



# **Closing the Achievement Gap**

**Camp Ernst Middle School**

**Boone County**

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## **Introduction**

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

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# **KDE Closing the Achievement Gap**

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## **Introduction**

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

## **Achievement Gap Groups Identification**

**Statement or Question:** Use the School Report Card to identify your school's gaps groups. Select all that apply.

**Response:**

- African American
- With Disability
- Free/Reduced Price Meals
- Limited English Proficiency

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## **Achievement Gap Summary**

### **Describe the school's climate and culture.**

Camp Ernst Middle School serves sixth, seventh, and eighth graders in the Boone County School system. Our school's climate and culture are designed to provide a secure setting in which students can be successful in meeting the requirements of the challenging curriculum. Each staff member is attached to a teaching team with a common plan to foster the development of professional learning communities. Camp Ernst has been recognized four years in a row as a school implementing PBIS with fidelity. CEMS teachers participate in a variety of professional development programs to enhance and reinforce best practice strategies utilized in the classroom. Students are exposed to a variety of unified arts classes including: Health, PE, Economics, Careers, Art, Chorus, Band, Speech and Drama, World Language, Creative Writing and Digital Literacy. CEMS also provides student leadership opportunities through leadership enrichment and extra-curricular programs.

### **Describe the strategies that were implemented that helped to close the achievement gap.**

Camp Ernst Middle uses progress monitoring and Response to Intervention to close the achievement gap. Using the results of pre,formative, and common assessments to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress. Response to Intervention-Protocol and procedures were established to expand the use of effective collaboration across the school in all classrooms. Training was provided to support regular education and special education teacher teams to implement a monitoring system to assess continuous progress and inform instructional decisions for students with disabilities, ELL students, and Gifted students including but not limited to: establish a baseline as to where the school is in the use of effective collaboration; identify the barriers at the school and provide training and support to meet the individual needs of the students.

### **Describe the barriers that prevented the school from closing the achievement gap.**

Barriers might include lack of co-teaching professional development. Another barrier to closing the achievement gap is intentionality with our special education novice students. While we have increased our proficient and distinguished numbers, we are not showing growth in novice reduction. Another barrier to closing the achievement gap is a lack of focus on student-created goals using universal screening data and connecting that data to instructional strategy.

### **Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.**

Working with District Assessment Coordinator and building instructional coach to further review data. District provided training and support for teachers to address differentiation and effective collaboration. Ongoing professional development to address best practices in teaching and instruction. The district special education coordinator provided training and support for specially designed instruction and reading strategies and will continue to do so this school year. CEMS supported RtI tiered intervention process at all grade levels for targeted students included in sub-populations (LEP, disabilities, F/RL, African-American, Hispanic) and monitor progress of targeted students to ensure the

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implementation and effectiveness of such interventions. The District provides an instructional coach to assist in establishing protocol and procedures to expand the use of effective collaboration across the school in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for student with disabilities, ELL students, and Gifted students including but not limited to: Establish a baseline as to where the school is in the use of effective collaboration; Identify the barriers at the school to effective collaboration; Provide training and support on collaboration to meet individual needs of students at the school. Provided training to teachers to personalize education for all students.

**Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.**

Implementation of grade level meetings and content meetings to review previously established protocols for reviewing assessment data and determine any barriers. School-based Decision Making council approved the School Improvement Plan.



**Achievement Gap Diagnostic**

**Describe how data are used to inform your school's improvement plan to address the achievement gap.**

**Goal 1:**

Increase achievement for all students at Camp Ernst Middle School so that the achievement gap increases from 31.3% PD in 2015 to 69.1% PD in 2018 as measured by Camp Ernst achievement data.

**Measurable Objective 1:**

demonstrate a proficiency of 50.5% PD by 06/30/2016 as measured by Overall Achievement Gap on K-PREP.

**Strategy1:**

Data Analysis - Camp Ernst Middle School Special Education teachers work collaboratively in professional learning communities to analyze universal screening and progress monitoring data.

Category: Continuous Improvement

Research Cited: Progress Monitoring

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration across the school in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for student with disabilities, ELL students, and Gifted students including but not limited to: Establish a baseline as to where the school is in the use of effective collaboration; Identify the barriers at the school to effective collaboration; Provide training and support on collaboration to meet individual needs of students at the school.	Academic Support Program	08/20/2014	06/30/2015	\$0 - No Funding Required	Instructional coaches, Principals,

**Strategy2:**

Best practice; progress monitoring - Best practice; progress monitoring

Category: Continuous Improvement

Research Cited: Best practice; progress monitoring

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Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	08/20/2014	06/30/2015	\$0 - No Funding Required	Instructional Coaches; Principals

### Goal 2:

Decrease novice in combined reading and math by 50% in 2019 from 30.7% to 15%

### Measurable Objective 1:

A total of 15 Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in math in English Language Arts by 06/30/2016 as measured by K-Prep results.

### Strategy1:

TELL Deep Dive Team - TELL Team has created a behavior flow chart for teachers to utilize in their classrooms to determine a fair and consistent consequence for student misbehavior, a leveled discipline matrix for administrators for consistency.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TELL Team teachers specifically trained in change management systems.	Behavioral Support Program	09/01/2015	05/31/2016	\$0 - Other	Stephanie Hagerty

### Strategy2:

Response to Intervention - All students that are below the 40th percentile and/or novice will receive RtI

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receiving RtI will be progress monitored bi-monthly to ensure growth.	Academic Support Program	09/01/2015	05/31/2016	\$0 - District Funding	Stephanie Hagerty

### Strategy3:

PBIS - CEMS will continue to update and improve positive behavior support systems to reach fidelity within PBIS. We will self-audit to

## Closing the Achievement Gap

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maintain current fidelity status.

Category: Other - Positive Behavior Support

Research Cited:

Activity - Tier I and Tier II Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I and Tier II PBIS teams in place to review behavior data to help reduce non-academic barriers to learning.	Behavioral Support Program	09/01/2015	05/31/2016	\$0 - Other	James Schroer

**Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.**

Classroom walk-throughs will be utilized to monitor implementation of strategies/activities. Regular content and grade level meetings will be held to monitor that progress monitoring is occurring.

**Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.**

**Goal 1:**

Increase the average combined reading and math K-Prep scores for Camp Ernst Middle School students from 51% in 2014 to 74.4% in 2017

**Measurable Objective 1:**

demonstrate a proficiency of 65.9% by 06/30/2016 as measured by KPREP.

**Strategy1:**

Understanding by Design - CEMS is in the infancy stages of implementing the Understanding by Design curriculum framework in all of our core areas. We will begin implementation in the 2015-16 school year with a five year plan to completion.

Category: Continuous Improvement

Research Cited:

Activity - Process for Understanding by Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 2015-16 school year will begin our implementation of UbD in all core areas; math, ELA, social studies, science. We will continue implementation of UbD until its completion in the 2019-20 school year.	Academic Support Program	09/01/2015	06/30/2016	\$0 - No Funding Required	Assistant Superintendent of Learning Support Services; Director of Assessment; Program Review Leads, Instructional Coaches, Principals, Teachers, Guidance Counselors

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### Strategy2:

Springboard - CEMS is in its third year of implementing the Springboard curriculum for ELA.

Category: Continuous Improvement

Research Cited:

Activity - Academic Support Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support of the utilization of CIITS as a tool to enhance student Learning, teacher professional learning, assessment design, resources, and meet state/district measures	Academic Support Program	01/01/2014	12/31/2015	\$0 - District Funding	Assistant Superintendent of Learning Support Services; LSS Directors; Instructional Coaches; Technology Resource Teachers, School Librarian, Principals, School Counselors and Teachers

### Strategy3:

Professional Learning Communities - Curriculum and Assessment Alignment

Category: Learning Systems

Research Cited:

Activity - Demonstrate Knowledge of Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Knowledge of child and Adolescent; Knowledge of the Learning Process; Knowledge of Student's Skills, and Language Proficiency; Knowledge of student's interest and Cultural Heritage; Knowledge of Student's Special Needs	Other	09/30/2015	06/30/2016	\$0 - No Funding Required	Assistant Superintendent of Learning Support Services; Program Review Leads, Instructional Coach, Principals, Teachers.

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development and refinement, as well as implementation, of district curriculum, maps, and standards based units of instruction aligned to KCAS, Quality Core and College Readiness Standards and secure SBDM support. Include in the planning and instructional process a clear focus of 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written. spoken communication skills purposeful opportunities for students to use critical thinking, identify and investigate real world problems and possible solutions using creative thinking skills; work collaboratively with peers and teachers to become responsible, creative, independent lifelong learners.	Other	09/01/2015	06/30/2016	\$0 - No Funding Required	Directors of Teaching and Learning; Directors of Technology; Gifted and Talented Coordinator; Instructional Coaches, Principals, Librarian, Teachers

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Activity - Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD on collaboration with NKU and CINSAM at various grades and transition points for successful implementation of the Next Gen. Science Standards.	Professional Learning	09/01/2015	06/30/2016	\$0 - Title II Part D	Assistant Superintendent of LSS; Director of Secondary Teaching and Learning; Instructional Coaches, Science Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate the development of common assessments across all grade levels for all content areas and secure SBDM support. Ensure assessments align with EPAS, KCAS, and Quality Core, focusing on critical thinking	Academic Support Program	09/01/2015	06/30/2016	\$0 - Title II Part A	Director of Assessment; Directors of Teaching and Learning, Curriculum Coach, Principals, Teachers

Activity - Building Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas. Content teacher leaders participate in book studies reading leadership books by John Maxwell and Learning by Doing by Richard DuFours to execute professional learning communities within their content areas.	Other	09/01/2015	06/30/2016	\$0 - No Funding Required	Instructional Coaches; Directors of Teaching and Learning, Assessment, Special Education, and Technology, and Principals

Activity - High Achieving Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a framework to use vertical and horizontal acceleration of content as appropriate for students who have shown mastery through formative assessments. All targeted students growth/progress to be monitored to ensure the implementation and effectiveness of such enrichments/interventions. Framework to include: Pyramid of interventions for high achieving and formally identified gifted and talented; Instructional strategies to enhance/accelerate learning; resources for instruction as well as extensions	Academic Support Program	09/01/2015	06/30/2016	\$0 - No Funding Required	Directors of Teaching and Learning; Gifted Coordinator; Instructional Coaches, Principals, Librarian, Teachers

Activity - Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College and Career Readiness Standards are to be used as interventions and counseling points; support teacher teams in using results from EPAS, KPREP, common formative and summative assessments, interim assessments, and progress monitoring to drive instructional practice. Monitor implementation.	Academic Support Program	09/01/2015	06/30/2016	\$0 - No Funding Required	Directors of Teaching and Learning and Assessment Support, Principals, Guidance Counselors, Teachers

### Strategy4:

Response to Intervention - Response to Intervention

Category: Continuous Improvement

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Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RI tiered intervention process at all grade levels for targeted students included in sub-populations (LEP, disabilities, F/RL, African-American, Hispanic) and monitor progress of targeted students to ensure the implementation and effectiveness of such interventions	Academic Support Program	09/01/2015	06/30/2016	\$0 - No Funding Required	Directors of Teaching and Learning and Technology, Curriculum Coaches, Principals, Teachers

**Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.**

Provide additional training and sessions with staff on how to review data and then what action to be taken from that data. Administration will attend grade level meetings and content meetings to determine if pre, formative and common assessments are being utilized to make informed decisions and delivery of instruction is personal to under-performing students.

## **Stakeholder Engagement and Collaboration**

**Statement or Question:** Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

**Response:**

- Parent information resources (PTA/PTO/SBDM, other)
- Partnership with community groups and businesses
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

# **Plan for Closing the Achievement Gap 2016-17**



# Overview

**Plan Name**

Plan for Closing the Achievement Gap 2016-17

**Plan Description**

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## 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	Increase achievement for all students at Camp Ernst Middle School so that the achievement gap increases from 31.3% PD in 2015 to 69.1% PD in 2018 as measured by Camp Ernst achievement data.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
2	Decrease novice in combined reading and math by 50% in 2019 from 30.7% to 15%	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0

## Goal 1: Increase achievement for all students at Camp Ernst Middle School so that the achievement gap increases from 31.3% PD in 2015 to 69.1% PD in 2018 as measured by Camp Ernst achievement data.

### Measurable Objective 1:

demonstrate a proficiency of 50.5% PD by 06/30/2016 as measured by Overall Achievement Gap on K-PREP.

### Strategy 1:

Best practice; progress monitoring - Best practice; progress monitoring

Category: Continuous Improvement

Research Cited: Best practice; progress monitoring

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	08/20/2014	06/30/2015	\$0	No Funding Required	Instructional Coaches; Principals

### Strategy 2:

Data Analysis - Camp Ernst Middle School Special Education teachers work collaboratively in professional learning communities to analyze universal screening and progress monitoring data.

Category: Continuous Improvement

Research Cited: Progress Monitoring

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration across the school in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for student with disabilities, ELL students, and Gifted students including but not limited to: Establish a baseline as to where the school is in the use of effective collaboration; Identify the barriers at the school to effective collaboration; Provide training and support on collaboration to meet individual needs of students at the school.	Academic Support Program	08/20/2014	06/30/2015	\$0	No Funding Required	Instructional coaches, Principals,

## Goal 2: Decrease novice in combined reading and math by 50% in 2019 from 30.7% to 15%

### Measurable Objective 1:

A total of 15 Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in math in English Language Arts by 06/30/2016 as measured by K-Prep results.

### Strategy 1:

Response to Intervention - All students that are below the 40th percentile and/or novice will receive RtI

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receiving RtI will be progress monitored bi-monthly to ensure growth.	Academic Support Program	09/01/2015	05/31/2016	\$0	District Funding	Stephanie Hagerty

### Strategy 2:

PBIS - CEMS will continue to update and improve positive behavior support systems to reach fidelity within PBIS. We will self-audit to maintain current fidelity status.

Category: Other - Positive Behavior Support

Activity - Tier I and Tier II Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I and Tier II PBIS teams in place to review behavior data to help reduce non-academic barriers to learning.	Behavioral Support Program	09/01/2015	05/31/2016	\$0	Other	James Schroer

### Strategy 3:

TELL Deep Dive Team - TELL Team has created a behavior flow chart for teachers to utilize in their classrooms to determine a fair and consistent consequence for student misbehavior, a leveled discipline matrix for administrators for consistency.

Category: Professional Learning & Support

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TELL Team teachers specifically trained in change management systems.	Behavioral Support Program	09/01/2015	05/31/2016	\$0	Other	Stephanie Hagerty

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Students receiving Rtl will be progress monitored bi-monthly to ensure growth.	Academic Support Program	09/01/2015	05/31/2016	\$0	Stephanie Hagerty
<b>Total</b>					\$0	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	TELL Team teachers specifically trained in change management systems.	Behavioral Support Program	09/01/2015	05/31/2016	\$0	Stephanie Hagerty
Tier I and Tier II Interventions	Tier I and Tier II PBIS teams in place to review behavior data to help reduce non-academic barriers to learning.	Behavioral Support Program	09/01/2015	05/31/2016	\$0	James Schroer
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress monitoring	Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	08/20/2014	06/30/2015	\$0	Instructional Coaches; Principals

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RTI	Establish protocol and procedures to expand the use of effective collaboration across the school in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for student with disabilities, ELL students, and Gifted students including but not limited to: Establish a baseline as to where the school is in the use of effective collaboration; Identify the barriers at the school to effective collaboration; Provide training and support on collaboration to meet individual needs of students at the school.	Academic Support Program	08/20/2014	06/30/2015	\$0	Instructional coaches, Principals,
Total					\$0	