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 Horace Mann Elementary School	COUNTY-DISTRICT - BUILDING CODE 0526
Budget Codes	**Related Strategies and Activities**
1100 Instruction	
1100 Instruction *1003 (g) SIG*	Reading Interventionist (.5 FTE) will work with small groups with research based interventions. (Goal 1: Objective 1.3: Indicator 1.3a) Math Interventionist (.5) will work with small groups with research based interventions. (Goal 1: Objective 1.3: Indicator 1.3a) Behavior Specialist (1FTE) will work with students individually to set behavioral goals. (Goal 4: Objective 4.1: Indicator 4.1a) Social Worker (1 FTE) will work with students in small groups and individually. (Goal 3: Objective 3.5: Indicator 3.5a) Parent Educator will work to increase attendance and parent involvement. (Goal 4: Objective 4.1: Indicator 4.1a)
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 2: Objective 2.1: Indicator 2.1b) Research Based Interventions purchased for math and reading. (Goal 1: Objective 1.3: Indicator: 1.3) Technology AIMSweb The Maze Laptop Cart My Reading Coach
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 1.2: Indicator 1.2a)
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 1.2: Indicator 1.2a)

3000 Community Services	
3000 Community Services *1003 (g) SIG*	
Administrative Costs	
Administrative Costs *1003 (g) SIG*	

NEW PAC

526-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	Mann (526)				COUNTY-DISTRICT-BUILDING CODE			115-115-526
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	735,468	47,464	0	0	0	0		782,932
1100 Instruction *1003 (g) SIG*	113,300	0	45,072	0	9,392	0		167,764
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	79,132	79,587	0	0	0	0		158,719
2100 Support Services - Pupils *1003 (g) SIG*	41,200	25,750	26,780	0	0	0		93,730
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	0	0	0	0	0		0
Administrative Costs	0	0	367,945	0	12,690	0		380,635
Administrative Costs *1003 (g) SIG*	47,540	0	14,990	2,727	636	0		65,893
Program Costs Subtotal (Not including *1003 (g) SIG*)	814,600	127,051	367,945	0	12,690	0		1,322,286
***1003 (g) SIG* Subtotal**	202,040	25,750	86,842	2,727	10,028	0		327,387
Grand Total	1,016,640	152,801	454,787	2,727	22,718	0		1,649,673

NEW PAGE

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME MANN (526)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Social Work Specialist	**41,200**
1 – FTE Reading Specialist	**56,650**
1 – FTE Math Specialist	**56,650**
.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	**$202,040**
6150: Non-Certificated Salaries	
1 – FTE Behavior Intervention Specialist	**25,750**
6150 Subtotal	**$25,750**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	**71,852**
Hourly Blended Benefits Rate (11%)	
Admin Benefits	**14,990**
6200 Subtotal	**$86,842**
6300: Purchased Services	
Admin Instructional Consultants	**2,727**
6300 Subtotal	**$2,727**
6400: Materials/Supplies Supplemental	
Instructional materials and supplies	**9,392**
Admin Professional development materials and supplies	**636**
6400 Subtotal	**$10,028**
6100-6400 Subtotal	**$327,387**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$327,387**

VII. A. Narrative

Horace Mann Elementary School is nestled in the South Tower Grove Park area of St. Louis City. This 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. Mann is home to children who speak over 22 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 come from single parent homes who receive services outside the school

The school currently enrolls 247 students with the following demographics:

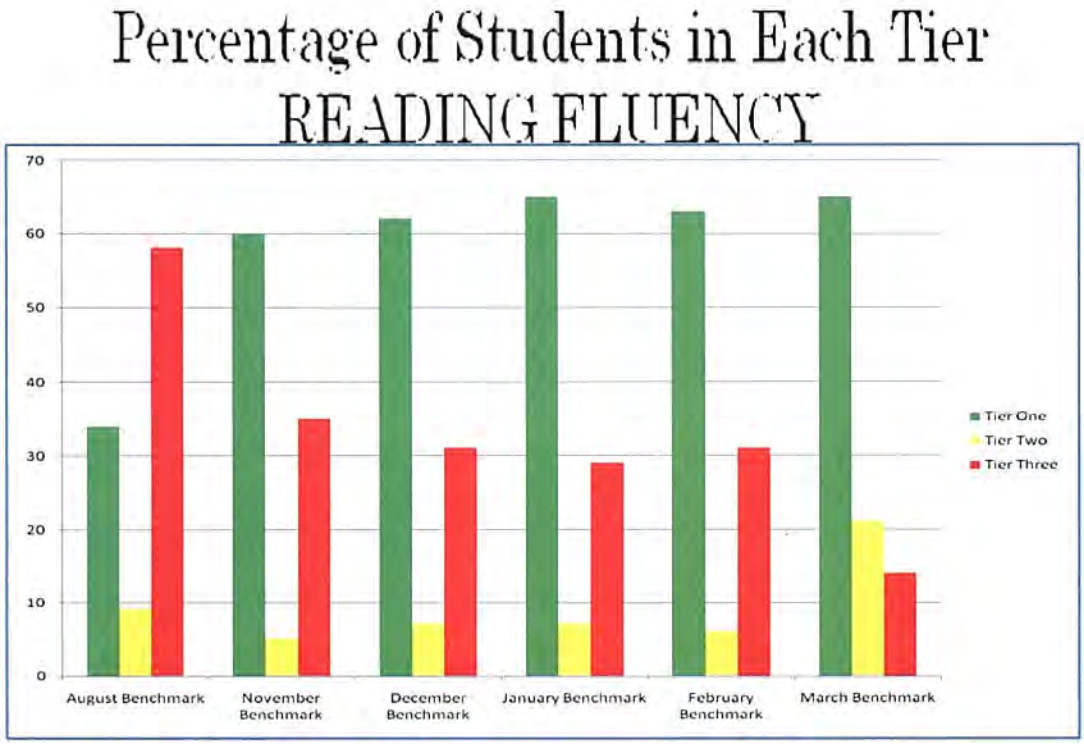
- 61% of students are African American
- 11% are White
- 11% are Hispanic
- 17% are Asian
- **98%** of all students are eligible for free or reduced-price lunch
- **42%** of the population is ESL
- Average Daily Attendance rate is 94%
- Mobility rate is 52%

During the year 2010-2011 Mann School has made great gains as shown by AIMSweb data on Reading Fluency. At Mann we put a "power hour" in place to provide small group instruction with research based interventions. We used fluency data from AIMSweb to identify student needs and place in fluid groups. Data was analyzed weekly in team meetings and adjustments were made often. 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. Students were able to work with different staff members which created lasting bonds. We know that relationships are key to student success.

Summary of Progress Measures

We were able to purchase research based programs such as Six Minute Solution, Read Naturally, PALs, REWARDS, Heggerty Phonemic Awareness. Through the use of these research based programs, we were able to achieve the following results.

Update 4.1.2011-As shown in our RTI tier, Green increased to 65% Yellow decreased to 21% and red decreased to 14%.



Targets					
GRADE LEVEL	Number Tested	Number of Proficient Advanced Language Arts Acuity B	2010-2011 Targets LA	Number of Proficient Advanced Math Acuity B	2010-2011 Targets Math
4	32	11	34%	4	2%
5	31	10	32%	10	32%
6	18	4	22%	4	22%

When analyzing our potential to meet our MAP targets for AYP, we used Acuity results. According to the above graph, we are on target for AYP as shown on Acuity. We are proud of the accomplishments that we have made on Acuity.

- **Challenges 2010-2011:**

We realize that fluency data does not equal comprehension so we started using MAZE passages to measure comprehension of our students. We found that as of 4.1.2011, overall, each grade increased by over 10% in each tier as shown on MAZE. However, with this data coming so late in the year, it was difficult to plan effective instruction for these students.

According to Acuity data, students showed little improvement over time. This suggests that we need an intense math intervention session with someone who could work with small groups. Our focus was so narrow on reading that we did not spend enough intervention time on math.

While we did implement an after school math program, we had difficulty recruiting students into the program. There are a variety of activities going on after school including Youth in Need and Urban Future. Children enjoy going to these other tutoring organizations and neglected to attend our program. However, we did work closely with Urban Future to incorporate math instruction into their program.

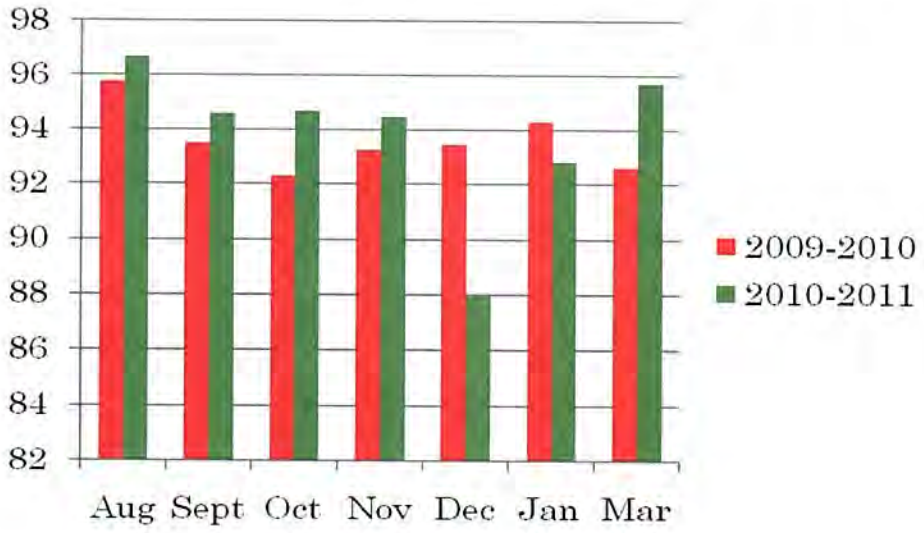
Funds from the SIG grant year one were not received until November. This made it difficult to order materials and hire for our various positions.

- **Accomplishments 2010-2011**

During the 2010-2011 school year Mann made increases in reading fluency. Through the use of power hour, we were able to increase the reading level of all students within the building. The implementation of the intense power hour instruction time has made a difference in our AIMSweb data.

This year, Mann's overall attendance was higher than in previous years. We attribute this to the work of our parent educator and incentives given by the staff/school.

Our average daily attendance for the 2010-2011 school year was 94%.



VII.B. Discussion

- **Discussion of Year One**

During this school year, we at Mann realized that fluency data was not the most reliable data to measure comprehension. In February we began testing the students using the AIMSweb MAZE passages. We did find that students were increasing as the data shows from February to May there was a 10% gain overall. Toward that end, we will continue next year and start structuring the testing schedule using AIMSweb probes. The staff was trained on AIMsweb in April and a key teacher was identified to facilitate data.

Another area identified that was in need was mathematic instruction. Students will be tested with AIMSweb calculation probes and math applications and concepts probes. This data will be used to identify students who are in need of additional instruction. We will create a "power hour" for mathematics in order to meet diverse student needs. As stated in the grant, we will hire a math specialist and a reading specialist to facilitate the power hour structure and service students in tier three.

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. We will conduct professional development on differentiated instruction as the district provides as well as starting a book study once a month on the work of Susan Winebrenner. Teachers and staff will have the opportunity to read the work and then come together for group discussions on how to implement these strategies given the learning styles of particular students.

See Attached MOSIG Monthly Progress Report.

Goal **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: **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

Year 1

Action	Person Responsible	Resources	Indicators of Success	Progress 2011
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.
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.
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

Indicator: Indicator 1.1b: In each of the 3 years Provide additional professional development to assist teachers in implementing the standards based curriculum 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
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
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

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 all three years

Schedule grade level and vertical team meetings into classroom teacher schedule by August 16,	Principal, AFT	Related consultant costs	Completed schedules implemented by September 1, 2010	Data Meetings/PLCs took place every Friday

2010				beginning Sept.
Create teacher schedules hat 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.
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
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.
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.
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.
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 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	National Consultants	Consultant costs	Completed schedule by August 16, 2010	Completed August 22, 2011
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
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
Provide PBIS system in hich 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

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
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 first year 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.
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.
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.

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

	2012	Ongoing with quarterly planning and re-evaluation
	2013	Ongoing with quarterly planning and re-evaluation

Increased Learning Time and Community-Oriented Schools

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

Operational Flexibility and Sustained Support

Strategy and/or Activity	Time Frame	Action
Provide operational flexibility	2011	Implementation will begin immediately. Progress will be monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Provide ongoing, intensive technical assistance	2011	Implementation will begin immediately. Progress will be initially monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly planning and evaluation
	2013	Ongoing with quarterly planning and evaluation

VII. C. Discussion of School Year

The 2011-2012 year shows promise of great success. We have laid a strong foundation with the help and support of the Office of Innovation staff as well as our Turnaround Leader, Mr. Michael Haggen. However, we have encountered many opportunities for us to become stronger.

We have identified a need for additional instruction in mathematics. We will hire a math specialist to work with small groups and create a power hour schedule and facilitate the purchase of research based math interventions. The math specialist will work with students identified in tier three.

A reading specialist will be hired to facilitate reading power hour and the purchase and use of research based reading interventions. The reading specialist will work with students identified in tier three.

We will purchase the books on differentiated instruction by Susan Winebrenner and conduct a study of the material facilitated by monthly discussions on the transition of this knowledge to classroom instruction. Teachers will meet bi-weekly to discuss the use of the material to incorporate these differentiation ideas into the classroom based on learner needs.

The funds acquired from SIG for year 2 did not allow for us to fund the position of parent educator. This greatly impacts our parental involvement and student average daily attendance.

We will need to purchase more books for our library as it is not up to date. Students must have access to various reading materials that they can take home with them. Our current library does not support that goal.

Our school is in need of a mobile computer lab so that students may access interventions on line such as Study Island, My Reading Coach, and AIMSweb. We will purchase a mobile laptop cart and twenty laptops to meet this need. See Building Plan 2011-2012.

VII. D. Staffing Changes

For the 2011-2012 school year we will have some staffing changes. The music teacher, after putting her on a performance improvement plan, has decided to resign. Two teachers are retiring from St. Louis Public Schools. We will hire a full time math specialist and a full time reading specialist. Our full time social worker and behavior specialist will remain. The parent educator will need to be replaced, but our budget from SIG for next year did not allow enough money to cover that salary. Therefore, we will not have a Parent Educator.

Due to Title One budget cuts, our Parent Community Support Specialist position was eliminated. With the lack of funds for a Parent Educator and the loss of the PCS, we will have much difficulty communicating with parents. The PCS and Parent Educator have been key in facilitating the making of a PTO as one does not currently exist. They have also been working with families who need additional supports due to financial constraints brought on by the economy and by being new families to the United States.

Goal	Action	Person(s) Responsible	Timeline	Progress Toward Goal
Continue Implementation of RTI beginning August 15	Benchmark and progress monitor all students as a universal screening	ALL	By August 30, 2011	AIMSweb is functional and probes have been prepared.
	Schedule Power Hour	Committee/Principal	By August 30, 2011	Building Leadership team will meet August 15, 2011
	Identify learner needs by data in teams	Teams/Principal	By September 15, 2011	After Universal Screening, we will be able to identify learner needs.
	Begin Power Hour	ALL	By September 15, 2011	TBD
	Revisit data weekly and regroup students based on progress	ALL	Begin September 30, 2011	TBD
	Students will track their own data and keep portfolios	Student/Teacher	Begin September 15, 2011	The wall has been painted for students to move their tracker along the progress monitoring graph. Portfolios from last year have been contained in one room to be distributed to new teachers.
	Hire Reading Specialist	Principal/Team	By July, 2011	Recommendation has been made to HR for the hire of Kimberly Kearbey
	Include Math in Power Hour	Principal/Team	By August, 2011	TBD
	Principal will train teachers at opening PD Day	Principal	Begin August, 2011	Susan Winebrenner books have been ordered for staff.
Implement Guided Reading by September 1, 2011	A Teacher Resource room full of sets of guided reading books at all levels will be available for teacher use	Committee/Principal	August, 2011	Room has been organized with check out system in place.
	Guided Reading will be modeled in all classrooms	Principal	By September 15, 2011	TBD
	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	Teacher/Student		Portfolios and Data Wall

	progress with teacher		Begin August/Continuous	have been prepared
	Walk Throughs will be conducted daily in every classroom	Principal		TBD
Monitor Student Achievement	Set Targets with children and conference with them	Principal/Teachers	Begin September/Continuous	TBD
	Power GLEs and BBC will be displayed in every room	Teachers	August, 2011	TBD
	Host open house	ALL		Date set and communicated to parents via parent final newsletter, Mann U Script.
Increase Parent Involvement	Host Literacy Nights	Principal/PCS	Begin August/Continuous	Literacy Nights have been identified and added to calendar.
	Replace Parent Educator	Principal/Team	By August, 2011	Documentation for release has been given to HR
	Plan weekly lessons based on data	Committee	Begin August/Continuous	Core team attended workshop in the spring. Team will attend workshop planned for this summer. Team will meet prior to school starting.
Implement PBIS	Identify expectations for every area in the building	Students	By July, 2011	
	Create and distribute Mann Money	Students Principal		
	Maintain School Store			
	Hold monthly recognition assemblies			
	Reward ice cream sundaes and/or pizza party monthly to classes with highest attendance			
	Hire Math Specialist	Principal/Team		Written into grant. Awaiting final approval before posting position with HR.
Implement Differentiated	Provide PD on differentiated	Principal/TLF	By August, 2011	TBD

Instruction	instruction			
	Use guided reading books in book room	Teachers	August, 2011	TBD
nplement Literature Circles	Provide PD	Principal	August, 2011	TBD
	Model in classrooms	Principal/TLF	Begin September, 2011	TBD

MOSIG Monthly Progress Report—Running Record

District: ___St. Louis Public Schools_____ School: _____Horace Mann Elementary School_____

	Where do we want to go?		How will we get there?	How will we know we are there?				What are our next steps? *How can we keep it going	Who's responsible for task
Date of Entry	SIG Objective	Specific Target	Actions/Strategies	Evidence/Measures	No Improvement	Improvement	* Met	Next Steps	
October, 2010	Objective 1: Create and implement a uniform data driven remediation intervention system and process.	Universally screen all children to benchmark them	*Universal Screening	Fluency probes for benchmarking-100% of students tested			X	Benchmark Students monthly November-MET December-MET January-MET	Sarah Tschoepe
		Implement 30 minute intervention groups with children four times per week with a research based intervention	*Children will participate in a small group intervention with Heggerty Phonemic Awareness	Children will increase by 10% overall wpm each month as shown by fluency benchmarks from each tier.			X	December-MET January –MET February-MET	Rosalyn Williamson
			*Children will participate in this group 4 times per week	Teacher record of student attendance			X	December-MET January-MET February-MET	Connie Berry
	Comments: Update: 12.10.2010 November-As shown in our RTI tier, Green increased 107%, Yellow decreased by 31.25%, and Red decreased by 50.5%. Update 1.5.2011-As shown in our RTI tier, We moved 5 students into Green (5% increase), Three Students into Yellow (25% increase) and moved 6 students out of Red (decreased by 11%). Update 2.9.2011-As shown in our RTI tier, Green increased from 62% to 65%Yellow remained at 7% and Red decreased from 31% to 29%. Update 3.1.2011-As shown in our RTI tier, Green remained at 63%, Yellow decreased to 6% and Red remained constant at 31%. Update 4.1.2011-As shown in our RTI tier, Green increased to 65% Yellow decreased to 21% and red decreased 14%. Update 5.1.2011-As shown in our RTI tier, Green increased to 67% Yellow decreased to 20 and red decreased to 13%.								
	Objective 2: Improve student attendance rate.	Student average daily attendance will rise to 96%.	*Super Sundae Incentives	*Average Daily Attendance Rate will increase by .5% every month	X				Taneka Williams Victoria Wreen
	Comments: Update: 12.8.2010 November-Attendance for August-96.68%, September-94.6%, October-94.7%, November-94.49%. Although we remained steady, we did not meet our goal of increasing .5%. Update 1.5.2011-With the severe weather, our attendance dropped significantly to 88%. We had two days where our attendance was below 50%-December 13 and December 14, 2010. Update 2.9.2011-Overall attendance increased in January to 93.8%. Update 3.1.2011-Overall attendance increased. Update 5.1.200-Average daily attendance 95%								

	Objective 3: Increase the use of instructional time and ensure the efficient use of resources and instructional time.	80% of students will be at level 3 or 4 as shown on the rubric for the trait of the month	Guided Reading Groups three times per week using the guided reading leveled books and the Gretchen Courtney rubrics and timeline.	Guided Reading Skills Rubrics 80% of the class will be at level 3 or 4 by the end of each month			X	December-MET 83% January-NOT MET 76% February-MET 80%	Carla Ament
	Comments: Update: 12.8.2010 November-68% of our students scored at level 3 or 4. We will continue to work toward this goal. Update 1.5.2011 83% of our students scored a 3 or 4 in summarizing. Update 2.9.2011 Students had difficulty with the concept of connections. Overall, 76% of our students scored at a level 3 or 4. Update 3.1.2011 80% of our students were at levels 3 and 4. Update 5.1.2011 80% of our students were at levels 3 and 4.								
12.8.2010	Objective 4: Create an after school program that will address mathematics	Implement Step by Step with fidelity so that all students will increase by 10% in math fluency as shown on CBM Math digits correct	Students will meet twice per week for 1.25 hours working on the program, Step by Step by Perfection Learning	There will be a 10% positive movement change in RTI tiers. Baseline-January				In progress	
	Comments: Update 3.1.2011 Benchmarks taken. Using AIMSweb to track students. Update 5.1.2011 Insufficient numbers of student attended due to other after school events. Re-think after school program.								
2.9.2011	Objective 6: Track out of school suspensions	Our behavior interventionist is building relationships to decrease out of school suspensions	Students who have been chronic Behavioral issues in the past meet regularly with BI and behavior plans are in place	The number of suspensions prior to BI will decrease by 80%.			X	January-MET February-MET	
	Comments: Update 2.9.2011 Suspensions have significantly decreased from November. In November, 5 students were suspended. In December and January, 0 students were suspended. In February 2 students were suspended. Update 5.1.2011 Suspensions decreased to 1 suspension in April.								