



# **Closing the Achievement Gap**

**Shirley Mann Elementary 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.

# **KDE Closing the Achievement Gap**

## **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:**

- With Disability
- Free/Reduced Price Meals
- Limited English Proficiency
- All Students
- Male
- Female
- White
- Asian

## **Achievement Gap Summary**

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

The climate and culture of Mann Elementary is positive and encouraging for all students. Students and staff are treated with respect and use their GROW acronym on a daily basis. G=give your personal best; R=respect yourself and others; O=own your behavior; W=work as a team. Additionally we are focusing on the theme of "Choose Joy" and our "Spark", "The Orange Frog" for positivity and happiness with the students on a daily basis. We regularly receive comments for new students/families to our building as well as visitors about the positive atmosphere that they sense in the building. Each day our students are greeted by the administration and other staff members upon their arrival and departure daily. This would be a strength for our school. Throughout the building we have positive messages and posters to encourage our positive culture and climate. We firmly believe a positive climate and culture is one of the best ways to help our students achieve.

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

Utilizing our school schedule to the fullest has helped us create a core extension/intervention time in our daily schedule for all students of Mann. During this time there are a variety of options, depending on the grade level, that are available to best meet the needs of the students. Additionally, seven sections of extended school services were offered either before or after school. Teachers monitored all achievement gap students in that group for progress on a bi-weekly basis. Additional teachers were trained in Orton Gillingham to enhance their instructional strategies and special ed schedule was adjusted to meet their needs. All teachers received professional development for Benchmark Literacy and Everyday Math 4 program.

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

The greatest barrier would be additional time to work with students one on one or to get students in the before or after school programs.

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

The district provided numerous "train the trainer" opportunities for each school. Teachers from our school were trained in Math Design Collaborative (MDC); Literacy Design Collaborative (LDC); Positive Behavior Intervention Supports (PBIS); STEM in collaboration with Cinsam; PBL, and ELA unit work. These teachers in turn were able to bring back the information and leadership needed for the other staff members.

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

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The school leadership team, comprised of administrators, counselor, instructional coach, and grade level/dept teachers meet monthly and discuss general student progress as well as needs. Each nine weeks we have advisory team meetings (ATM) to monitor students with disabilities and general student population needing interventions. These meetings are comprised of all the people mentioned previously as well as the speech pathologist, school psychologist; and occupational therapist. All of these meetings discuss students that would fall into the gap group. The School Based Decision Making (SBDM) meetings monthly and the CSIP is an agenda item each month. It is discussed with members of the council, which includes parents and teachers, as well as any parents/teachers that are part of the audience.



## Achievement Gap Diagnostic

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

**Goal 1:**

Increase the combined reading and math P/D achievement goal for all Mann Elementary students from 70.7% to 81% by June 2017

**Measurable Objective 1:**

demonstrate a proficiency 78.2% by 06/30/2015 as measured by the KPREP Proficiency Delivery Target for combined reading and math..

**Strategy1:**

Curriculum and Assessment Alignment - Align Curriculum

Category:

Research Cited:

Activity - Building Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers and staff with strong content knowledge and leadership skills in instruction to support teachers. Collaboration, modeling, peer observations will be used to strengthen teacher leadership.	Other	12/01/2015	11/30/2016	\$0 - School Council Funds	Principal, Assistant Principal, Teacher Leaders, Instructional Coach

Activity - Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support teacher teams in using results from KPREP, STAR, common formative and summative assessments, PLC rubrics, Challenge assessments, and progress monitoring to drive instructional practice.	Academic Support Program	12/01/2015	11/30/2016	\$0 - School Council Funds	Principal; Assistant Principal; Instructional Coach; Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level curriculum maps will be revised annually based on Kentucky Core Academic Standards, College/Career Readiness Standards, 21st Century skills and reviewed by vertical teams to assure curriculum alignment for all grade levels.	Other	12/01/2015	11/30/2016	\$0 - School Council Funds	Principal; Assistant Principal; Instructional Coach; Vertical Teams

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Activity - Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the STEM lab through the project lead the way program in order to increase 21st century skills of creativity, communication, collaboration, and critical thinking. Integrate district core values and the ten c's of the District Strategic plan.	Academic Support Program	12/01/2015	11/30/2016	\$3000 - School Council Funds \$6000 - Other	Principal; Assistant Principal; Instructional Coach; Teachers

### Strategy2:

Literacy/Numeracy Initiatives - Curriculum and Assessment

Category:

Research Cited:

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading instruction will include, but not limited to, Benchmark Literacy Program school wide vocabulary lists; Moby Max, Headsprout, Fast ForWord, Compass paths, etc. in order to provide rigorous instruction with the purpose of increasing student comprehension and fluency levels. Reading vertical team will meet regularly throughout the year to monitor overall reading progress.	Academic Support Program	12/01/2015	11/30/2016	\$10000 - Grant Funds \$3000 - School Council Funds	Classroom teachers, reading vertical team, instructional coach, principal and assistant principal

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math instruction will include, but not limited to, full implementation of the Everyday Math 4 program, Rational Number Project, Do the Math, Ten Marks, Moby Max, Dreambox, Xtra Math, and Compass Paths, based on student need. Math vertical team will meet regularly throughout the year to monitor overall math progress.	Academic Support Program	12/01/2015	11/30/2016	\$5000 - KETS \$15000 - School Council Funds	Math vertical team, instructional coach, principal, assistant principal

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, to support; best practice strategies; 21st Century Skills; differentiation of instruction; formative and summative assessments to including online assessing; meeting the needs of ELL students, recognize and respond to academic and nonacademic barriers to learning provide support, additional training for benchmark literacy, Everyday Math 4 program and various technology needs including Google Classroom training.	Professional Learning	12/01/2015	11/30/2016	\$7000 - School Council Funds	Principal; Assistant Principal; Instructional Coach

### Strategy3:

School Readiness - Work with Community

Category:

Research Cited:

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Activity - School Readiness and BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will communicate to upcoming kindergarten student/parents the guidelines for kindergarten readiness and early childhood readiness. This will include use of the BRIGANCE screening results, kindergarten readiness camp, and an overview of K entrance expectations at kindergarten registration in March prior to the beginning of school in August.	Academic Support Program	12/01/2015	11/30/2016	\$1000 - School Council Funds	Principal; Assistant Principal; Guidance Counselor; Kindergarten Teachers

### Strategy4:

Response to Intervention - RTI intervention process

Category:

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RTI tiered intervention process at all grade levels and monitor progress of students to ensure the implementation and effectiveness of such interventions. A systematic approach for student improvement will be implemented through the use of a common tracking sheet that will show the student progress and interventions utilized throughout the school year. The tracking sheet will progress with the student throughout the grade levels.	Academic Support Program	12/01/2015	11/01/2016	\$1500 - School Council Funds	Principal; Assistant Principal; Instructional Coach; RTI Point Persons; Teachers

### Goal 2:

Increase achievement for all student groups at Mann Elementary so that the achievement gap increases from 45.5% in 2013 to 64% PD in 2017.

### Measurable Objective 1:

demonstrate a proficiency of 58.9% PD by 06/30/2016 as measured by overall achievement gap scores on the KPREP.

### Strategy1:

Instructional Strategies and Monitoring - Teachers will continue training in research based best practices. The STAR Reading and Math and formative assessments will be administered regularly to monitor growth. New Benchmark literacy common assessments will also be used to monitor growth.

Category: Learning Systems

Research Cited: FCRR, Marzano, Danelson; Benchmark Literacy; EM4

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Activity - Personalization and 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 for flexible grouping(such as core extension groups) based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	12/01/2015	11/30/2016	\$0 - School Council Funds	Principal; Assistant Principal; Instructional Coach; Leadership Team; Teachers

### Goal 3:

Decrease the percentage of novice for combined reading and math from 7% in 2015 to 3.5% in 2020

### Measurable Objective 1:

1% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 increase student growth through the reduction of novice in Reading by 09/30/2016 as measured by the overall novice scores on the KPREP test in reading .

### Strategy1:

Instructional Strategies for reading skills - Extended school services will be offered 4 mornings per week and/or 3 afternoons per week.

Category: Continuous Improvement

Research Cited:

Activity - Novice Reduction Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that perform at the Novice level in reading will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Other - Progress Monitoring	12/01/2015	11/30/2016	\$0 - No Funding Required	teachers, administration, instructional coach

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as performing at the novice level in reading will receive an offer of extended school services that would include direct instruction with the Benchmark Literacy program along with online support through programs such as: Compass Odyssey, Fast ForWord, Reading Assistant, Moby Max, Reading Eggs, Headsrpout, etc.	Tutoring	12/01/2015	11/30/2016	\$4000 - District Funding	ESS teachers

### Strategy2:

Math Novice Reduction Strategies - Students that perform at the novice level in math will be offered extended school services 4 mornings per week and/or 3 afternoons per week.

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Category: Continuous Improvement

Research Cited:

Activity - math novice reduction monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that perform at the novice level in math will work with the teacher to set goals for improvement. These will be monitored on a bi-weekly basis.	Other - Progress Monitoring	12/01/2015	11/30/2016	\$0 - No Funding Required	Teachers, Administrators, Instructional Coach

Activity - Instructional Strategies for math skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in extended school services will receive direct instruction with the Everyday Math 4 program along with online support through programs such as: Dreambox, Ten Marks, Moby Max, Compass Odyssey, etc.	Tutoring	12/01/2015	11/30/2016	\$4000 - District Funding	ESS teachers

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

As previously stated, student progress data is monitored regularly by teachers, leaders, and council members. Numerous software programs allow us to print reports to monitor specific students as well as the general school population. Grade level teams meet weekly to discuss any concerns they may have regarding progress of students.

**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 achievement for all student groups at Mann Elementary so that the achievement gap increases from 45.5% in 2013 to 64% PD in 2017.

### Measurable Objective 1:

demonstrate a proficiency of 58.9% PD by 06/30/2016 as measured by overall achievement gap scores on the KPREP.

### Strategy1:

Best Practice - Training

Category: Career Readiness Pathways

Research Cited:

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Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide opportunities for family leadership and engagement- specifically provide a monthly family engagement night. Through special family engagement nights provided at various times throughout the school year.	Parent Involvement	12/01/2015	11/30/2016	\$0 - School Council Funds	Principal, Assistant Principal, Guidance Counselor, Instructional Coach, Teacher Leaders

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued training and support/monitoring for the PBIS team for school-wide PBIS. Specifically Tier II training on monitoring of behavior plans and utilizing behavior strategies in the classroom.	Behavioral Support Program	12/01/2015	11/30/2016	\$1000 - School Council Funds	Assistant Principal; Guidance Counselor; PBIS committee

Activity - World Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development of our world language program through incorporating language and culture in the regular classroom. Through the additional world language allocation, weekly language instruction will be brought into the regular classroom. The world language committee will provide professional development and guidance in the process. We will continue with a language focus monthly and our cultural fair in the spring.	Academic Support Program	12/01/2015	11/30/2016	\$1000 - School Council Funds	Principal; Assistant Principal; Instructional Coach; world language committee, Teachers; ELL teacher and paraeducator

### Goal 2:

Increase the percent of effective teachers and leaders

### Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2016 as measured by the PGES.

### Strategy1:

Teacher Effectiveness Framework - The Kentucky Teacher Effectiveness Framework

Category:

Research Cited: The Danielson Model

Activity - Teacher Effectiveness/Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To further develop and enhance the understanding of the Kentucky Framework for Teaching, the administration and instructional coach will meet with the teams in their PLC's to help align their instructional practices with the framework. Additionally, support will be given for half day trainings that include teachers, instructional coach and principals to collaborate on SGG, PGP, and evidence for TPGES.	Professional Learning	12/01/2015	11/01/2016	\$3000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Teacher Leaders

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training and continual updates in relationship to all academic programs Extended School Services programs, extracurricular programs, and any additional programs that support students i.e. PBIS, medication training, etc.	Professional Learning	12/01/2015	11/30/2016	\$5000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Leadership Team, School Nurse

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

We will continue to make adjustments to the core schedule and extension time in order to maximize the time factor that prohibits the teachers from utilizing the programs/training needed to enhance the classroom instruction. Additional PD funds will be allotted for embedded PD.

## **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:**

- Home Visits
- 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**

# Overview

**Plan Name**

Plan for Closing the Achievement Gap

**Plan Description**

## 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 the combined reading and math P/D achievement goal for all Mann Elementary students from 70.7% to 81% by June 2017	Objectives: 1 Strategies: 6 Activities: 14	Organizational	\$56000
2	Increase achievement for all student groups at Mann Elementary so that the achievement gap increases from 45.5% in 2013 to 64% PD in 2017.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$9000
3	Increase the percent of effective teachers and leaders	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$8000
4	Decrease the percentage of novice for combined reading and math from 7% in 2015 to 3.5% in 2020	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$8000

## Goal 1: Increase the combined reading and math P/D achievement goal for all Mann Elementary students from 70.7% to 81% by June 2017

### Measurable Objective 1:

demonstrate a proficiency 78.2% by 06/30/2015 as measured by the KPREP Proficiency Delivery Target for combined reading and math..

### Strategy 1:

Process of Program Review - Through the program review process

Category:

Research Cited: The KPREP research based data for instituting the program review

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to support and enhance a process for program reviews where results of all programs are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of integrating writing, vocational/career studies, the arts and humanities, and the K-3 Primary Program into all content areas.	Academic Support Program	12/01/2015	11/01/2016	\$1000	School Council Funds	Principal; Assistant Principal; Program Review Leads; Leadership Team

Activity - Primary Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our K-3 primary program will support students in their progress toward P/D in all content areas through the utilization of best instructional practices; RTI multi leveled core extension groups; collaborative instruction that includes rotations in varied classrooms; data driven decisions for placing students in extension activities; analyzing data regularly through probes, STAR, Headsprout, Dreambox, Fast ForWord, etc. which will monitor student growth.	Academic Support Program	12/01/2015	11/01/2016	\$500	School Council Funds	Primary Teachers; Primary Team Leaders; RTI teachers; instructional coach

Activity - Practical Living/Arts & Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrich the arts & humanities/practical living program through a once a month school wide program that would enhance learning of the Kentucky Core Academic Standards through assemblies of the arts, in-house field trips; collaborative unit presentations; etc. Additionally, enrich the Practical Living component of careers through a 4-5 Career Fair, and a K-3 Family Career sharing experience. Stem activities will focus on career options and development of student interest.	Academic Support Program	12/01/2015	11/01/2016	\$2000	Other	Unified Arts Teachers; Regular classroom teachers

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Activity - Writing Program/Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing vertical team, will review and update the writing policy and plan annually in order to determine the focus of instruction. Professional development would be outlined to support our current benchmark writer's workshop. Writing vertical team will provide any additional writing training requested and/or needed by staff. Additionally, schoolwide benchmarking for writing will be completed three times a year through the use of school designed rubrics.	Academic Support Program	12/01/2015	11/30/2016	\$1000	School Council Funds	Writing Program Review coordinator, writing teacher trainers; writing committee, classroom teachers, instructional coach

### Strategy 2:

School Readiness - Work with Community

Category:

Activity - School Readiness and BRIGANCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will communicate to upcoming kindergarten student/parents the guidelines for kindergarten readiness and early childhood readiness. This will include use of the BRIGANCE screening results, kindergarten readiness camp, and an overview of K entrance expectations at kindergarten registration in March prior to the beginning of school in August.	Academic Support Program	12/01/2015	11/30/2016	\$1000	School Council Funds	Principal; Assistant Principal; Guidance Counselor; Kindergarten Teachers

### Strategy 3:

Literacy/Numeracy Initiatives - Curriculum and Assessment

Category:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide modeling, embedded PD, to support; best practice strategies; 21st Century Skills; differentiation of instruction; formative and summative assessments to including online assessing; meeting the needs of ELL students, recognize and respond to academic and nonacademic barriers to learning provide support, additional training for benchmark literacy, Everyday Math 4 program and various technology needs including Google Classroom training.	Professional Learning	12/01/2015	11/30/2016	\$7000	School Council Funds	Principal; Assistant Principal; Instructional Coach

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Activity - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading instruction will include, but not limited to, Benchmark Literacy Program school wide vocabulary lists; Moby Max, Headsprout, Fast ForWord, Compass paths, etc. in order to provide rigorous instruction with the purpose of increasing student comprehension and fluency levels. Reading vertical team will meet regularly throughout the year to monitor overall reading progress.	Academic Support Program	12/01/2015	11/30/2016	\$13000	Grant Funds, School Council Funds	Classroom teachers, reading vertical team, instructional coach, principal and assistant principal

Activity - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instruction will include, but not limited to, full implementation of the Everyday Math 4 program, Rational Number Project, Do the Math, Ten Marks, Moby Max, Dreambox, Xtra Math, and Compass Paths, based on student need. Math vertical team will meet regularly throughout the year to monitor overall math progress.	Academic Support Program	12/01/2015	11/30/2016	\$20000	KETS, School Council Funds	Math vertical team, instructional coach, principal, assistant principal

### Strategy 4:

Curriculum and Assessment Alignment - Align Curriculum

Category:

Activity - Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support teacher teams in using results from KPREP, STAR, common formative and summative assessments, PLC rubrics, Challenge assessments, and progress monitoring to drive instructional practice.	Academic Support Program	12/01/2015	11/30/2016	\$0	School Council Funds	Principal; Assistant Principal; Instructional Coach; Teachers

Activity - Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the STEM lab through the project lead the way program in order to increase 21st century skills of creativity, communication, collaboration, and critical thinking. Integrate district core values and the ten c's of the District Strategic plan.	Academic Support Program	12/01/2015	11/30/2016	\$9000	Other, School Council Funds	Principal; Assistant Principal; Instructional Coach; Teachers

Activity - Building Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identify classroom teachers and staff with strong content knowledge and leadership skills in instruction to support teachers. Collaboration, modeling, peer observations will be used to strengthen teacher leadership.	Other	12/01/2015	11/30/2016	\$0	School Council Funds	Principal, Assistant Principal, Teacher Leaders, Instructional Coach
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Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level curriculum maps will be revised annually based on Kentucky Core Academic Standards, College/Career Readiness Standards, 21st Century skills and reviewed by vertical teams to assure curriculum alignment for all grade levels.	Other	12/01/2015	11/30/2016	\$0	School Council Funds	Principal; Assistant Principal; Instructional Coach; Vertical Teams

### Strategy 5:

Response to Intervention - RTI intervention process

Category:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the RTI tiered intervention process at all grade levels and monitor progress of students to ensure the implementation and effectiveness of such interventions. A systematic approach for student improvement will be implemented through the use of a common tracking sheet that will show the student progress and interventions utilized throughout the school year. The tracking sheet will progress with the student throughout the grade levels.	Academic Support Program	12/01/2015	11/01/2016	\$1500	School Council Funds	Principal; Assistant Principal; Instructional Coach; RTI Point Persons; Teachers

### Strategy 6:

Career Awareness - Discovery

Category: Career Readiness Pathways

Activity - Increase Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Connect student learning to the various career pathways through a monthly career focus utilizing the bulletin board in the lobby. Each grade level will encourage students to explore and discover career options.	Career Preparation/Orientation	12/01/2015	11/30/2016	\$0	No Funding Required	Guidance Counselor, Assistant Principal, Teachers

## **Goal 2: Increase achievement for all student groups at Mann Elementary so that the achievement gap increases from 45.5% in 2013 to 64% PD in 2017.**

### **Measurable Objective 1:**

demonstrate a proficiency of 58.9% PD by 06/30/2016 as measured by overall achievement gap scores on the KPREP.

### **Strategy 1:**

Instructional Strategies and Monitoring - Teachers will continue training in research based best practices. The STAR Reading and Math and formative assessments will be administered regularly to monitor growth. New Benchmark literacy common assessments will also be used to monitor growth.

Category: Learning Systems

Research Cited: FCRR, Marzano, Danelson; Benchmark Literacy; EM4

Activity - Personalization and 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 for flexible grouping(such as core extension groups) based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	12/01/2015	11/30/2016	\$0	School Council Funds	Principal; Assistant Principal; Instructional Coach; Leadership Team; Teachers

### **Strategy 2:**

Professional Development - Teachers will attend Professional Development

Category:

Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement professional development to enhance equity and diversity specifically meeting the needs of the higher performing students and the at risk students that may or may not comprise the gap population. Additionally, continue to raise awareness regarding students from diverse backgrounds/cultures along with learning differences through the training of both staff and students.	Professional Learning	12/01/2015	11/30/2016	\$5000	School Council Funds	Principal; Assistant Principal; Instructional Coach; Leadership Team

Activity - IEP Aligned with Kentucky Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

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In collaboration with the District Special Education Department, Mann Elementary will support and train teachers in the development of Individual Educational Plans aligned with the Common Core State Standards and behavioral expectations: Analyze student data (KPREP, IC, Star, RTI Data, Dreambox, Headsprout, etc); Use data analysis to plan, review and revise instruction; Monitor implementation in conjunction with special education coordinators.	Academic Support Program	12/01/2015	11/30/2016	\$2000	School Council Funds	Principal; Assistant Principal; Guidance Counselors; District Office Personnel; Special Education Teachers
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### Strategy 3:

Best Practice - Training

Category: Career Readiness Pathways

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide opportunities for family leadership and engagement-specifically provide a monthly family engagement night. Through special family engagement nights provided at various times throughout the school year.	Parent Involvement	12/01/2015	11/30/2016	\$0	School Council Funds	Principal, Assistant Principal, Guidance Counselor, Instructional Coach, Teacher Leaders

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued training and support/monitoring for the PBIS team for school-wide PBIS. Specifically Tier II training on monitoring of behavior plans and utilizing behavior strategies in the classroom.	Behavioral Support Program	12/01/2015	11/30/2016	\$1000	School Council Funds	Assistant Principal; Guidance Counselor; PBIS committee

Activity - World Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Continue the development of our world language program through incorporating language and culture in the regular classroom. Through the additional world language allocation, weekly language instruction will be brought into the regular classroom. The world language committee will provide professional development and guidance in the process. We will continue with a language focus monthly and our cultural fair in the spring.	Academic Support Program	12/01/2015	11/30/2016	\$1000	School Council Funds	Principal; Assistant Principal; Instructional Coach; world language committee, Teachers; ELL teacher and paraeducator
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## Goal 3: Increase the percent of effective teachers and leaders

### Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2016 as measured by the PGES.

### Strategy 1:

Teacher Effectiveness Framework - The Kentucky Teacher Effectiveness Framework

Category:

Research Cited: The Danielson Model

Activity - Teacher Effectiveness/Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To further develop and enhance the understanding of the Kentucky Framework for Teaching, the administration and instructional coach will meet with the teams in their PLC's to help align their instructional practices with the framework. Additionally, support will be given for half day trainings that include teachers, instructional coach and principals to collaborate on SGG, PGP, and evidence for TPGES.	Professional Learning	12/01/2015	11/01/2016	\$3000	School Council Funds	Principal, Assistant Principal, Instructional Coach, Teacher Leaders

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and continual updates in relationship to all academic programs Extended School Services programs, extracurricular programs, and any additional programs that support students i.e. PBIS, medication training, etc.	Professional Learning	12/01/2015	11/30/2016	\$5000	School Council Funds	Principal, Assistant Principal, Instructional Coach, Leadership Team, School Nurse

## Goal 4: Decrease the percentage of novice for combined reading and math from 7% in 2015 to 3.5% in 2020

### Measurable Objective 1:

1% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 increase student growth through the reduction of novice in Reading by 09/30/2016 as measured by the overall novice scores on the KPREP test in reading.

### Strategy 1:

Instructional Strategies for reading skills - Extended school services will be offered 4 mornings per week and/or 3 afternoons per week.

Category: Continuous Improvement

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as performing at the novice level in reading will receive an offer of extended school services that would include direct instruction with the Benchmark Literacy program along with online support through programs such as: Compass Odyssey, Fast ForWord, Reading Assistant, Moby Max, Reading Eggs, Headsrpout, etc.	Tutoring	12/01/2015	11/30/2016	\$4000	District Funding	ESS teachers
Activity - Novice Reduction Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that perform at the Novice level in reading will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Other - Progress Monitoring	12/01/2015	11/30/2016	\$0	No Funding Required	teachers, administration, instructional coach

### Strategy 2:

Math Novice Reduction Strategies - Students that perform at the novice level in math will be offered extended school services 4 mornings per week and/or 3 afternoons per week.

Category: Continuous Improvement

Activity - Instructional Strategies for math skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in extended school services will receive direct instruction with the Everyday Math 4 program along with online support through programs such as: Dreambox, Ten Marks, Moby Max, Compass Odyssey, etc.	Tutoring	12/01/2015	11/30/2016	\$4000	District Funding	ESS teachers

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Activity - math novice reduction monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that perform at the novice level in math will work with the teacher to set goals for improvement. These will be monitored on a bi-weekly basis.	Other - Progress Monitoring	12/01/2015	11/30/2016	\$0	No Funding Required	Teachers, Administrator S, Instructional Coach

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science	Utilize the STEM lab through the project lead the way program in order to increase 21st century skills of creativity, communication, collaboration, and critical thinking. Integrate district core values and the ten c's of the District Strategic plan.	Academic Support Program	12/01/2015	11/30/2016	\$6000	Principal; Assistant Principal; Instructional Coach; Teachers
Practical Living/Arts & Humanities	Enrich the arts & humanities/practical living program through a once a month school wide program that would enhance learning of the Kentucky Core Academic Standards through assemblies of the arts, in-house field trips; collaborative unit presentations; etc. Additionally, enrich the Practical Living component of careers through a 4-5 Career Fair, and a K-3 Family Career sharing experience. Stem activities will focus on career options and development of student interest.	Academic Support Program	12/01/2015	11/01/2016	\$2000	Unified Arts Teachers; Regular classroom teachers
<b>Total</b>					<b>\$8000</b>	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Program/Vocabulary	Writing vertical team, will review and update the writing policy and plan annually in order to determine the focus of instruction. Professional development would be outlined to support our current benchmark writer's workshop. Writing vertical team will provide any additional writing training requested and/or needed by staff. Additionally, schoolwide benchmarking for writing will be completed three times a year through the use of school designed rubrics.	Academic Support Program	12/01/2015	11/30/2016	\$1000	Writing Program Review coordinator, writing teacher trainers; writing committee, classroom teachers, instructional coach

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IEP Aligned with Kentucky Core Standards	In collaboration with the District Special Education Department, Mann Elementary will support and train teachers in the development of Individual Educational Plans aligned with the Common Core State Standards and behavioral expectations: Analyze student data (KPREP, IC, Star, RTI Data, Dreambox, Headsprout, etc); Use data analysis to plan, review and revise instruction; Monitor implementation in conjunction with special education coordinators.	Academic Support Program	12/01/2015	11/30/2016	\$2000	Principal; Assistant Principal; Guidance Counselors; District Office Personnel; Special Education Teachers
School Readiness and BRIGANCE	Staff will communicate to upcoming kindergarten student/parents the guidelines for kindergarten readiness and early childhood readiness. This will include use of the BRIGANCE screening results, kindergarten readiness camp, and an overview of K entrance expectations at kindergarten registration in March prior to the beginning of school in August.	Academic Support Program	12/01/2015	11/30/2016	\$1000	Principal; Assistant Principal; Guidance Counselor; Kindergarten Teachers
Primary Program	Our K-3 primary program will support students in their progress toward P/D in all content areas through the utilization of best instructional practices; RTI multi leveled core extension groups; collaborative instruction that includes rotations in varied classrooms; data driven decisions for placing students in extension activities; analyzing data regularly through probes, STAR, Headsprout, Dreambox, Fast ForWord, etc. which will monitor student growth.	Academic Support Program	12/01/2015	11/01/2016	\$500	Primary Teachers; Primary Team Leaders; RTI teachers; instructional coach
Personalization and 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 for flexible grouping(such as core extension groups) based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	12/01/2015	11/30/2016	\$0	Principal; Assistant Principal; Instructional Coach; Leadership Team; Teachers
Use of Data	Support teacher teams in using results from KPREP, STAR, common formative and summative assessments, PLC rubrics, Challenge assessments, and progress monitoring to drive instructional practice.	Academic Support Program	12/01/2015	11/30/2016	\$0	Principal; Assistant Principal; Instructional Coach; Teachers
Curriculum Alignment	Grade level curriculum maps will be revised annually based on Kentucky Core Academic Standards, College/Career Readiness Standards, 21st Century skills and reviewed by vertical teams to assure curriculum alignment for all grade levels.	Other	12/01/2015	11/30/2016	\$0	Principal; Assistant Principal; Instructional Coach; Vertical Teams

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Diversity and Equity	Implement professional development to enhance equity and diversity specifically meeting the needs of the higher performing students and the at risk students that may or may not comprise the gap population. Additionally, continue to raise awareness regarding students from diverse backgrounds/cultures along with learning differences through the training of both staff and students.	Professional Learning	12/01/2015	11/30/2016	\$5000	Principal; Assistant Principal; Instructional Coach; Leadership Team
Math	Math instruction will include, but not limited to, full implementation of the Everyday Math 4 program, Rational Number Project, Do the Math, Ten Marks, Moby Max, Dreambox, Xtra Math, and Compass Paths, based on student need. Math vertical team will meet regularly throughout the year to monitor overall math progress.	Academic Support Program	12/01/2015	11/30/2016	\$15000	Math vertical team, instructional coach, principal, assistant principal
Response to Intervention	Support the RTI tiered intervention process at all grade levels and monitor progress of students to ensure the implementation and effectiveness of such interventions. A systematic approach for student improvement will be implemented through the use of a common tracking sheet that will show the student progress and interventions utilized throughout the school year. The tracking sheet will progress with the student throughout the grade levels.	Academic Support Program	12/01/2015	11/01/2016	\$1500	Principal; Assistant Principal; Instructional Coach; RTI Point Persons; Teachers
Reading	Reading instruction will include, but not limited to, Benchmark Literacy Program school wide vocabulary lists; Moby Max, Headsprout, Fast ForWord, Compass paths, etc. in order to provide rigorous instruction with the purpose of increasing student comprehension and fluency levels. Reading vertical team will meet regularly throughout the year to monitor overall reading progress.	Academic Support Program	12/01/2015	11/30/2016	\$3000	Classroom teachers, reading vertical team, instructional coach, principal and assistant principal
Teacher Effectiveness/Evidence	To further develop and enhance the understanding of the Kentucky Framework for Teaching, the administration and instructional coach will meet with the teams in their PLC's to help align their instructional practices with the framework. Additionally, support will be given for half day trainings that include teachers, instructional coach and principals to collaborate on SGG, PGP, and evidence for TPGES.	Professional Learning	12/01/2015	11/01/2016	\$3000	Principal, Assistant Principal, Instructional Coach, Teacher Leaders
Building Teacher Leaders	Identify classroom teachers and staff with strong content knowledge and leadership skills in instruction to support teachers. Collaboration, modeling, peer observations will be used to strengthen teacher leadership.	Other	12/01/2015	11/30/2016	\$0	Principal, Assistant Principal, Teacher Leaders, Instructional Coach

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PBIS	Continued training and support/monitoring for the PBIS team for school-wide PBIS. Specifically Tier II training on monitoring of behavior plans and utilizing behavior strategies in the classroom.	Behavioral Support Program	12/01/2015	11/30/2016	\$1000	Assistant Principal; Guidance Counselor; PBIS committee
Family Engagement	Continue to provide opportunities for family leadership and engagement- specifically provide a monthly family engagement night. Through special family engagement nights provided at various times throughout the school year.	Parent Involvement	12/01/2015	11/30/2016	\$0	Principal, Assistant Principal, Guidance Counselor, Instructional Coach, Teacher Leaders
Science	Utilize the STEM lab through the project lead the way program in order to increase 21st century skills of creativity, communication, collaboration, and critical thinking. Integrate district core values and the ten c's of the District Strategic plan.	Academic Support Program	12/01/2015	11/30/2016	\$3000	Principal; Assistant Principal; Instructional Coach; Teachers
Professional Learning	Provide modeling, embedded PD, to support; best practice strategies; 21st Century Skills; differentiation of instruction; formative and summative assessments to including online assessing; meeting the needs of ELL students, recognize and respond to academic and nonacademic barriers to learning provide support, additional training for benchmark literacy, Everyday Math 4 program and various technology needs including Google Classroom training.	Professional Learning	12/01/2015	11/30/2016	\$7000	Principal; Assistant Principal; Instructional Coach
Professional Learning	Provide training and continual updates in relationship to all academic programs Extended School Services programs, extracurricular programs, and any additional programs that support students i.e. PBIS, medication training, etc.	Professional Learning	12/01/2015	11/30/2016	\$5000	Principal, Assistant Principal, Instructional Coach, Leadership Team, School Nurse
World Language	Continue the development of our world language program through incorporating language and culture in the regular classroom. Through the additional world language allocation, weekly language instruction will be brought into the regular classroom. The world language committee will provide professional development and guidance in the process. We will continue with a language focus monthly and our cultural fair in the spring.	Academic Support Program	12/01/2015	11/30/2016	\$1000	Principal; Assistant Principal; Instructional Coach; world language committee, Teachers; ELL teacher and paraeducator



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Process for Program Review	Continue to support and enhance a process for program reviews where results of all programs are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of integrating writing, vocational/career studies, the arts and humanities, and the K-3 Primary Program into all content areas.	Academic Support Program	12/01/2015	11/01/2016	\$1000	Principal; Assistant Principal; Program Review Leads; Leadership Team
<b>Total</b>					<b>\$50000</b>	

## KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math	Math instruction will include, but not limited to, full implementation of the Everyday Math 4 program, Rational Number Project, Do the Math, Ten Marks, Moby Max, Dreambox, Xtra Math, and Compass Paths, based on student need. Math vertical team will meet regularly throughout the year to monitor overall math progress.	Academic Support Program	12/01/2015	11/30/2016	\$5000	Math vertical team, instructional coach, principal, assistant principal
<b>Total</b>					<b>\$5000</b>	

## Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading	Reading instruction will include, but not limited to, Benchmark Literacy Program school wide vocabulary lists; Moby Max, Headsprout, Fast ForWord, Compass paths, etc. in order to provide rigorous instruction with the purpose of increasing student comprehension and fluency levels. Reading vertical team will meet regularly throughout the year to monitor overall reading progress.	Academic Support Program	12/01/2015	11/30/2016	\$10000	Classroom teachers, reading vertical team, instructional coach, principal and assistant principal
<b>Total</b>					<b>\$10000</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
math novice reduction monitoring	Students that perform at the novice level in math will work with the teacher to set goals for improvement. These will be monitored on a bi-weekly basis.	Other - Progress Monitoring	12/01/2015	11/30/2016	\$0	Teachers, Administrators, Instructional Coach

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Novice Reduction Monitoring	Students that perform at the Novice level in reading will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Other - Progress Monitoring	12/01/2015	11/30/2016	\$0	teachers, administration , instructional coach
Increase Career Pathways	Connect student learning to the various career pathways through a monthly career focus utilizing the bulletin board in the lobby. Each grade level will encourage students to explore and discover career options.	Career Preparation/Orientation	12/01/2015	11/30/2016	\$0	Guidance Counselor, Assistant Principal, Teachers
<b>Total</b>					<b>\$0</b>	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Students identified as performing at the novice level in reading will receive an offer of extended school services that would include direct instruction with the Benchmark Literacy program along with online support through programs such as: Compass Odyssey, Fast ForWord, Reading Assistant, Moby Max, Reading Eggs, Headsrpout, etc.	Tutoring	12/01/2015	11/30/2016	\$4000	ESS teachers
Instructional Strategies for math skills	Students in extended school services will receive direct instruction with the Everyday Math 4 program along with online support through programs such as: Dreambox, Ten Marks, Moby Max, Compass Odyssey, etc.	Tutoring	12/01/2015	11/30/2016	\$4000	ESS teachers
<b>Total</b>					<b>\$8000</b>	