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

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

YEAR THREE 2012-13 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*	119,559.00	-	45,573.00	52,252.00	-	-		217,384.00
1200 Supplemental Instruction (Title I) *1003(g) SIG*	-	-	-	-	-	-		-
2100 Non Instructional Support Services *1003(g) SIG*	-	66,474.00	32,753.00	-	-	-		99,227.00
2200 Professional Development *1003(g) SIG*	1,620.00	-	159.00	-	-	-		1,779.00
2600 Planning and Evaluation *1003(g) SIG*	-	-	-	-	-	-		-
3000 Community Services *1003(g) SIG*	-	-	-	-	-	-		-
Program Costs Subtotal *1003(g) SIG*	121,179.00	66,474.00	78,485.00	52,252.00	-	-		318,390.00
Indirect Costs								
Administrative Costs *1003(g) SIG*	45,986.00	4,173.00	17,685.00	1,545.00	364.00	-		69,753.00
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	45,986.00	4,173.00	17,685.00	1,545.00	364.00	-		69,753.00
GRAND TOTAL *1003(g) SIG*	167,165.00	70,647.00	96,170.00	53,797.00	364.00	-		388,143.00

SECTION IV. – LEA/DISTRICT YEAR THREE 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)
Supplemental Instruction	2					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	1.0					
Reading Recovery Teacher Leader						
School/Home Coordinator			2			
Language Translator						
Guidance Counselor				1.0		
Transition Case Manager						
Turnaround Officer						.667
per Budget CR TOTAL						

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
Mann Elementary	292928001968	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.

NEW PAGE

Mann (5260)

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR THREE STRATEGIES AND ACTIVITIES TEMPLATE

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

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
HORACE MANN ELEMENTARY SCHOOL	0526

Budget Codes	Related Strategies and Activities
1100 Instruction *1003(g) SIG*	**Reading Interventionist (1 FTE) and Math Interventionist (1 FTE) will work with individuals and small groups with scientifically research based interventions. (Goal 1: Objective 1.3: Indicator 1.3a) Behavior Specialist (1FTE) will work with students to set behavioral goals. (Goal 4: Objective 4.1: Indicator 4.1a) Social Worker (1FTE) will work with students and families. (Goal 3: Objective 3.5: Indicator 3.5a)**
1200 Supplemental Instruction (Title I)	**Goal 1, Objective 1, strategy 1: Academic Instructional Coordinator to provide instructional support to teachers and support students in small group settings. Scientifically Research Based Interventions will be purchased for Math. IPads will be purchased to allow for differentiated instruction. (Goal 1: Objective 1.3: Indicator 1.3a) Materials for Marzano Vocabulary Strategies will be purchased.**
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003(g) SIG*	**Positive Behavior Specialist (1FTE) will work with the staff and students to implement PBIS. (Goal 4: Objective 4.1: Indicator 4.1a) Parent Educator will work to increase parental involvement (Goal 4: Objective 4.1 Indicator 4.1a)**
2200 Professional Development	
2200 Professional Development *1003(g) SIG*	**Teachers will be provided professional development on differentiation and vocabulary strategies. (Goal 1: Objective 1.2: Indicator 1.2a)**
2600 Planning and Evaluation *1003(g) SIG*	
3000 Community Services *1003(g) SIG*	
Administrative Costs	
Administrative Costs *1003(g) SIG*	**Goal 1, 2, 3, 4,5 / Objective 1/ Strategy 1: Office of Innovation staff to support schools and monitor progress and accountability.**

NEW PAGE

SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR THREE 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	Mann (526)				COUNTY-DISTRICT-BUILDING CODE			115-115-526
Year Three 2012-13	**6100** Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	-	-	-	-	-	-		-
1100 Instruction *1003 (g) SIG*	119,559.00	-	45,576.00	52,252.00	-	-		217,387.00
1200 Supplemental Instruction (Title I)	118,712.00	21,035.00	58,799.00					198,546.00
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	-	-	-	-	-	-		-
2100 Support Services - Pupils *1003 (g) SIG*	-	66,474.00	32,753.00	-	-	-		99,227.00
2200 Professional Development	-	-	-	-	-	-		-
2200 Professional Development *1003 (g) SIG*	1,620.00	-	156.00	-	-	-		1,776.00
2600 Planning and Evaluation	-	-	-	-	-	-		-
2600 Planning and Evaluation *1003 (g) SIG*	-	-	-	-	-	-		-
3000 Parent Involvement	-	-	-	-	-	-		-
3000 Parent Involvement *1003 (g) SIG*	-	-	-	-	-	-		-
Administrative Costs	-	-	-	-	-	-		-
Administrative Costs *1003 (g) SIG*	45,986.00	4,173.00	17,685.00	1,545.00	364.00	-		69,753.00
Program Costs Subtotal (Not including *1003 (g) SIG*)	118,712.00	21,035.00	58,799.00	-	-	-		198,546.00
***1003 (g) SIG* Subtotal**	167,165.00	70,647.00	96,170.00	53,797.00	364.00	-		388,143.00
Grand Total	285,877.00	91,682.00	154,969.00	53,797.00	364.00	-		586,689.00

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SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR THREE BUDGET ITEMIZATION *(COPY AS NEEDED)*		
BUILDING NAME MANN (526)	BUILDING CODE 5260	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
1 – FTE Reading Specialist		**62,878**
1 – FTE Math Specialist		
Teacher Extra Service Pay for Professional Development		**56,681**
Curriculum 20 hours @ $25.52		**1,620**
Staff Development 20 hours @ $25.52		
Non-Cert Extra Service Pay for Professional Development		
Curriculum 20 hours @ $15.00		
Staff Development 20 hours @ $15.00		
.091 – 1 FTE Associate Superintendent of Innovation		
.091 – 4 FTE Turnaround/Accountability Specialist		**11,591**
.091 – 1 FTE Director		**25,036**
.091 – .34 FTE Specialist		**7,603**
		1,756
	6100 Subtotal	**$167,165**
6150: Non-Certificated Salaries		
1 – FTE Positive Behavior Support Specialist		**40,800**
1 – FTE Behavior Intervention Specialist		**25,674**
.091 – 1 FTE Administrative Assistant		**4,173**
	6150 Subtotal	**$70,647**
6200: Employee Benefits *(optional categories)*		
FTE Blended Benefits Rate (41%)		**78,485**
Hourly Blended Benefits Rate (11%)		
Admin Benefits		**17,685**
	6200 Subtotal	**$96,170**
6300: Purchased Services		**52,252**
Instructional Consultants (Scholastic & SAMS)		**1,545**
Admin Professional Development		
	6300 Subtotal	**$53,797**
6400: Materials/Supplies		
Admin Professional Development materials and supplies		**364**
	6400 Subtotal	**$364**
	6100-6400 Subtotal	**$388,143**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)		**$0**
	TOTAL	**$388,143**
1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)		

SECTION VII. – NARRATIVE

Horace Mann Elementary School is nestled in the South Tower Grove Park area of St. Louis City. Last spring, Horace Mann Elementary will celebrate her 110th birthday. While our school is rich in diversity and culture, many of our students come to us with a variety of needs such as housing, clothing, food, and other basic needs. We have students in transition as well as students living with people other than family. Mann is home to children who speak over 11 different languages! Many of these students are refugees and are in need of services from the trauma of war in their country prior to coming to America. Ninety-eight percent of our students receive Free/Reduced Lunch. Most of our students receive services outside the school.

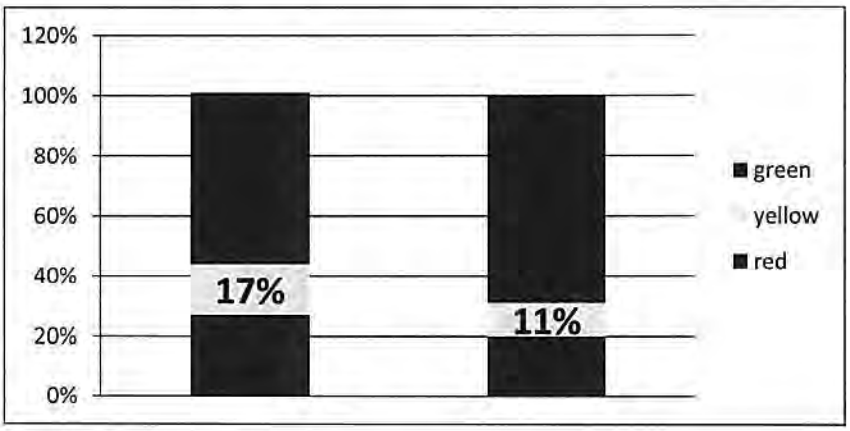
The school currently enrolls 270 students with the following demographics:

- 61% of students are African American
- 11% are White
- 11% are Hispanic
- 17% are Asian
- **98**% of all students are eligible for free or reduced-price lunch
- **60**% of the population is ESL
- Average Daily Attendance rate is 95%
- Mobility rate is 52%

During the year 2011-2012 Mann School has made great gains as shown by AIMSweb data on Reading Fluency (Table A). At Mann we implemented a Response to Intervention Model. AIMSweb fluency data was utilized to determine which students were in need of immediate intervention. An intervention block of thirty minutes per day was put in place building wide in order to work with individuals and small groups. Students were placed based on data into these groups with a specific Research Based Intervention along with the appropriate professional to deliver such intervention. The Reading Specialist and Special Education Teacher worked with students who showed the most intense needs. The Data teams met weekly to analyze data and make changes

to student's individual RTI plan based on the response to the intervention being utilized. Students were moved if growth was not shown; a change was made with the Scientifically Research Based Intervention program, the amount of time allotted, and/or the professional delivering the intervention. All staff was utilized to work with students. Social worker, parent educator, teacher aides, library aide, and classroom teachers worked with small groups of students during this time. By doing this, we were able to create a collaborative environment that facilitated relationships among teachers and students.

Table A-AIMSweb Spring Benchmark Scores 2011-2012



We were able to purchase Scientifically Research Based programs such as Six Minute Solution, Read Naturally, PALs, REWARDS, Heggerty Phonemic Awareness, GATE, and SLANT. Through the use of these Scientifically Research Based Intervention programs, we were able to achieve the following results.

Table B- Successes

Indicators	Measure	Baseline September	Target	October	November	December	January	February	March	April
% of students reading on grade level	Observation, Aimsweb, CBM, SRI	22%	100%	34.8%	65%	62%	67%	72%	79%	80%
# Social Worker Home VIsits	Monthly Report	14	10	16	N/A	N/A	N/A	6	5	3
# Office Referrals Past Pirate's Cove Passes	Monthly Report	36	10	20	15	2	3	7	15	17
# Referrals to Outside Agencies	Monthly Report	67	25	49	N/A	N/A	N/A	2	4	7
% Walk Thrus with Engagement			95%		70%	80%	80%	85%	94%	90%

SECTION VII.A. – DISCUSSION OF YEAR TWO

Table C-Analysis of Acuity A-B

Grade/ Subject	Acuity A Actual	Acuity B Actual	MAP Projection Index
Gr. 3 CA	696	852	682.4
Gr. 4 CA	701	727	700.3
Gr. 5 CA	704	720	712.1
Gr. 6 CA	732	720	738.9
Gr. 3 MA	712	700	681.9
Gr. 4 MA	713	714	695.7
Gr. 5 MA	707	713	733.7
Gr. 6 MA	730	752	729.4

Table D-Analysis of Acuity C 2011-2012

Grade/ Subject	Acuity C Actual 10-11	Acuity C Actual 11-12	MAP Projection Index
Gr. 3 CA	655	688	682.4
Gr. 4 CA	697	696	700.3
Gr. 5 CA	732	715	712.1
Gr. 6 CA	723	716	738.9
Gr. 3 MA	674	683	681.9
Gr. 4 MA	692	700	695.7
Gr. 5 MA	707	704	733.7
Gr. 6 MA	708	739	729.4

Table E -Acuity Analysis 2011-2012

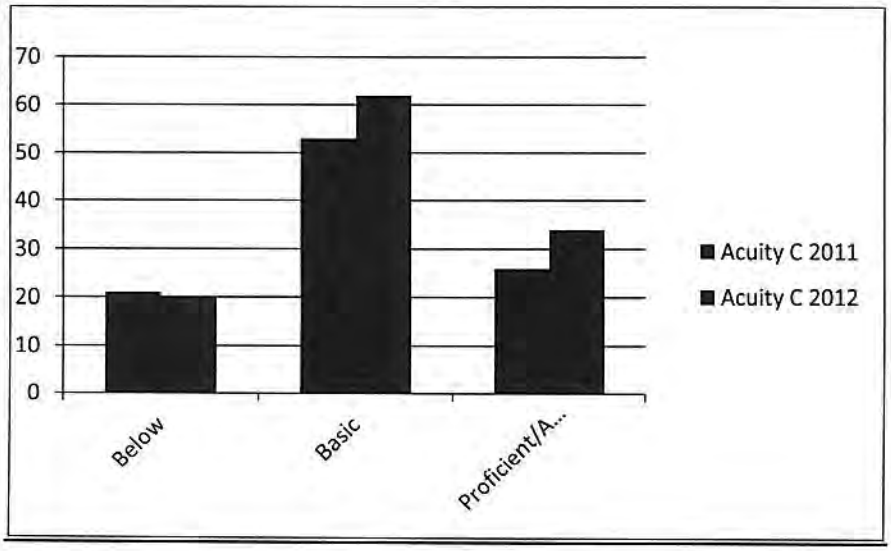


Table F-Year 2 Progress Toward Goal

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

Objective: Objective 1.1: Implement the managed CLEAR curriculum by the end of year 1

Indicator: Indicator 1.1a: In year 1 Develop a walk through process to monitor and improve instructional methods

Action	Person Responsible	Resources	Indicators of Success	Progress 2011	Progress 2012	Needs 2012-13
Review current process of leadership team and implement grade level RTI meetings by September 7, 2010	Principal, district	No resources	Completed review, Data will be available for Power Hour Groups to begin by September 13, 2010	Power Hours ran from September to May.	Complete	Continued PD
Provide necessary training in the use of data to make instructional decisions by August 30, 2010	Principal	PD for training on data	Improved test scores and flexible grouping , Target students will increase by one grade level in reading by June, 2010	All students increased as shown in fluency data.	Complete	Continued PD
Implement AIMSWEB to monitor student data	Principal, Grade Level Teams	Consulting fees, program fees	Children will increase in reading and math by one grade level by June, 2010	Training took place in May. Will begin using with fidelity in August, 2011	Complete	Purchase AIMS
Indicator: Indicator 1.1b: In each of the 3 years Provide additional professional development to assist teachers in implementing the standards based through the assistance of the AFT, and district leadership						
Provide guidance to leadership team and staff on standards based instruction on July 9-11, 2010 and continue	Principal, District	PD training costs	Students will increase to 65% proficient in Communication Arts as shown on the MAP by October, 2011	TBD	Complete	Continue
Provide professional development on Guided Reading to begin August 20, 2010 and continue to June, 2011	Principal	Consultant costs	Children will increase by one grade level in reading as shown on AIMSWEB by June, 2010	All students move at least one grade level	Complete	Continue
Provide Professional Development on Response to Intervention (RTI) to begin August 30, 2010	Principal	Consultant Costs, Intervention Programs such as Read Naturally, Six Minute Solution, Heggerty Phonemic Awareness, Great Leaps	Data will be used to create groups and deliver scientifically based intervention programs by October, 2010	Power Hour Groups Ran from September until May	Continue	Continue District PD

Objective: Objective 1.2: Increase the use of data as instructional tool over the three year period						
Indicator: Indicator 1.2a: Provide support for grade level, subject area and vertical team meetings that concentrate of the use of data as a tool for teachers for years						
Schedule grade level and vertical team meetings into classroom teacher schedule by August 16, 2010	Principal, AFT	Related consultant costs	Completed schedules implemented by September 1, 2010	Data Meetings/PLCs took place every Friday beginning Sept.	Continue	Continue- Grade Level and Data Team full implementation
Create teacher schedules that allow all grade levels to be teaching Communication Arts at the same time by August 16, 2010	Principal	Consulting fees	Completed Schedules implemented by September 1, 2010	Completed.	Complete	Continue
Implement AIMSWEB by September 1, 2010 to monitor student progress	Principal	Consulting Fees, Training, Cost per child	Students will increase by one grade level in reading by June, 2010	Will begin August, 2011	Complete	Continue Purchase 12-13
Provide professional development on data collection beginning September 1, 2010	AFT, , District, principal	related consultant costs	Data will be displayed in secure data room and students will create personal portfolios to set goals from data by October 1, 2010	Data was displayed and kept by each student. Goals were set.	Complete	Continue
Indicator: Indicator 1.2b: Develop data walls in year 1						
Provide external professional development for data walls	External consultants, principal	Costs of consultants	Completed data walls by September 15, 2010	Data walls are up and have been since September.	Complete	Complete
Monitor and review using AIMSWEB by September 1, 2010	Principal, leadership teams	Program Costs per child	Children will increase one grade level in reading by June, 2010	Will implement August, 2011.	Complete	Continue Purchase 12-13
Indicator: Indicator 1.4b: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development ti is done each year						
Complete a master schedule prior to opening of school year and minimize additional items except when absolutely necessary August 16, 2010	National Consultants	Consultant costs	Completed schedule by August 16, 2010	Completed August 22, 2011	Complete	Continue
Objective: Objective 1.5: Increase attendance for students and staff over the three year period to exceed the level of AYP guidelines						

Indicator: Indicator 1.5a: Develop an action plan of rewards and motivation for increasing attendance. Principal, leadership team, staff, minimal cost for prizes, increased student and teacher attendance							
Super Sundaes given to class with highest percentage of average daily attendance	Principal, leadership team	Related costs of purchasing prizes	Improved attendance to increase to 98% as shown in PULSE	94% ADA	Complete	Continue-Awards	
Set attendance goals for all staff and students	Principal, leadership team	No costs	Improved attendance to 98% as shown in PULSE by June, 2010	94% ADA	Complete with 3-6	Continue	
Provide PBIS system in which children receive "Mann Money" for attendance goals beginning August 20, 2010	Principal	Copying Costs, School Store inventory costs	Increased average daily attendance to 98% as shown in PULSE by June, 2010	94% ADA	Complete	Continue-Purchase Incentives for Store	
Create a school store for children to spend their "Mann Money" by September 1, 2010	Principal	Cost of incentives for store	Increased average daily attendance to 98% as shown in PULSE by June, 2010	94% ADA	Complete	Continue-Purchase Incentives for Store	
Goal: Goal 4: Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs							
Objective: Objective 4.1: Increase parent involvement as an ongoing priority							
Indicator: Indicator 4.1a: Provide after school and evening opportunities for parents to use the building for a variety of appropriate purposes beginning the fir and continuing							
Hire a full time Family Educator to show families from other countries the role of parents in the educational system.	Principal, District	1Full Time Equivalent	Last Parent Meeting was 15% Parental involvement will increase to 50% by June, 2010	Parent Involvement has increased over the 2010-2011 school year.	Due to funds, did not hire FE	Need to hire FE	
Indicator: Indicator 4.1b. Develop a parent handbook as a tool for parents during year 1							
Review current handbook and make necessary changes or review comparable handbooks and complete one for the school.	Principal, Leadership Team	No cost	Completed book to be given to all families by August 20, 2010	Completed August, 2011.	Complete	Review again June, 2012 Created new Parent/staff Handbook And RTI handbk	

Objective: Objective 4.2: Increase meaningful community partnerships within the school						
Indicator: Indicator 4.2a: Identify potential community partnerships						
Continue partnerships with Urban Future, Youth in Need, Little Bit Foundation, Faithful Friends, Assistance League	Principal	No costs	Work together to integrate services within the school while keeping instructional time sacred by June, 2010	Continued.	Complete	Continue

Due to intense delivery of Scientifically Research-Based Interventions by specialized personnel during Power Hour, we were able to see growth in reading fluency as shown by AIMSweb in Table A. Table A compares Benchmark scores from Spring 2011 and Spring 2012. 69% of students in grades one through six were considered in the green at or above grade level. This is a 12% gain over last year. We also saw a reduction in students in the yellow from 17% to 11%. There was also a reduction of students falling in the red or tier 3 with 20% in 2012 which is down 7% from 2011. Students were grouped by tier and provided Scientifically Research-Based Intervention programs such as Six Minute Solution, GATE, PALS, REWARDS, and Heggerty Phonemic Awareness. The Reading Specialist worked one on one with students in the red or tier 3 in addition to power hour. This one to one tutoring from a specialist was vital to the increase shown from 2011 to 2012.

The Data Dashboard or Table B-Successes outlines the big goals of Mann Elementary and the progress made throughout the year. Through the use of power hour(grade level intervention groups which meet four times per week for thirty minutes), students increased to 80% on or above grade level as shown on AIMSweb. The Behavior Specialist was instrumental in working with students to increase success. This individual was utilized as a first resource prior to coming to the principal which increased the principal's time as an instructional leader in the classroom. Students with severe needs were referred to outside agencies to provide extra support.

This year, we focused on Student Engagement with Kagan and Kagan strategies such as think-pair-share along with professional development. Peer walk-throughs provided teachers and staff with a clear definition of Engagement in the classroom. Once a common definition was established, staff worked to create meaningful activities in the classroom. As shown by walk-through data, a baseline of 70% of the time Engagement was present in the classrooms. By April, 90% of the walk-throughs showed Engagement present in the classrooms.

Acuity scores increased from Acuity A to Acuity B as shown in Table C. The MAP Projected Index score was calculated to determine the score needed to make AYP on the MAP2012. When comparing the score achieved and the score needed, we would meet our AYP goal at all grade levels except Grade 5 Math. Grade 5 Math showed an actual score of 713 and 733.7 is needed to achieve AYP status. Overall, our Acuity scores proved to be higher than those of the previous year as shown in Table D.

Table E shows a comparison of Acuity C scores overall from 2011 and 2012. The amount of students in the Proficient/Advanced category increased significantly from last year to this year. The work of the Grade Level Teams to pretest, group, regroup, and post-test was a key factor in the success of the students as shown in Acuity.

Challenges 2011-2012:

We have done a fine job of utilizing data during data meetings to drive small group intervention instruction, but we need to have more discussion on how to meet needs in the classroom by differentiating instruction. Grade Level teams were successful, but it was difficult to understand how the cycles were run and the use of data. The staff went to a sister school to learn the process. With limited PD, the staff moved slower than desired. After much practice, Mann staff will be ready to implement in the year 12-13.

Due to budget constraints, we were unable to hire a Family Educator. This led to an unsuccessful creation of a PTO. There was little to no increase in parental involvement from school year 10-11 to school year 11-12. Given the diverse population at Mann, it is imperative that we have a liaison to communicate with the community. We were unable to make regular phone calls to parents to invite them into the building despite all staff energy. We would like to see formation of a solid executive PTO board to initiate activities and enhance parent participation. We would also like to see an increase in participation in Parent/Teacher conferences as our attendance was down significantly from 10-11 to 11-12. A Family Educator will be necessary next year to increase parental involvement.

Although we did see academic gains in our students, we were unable to reach some of our lower functioning readers. Other schools have found success with this population using Systems 44. We would like to have approval for the purchase of the Scholastic's System 44 license and materials for Mann Elementary School which will not exceed $38,842.00 and the period for the license will be July 1, 2012 to June 30, 2013. Mann Elementary School wishes to utilize

System 44 (a Tier 3 intervention) with below level readers to support students as they merge into the mainstream populations and prepare them for success in middle schools that currently use other components of theScholastic Suite that have resulted in consistent and productive growth in reading and writing. Additionally, we will purchase MAP-Measures of Academic Performance by NWEA to assist Grade Level Teams in determining areas of concern in relation to GLEs.

In April students in grade 3 were given iPads from the district. The current third graders worked diligently to become acquainted with the tools and were successful in completing individualized assignments. These students will not get that opportunity in the fall as the iPads stay with grade 3. It is our intent to support that technology by purchasing more iPads to maximize the use of technology with instruction and continue success with the incoming fourth graders.

The grant allowed for a full time Social Worker. We hired a young man at the beginning of the 2010-11 school year. He resigned after a week. We again interviewed for the position. We hired a young lady who was very successful at Mann. Unfortunately, due to the instability of the position, she took a position with Special School District. In August, we hired another young lady who had been in the district the previous year, but since she was hired so late in the year, she did not have a position. She was instrumental in assisting families in gaining outside services. In December, she abruptly transferred to another SLPS school. We began the search again. In January, we were able to hire another young lady who remained with us for the year. We hope that she returns in the fall. Due to the instability of the grant, we have had difficulty securing a permanent Social Worker. There is a great need at Mann as we have many difficult family situations including refugees of war. However, it is noted that despite the inconsistency of the Social Work position, Mann's overall Average Daily Attendance increased from 94% in 2010-11 to 95.47% in 2011-1012. Mann's ADA has been one of the highest in the district at 94%; however, we went above and beyond to maintain and increase the student attendance rate.

SECTION VII.B. – YEAR THREE TIMELINE THREE TIMELINE

Goal	Action	Person(s) Responsible	Timeline
Continue Implementation of RTI beginning August 15	Benchmark and progress monitor all students as a universal screening	ALL	By August 30, 2012
	Schedule Power Hour	Committee/Principal	By August 30, 2012
	Identify learner needs by data in teams	Teams/Principal	By September 15, 2012
	Begin Power Hour	ALL	By September 15, 2012
	Revisit data weekly and regroup students based on progress	ALL	Begin September 30, 2012
	Students will track their own data and keep portfolios	Student/Teacher	Begin September 15, 2012
	Include Math in Power Hour	Principal/Team	By August, 2012
	Begin Data Meetings	Principal/Team/TLF	By September 15, 2012
Implement Guided Reading by September 1, 2011	Principal will train teachers at opening PD Day	Principal	Begin August, 2012
	We will update the library selections	Committee/Principal	By December, 2012
	Guided Reading will be modeled in all classrooms	Principal/TLF	By September 15, 2011
	Rubrics will be given to teachers and training will take place on use of rubrics as well as modeling	Principal/Committee	Begin August/Continuous
	Students will track progress with teacher	Teacher/Student	
Monitor Student Achievement	Walk Throughs will be conducted daily in every classroom	Principal	Begin August/Continuous
	Set Targets with children and conference with them	Principal/Teachers	Begin September/Continuous
	Teachers will meet weekly in Grade Level Teams to plan and differentiate groups and instructional strategies	Principal/Teachers/ TLF	By August, 2012
Increase Parent Involvement	Host open house	ALL	August, 2012
	Host Literacy Nights	Principal/FE	Begin August/Continuous
	Hire Family Educator	Principal/Team	By September, 2012
Implement PBIS	Plan weekly lessons based on data	Committee	Begin August/Continuous
	Identify expectations for every area in the building	Students	
	Maintain School Store		
	Hold monthly recognition assemblies		
Implement Differentiated Instruction	Provide PD on differentiated instruction with Math	Principal/TLF	By August, 2012
Implement Literature Circles	Use guided reading books in book room	Teachers	Begin August, 2012
	Provide PD	Principal	August, 2012
	Model in classrooms	Principal/TLF	Begin September, 2012

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2012-2013

Grade Level teams were successful, but it was difficult to understand how the cycles were run and the use of data. The staff went to a sister school to learn the process. With limited PD, the staff moved slower than desired. After much practice, Mann staff will be ready to implement in the year 12-13. Support will be needed by the TLF to ensure frequent grouping of students. RTI training will continue in order to best meet the needs of all learners. Once the core staff is completely trained, the core staff will sustain the RTI process through Grade Level Teams.

Due to budget constraints, we were unable to hire a Family Educator for 2011-2012. Given the diverse population at Mann, it is imperative that we have a liaison to communicate with the community so we will hire a full time Family Educator for 2012-13. We will make regular phone calls to parents to invite them into the building. We would like to see formation of a solid executive PTO board to initiate activities and enhance parent participation. We would also like to see an increase in participation in Parent/Teacher. A Family Educator will be necessary next year to increase parental involvement. If a solid PTO is formed, the PTO executive board will continue to increase parental involvement.

Although we did see academic gains in our students, we were unable to reach some of our lower functioning readers. Other schools have found success with this population using Systems 44. We would like to have approval for the purchase of the Scholastic's System 44 license and materials for Mann Elementary School which will not exceed $38,842.00 and the period for the license will be July 1, 2012 to June 30, 2013. Mann Elementary School wishes to utilize System 44 (a Tier 3 intervention) with below level readers to support students as they merge into the mainstream populations and prepare them for success in middle schools that currently use other components of theScholastic Suite that have resulted in consistent and productive growth in reading and writing. Our Reading Specialist will implement Systems 44 at Mann in our existing computer lab. Once the initial cost is paid by the SIG grant, Mann School will be able to prove success and will seek funding from the district to sustain the program.

It is our intent to support that technology by purchasing more iPads to maximize the use of technology with instruction and continue success with the incoming fourth graders. Once these are purchased, the third and fourth grade teachers will utilize them to bring technology into the classroom. Further, the iPads purchased with SIG funds will be used for grades 3 through 6 to enhance differentiation.

Our library at Mann is outdated and we are in need of current selections that align with our literacy program. In order to

SECTION VII.D. – STAFFING CHANGES

For the school year 2012-2013 we will be able to hire a full time Family Educator. We were unable to due so last year due to budget constraints. We expect to see a great increase in parental involvement. This individual will be responsible for contacting and recruiting parents to form a solid PTO executive board. They can then facilitate monthly meetings and social events for parents to become involved in the school. Additionally, we would like to see a parent support group for assisting in working with your child through elementary school.