**Section 7 Funds Usage for 2011 – 2012 school year**

* **How will the Section 7 money be used to decrease the % of novice and apprentice level students in your school?** Our plan is to take the $32,858 and combine it with a combination or funding sources (SIG, School Improvement and Title I) to provide a math and reading interventionist that will work with the students identified as apprentice and novice from spring MAP testing as being apprentice or novice. This position will be a continuation of what we had already implemented with our coaches that were funded this year. This program of intense intervention has been extremely beneficial to our students. We have already used our School Improvement funds to create a similar position. Any additional funding will provide for an additional interventionist with a goal of 3 for the school.

During this past school year it took time to develop a systematic approach to delivering the needed interventions. Our SBDM adopted a new schedule for next year, but we implemented it before spring break. The results on student achievement with this change are not measurable at this point, but preliminary results are positive. This new schedule and additional interventionist (total of 2 at this point) will allow us to service a minimum of 50-60 novice and apprentice students school-wide in math and reading each day.

* **How is this plan connected to your CSIP (goal and strategy connection)?** These activities from our CSIP will be met with the Section 7 Funds.

**#3** The school will develop and implement a structured series of interventions for students that are struggling and/or excelling with core instruction.

**#4** Data Boards will be created to monitor student growth and interventions. Students in grades 1-5 will have cards that contain data collected from assessments, MAP, Star, etc. that will facilitate targeted intervention for each student to reach proficiency.

**#6** Utilize Math and Reading Interventionist to target students school wide that are not performing at grade level. Progress will be monitored through MAP and other available assessments.

**# 11** Implement quarterly school-wide Learning Checks to ensure students have access and opportunity to the curriculum and are reaching proficiency

* **What data/process will be used to measure and document quarterly progress**

The following monitoring sources will continue to be utilized: Star Reading, Star Math, Literacy First Profiles, Data Boards, Measures of Academic Progress (MAP 3 times per year), Common Assessments, and Quarterly Learning Checks. Many of the instruments are available more frequently than quarterly and will be used to continuously monitor student progress.