

# **CSIP Updates 1/7/2014**

**Fort Wright Elementary School**

**Kenton County School District**

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## Overview

### Plan Name

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### Plan Description

CSIP- Added Wellness Goal

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name  | Goal Details                                    | Goal Type      | Total Funding |
|---|--|---|----------------|---------------|
| 1 | Tell Survey - Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary | Objectives: 1<br>Strategies: 2<br>Activities: 6 | Organizational | \$0           |
| 2 | Program Review Proficiency at Ft. Wright Elementary  | Objectives: 6<br>Strategies: 4<br>Activities: 4 | Organizational | \$0           |
| 3 | Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary  | Objectives: 1<br>Strategies: 4<br>Activities: 6 | Organizational | \$17120       |
| 4 | Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary  | Objectives: 1<br>Strategies: 3<br>Activities: 5 | Organizational | \$4661        |
| 5 | Proficiency & Achievement at Ft. Wright Elementary   | Objectives: 1<br>Strategies: 8<br>Activities: 8 | Organizational | \$88392       |
| 6 | GAP - Special Education at Ft. Wright Elementary   | Objectives: 1<br>Strategies: 4<br>Activities: 6 | Organizational | \$0           |
| 7 | Kindergarten Readiness at Ft. Wright Elementary  | Objectives: 1<br>Strategies: 2<br>Activities: 2 | Organizational | \$0           |
| 8 | Next Generation Professionals: Percentage of Proficient Certified Staff  | Objectives: 1<br>Strategies: 2<br>Activities: 2 | Organizational | \$0           |
| 9 | Wellness Plan  | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | \$0           |

## Goal 1: Tell Survey - Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary

### Measurable Objective 1:

demonstrate a proficiency Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary from 87.9% to 90% by 10/01/2014 as measured by TELL Survey.

### Strategy 1:

Differentiation within Professional Development Opportunities - Administration will collaborate with staff to differentiate planned professional development to meet the needs of individual staff members.

| Activity - Teacher Training on 3.8 Paragraphs  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Central Office consultants will provide training to Writing Cluster Leader to share with teachers and instructional assistants. Central Office consultants will provide training to all certified staff members. | Academic Support Program | 10/28/2013 | 06/01/2014 | \$0               | No Funding Required | Central Office consultants, writing cluster lead teacher, and classroom teachers |
| Activity - Monitor Implementation  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Administrative team will monitor the implementation of the differentiated training strategies through walk through visits and provide feedback to teachers.  | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | Administrative team  |
| Activity - Teacher Training on Math Curriculum and Strategies  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Train selected special education teachers and classroom teachers participating in Northern Kentucky Math Cadre, focusing on differentiating instruction.   | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | Selected teachers (regular ed and special education), administration team        |
| Activity - Kentucky Numeracy Project   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |

|   |                          |            |            |     |                     |   |
|---|--------------------------|------------|------------|-----|---------------------|---|
| Train K-3 grade teachers in Forward With Fluency, focusing on math fluency. | Academic Support Program | 08/07/2013 | 06/01/2014 | \$0 | No Funding Required | Kentucky Center for Mathematics, Northern Kentucky University Teachers, Administrative team, K-3 Teachers |
|---|--------------------------|------------|------------|-----|---------------------|---|

| Activity - Teacher Training on Rigor  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                          |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Train teachers on increasing Rigor, focusing on excellent examples of rigor. Then, allowing each grade level team extra planning time to increase rigor in lesson plans to keep all students engaged. | Academic Support Program | 08/22/2013 | 06/01/2014 | \$0               | No Funding Required | Administration team and certified teachers |

**Strategy 2:**

Monthly Survey - Teachers will be provided opportunity through a variety of methods to provide feedback regarding differentiated professional development that is needed and provided.

| Activity - Monthly Faculty Meetings  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                     |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------------------------|
| Share collected data from monthly surveys with teachers. As a team, decide on next steps for trainings and recipients. | Academic Support Program | 01/06/2014 | 06/01/2014 | \$0               | No Funding Required | Administration and Certified Teachers |

## Goal 2: Program Review Proficiency at Ft. Wright Elementary

**Measurable Objective 1:**

collaborate to increase our school's Arts & Humanities average overall score from 6.6 in 2012-13 to 8.0 average overall score by 10/01/2014 as measured by Program Review State Report.

**(shared) Strategy 1:**

Program Review Committee- Arts & Humanities - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality Arts & Humanities instruction occurring at Ft. Wright Elementary.

| Activity - Organization of Program Review Evidence | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

|  |                          |            |            |     |                     |           |
|--|--------------------------|------------|------------|-----|---------------------|-----------|
| During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Arts & Humanities instruction evidence. | Academic Support Program | 01/01/2014 | 06/01/2014 | \$0 | No Funding Required | All Staff |
|--|--------------------------|------------|------------|-----|---------------------|-----------|

**(shared) Strategy 2:**

Teacher Training on Formative and Summative Assessments - Teachers will attend trainings on creating and implementing formative and summative assessments.

| Activity - Monitor Implementation  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                          |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Monitor the implementation of formative and summative assessments through walk through visits to classrooms. Feedback will be given to teachers. | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | Administrative team and certified teachers |

**Measurable Objective 2:**

collaborate to increase our school's PLCS average overall score from 6.9 in 2012-13 to 8.0 average overall score by 10/01/2014 as measured by state Program Review Report.

**(shared) Strategy 1:**

Program Review Committee-PLCS - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality PLCS instruction occurring at Ft. Wright Elementary.

| Activity - Organization of Program Review-PLCS Evidence   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| During monthly committee meetings, teachers created a technology-based location so all staff can access and submit PLCS instruction evidence. | Academic Support Program | 01/01/2014 | 06/01/2014 | \$0               | No Funding Required | All certified staff |

**(shared) Strategy 2:**

Teacher Training on Formative and Summative Assessments - Teachers will attend trainings on creating and implementing formative and summative assessments.

| Activity - Monitor Implementation  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                          |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Monitor the implementation of formative and summative assessments through walk through visits to classrooms. Feedback will be given to teachers. | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | Administrative team and certified teachers |

**Measurable Objective 3:**

collaborate to increase our school's Writing average overall score from 6.4 in 2012-13 to 8.0 average overall score by 10/01/2014 as measured by state Program Review Report.

**(shared) Strategy 1:**

Program Review Committee- Writing - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality Writing instruction

occurring at Ft. Wright Elementary.

| Activity - Organization of Program Review- Writing Evidence  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Writing instruction evidence. | Academic Support Program | 01/01/2014 | 06/01/2014 | \$0               | No Funding Required | All Certified Staff |

**(shared) Strategy 2:**

Teacher Training on Formative and Summative Assessments - Teachers will attend trainings on creating and implementing formative and summative assessments.

| Activity - Monitor Implementation  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                          |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Monitor the implementation of formative and summative assessments through walk through visits to classrooms. Feedback will be given to teachers. | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | Administrative team and certified teachers |

**Measurable Objective 4:**

collaborate to improve Arts and Humanities Curriculum and Instruction from 1.5 to 2 points by 10/01/2014 as measured by Program Review State Report.

**(shared) Strategy 1:**

Program Review Committee- Arts & Humanities - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality Arts & Humanities instruction occurring at Ft. Wright Elementary.

| Activity - Organization of Program Review Evidence   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Arts & Humanities instruction evidence. | Academic Support Program | 01/01/2014 | 06/01/2014 | \$0               | No Funding Required | All Staff         |

**Measurable Objective 5:**

collaborate to improve PLCS- Formative and Summative Assessments from 1.67 to 2 points by 10/01/2014 as measured by Program Review State Report.

**(shared) Strategy 1:**

Program Review Committee-PLCS - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality PLCS instruction occurring at Ft. Wright Elementary.

| Activity - Organization of Program Review-PLCS Evidence   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| During monthly committee meetings, teachers created a technology-based location so all staff can access and submit PLCS instruction evidence. | Academic Support Program | 01/01/2014 | 06/01/2014 | \$0               | No Funding Required | All certified staff |



**Measurable Objective 6:**

collaborate to improve Writing- Formative and Summative Assessments from 1.0 to 2 points by 10/01/2014 as measured by Program Review State Report.

**(shared) Strategy 1:**

Program Review Committee- Writing - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality Writing instruction occurring at Ft. Wright Elementary.

| Activity - Organization of Program Review- Writing Evidence  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Writing instruction evidence. | Academic Support Program | 01/01/2014 | 06/01/2014 | \$0               | No Funding Required | All Certified Staff |

### Goal 3: Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

**Measurable Objective 1:**

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 52.7% in 2013 to 57.4% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

**Strategy 1:**

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

| Activity - READ 180 Classes  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                   |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------------------------|
| The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading. | Direct Instruction | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | READ 180 teacher and Administration |

| Activity - Writing  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands. | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | Certified staff   |

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| Activity - Vocabulary                              | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Direct instruction of vocabulary from core content | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | Certified staff   |

**Strategy 2:**

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Comendium of Research - 2011

| Activity - System 44  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                    |
|---|--------------------|------------|------------|-------------------|--------------------|--------------------------------------|
| Students participate in System 44 program to increase reading and phonics skills. | Direct Instruction | 08/14/2013 | 06/01/2014 | \$0               | Title I Schoolwide | System 44 teacher and Administration |

**Strategy 3:**

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

| Activity - Text Dependent Training   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| All staff will be trained in creating and utilizing text dependent questions throughout all content areas. | Professional Learning | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | All Staff         |

**Strategy 4:**

Read to Achieve - 3rd grade students identified to need reading interventions meet for 30 minutes on a daily basis in a small group setting.

| Activity - Soar to Success   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                       |
|--|--------------------------|------------|------------|-------------------|--------------------|---|
| Using Soar to Success materials, the students are provided with phonics (decoding), fluency, vocabulary, and comprehension instruction. Each week, students begin by using pre-reading comprehension strategies to preview the book, build background knowledge, and make a story prediction. While working during the week, students begin each class re-reading the prior day's material for reflection and fluency practice, as well as review our graphic organizer. Students decode and are introduced to new vocabulary words they will encounter in the text that day. Students participate in a guided reading group where they are asked to apply reading strategies to help decode words, clarify for meaning, and practice reading fluently. At the end of each session, we work on comprehension by recalling and looking in the text for important ideas and details. The information is recorded on either a Semantic Map, KWL Chart, or Story Map graphic organizer. Students' progress is monitored on a weekly basis. Instruction is provided based on assessment data reflecting student areas of need and strength. | Academic Support Program | 08/14/2013 | 06/01/2014 | \$17120           | Title I Schoolwide | Read to Achieve Teacher, Administration |

## Goal 4: Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

### Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.0% in 2012-13 to 55% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

### Strategy 1:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited: Do The Math: Arithmetic Intervention by Marilyn Burns: A Summary of the Research

| Activity - Do The Math classes  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                      |
|---|--------------------|------------|------------|-------------------|--------------------|--|
| Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught. | Direct Instruction | 08/14/2013 | 06/01/2014 | \$4661            | Title I Schoolwide | Do The Math teacher and Administration |

### Strategy 2:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

| Activity - Number Talks   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible      |
|---|--------------------------|------------|------------|-------------------|---------------------|------------------------|
| Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies. | Direct Instruction       | 08/14/2013 | 06/01/2014 | \$0               | General Fund        | All Classroom Teachers |
| Activity - Flexible Ability Grouping  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible      |
| Students are flexibly grouped by ability to receive differentiated and individualized instruction.  | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | Certified staff        |

| Activity - Writing                      | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Writing in all content areas every day. | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | Certified staff   |

**Strategy 3:**

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

| Activity - Number Talks  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible      |
|--|--------------------|------------|------------|-------------------|-------------------|------------------------|
| Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies. | Direct Instruction | 08/14/2013 | 06/01/2014 | \$0               | General Fund      | All Classroom Teachers |

## Goal 5: Proficiency & Achievement at Ft. Wright Elementary

**Measurable Objective 1:**

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 50.2% in 2013 to 59.0% by 10/01/2014 as measured by school report delivery targets.

**Strategy 1:**

Supporting Computer Programs - All staff will appropriately utilize instructional computer-based programs to aid with delivery of content throughout all content areas.

| Activity - Compass Learning   | Activity Type | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible |
|---|---------------|------------|------------|-------------------|--------------------|-------------------|
| Students utilize individual learning paths derived from MAP scores. | Technology    | 08/14/2013 | 06/01/2014 | \$3387            | Title I Schoolwide | all staff         |

**Strategy 2:**

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

| Activity - READ 180 Classes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

|  |                    |            |            |         |  |                                     |
|--|--------------------|------------|------------|---------|--|-------------------------------------|
| The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading. | Direct Instruction | 08/14/2013 | 06/01/2014 | \$67810 | Title I Schoolwide, Title I Schoolwide | READ 180 teacher and Administration |
|--|--------------------|------------|------------|---------|--|-------------------------------------|

**Strategy 3:**

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Compendium of Research - 2011

| Activity - System 44  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                    |
|---|--------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| Students participate in System 44 program to increase reading and phonics skills. | Direct Instruction | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | System 44 teacher and Administration |

**Strategy 4:**

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

| Activity - Text Dependent Training   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| All staff will be trained in creating and utilizing text dependent questions throughout all content areas. | Professional Learning | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | All Staff         |

**Strategy 5:**

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

| Activity - Number Talks   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies. | Direct Instruction | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | All Staff         |

**Strategy 6:**

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

| Activity - Number Talks  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies. | Direct Instruction | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | All Staff         |

**Strategy 7:**

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

| Activity - Do The Math classes  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                      |
|---|--------------------|------------|------------|-------------------|--------------------|--|
| Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught. | Direct Instruction | 08/14/2013 | 06/01/2014 | \$6387            | Title I Schoolwide | Do The Math teacher and Administration |

**Strategy 8:**

Interventions - Differentiated and engaging instruction

| Activity - Technology and Intervention                                    | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                  |
|---|--------------------------|------------|------------|-------------------|--------------------|------------------------------------|
| Materials will be used to purchase materials to differentiate instruction | Academic Support Program | 07/01/2013 | 06/01/2014 | \$10808           | Title I Schoolwide | Administration and certified staff |

**Goal 6: GAP - Special Education at Ft. Wright Elementary**

**Measurable Objective 1:**

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 7.6% in 2013 to 32.2% by 10/01/2014 as measured by school report delivery targets.

**Strategy 1:**

Appropriate Instructional Strategies - Provide Special Education teachers with trainings to improve their delivery of appropriate instructional strategies.

| Activity - Reading Strategies  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| Special Education teachers will receive training on research based interventions that correlate with KCAS. | Professional Learning | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | All Special Education Staff and Administrative Team |

| Activity - Math Instructional Strategy Training   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS. | Professional Learning | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | All Special Education Staff, Administrative Team |

**Strategy 2:**

Effective Lesson Plans - Special Education teachers' lesson plans will be closely monitored during instructional walks.

| Activity - Lesson Plan Checks  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                             |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Administration will perform regular checks of Special Education teachers' lesson plans during instructional walks. | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | Administration and Special Education Teachers |

**Strategy 3:**

Monitor Progress of Special Education Students - During biweekly Special Education meetings, teachers and administration will monitor progress data for all Special Education students along with implementation of research-based programs.

| Activity - Biweekly Progress Data Checks   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                 |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Monitoring fidelity of research-based programs being used with Special Education students. | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | All Special Education Teachers and Administration |

**Strategy 4:**

Grade Level Experts - Each special education teacher will serve as a content expert

| Activity - Grade Level Experts | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

|  |                          |            |            |     |                     |                            |
|--|--------------------------|------------|------------|-----|---------------------|----------------------------|
| Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers. | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0 | No Funding Required | Special Education Teachers |
|--|--------------------------|------------|------------|-----|---------------------|----------------------------|

| Activity - Flexible Ability Grouping  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------|
| Special Education teachers join flexible ability grouping for math in grades 3-5 to provide an additional teacher directed center with differentiated and individualized instruction. | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | No Funding Required | Certified teachers |

## Goal 7: Kindergarten Readiness at Ft. Wright Elementary

### Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2013 to 48% by 10/01/2014 as measured by Brigance results.

### Strategy 1:

JumpStart Program - Incoming Kindergarten students participate in a two day program to increase readiness.

| Activity - JumpStart Program  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness. | Academic Support Program | 08/07/2013 | 08/09/2013 | \$0               | No Funding Required | Kindergarten teachers and Administration |

### Strategy 2:

Community-Taking it Home Program - Ft. Wright staff members will visit local community centers to provide instruction help to parents and students. Our goal is to educate the parents with instructional strategies and activities they can utilize with their children at home. These strategies and activities will require little to no cost or resources.

| Activity - Community-Take It Home Program  | Activity Type        | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                      |
|--|----------------------|------------|------------|-------------------|-------------------|--|
| Community-Taking it to their home is the focus of this instructional strategies and activities | Community Engagement | 10/01/2013 | 06/01/2014 | \$0               | General Fund      | Ft. Wright Administration and Teachers |

## Goal 8: Next Generation Professionals: Percentage of Proficient Certified Staff



**Measurable Objective 1:**

collaborate to increase the percentage of proficient certified staff members from XX % in May 31, 2015 to YY% by 05/31/2015 as measured by evaluation results.

**Strategy 1:**

PGES - PGES

| Activity - PGES   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations | Academic Support Program | 01/01/2014 | 05/31/2015 | \$0               | No Funding Required | All certified staff |

**Strategy 2:**

Professional Learning and Support - Professional Learning and Support

| Activity - Professional Learning and Support  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360. | Academic Support Program | 01/01/2014 | 05/31/2015 | \$0               | No Funding Required | All certified staff |

**Goal 9: Wellness Plan**

**Measurable Objective 1:**

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 08/31/2014 as measured by survey results.

**Strategy 1:**

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCS D Wellness Policy and school level Wellness Policy.

| Activity - Wellness Leadership Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

**CSIP Updates 1/7/2014**

Fort Wright Elementary School

|   |                    |            |            |     |                     |                   |
|---|--------------------|------------|------------|-----|---------------------|-------------------|
| A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level policy. | Policy and Process | 01/07/2014 | 08/31/2014 | \$0 | No Funding Required | All staff members |
|---|--------------------|------------|------------|-----|---------------------|-------------------|

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

| Activity Name                   | Activity Description  | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible                                   |
|---------------------------------|---|--------------------------|------------|------------|-------------------|---|
| Monitor Implementation          | Administrative team will monitor the implementation of the differentiated training strategies through walk through visits and provide feedback to teachers.   | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | Administrative team                                 |
| PGES                            | Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations | Academic Support Program | 01/01/2014 | 05/31/2015 | \$0               | All certified staff                                 |
| Number Talks                    | Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.  | Direct Instruction       | 08/14/2013 | 06/01/2014 | \$0               | All Staff   |
| Grade Level Experts             | Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.  | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0               | Special Education Teachers                          |
| Wellness Leadership Development | A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level policy.   | Policy and Process       | 01/07/2014 | 08/31/2014 | \$0               | All staff members                                   |
| Reading Strategies              | Special Education teachers will receive training on research based interventions that correlate with KCAS.  | Professional Learning    | 08/14/2013 | 06/01/2014 | \$0               | All Special Education Staff and Administrative Team |
| Teacher Training on Rigor       | Train teachers on increasing Rigor, focusing on excellent examples of rigor. Then, allowing each grade level team extra planning time to increase rigor in lesson plans to keep all students engaged.   | Academic Support Program | 08/22/2013 | 06/01/2014 | \$0               | Administration team and certified teachers          |

**CSIP Updates 1/7/2014**

Fort Wright Elementary School

|                                      |   |                          |            |            |     |   |
|--------------------------------------|---|--------------------------|------------|------------|-----|---|
| Flexible Ability Grouping            | Special Education teachers join flexible ability grouping for math in grades 3-5 to provide an additional teacher directed center with differentiated and individualized instruction. | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0 | Certified teachers  |
| System 44                            | Students participate in System 44 program to increase reading and phonics skills.   | Direct Instruction       | 08/14/2013 | 06/01/2014 | \$0 | System 44 teacher and Administration  |
| Flexible Ability Grouping            | Students are flexibly grouped by ability to receive differentiated and individualized instruction.  | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0 | Certified staff   |
| Biweekly Progress Data Checks        | Monitoring fidelity of research-based programs being used with Special Education students.  | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0 | All Special Education Teachers and Administration   |
| Kentucky Numeracy Project            | Train K-3 grade teachers in Forward With Fluency, focusing on math fluency.   | Academic Support Program | 08/07/2013 | 06/01/2014 | \$0 | Kentucky Center for Mathematics, Northern Kentucky University Teachers, Administrative team, K-3 Teachers |
| Text Dependent Training              | All staff will be trained in creating and utilizing text dependent questions throughout all content areas.  | Professional Learning    | 08/14/2013 | 06/01/2014 | \$0 | All Staff   |
| Math Instructional Strategy Training | Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.   | Professional Learning    | 08/14/2013 | 06/01/2014 | \$0 | All Special Education Staff, Administrative Team  |
| Monthly Faculty Meetings             | Share collected data from monthly surveys with teachers. As a team, decide on next steps for trainings and recipients.  | Academic Support Program | 01/06/2014 | 06/01/2014 | \$0 | Administration and Certified Teachers   |
| Writing                              | Writing in all content areas every day.   | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0 | Certified staff   |
| Lesson Plan Checks                   | Administration will perform regular checks of Special Education teachers' lesson plans during instructional walks.  | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0 | Administration and Special Education Teachers   |

**CSIP Updates 1/7/2014**

Fort Wright Elementary School

|  |  |                          |            |            |     |  |
|--|--|--------------------------|------------|------------|-----|--|
| READ 180 Classes                                   | The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading. | Direct Instruction       | 08/14/2013 | 06/01/2014 | \$0 | READ 180 teacher and Administration  |
| Vocabulary   | Direct instruction of vocabulary from core content   | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0 | Certified staff  |
| Monitor Implementation                             | Monitor the implementation of formative and summative assessments through walk through visits to classrooms. Feedback will be given to teachers.   | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0 | Administrative team and certified teachers                                       |
| Organization of Program Review- Writing Evidence   | During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Writing instruction evidence.   | Academic Support Program | 01/01/2014 | 06/01/2014 | \$0 | All Certified Staff  |
| JumpStart Program                                  | Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.  | Academic Support Program | 08/07/2013 | 08/09/2013 | \$0 | Kindergarten teachers and Administration   |
| Teacher Training on Math Curriculum and Strategies | Train selected special education teachers and classroom teachers participating in Northern Kentucky Math Cadre, focusing on differentiating instruction.   | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0 | Selected teachers (regular ed and special education), administration team        |
| Writing  | Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands.  | Academic Support Program | 08/14/2013 | 06/01/2014 | \$0 | Certified staff  |
| Professional Learning and Support                  | Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.  | Academic Support Program | 01/01/2014 | 05/31/2015 | \$0 | All certified staff  |
| Teacher Training on 3.8 Paragraphs                 | Central Office consultants will provide training to Writing Cluster Leader to share with teachers and instructional assistants. Central Office consultants will provide training to all certified staff members.   | Academic Support Program | 10/28/2013 | 06/01/2014 | \$0 | Central Office consultants, writing cluster lead teacher, and classroom teachers |

**CSIP Updates 1/7/2014**

Fort Wright Elementary School

|  |   |                          |            |            |     |                     |
|--|---|--------------------------|------------|------------|-----|---------------------|
| Number Talks                                 | Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies. | Direct Instruction       | 08/14/2013 | 06/01/2014 | \$0 | All Staff           |
| Organization of Program Review-PLCS Evidence | During monthly committee meetings, teachers created a technology-based location so all staff can access and submit PLCS instruction evidence.   | Academic Support Program | 01/01/2014 | 06/01/2014 | \$0 | All certified staff |
| Text Dependent Training                      | All staff will be trained in creating and utilizing text dependent questions throughout all content areas.  | Professional Learning    | 08/14/2013 | 06/01/2014 | \$0 | All Staff           |
| Organization of Program Review Evidence      | During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Arts & Humanities instruction evidence.  | Academic Support Program | 01/01/2014 | 06/01/2014 | \$0 | All Staff           |
| <b>Total</b>                                 |   |                          |            |            | \$0 |                     |

**General Fund**

| Activity Name                  | Activity Description   | Activity Type        | Begin Date | End Date   | Resource Assigned | Staff Responsible                      |
|--------------------------------|--|----------------------|------------|------------|-------------------|--|
| Number Talks                   | Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies. | Direct Instruction   | 08/14/2013 | 06/01/2014 | \$0               | All Classroom Teachers                 |
| Community-Take It Home Program | Community-Taking it to their home is the focus of this instructional strategies and activities   | Community Engagement | 10/01/2013 | 06/01/2014 | \$0               | Ft. Wright Administration and Teachers |
| Number Talks                   | Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.    | Direct Instruction   | 08/14/2013 | 06/01/2014 | \$0               | All Classroom Teachers                 |
| <b>Total</b>                   |  |                      |            |            | \$0               |  |

**Title I Schoolwide**

| Activity Name    | Activity Description  | Activity Type | Begin Date | End Date   | Resource Assigned | Staff Responsible |
|------------------|---|---------------|------------|------------|-------------------|-------------------|
| Compass Learning | Students utilize individual learning paths derived from MAP scores. | Technology    | 08/14/2013 | 06/01/2014 | \$3387            | all staff         |

|                     |  |                    |            |            |         |  |
|---------------------|--|--------------------|------------|------------|---------|--|
| Do The Math classes | Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre-Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught. | Direct Instruction | 08/14/2013 | 06/01/2014 | \$4661  | Do The Math teacher and Administration |
| READ 180 Classes    | The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.   | Direct Instruction | 08/14/2013 | 06/01/2014 | \$63160 | READ 180 teacher and Administration    |
| READ 180 Classes    | The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.   | Direct Instruction | 08/14/2013 | 06/01/2014 | \$4650  | READ 180 teacher and Administration    |
| Do The Math classes | Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre-Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught. | Direct Instruction | 08/14/2013 | 06/01/2014 | \$6387  | Do The Math teacher and Administration |

**CSIP Updates 1/7/2014**

Fort Wright Elementary School

|                             |  |                          |            |            |          |   |
|-----------------------------|--|--------------------------|------------|------------|----------|---|
| Soar to Success             | Using Soar to Success materials, the students are provided with phonics (decoding), fluency, vocabulary, and comprehension instruction. Each week, students begin by using pre-reading comprehension strategies to preview the book, build background knowledge, and make a story prediction. While working during the week, students begin each class re-reading the prior day's material for reflection and fluency practice, as well as review our graphic organizer. Students decode and are introduced to new vocabulary words they will encounter in the text that day. Students participate in a guided reading group where they are asked to apply reading strategies to help decode words, clarify for meaning, and practice reading fluently. At the end of each session, we work on comprehension by recalling and looking in the text for important ideas and details. The information is recorded on either a Semantic Map, KWL Chart, or Story Map graphic organizer. Students' progress is monitored on a weekly basis. Instruction is provided based on assessment data reflecting student areas of need and strength. | Academic Support Program | 08/14/2013 | 06/01/2014 | \$17120  | Read to Achieve Teacher, Administration |
| System 44                   | Students participate in System 44 program to increase reading and phonics skills.  | Direct Instruction       | 08/14/2013 | 06/01/2014 | \$0      | System 44 teacher and Administration    |
| Technology and Intervention | Materials will be used to purchase materials to differentiate instruction  | Academic Support Program | 07/01/2013 | 06/01/2014 | \$10808  | Administration and certified staff      |
| <b>Total</b>                |  |                          |            |            | \$110173 |   |