taught the identified GLE's. This schedule also required teachers to develop weekly formative assessments for each student which also provided the basis of discussion during the weekly instructional team meetings. Struggling students were identified and placed in small in-school and after-school tutoring groups. Teachers also were responsible for developing and grading the formative assessments, quizzes and mid-term assessments to track student progress. This data was used by teachers to adjust and refine instruction.

Teachers, working in their instructional data teams, also developed weekly and daily lesson plan units for instruction. The lesson plans included: lesson descriptions, lesson materials and resources, learning activities, instructional strategies, rubric scoring guides, and assessments.

The teachers collected and analyzed data which proved beneficial to the new teachers and also the veteran teachers as a process for organizing instruction. The data reported showed a definite increase in student progress regarding mastery of the GLEs, and the formative data concurrently showed an increase in student understanding and performance.

As a continuation of the data driven instructional process, a MAP Marathon project was implemented in April using the data from the 3rd quarter formative assessments and benchmarks to identify skills students needed to be re-taught for success on the MAP Test. The data also provided guidelines for instructional emphasis and reinforcement. The MAP Marathon, using a team teaching approach, provided more time on task for students to master the skills necessary for success on the MAP test.

The teachers, utilizing an instructional cycle of planning, assessing, analyzing and taking action, were able to refine and improve the instructional process at UCLA, analyzing student skills weekly on a continuum to

improve the classroom techniques used to promote enhanced cognition and learning. The data driven instructional process will be continued and refined as the instructional framework that informs the implementation of our modified PBL model for the 2011-2012 school year.

The Urban Community Leadership Academy chose the Turnaround Model for the School Improvement Grant. Due to the guidelines of this model, it was necessary to employ at least 50% of new staff members. New members comprised 80% of our teaching staff. Our staff included three alternatively certified teachers, five Teach for America Teachers, six mid-year hires who did not begin the school year with us, and our experienced teachers. Our professional development needs were many. We met these needs with weekly professional development sessions, twice weekly data team/professional learning team meetings, consistent Director walk-throughs, Mentor Teachers, Instructional Coach and the support of the Turnaround Team.

The purpose of our professional development along with other activities was to improve student achievement. UCLA's areas of focus in professional development sessions for our 2010-11 school year were focused in three main areas: curriculum and instruction, classroom management and school culture, and assessment. These sessions took place each Friday that school was in session from 12:50 until 3:00 p.m. They were led by a mix of teachers, UCLA Leadership team members and outside providers including but not limited to consultants with the Missouri Regional Professional Development Centers.

A ten member curriculum team was created to build a more robust curriculum in math and communication arts that will align with the Common Core State Standards and Missouri Grade Level Expectations. This team was led by the instructional coach and a Turnaround Team Member. Teachers met with their Professional Learning/Data Teams, Mentor Teacher, and Instructional Coach throughout the year to discuss their progress and challenges of the curriculum that would enable them to use best practices. The curriculum team continues to be engaged in working with a curriculum consultant as they revise our core curriculum areas and will continue this work throughout the 2011-12 school year. By August, 2012 the core curriculum will be in place.

To be most effective in our instruction, UCLA focused on three instructional strategies from Marzano. The ones chosen were: identifying similarities and differences, non-linguistic representation, and cooperative learning. In our Friday sessions we used the workshop model to implement professional development using Marzano's book, *Classroom Instruction That Works* and the accompanying handbook as anchor texts. Follow-up included integration of these strategies into lesson plans, discussion in professional learning team meetings, along with our Director, Instructional Coach, Turnaround Team, and Mentor Teachers who engaged in walk-throughs to monitor implementation.

Great emphasis was placed on differentiated instruction during professional development. Four sessions were provided by Julie Blaine, Director of the Central Regional Professional Development Center. The staff was provided with a copy *Lesson Design for Differentiated Instruction: Grades 4-9* by Kathy Tuchman Glass as the anchor text. Ms. Blaine then came back for two days of walk-throughs along with our Instructional Coach to gauge levels of implementation followed by a debriefing of strengths and challenges with the teams observed in their data team meeting.

The PBL Model of School Culture and Climate was our next area of focus in professional development. UCLA uses the PBL Core Principles on creating school culture and climate. UCLA's administrators provided character development, school wide and classroom rules and expectation on student needs and support services. Teachers were provided with strategies to decrease student referrals, increase engagement, and build positive classroom culture by adopting and modeling components of Harry Wong's *The Effective Teacher* coupled with *Love and Logic* behavior program which developed into a school-wide student management plan. We contracted with consultants to come and share with our teachers successful research based best practices on classroom management to build a positive classroom culture. These strategies proved to be helpful with our new teachers who are experiencing working with high risk students for the first time.

The third area of professional development was focused in assessment. Areas covered were connections between curriculum, instruction, and assessment. Teachers were trained in both formative and summative

assessment. These sessions, facilitated by our assessment coordinator, prepared our teachers for using different summative tools including Study Island, MAP, and the Stanford 10. Teachers were informed on how to devise and use teacher made assessments. We also partnered with our sponsoring university, the University of Central Missouri to train our teachers how to interpret summative test data (IBD reports) in order to create and implement a robust data driven delivery system. Our staff will need to continue to grow on how to effectively use data to instructionally drive their decisions while working with our students.

At the conclusion of each session, we had teacher's fill out evaluations on how well they felt sessions met their needs. Using the Likert Scale Model, teachers agreed with a 4.10 average on a scale of five that their needs were met.

Through our meetings with the School Improvement Grant we were challenged to display how we knew things were working. Late in the first quarter we created and implemented a data dashboard that would allow us to analyze how well things were working. In most areas we saw the growth we wanted to have. The percentages given are comparisons from the first month of tracking on the data dashboard to the most recent.

- Use of Effective Curriculum went from 68% to 89%
- Use of Effective Instructional Strategies went from 63% to 74%
- Use of Effective Classroom Management went from 78% to 58%
- Use of Proficient Design and Implementation of Curriculum Maps and Lesson Plans actually dropped 89% to 84% (Note: in our bottom two our expectations were raised for what we considered acceptable.)

The Data /Professional Learning Teams started the year known as Instructional Focus Teams. They were horizontally configured with teachers who had common students meeting during a common planning period during the school day. With the addition of our Turnaround Team Officer of Curriculum and Instruction, we adjusted. The team meetings then took place after school on Tuesday and Thursday afternoons from 2:15 until

3:30 p.m. in vertical teams.

Each team had a member from the school Leadership Team, a Mentor Teacher, and the teachers from the three separate teaming areas of communication arts/social studies, math/science, and exploratory. A team meeting protocol was set for team discussion. The teams specifically addressed how they were progressing in the implementation of the instructional strategies being shared in professional development, student progress and challenges, and the topics that team members believed needed to be discussed with the different groups. There were also targeted skills related to the Missouri GLEs that needed to be covered. Teachers would use this time to plan consistent strategies to instruct in these skill areas.

UCLA plans to adjust the schedule in a way that will allow teams to move back to meeting horizontally with a shared cohort of students. This will allow for us to get a broader picture of how students are progressing in all areas. UCLA's 2011-12 professional development plan will be designed in the same ilk to ensure student achievement.

Highly Qualified Teachers:

UCLA recruited highly qualified candidates to teach communication art and mathematics for the 2010 - 2011 school year through advertising and using a two step interview process. Open teaching positions were advertised on MOREAP.net and the school's website. Qualified applicants were screened by a Haberman Certified Turnaround Team member in the initial interview using the Haberman Star-Teacher Pre-Screener whose mission is, "To identify and select teachers who will succeed and serve in schools with less than ideal working conditions serving diverse children in poverty." Successful candidates who received adequate scores received a second interview with Turnaround Team Members and/or the Director. In this process candidates received questions in their content area about instructional practices, use of student data, parent/community communication, the turnaround process and qualities they could contribute in turning the school around.

Although this strategic process was used, it did not yield the results to fill all positions. As a result UCLA established a partnership with Teach for America to fill vacant positions. These candidates were not highly qualified but were required

to meet the full certification in their content area if they plan to stay with UCLA after the second year upon completion of their Teach for America commitment. They had the support of the TFA Program and teacher support inherent here at UCLA that consisted of Mentor Teachers, Instructional Coach, and the Director. The Business Manager, Director and Instructional Coach provided teachers with an in-depth orientation of the school history and consistent procedures. Additionally, teachers were provided specific professional development on topics related to turnaround interventions including: changes, goals, persistence, the importance of creativity, professional stamina, the use of quick wins, and how to analyze timely student data to identify instructional needs and assessments.

Challenges in gaining a highly qualified staff included having a limited amount of time upon notice of being awarded the SIG to rebrand the school finding enough highly qualified teachers to replace 50% of our former staff. From the pool of applications that came into UCLA, only a small percentage fit UCLA's minimum standards were considered highly qualified. In addition, the constant job posting requirement may have indicated to potential applicants that we have high teacher turn over or that our learning environment is extremely challenging which inhibits maintaining a stable staff. UCLA is currently revisiting its mission, has a marketing team working to rebrand the school, establishing partnerships with higher education institutions and implementing a pay for performance system to attract and retain highly qualified teachers in an urban school for the 2011 –12 school year.

Facilities, Support, and Resources

The Director, Turnaround Team and Social Workers continue to enhance student engagement and support through the school year to create an environment that is conducive to learning. At the beginning of the school year UCLA held a parent/student orientation for students to address the expectations for students in regards to education, behavior, student support, parent services, and discipline. During the school day, all students received an orientation of the student handbook. A parent/guardian signature was required to indicate that all policies and procedures will be adhered to by students and parents through the school year. As the year progressed, the Turnaround Team helped redesign UCLA's school-wide discipline plan. In turn, this was reviewed with teachers and students. In addition, the Social Workers established support groups to address student's social needs to enhance academic achievement. Daily town hall meetings were held during the second semester by the Director each morning reminding students of the expectations for educational success. Student discipline and written referrals were

reduced by 75% through intervention programs implemented by the Social Worker, Counselor and the Parent Liaison.

Challenges in this area included implementing a consistent schedule to meet with students without interfering with their academic classes and the need for additional discipline strategies to be implemented by teachers and parents to deal with student social and emotional needs. With the enhanced support of the Social Workers and Parent Liaison through targeted interventions, UCLA is expecting to continue to improve student/parent support and engagement for the 2011 – 2012 school year.

In the area of facility resources, UCLA is integrating a state of the art computer center or mobile computer center for use by all students. For the first phase of the development of the computer lab, UCLA established a committee and contracted with an IT consultant to analyze the current technology infrastructure and equipment to determine needs. After an analysis of the infrastructure it was determined UCLA needed a new server to handle future technology implementation and ongoing technical support. A server was purchased. Smart Board equipment was installed in the computer lab and in classrooms to enhance instruction. Teachers received Smart Board I training through Success Link. Other training will follow in the fall to further integrate technology in the classroom.

UCLA did not anticipate such a level of need to update the technology infrastructure. This need caused a delay in the implementation of reading and assessment software. Having had these pieces in place, the assessment coordinator and instructional coach would have had additional real time data on student performance to make adjustment to units and lessons as it relates to instructions. UCLA is in the process of purchasing additional equipment for its computer lab, classrooms, and the implementation of multiple technologically driven assessments to create a 21st century learning environment.

Parent and Community Involvement

During the 2010 – 2011 school year the UCLA Parent Liaison, Social Workers and Turnaround Team worked with parents and community agencies to develop and implement parent-friendly learning opportunities.

The Parent Liaison held monthly parent meetings, parent workshops, and set up a small committee of parents who comprised the Parent Education Group (PEG). These engaged parents identified ongoing parent education needs, volunteers, parent outreach/engagement, and created means of evaluating parent satisfaction with the school. The Social Workers and Turnaround Team established several partnerships with community agencies and institutions of higher education to enhance community involvement in the school's educational programs and to use school space outside of school hours. UCLA offered mentoring and apprenticeship opportunities for supporting the school and its students.

The relationships established through our parent and community involvement initiatives granted over 25 students receiving free optometrist appointments and eye glasses, an increase in parent volunteer hours resulted in a 75 percent decrease in student referrals, an increase in community service referrals and an increase in donations of school uniforms for students. Also, parents were awarded for their ongoing support and involvement with a successful end of the year dinner. The Social Workers and Parent Liaison are working together to assemble a *UCLA Community Service Resource and Referral Options Booklet* to disseminate to our parents for the 2011 – 2012 school year.

The greatest challenges that the Program Administrator, Social Work Team and Parent Liaison have faced this school was getting students acclimated to a structured environment and involve parents more. UCLA will continue to implement school wide discipline and social interventions to increase student achievement.

Governance and Leadership

UCLA hired a three member Turnaround Team which implemented strategies and activities required to complete the school improvement plan monitoring progress. The Turnaround Team provided quarterly updates to the Board of Directors (BOD) on the implementation of the school improvement grant. Also, the Director, Instructional Coach, and a Math Teacher received training on the use of Data Team/PLC through the Central RPDC. A flexible schedule was implemented for the teachers to meet in Data Teams/PLC with assistance from the RPDC. UCLA has scheduled ongoing professional development with RPDC to quarterly measure the

implementation of Data/PLC in the school and working toward full implementation.

Challenges in governance included clear communication from the BOD regarding the turnaround process and clarification of the separation of powers between the BOD and Director that would allow the Director to have the increased flexibility to implement this process. Although communication has not always been clear, the BOD is diligently working on policies and protocols for the 2011 – 2012 school year that will lead to positive changes in school operation and direction for the school and its stakeholders. By June 2013, UCLA will have clear and dynamic guidance through policies, protocols and processes of governance that support the flexible and creative leadership and stewardship of UCLA. This will include policies and protocols related to professional learning communities.

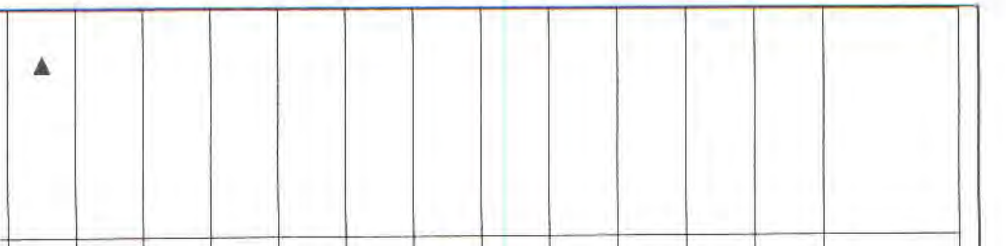
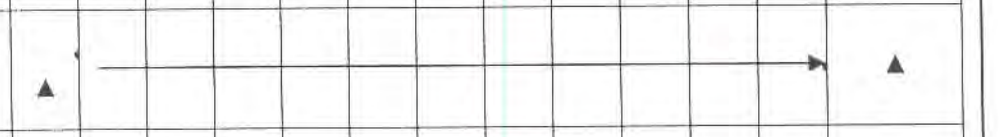
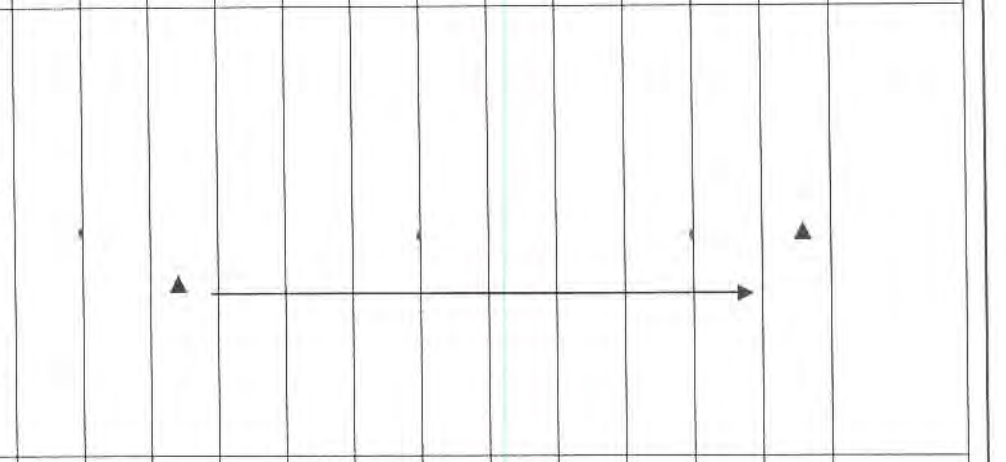
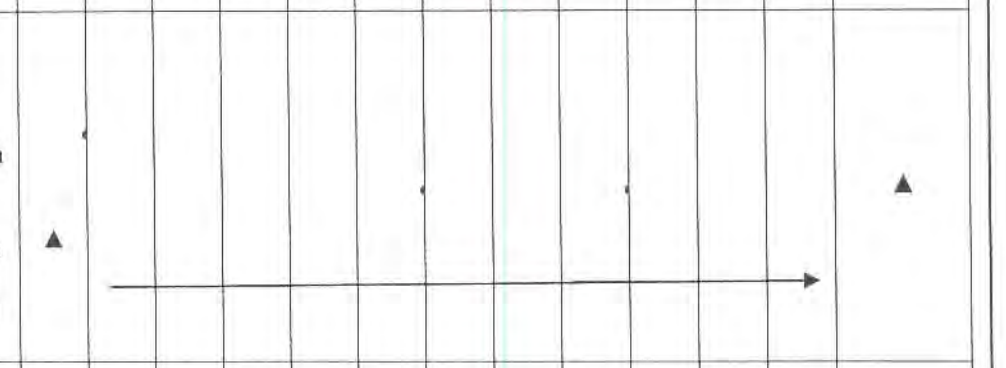
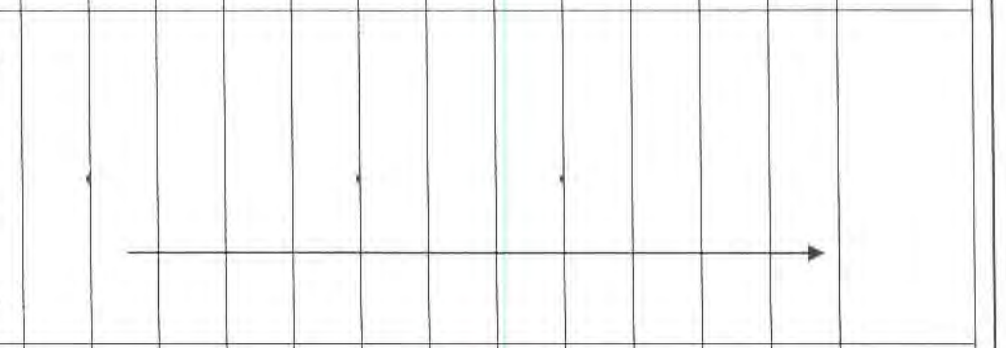
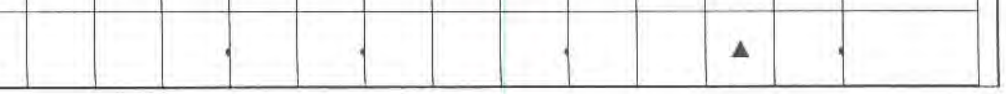
SECTION VII.B. – YEAR TWO TIMELINE

Timeline

Table 3. Goal 1: Student Performance

- *=Evaluate Progress*

Subtask and Activity	Second - Year Detail by Month (July to June)												Year
	1	2	3	4	5	6	7	8	9	10	11	12	3
Strategy 1: Implement project based learning model and engage community partners and institutes of higher education to develop and incorporate career-aligned assignments, units and experimental activities to help immerse students in real-world applications of the curriculum and make long-term connections to tasks, skills and strengths they possess and will need in the future.	▲	Evaluate /Assess Unites Plans Quarterly										▲	
Strategy 2: Tie measurable, valid and reliable assessments that will assist in raising student test scores to all units of study and key objectives in the curriculum. Progress toward these measurable objectives is analyzed by teachers and building level leadership on an ongoing basis and appropriate and timely instructional adjustments are made during the entire school year.	▲	Evaluate/Assess students every four weeks											
Strategy 3: Train teachers on formative assessment research and strategies to develop local assessments that can look												▲	▲

at students' skills on a continuum, improve techniques used to elicit evidence on student learning and provide constructie feedback to students to promote enhanced cognition and learning (Inside the Black Box research).	
Strategy 4: All students will have an Individual Success Plan and be held accountable to progress towards the plan. Refer to work done in Wisconsin around standards-based IEPs.	
Strategy 5: Increase school day/year to achieve instructional goals.	
Strategy 1: Create communication arts and mathematics curriculum documents that are in parent-friendly formats, share high expectations with all community stakeholders and establish a culture of high, rigorous and relevant standards for all students. Common curriculum guides for each subject area and grade level can be shared with the public and are electronic to be updated regularly. Funding will be used to hire personnel, curriculum team time, and curriculum management software.	
Strategy 2: Create curriculum documents for all other subject areas that are in parent-friendly formats, share high expectations with all community stakeholders and establish a culture of high, rigorous and relevant standards for all students. Common curriculum guides for each subject area and grade level can be shared with the public and are electronic to be updated regularly.	
Strategy 3: Implement project based learning model and engage community partners and institutes of higher education to develop and incorporate career-aligned assignments, units and experiential activities to help immerse students in real-world applications of the curriculum and make long-term connections to tasks, skills and strengths they possess and will need in the future.	
Strategy 4: UCLA will implement a robust Data-Driven Instructional Delivery System as evidenced by implementation of Acuity, alignment of assessments with curriculum.	
Strategy 5: Provide professional development in the following areas to	

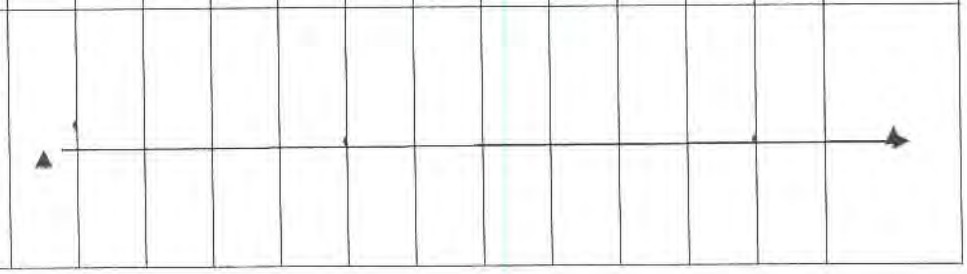
optimize implementation fidelity and build long-term capacity at the school: Effective instructional strategies, the connection between curriculum instruction and assessments, community engagement and parental improvement with curriculum.	
Strategy 6: Revise curriculum, based on local data, regularly to adjust for skills student are mastering ahead of schedule and allow more time or access to areas they are struggling with to reduce redundancies and inefficiencies and optimize instructional time with students.	

Table 4. Goal 2: Highly Qualified Staff

• *=Evaluate Progress*

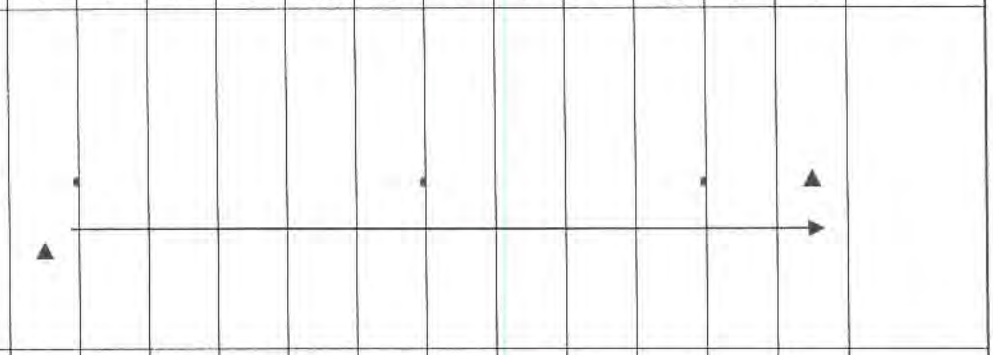
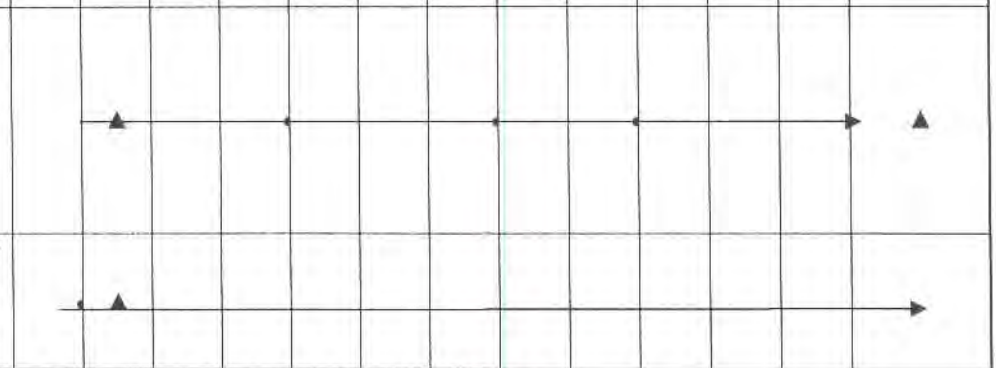
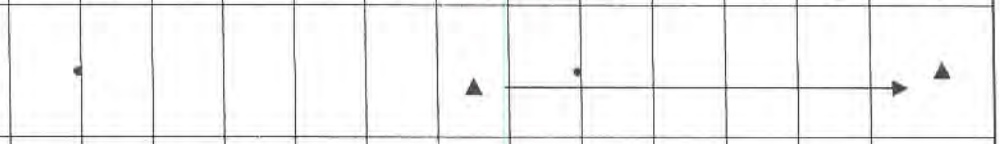
Subtask and Activity	Second - Year Detail by Month (July to June)												
	1	2	3	4	5	6	7	8	9	10	11	12	3
Strategy 1: By June 2011, UCLA will have designed a UCLA marketing brand and implemented a marketing strategy for the recruitment of highly qualified staff. Progress measures: a clear school mission and vision consistently shared at recruitment events, UCLA participation at job fairs at local colleges, and an influx of appropriate resumes tracked and categorized as to quality of applicants.													
Strategy 3: Provide ongoing and embedded professional development including coaching, mentoring, modeling, team teaching, observation of practice in other classrooms/schools, participatory research, and teacher collaboration.													
Strategy 4: Determine the components of and implement a comprehensive teacher evaluation system that provides pay for performance.													

Table 5. Goal 3: Facilities, Support, and Resources

• *=Evaluate Progress*

Subtask and Activity	Second - Year Detail by Month (July to June)												Year
	1	2	3	4	5	6	7	8	9	10	11	12	3
Strategy 1: By June 2012, UCLA will have completed setting up and opening an appropriate and well-stocked multi-media school library.													
Strategy 2: By June 2012, UCLA will have a state-of-the-art computer center or mobile computer center for use by all students in the school as evidenced by documented visual observation of the computer center and student feedback on													

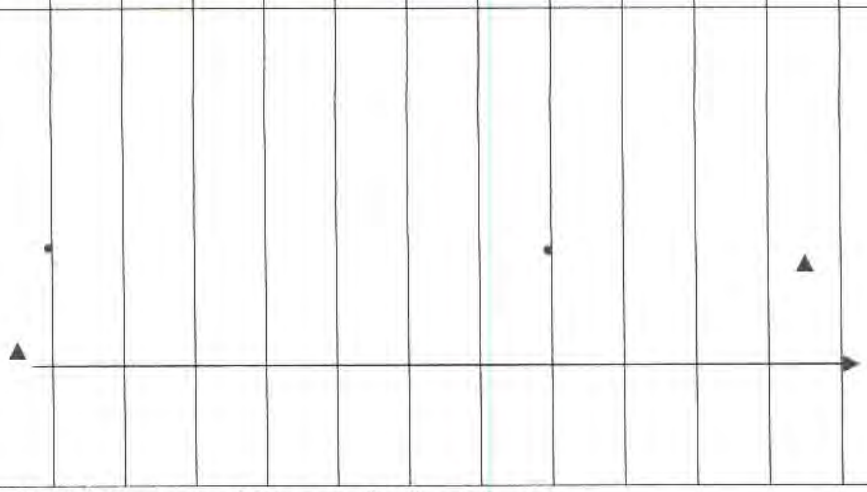
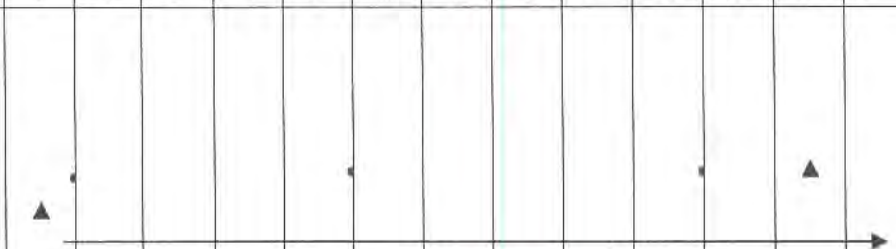
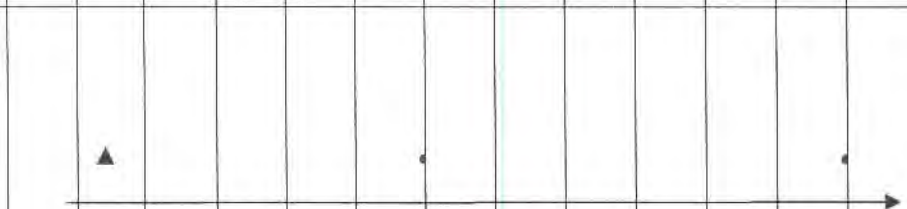
the use and effectiveness of each.	
Strategy 3: By June 2011, UCLA will develop a Student Support and Engagement school policy and guidance to support student needs and behavior, including guidance on: school support for student engagement and behavior, students expectation for education and behavior, student support services, and discipline, as evidenced by the student support and engagement written policy, a reduction in student referrals, up-to-date signed parent consent forms, referral records, case records, and student/parent feedback documenting successful use of and satisfaction with such resources.	

Table 6. Goal 4: Parent and Community Involvement

• *=Evaluate Progress*

Subtask and Activity	Second - Year Detail by Month (July to June)												Year
	1	2	3	4	5	6	7	8	9	10	1	12	3
Strategy 1: By June 2011, UCLA will have worked with parents and families to identify, develop and implement parent-friendly learning opportunities at the school, including parent-as-teacher skill-building groups and beginner's computer classes as evidenced by minutes of parent planning meetings, calendar of classes, attendance at parent events, and participant evaluations.													
Strategy 2: By June 2012, UCLA will have promoted, facilitated and enhanced parent involvement in school educational programs as evidenced by needs assessment tools, outreach materials, records of attendance, with the goal of adults from all families participating in an event at the school by June 2012.													
Strategy 3: By June 2013, UCLA will have expanded its services to students and parents, as evidenced by calendars of events, sign-in sheets, school-home communication materials, parent participation tracking forms.													
Strategy 1: By August 2011, UCLA will have created relationships with community service organization, institutions of higher education and businesses, including the Kansas City Empowerment Zone to obtain a volunteer mentor for each student in the school.													
Strategy 3: By June 2012, UCLA will have worked with community partners on college and career opportunities for its students by sponsoring field trips to													

colleges and having career presentations made in classrooms or at local places of business. Progress measure: calendar of college trips and classroom career presentations.													

Table 7. Goal 5: Governance and Leadership

• =*Evaluate Progress*

	Second-Year Detail by Mont (July to June)												Year
	1	2	3	4	5	6	7	8	9	10	11	12	3
Strategy 2: UCLA will create clear policies and guidance concerning professional learning communities so that all teachers are involved in professional learning communities that meet several times a week.	• ▲	→	→	→	→	→	→	→	→	→	→	→	▲ →
Strategy 4: By June 2013, UCLA's Board of Directors and school leaders will revise the current comprehensive plan (CSIP) and the academic accountability plan (AAP). These plans include annual goals for increasing student academic and social-emotional proficiency, raising funds to launch and sustain effective programs, and developing a "Covenant With Families"; the revised CSIP and AAP will detail the school responsibilities related to a child's educational development and growth. Progress measure: written strategic plan including how these goals will be achieved.													▲

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

Discuss the 1003(g) School Improvement Grant (SIG) program as it will be implemented during the 2011-2012 school year. Include information about how the district will support 1003(g) SIG efforts programmatically and fiscally.

UCLA will continue to implement researched based initiatives, interventions, best practices and school reform models as outlined in its 2011 – 2012 SIG application. First and foremost the school will continue its efforts in the recruitment of highly qualified teachers, implementation of a rigorous, modified PBL curriculum, a robust data driven system and the implementation of Data Teams/PLC. Through these initiatives and embedded professional development UCLA will create a learning environment that is conducive to student learning.

The ongoing recruitment and interview process of hiring highly qualified teachers began in March 2011 when the turnaround team attended two job fairs. A three step intensive interview process, including the Haberman Star-Teacher Pre-Screener is being utilized to find the best qualified teachers to teacher at an urban school. Research says the number one way to increase student achievement is to hire effective classroom teachers. Other recruitment efforts include branding the school through marketing strategies this summer and ongoing through the year and implementing a pay for performance plan in August 2011. UCLA will continue to support and sustain these efforts through retention of teacher, fund raising and allocate $36, 000 annually toward pay for performance pending 5% increase in student enrollment.

The implementation of Data Team / PLCs will continue beginning with two day training on August 22 – 23 facilitated by RPDC and ongoing embedded professional development through the school year from the Director, Instructional Coach and Assessment Coordinator. Data teams will meet bi-weekly or more if needed. A strategic process is being used to have experienced professionals within our building train the teams on the effectiveness and implementation of Data Teams/ PLC. Therefore, the need for outside professional development is eliminated, but the program is sustained.

To continually look at real time student achievement data UCLA will continue its implementation of a robust data driven system. Beginning September 6, 2011 all students will be tested using Acuity Benchmark Test to establish a baseline data, there after students will be assessed every four weeks using Acuity. Formative assessment data will be analyzed within 24 hours and used to modify instruction. UCLA will allocate funding annually to sustain its software licensures for all assessments and other computer/web based programs. In addition, UCLA will apply for eRate funding to continue improving its technology infrastructure as outlined in its technology plan.

UCLA will implement its revised PBL communication arts and mathematics curriculum beginning August 2011 and begin revising other subject areas throughout the school year. Teachers will receive professional development in August 2011 on the implementation of the curriculum, active pedagogy, assessment, projects and field experiences. UCLA will continue to support the ongoing monitoring of its curriculum by hiring a full-time Curriculum Coordinator as well as other teacher engaged initiatives. Each grade level will be responsible for fund raising to sustain field experiences and expert speakers connected to the curriculum.

UCLA will effectively implement these research based initiatives, brand it school, increase student achievement, set strategic enrollment goals, and fundraise to sustain its academic program.

SECTION VII.D. – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year two.

UCLA continue to aggressively recruit and attempt to maintain highly qualified teachers. For the 2011 – 2012 school year UCLA will replace 35 percent of its teaching staff. The restructuring of three (3) exploratory positions are due to the lack of a full-time teaching schedule caused by extended reading and mathematics time. Other elimination is due to resignation, non-renewal, and certification. There are no changes in Instructional Leadership positions.

NEW PAGE

Life Coach Consultant Company
Stephanie A. Moore

As an urban educator my years of service span over thirty years. Throughout these 30 years I have worked in primarily every aspect of urban education, beginning as an Early Childhood teacher, Elementary teacher grades K-5, Special Ed. Behavior Modification teacher, Secondary Education Social Studies teacher, Gifted and Talented Facilitator K-5, Curriculum Coordinator, Dean of Students for an urban charter middle school, Principal of an Alternative Charter school, Principal for a Juvenile Detention facility, and as a Academy Principal for an Urban Charter school. (Please see my resume for specific names of schools)

My wealth of experience has allowed me to highly impact the learning environment with urban schools, teachers, students, parents and the urban community.

In 2009 I retired from education and was encouraged by educators to become a Life Coach. As a certified Professional Life Coach I am able to utilize the Professional Coaching Best Practice techniques such as: Socratic Questioning, Active Listening, Goal Setting and Accountability to assist all in the learning environment to achieve their professional best. My years as a seasoned urban educator has allowed me to largely impact the learning environment here at UCLA. My administrative background has contributed to my quick ability to assess problems within the learning community and proactively seek solutions for immediate results.

Additionally, as a Turnaround team officer, I do weekly walkthroughs and provide immediate feedback to teachers, to assist them with obtaining their professional goals. The feedback that I get from teachers is invaluable. I've been told that the coaching sessions have been very valuable and informative towards their development.

I have various other administrative responsibilities at UCLA such as: professional development, monitoring the culture and climate of the school, assisting with student discipline, school leadership, developing school documents, and working closely with the Director and Turnaround team to address the MOSIG targets designated for our school.

Additionally, I am certified in the Haberman Model. I interview teacher candidates along with the Turnaround team and recommend Highly Qualified Teachers for hire to the Director. However, the Director makes the final recommendation.

In conclusion, my certification as Stephanie Moore Professional Life Coach has allowed me to utilize my extensive urban background and professional coaching skills to support urban teachers and staff towards obtaining their professional best.