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 Hamilton	COUNTY-DISTRICT - BUILDING CODE
Budget Codes	**Related Strategies and Activities**
1100 Instruction	
1100 Instruction *1003 (g) SIG*	Instructional Support Coordinator (1FTE) will work with small groups with research based interventions. (Goal : Objective 1.2)$55.000.00 Math Specialist (1FTE) will work with small groups with research based interventions (Goal 1 : Objective 1.2) Family Educator (1 FTE) will work with parents and increase parental involvement. (Goal 4 Objective 4.1) $25.000.00; Social Worker (1 FTE) will work with students and parents to increase attendance. (Objective 1.1) $30.000.00; Behavior Support (1 FTE) will decrease discipline incidents. (Goal 4: Objective 4.3) $25.000.00
1200 Supplemental Instruction(Title I)	
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	Guided Reading Library will be purchased to facilitate guided reading as an intervention. Goal 1; Objective 1.2: Strategy 5;
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003 (g) SIG*	
2200 Professional Development	
2200 Professional Development *1003 (g) SIG*	Professional Development will be provided on RTI and AIMSweb and data collection (Goal 1: Objective 1.3, Indicator 1.2; Objective 1.5); $5.000.00
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003 (g) SIG*	Increase the use of data. Purchase AIMSweb for each student. Mobile Computer Lab/ Supplies (Goal 1: Objective 1.3; Strategy 2; $30.000.00
3000 Community Services	
3000 Community Services *1003 (g) SIG*	
Administrative Costs	
Administrative Costs *1003 (g) SIG*	

NEW PAGE

478-VI.B

SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR TWO IMPLEMENTATION BUDGET TEMPLATE (COPY AS NEEDED)

Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school for year two of the three year grant period.

LEA/DISTRICT/BUILDING NAME	Hamilton (478)				COUNTY-DISTRICT-BUILDING CODE			115-115-478
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	812,416	66,756	0	0	0	0		879,172
1100 Instruction *1003 (g) SIG*	98,945	0	43,655	0	656	0		143,256
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	77,178	83,919	0	0	0	0		161,097
2100 Support Services - Pupils *1003 (g) SIG*	30,900	25,750	25,892	0	0	0		82,542
2200 Professional Development	0	0	0	0	0	0		0
2200 Professional Development *1003 (g) SIG*	0	0	0	0	0	0		0
2600 Planning and Evaluation	0	0	0	0	0	0		0
2600 Planning and Evaluation *1003 (g) SIG*	0	0	0	0	0	0		0
3000 Parent Involvement	0	0	0	0	0	0		0
3000 Parent Involvement *1003 (g) SIG*	0	25,750	10,815	0	0	0		36,565
Administrative Costs	0	0	408,179	0	10,652	0		418,832
Administrative Costs *1003 (g) SIG*	47,540	0	14,990	2,727	636	0		65,893
Program Costs Subtotal (Not including *1003 (g) SIG*)	889,595	150,675	408,179	0	10,652	0		1,459,101
***1003 (g) SIG* Subtotal**	177,385	51,500	95,352	2,727	1,292	0		328,256
Grand Total	1,066,980	202,175	503,531	2,727	11,944	0		1,787,357

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1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME HAMILTON (478)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Work Specialist	30,900
1 – FTE Instructional Support Coordinator	56,650
1 – FTE Math Specialist	42,295
.091 – 1 FTE Asst Supt of Innovation	12,727
.091 – 4 FTE Turnaround/Accountability Specialist	25,455
.091 – 1 FTE Director	7,636
.091 – .34 FTE Specialist	1,722
6100 Subtotal	$177,385
6150: Non-Certificated Salaries	
1 – FTE Family Educator	25,750
1 – FTE Behavioral Support Specialist	25,750
6150 Subtotal	$51,500
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	80,362
Hourly Blended Benefits Rate (11%)	
Admin Benefits	14,990
6200 Subtotal	$95,352
6300: Purchased Services	
Admin Instructional Consultants	2,727
6300 Subtotal	$2,727
6400: Materials/Supplies	
Supplemental	
Instructional materials and supplies	656
Admin Professional development materials and supplies	636
6400 Subtotal	$1,292
6100-6400 Subtotal	$328,256
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$0
TOTAL	$328,256

Narrative:

The focus of Hamilton Elementary turnaround plan was to improve student achievement, incorporate data driven instructional practices, increase attendance, decrease discipline incidents, and incorporate differentiated instruction and professional development for all staff. The Hamilton Elementary Leadership Team conducted a needs analysis using Acuity data, SRI, Easy CBM (Words Read Correctly), discipline data and student and parent surveys in an effort to implement a turnaround plan. Student scores revealed a significant lag (at least 2 years) in reading and math. A plan to use data teams to address student intervention was introduced and will be fully implemented next year. Teachers also required professional development in RTI, Positive Behavior Support, and Differentiated Instruction to address the needs of students at Hamilton.

SECTION VII.A Discussion Year One

During the 2010-2011 school years the Hamilton Elementary School students had an overwhelming spike in attendance and parental involvement due to our new Parent Educator. Discipline incidents decreased with the assistance of our Behavior Intervention Specialist. The Parent Educator and Behavior Intervention Specialist work with the whole family in school and at home. Student were taught conflict resolution skills and participated in Saturday workshops that focused on Character Education. Parents/students received social service referrals, uniforms, coats, and food products to promote health and nourishment for good performance in school. The results showed a significant decrease in discipline incidents and a 21% increase in student daily attendance. The efforts of our staff and community support from organizations such as the Friends of Hamilton, Union Communion Christian Church, and Oasis providing extra tutoring for Hamilton students created a positive impact on our parents and students success during year one (2010/2011). Student data was utilized throughout the building, in weekly team meetings, and in professional development to increase student performance, and to allow students to track their own short term success. Professional development was provided for staff on differentiated instruction and RTI on how to utilize the data to make informed decisions for grouping students and planning interventions.

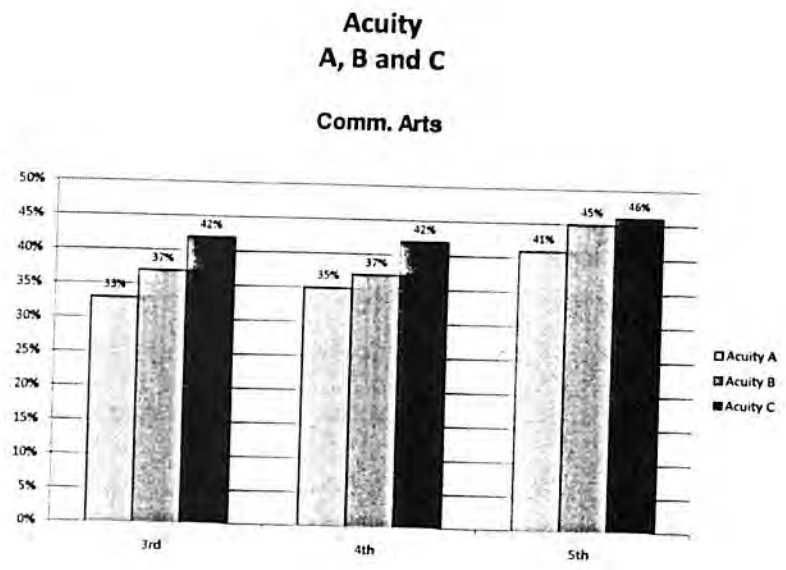
Summary of Progress

- **Accomplishments 2010-2011**

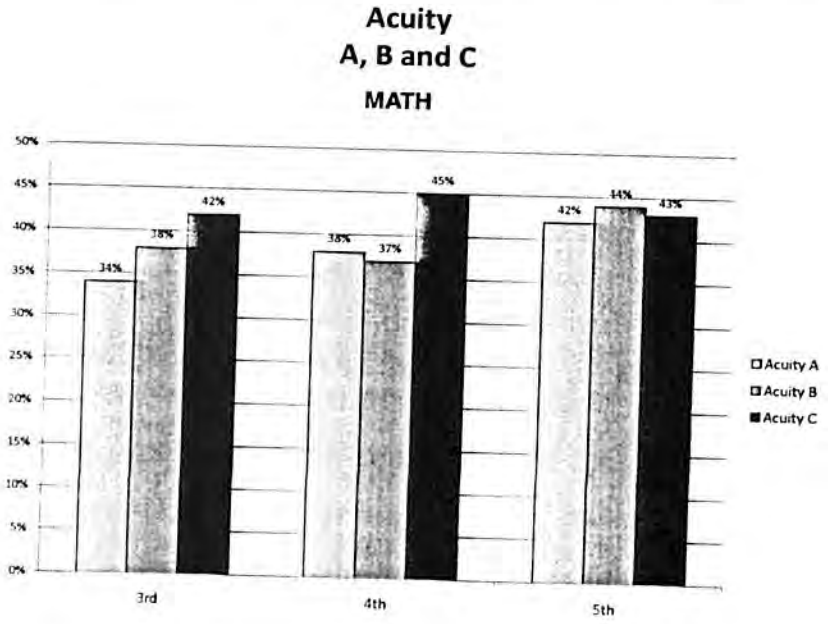
During the 2010-2011 school year, students at Hamilton showed gains in Acuity Testing in the area of communication arts noted by a nine percent increase between Acuity A and C in third grade, a seven percent increase in fourth grade, and a five percent increase in fifth grade. In third grade there was an eight percent increase noted, in fourth grade a seven percent increase, and in fifth grade a one percent increase noted. Seventy-five percent of tested student in DRA showed a six month to one year increase in reading scores. CBM Benchmark testing showed an overall increase of 10% growth in words per minute. The HAT (Hamilton Achievement Test) was administered. Results across all grade levels showed an increase of 10% in the areas of reading and math.

- **Challenges 2010-2011**

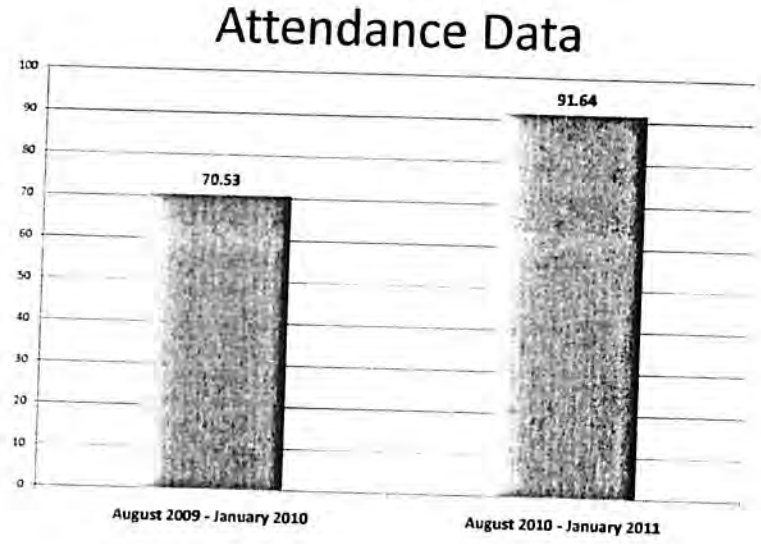
This year we noticed some challenges throughout the school year in the area of mathematics. Therefore for the 2011-2012 we would like to implement a researched-based mathematics program that will require a mathematics specialist. The Math Specialist will work with students in tiers two and three in small groups or individually. We would like to purchase researched based programs such as Six Minute Solution, Read Naturally, and PALs. REWARDS and Heggerty Phonemic Awareness.



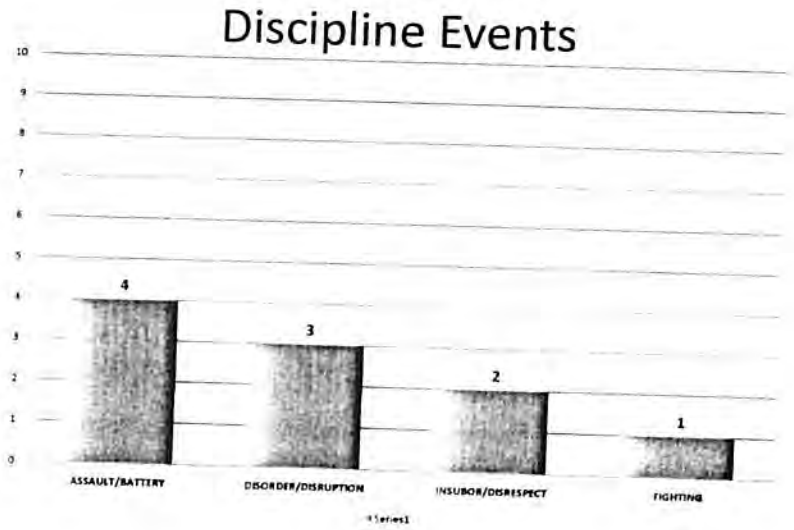
There was an overall increase in areas of communication arts. This was in large part to the efforts of the Instructional Support Specialist who worked with small groups using reading intervention strategies.



A slight drop in the area of fifth grade math on Acuity C was shown. Hiring a math specialist to work intensively with small groups using math interventions to increase student achievement in the area of math.



In the area of attendance, a significant increase was noted when compared to the same time and date from the previous year. A full time social worker, along with the implementation of the attendance team (nurse, family educator, behavior support specialist, counselor and principal) will increase overall student attendance.



Discipline events decreased significantly with the addition of the Behavior Support Specialist. During the 2011 school year, the Behavior Support Specialist worked diligently with our at-risk students. Our students learned conflict resolution skills, and participated in Saturday workshops which focused on Character Education.

See Attached MOSIG Monthly Progress Report.

Goal 1. Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.				
Objective 1.1: Implement an attendance monitoring system to increase school attendance to 93% by the end of year 1.				
Indicator 1.1A: In year 1 develop a program to support 30% of families in need and increase the number of families supported by 10% each year after.				
Action	**Person Responsible**	**Resources**	**Indicators of Success**	**Progress 2011**
Identify student roster	Principal, Secretary	Sig Year 1	August 2010 Daily review Weekly Update	Increase student attendance.
Provide teachers with guidelines of attendance monitoring	Principal, Counselor, Nurse, and Social Worker	PD for training on attendance data	Improved test scores and daily student participation	August 2010
Contact resources and neighborhood associations	Counselor, Social Worker, Nurse, and Family Educator	SIG Year 1- 55,000	High student attendance translates to increased student test scores	September 2010- May 2011 Hire Family Educator October 2010, Hire (FTE)Social Worker
Objective 1.2 The percentage of students scoring proficient or advanced for both Communication Arts and Math in grades 3-5 will increase by 10 percent at the end of the first year and continue to improve by at least 10% each additional year.				
Provide professional development on analyzing student data and putting data into action	Principal, Teaching and Learning Facilitator (TLF) and Instructional Support Specialist	PD training costs	Increased student test scores as measured by Acuity, CBM and AIMSweb	Continue with Acuity, CBM, and Terra Nova
Provide professional development on Guided Reading to begin August 20, 2010 and continue to June, 2011	Principal, TLF and Instruction Support Specialist	Consultant costs	Children will increase by one grade level in reading as shown on AIMSWEB by June 2011	All students move at least one grade level
Provide Professional Development on	Principal, TLF, Instructional Support	Consultant Costs, Intervention	Data will be used to create groups and	In It To Win It Groups Ran from October until

Response to Intervention (RTI) to begin August 30, 2010	Specialist	Programs	deliver scientifically based intervention programs by October 2010	May
Objective 1.2: Increase the use of data as instructional tool over the three year period				
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 all three 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 Wednesday beginning September
Create teacher schedules that allow all grade levels to be teaching Communication Arts at the same time by August 16, 2010	Principal, TLF and Leadership Team	Consulting fees	Completed Schedules implemented by September 1, 2010	Completed
Implement research based Communication Arts and Math assessment	Principal, TLF, Academic / Leadership Team	Consulting Fees, Training, Cost per child	Students will increase by one grade level in reading by June, 2010	Will begin October 2011
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 each student was aware of strengths and weaknesses.
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

Monitor and review using Research Based Testing September 1, 2010	Principal, Leadership Teams	Cost of Testing Materials	Children will increase one grade level in reading by June, 2010	Will implement August, 2011
Indicator 1.4B: Develop a master calendar at the beginning of the year to assist with the need for good coordination of professional development time. This 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	Principal; Leadership Team; Staff	Materials and resources	Completed schedule by August 16, 2010	Completed August 22, 2011
Objective 1.5: Increase attendance for students and staff over the three year period to exceed the level of AYP guidelines				
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				
Movie / Popcorn Party given to class with highest percentage of average weekly attendance	Principal, Leadership team	Related costs of purchasing prizes	Improved attendance to increase to 93% as shown in PULSE	91% ADA
Set attendance goals for all staff and students	Principal, Leadership team	No costs	Improved attendance by 93% as shown in SIS	88% ADA

Provide PBIS system in which children receive recognition and photos posted for attendance goals beginning August 20, 2010	Principal	Copying Costs, Materials	Increased average daily attendance to 93% as shown in PULSE by June, 2010	91% ADA
Create a special perfect attendance banner to be displayed outside each room by September,2010	Principal	Costs of materials	Increased average daily attendance to 93% as shown in PULSE by June, 2010	91% ADA
Goal 4: Parent and Community Involvement Promote, facilitate and enhance parent, student, and community involvement in LEA/District educational programs				
Objective 4.1 Increase parent involvement as an ongoing priority				
Indicator 4.1A: Provide after school and evening opportunities for parent to use the building for a variety of appropriate purposes beginning the first year and continuing				
Hire a full time Family Educator to show families from other countries the role of parents in the educational system in the US by October1, 2010	Principal , District	1 Full Time Equivalent (FTE)	Last Parent Meeting was 15% Parental involvement will increase to 50% by June, 2010	Parent Involvement has increased over the 2010-2011 school year

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 by August 20, 2010	Principal , Leadership Team	Printing and materials	Completed book to be given to all families by August 20, 2010	Completed August, 2011
Objective 4.2A: Increase meaningful community partnerships within the school				
Indicator 4.2A: Identify potential community partnerships				
Continue partnerships with Friends of Hamilton, Oasis, Skinker / Debaliviere Neighborhood Garden Association, Rainbow Council, and Union Communion Christian Church	Principal; Leadership Team	No Costs	Work Together to integrate services within the school while keeping instructional time sacred by June, 2010	Continued.

SECTION VII.B.

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

District Action Steps:

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

    Date: April 2010 – June 2010

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

    Date: June 2010 – August 2010

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

            Date: June 2010 – August 2010, Quarterly

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

    Date: June 2010 – On going through out funding period, at least quarterly Effective interventions are supported by school staff, including administrators; based in theory and are developmentally appropriate; designed to impact the factors that are thought to lead to the gap; integrated with other interventions; supported with sufficient time & energy to address the gap; implemented by people who have had sufficient training; implemented with fidelity; and monitored to ensure that individual student outcome improves.

Instructional Plan for Scale and Sustainability:

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

LEA/District Implementation Timeline

Teachers and School Leader Effectiveness		
Strategy and/or Activity	**Time Frame**	**Action**
Replace the principal	2011	Implemented in June 2010 and completed in July 2010
	2012	No further action necessary

	2013	No further action necessary
Implement strategies for recruiting, hiring, and retaining high-quality staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Use rigorous, transparent, and equitable evaluation systems	2011	Implementation will begin immediately. The period of evaluation is 90 days.
	2012	Ongoing with quarterly evaluations conducted
	2013	Ongoing with quarterly evaluation conducted
Identify and reward effective staff and remove ineffective staff	2011	Implementation will begin immediately.
	2012	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
	2013	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
Provide ongoing, high quality, job-embedded professional development	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Comprehensive Instructional Reform		
Strategy and/or Activity	**Time Frame**	**Action**
Implement a research-based,	2011	Implementation from June 2010 to August

data-informed instructional program aligned to standards		2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation

Increased Learning Time and Community-Oriented Schools		
Strategy and/or Activity	**Time Frame**	**Action**
Establish schedules and strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide ongoing mechanisms for family and community engagement	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs

Operational Flexibility and Sustained Support		
Strategy and/or Activity	**Time Frame**	**Action**
Provide operational flexibility	2011	Implementation will begin immediately. Progress will be monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly evaluation

	2013	Ongoing with quarterly evaluation
Provide ongoing, intensive technical assistance	2011	Implementation will begin immediately. Progress will be initially monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly planning and evaluation
	2013	Ongoing with quarterly planning and evaluation

Hamilton 2011-12 Timeline

Goal	Action	Persons Responsible	Timeline	Progress Toward Goal 2011
Continue to Implement RTI beginning August 15, 2011	Benchmark and progress monitor all students as a universal screening	ALL	August 30, 2011	AIMSweb is functional and probes have been prepared.
	Schedule In It To Win It	Leadership Team, Principal	By August 30, 2011	Building Leadership Team will meet August 15, 2011
	Identify learner needs by data in teams	Teams/ Principal	September 15, 2011	After Universal Screening, we will be able to identify learner needs.
	Begin In It To Win It	All	September 15, 2011	TBA
	Revisit data weekly and regroup students based on progress	All	By September 15, 2011	TBA
	Students will track their data and keep portfolios	Student and Teacher	Begin September 15, 2011	Students will have portfolios that they can use to track their progress.
	Hire Math Specialist	Principal and Team	By July 2011	Team and principal will hire a specialist from a list of candidates f from HR.
	Include Math and Communication Arts	Principal / Team	August , 2011	TBA

	teachers in the In It To Win It intervention period			
	Principal will train teachers at opening PD Day	Principal	August 2011	Articles will be provided for staff
Implement Guided Reading Leveled Library by September 1, 2011	A Teacher Resource room full of sets of guided reading books at all levels will available for teacher use.	Committee Principal	August, 2011	Room has been organized with check out systems in place.
	Guided Reading will modeled in all classrooms	Principal	By September 15, 2011	TBA
	Guided Reading will be modeled in all classrooms	Principal	By September 15, 2011	TBA
	Rubrics will be given to teachers and training will take place on use of rubrics as well as modeling.	Principal/ Committee	Begin August / Continuous	Copies have been made to share with staff at opening day.
	Students will track progress with teacher	Teacher/ Student	Begin August / Continuous	Portfolios and Data Wall have been prepared
	Walk Through will be conducted daily in every classroom	Principal	Begin August / Continuous	TBA
Monitor Student Achievement	Set Targets with children and conference with them.	Principal / Teachers	Begin September/ Continuous	TBA
	Power GLEs and BBCs will be displayed in every room	Teachers	August, 2011	TBA
	Host open house	ALL	August 2011	Date set and communicated to parents via parent final newsletter
Increase Parent Involvement	Host Literacy Night	Principal / PCS	Begin August / Continuous	Literacy Nights have been identified and added to calendar.

Implement PBIS	Identify expectations for every area in the building	Students; Staff	July 2011	PBIS has been written into the student/parent handbook
Implement Differentiated Instruction	Provide PD on differentiated instruction	Principal / TLF	August 2011	TBA
Implement Literature Circles	Provide PD / Model in classrooms	Principal / TLF	August 2011	TBA

SECTION VII.C. – DISCUSSION OF SCHOOL

Next year, (2011-2012) we would like to purchase the AIMSweb. The staff will be trained on AIMSweb in September, 2011. The Instruction Support Specialist will serve as the key contact person to will facilitate data. AIMSweb Calculation probes, Math Application and Concepts probes will provide beginning benchmark data for students at Hamilton Elementary School. This data will be used to identify and group students who are in need of math intervention. The leadership team has created an "In It To Win It" 30 minute time block set aside for mathematics in order to meet student's needs. Data teams will be created analyze and review data to make recommendations for student interventions.

We expect continued success in the 2011-2012 school years. The Office of Innovation under the direction of Mr. Michael Haggen, Associate superintendent will continue to provide support and guidance.

We have identified a need for additional instruction in mathematics. A math specialist will be hired to work with small groups and strengthen the math skills of students in tier two and tier three through the "In It To Win It" Intervention Program. The math specialist will schedule and facilitate the purchase of research based math

Intervention Program. The math specialist will schedule and facilitate the purchase of research based math interventions.

The Instructional Support Specialist will facilitate the communication arts "In It To Win It" intensive intervention period using research based reading interventions. The Instructional Support Specialist will work with students identified in tiers two and three.

We will have a book study for all staff members on successful reading intervention, and proven strategies. This book will be chosen by the Leadership Team with suggestions from all staff members. Teachers will meet bi-weekly to discuss the assigned chapters and implement some of the suggestions, strategies, and ideas mention in the book.

We will purchase a mobile laptop computer lab. The mobile computer lab will give students access to the AIMsweb program where teachers and students can track their progress. The Study Island intervention program will allow students to continue to work on research based interventions that track their progress.

For the 2011-2012 school year we will have some staff changes. A fourth teachers if retiring, Ms.Shirley McClellan, TFA third grade will be replaced, A kindergarten teacher, first grade teacher third and fourth grade teachers will be hired. A third grade teacher on a performance improvement plan will not return. One full time social worker will be replaced. The current behavior specialist along with our family educator will remain.

MOSIG Monthly Progress Report—Running Record

District: St. Louis Public Schools School: Hamilton eMINTS Academy

	Where do we want to go?		How will we get there?	How will we know we are there?				What are our next steps? *How can we keep it going	Who's responsible for task
Date of Entry	SIG Objective	Specific Target	Actions/Strategies	Evidence/Measures	No Improvement	Improvement	* Met	Next Steps	
5/1/11	Objective 1:Implement an attendance monitoring system to increase school attendance to 93% by the end of year 1	Pre-kindergarten through Fifth grade students	School social worker, counselor, nurse and family educator will meet (weekly) to identify target students with attendance concerns, (The Attendance Team)	Agenda from meetings, increased attendance as evidenced by Pulse and SIS. According to the SIS Data management system.		x		Continue to meet update the principal on progress. Increased home visits may be necessary. Track specific reasons for poor attendance, missed bus, weather, etc. Reward students with good attendance!	Attendance Team: Ms Bonds, Ms. Abernathy, Mr. Simpson, Nurse Cunningham, Ms. Burton, Ms. Brown
	Update: From August to January of 2010 -2011 attendance increased to 91.64%. Attendance for the month of February was 89.36% and March was 90.73%. Of the 82 students in grades k-5 who have been targeted for assistance because they are chronic absentees, at least 18 (22%) have been identified as homeless. Attendance team continues to make transportation available for homeless students, and continues with phone calls, letters, home visits and court referrals. Attendance for the month of April was 91.18%; The total student attendance for the year is 91%.								
5/1/11	Objective 2: Improve reading comprehension and fluency levels for students in grades 1-5.	Universally screen all children to benchmark them. Students will increase by10% overall wpm each month as shown by fluency benchmarks from each tier.	Universal Screening Children will participate in this group 4 times a week. Implement 30 minute intervention groups with children using Guided Reading.	Fluency probes for benchmarking -100% of students tested In addition to using CBM students will also take the HAT (Hamilton Assessment Test) every three weeks.		x		Benchmark students every three weeks in CBM and HAT.	Ms. Brown, Mr. Simpson, Mr. Miller, Ms. Bonds, Ms. Burton
	Comments: We use easy CBM to Benchmark and progress monitor students. Update 4/11/11; The Acuity Data C showed increases in all areas except a slight drop in 5th Grade math. The next CBM Benchmark 3/15/11 showed an overall increase of [illegible] in wpm. The [illegible] Assessment Test Assessment was administered 4/5/11 – results are pending. Date Result HAT Test [illegible] e in Math [illegible] de								
5/1/11	Objective 3: Reduce the number of suspensions by hiring a Behavioral	Hamilton students who have had multiple referrals.	Behavioral Intervention Specialist will utilize in Character Education and Conflict Mediation.	Decreased suspensions as evidenced by Pulse and SIS Data management system.		x		Behavioral Intervention Specialist will mentor At Risk Students and will institute a Saturday Character Education	Mr. Clark, and Ms. Burton

	Intervention Specialist							Club which will reduce the number of incidents.	
	Comments: Mr. Clark has identified ten At Risk students whom he will mentor; and work with these students in Conflict Mediation, and Character Education. Update 4/11/11- At Risk students have met with Mr. Clark, on Saturday Character Education Class. Mr. Clark has reported that out of school discipline referrals have decreased by 10%. As a result of the Saturday Character Education Club, only two students of ten students have received out of school suspensions.								
	Comments:								
	Objective 4: Continue to Progress Monitor After School students, and Saturday School.	Staff will implement Buckle Down with fidelity so that all students will increase by 10%.	Students meet three times a week from 3:30-5:30 working on the program(After School)	There will be a 10% positive movement change in RTI tiers.		x		Benchmarking Saturday School Students; pre, and post tests.	After School Teaching Staff / Saturday School Teaching Staff
	Comments: Update: Talented Ten (twelve students who receive intense intervention) 75% of those tested students on DRA. Out of the 53 students in the After School / Saturday School program, those students took the Acuity C test. 50 showed a 10% gain on that test.								