2015-2016 Comprehensive School Improvement Plan

Leatherwood Elementary School

Perry County

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Leatherwood, KY 41731

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Overview

Plan Name

2015-2016 Comprehensive School Improvement Plan

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	All Students at Leatherwood Elementary will increase the average combined reading and math K-PREP scores for elementary and middle from 46.3% to 49.8% in 2016.	Objectives: 1 Strategies: 4 Activities: 7	Academic	$83591
2	All teachers at Leatherwood Elementary will assist in maintaining a combined score of 28.73 for elementary and middle school Program Review.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	$0
3	All students in the non-duplicated gap group will increase the average combined reading and math proficiency ratings from 37.5 to 44.2 in 2016	Objectives: 1 Strategies: 2 Activities: 6	Academic	$375
4	During the 2015-2016 school year , teachers will participate in professional growth opportunities to improve and increase instructional strategies to improve students' learning.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$1600
5	Kindergarten readiness	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: All Students at Leatherwood Elementary will increase the average combined reading and math K-PREP scores for elementary and middle from 46.3% to 49.8% in 2016.

Measurable Objective 1:

12% of All Students will demonstrate a proficiency from 57.05% to 63.2% in Reading and in Mathematics by 05/06/2016 as measured by K-PREP .

Strategy 1:

Curriculum Assessment and Alignment - All reading teachers will continue to assess and align the ELA curriculum to ensure that Common Core Standards are being embedded in teaching activities and are being constantly assessed; this will be monitored by the principal for results.

Category: Professional Learning & Support

Research Cited: K-PREP

Activity - Staff Professional Learning Communities (PLC's)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be involved in Professional Learning Communities (PLC's) to maintain constant alignment of their curriculum with Common Core Standards in ELA, Pacing Guides, lesson plans, and learning strategies. PGES teacher evaluations (done by principal, central office staff, and/or peer) and curriculum map checks will show this alignment. Reading teachers will collaborate with content area teachers to plan high-yield instructional strategies and assessments.	Professional Learning	08/06/2015	05/20/2016	$0	No Funding Required	Reading teachers, content area teachers, and principal

Strategy 2:

RTI - A school intervention team will be established that will look at academic and behavioral data for the school and make decisions based on this data; this team will be monitored by the principal, as well as the decisions made by the data analysis.

Category: Learning Systems

Research Cited: Studies show that interventions used for low achieving students will help improve achievement. K-PREP results will verify.

Activity - RTI Academic Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All students will be tested through MAP according to the district schedule at least three times a year. These results will be analyzed by teachers, and students will receive remediation to address any gaps in instruction (Tier 1). Those students scoring below proficient or distinguished in math and reading will be identified and given remediation in Tier 2 intervention services in two twenty-five minute small group sessions. At the end of the six week period, students will be re-evaluated for progress. If a student is making no progress, he or she will be placed in Tier 3 for extra intervention services and remediation. Results of MAP assessments will be discussed with students through Data Day conducted either in the library or classroom. | Academic Support Program | 08/20/2015 | 05/05/2016 | $23000 | Other | Reading teachers, content area teachers , Principal |

Activity - RTI Behavioral Program (PBIS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school intervention team was previously established for behavioral support; this is our PBIS team which focuses only on behavioral data entered into our SWIS data bank. Positive character traits are expected of our students and are directly taught using PBIS lessons at the beginning of each semester. Common school area procedures and behavioral expectations are also reviewed often within our classrooms. PBIS meetings are held monthly, SWIS discipline data is analyzed and reported to the district and staff, problems are addressed and students who exhibit positive behaviors are rewarded periodically. PBIS Action Plan is updated monthly as needed.	Behavioral Support Program	08/06/2015	05/05/2016	$500	Other	All staff and Principal

Strategy 3:

Literacy Initiative - Teachers will access and search for resources and research-based professional development to support literacy planning based on their students' skills and assessment results.

Category: Integrated Methods for Learning

Research Cited: Studies show that all accelerated reading certified schools had more than 50% of students reading at or above grade level. K-PREP results will be used to verify.

Activity - K2 focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After students' reading levels are determined by the STAR test, students will choose books to read at their own interest and reading level. Students will take reading quizzes through the Accelerated Reading Program which is web-based and students will receive instant feedback on their scores. All literacy teachers will monitor their students' vocabulary growth, literacy skills development and comprehension according to the Accelerated Reading Policy in their data notebooks. K2 teacher will incorporate stations (leveled readers) to differentiate instruction	Academic Support Program	08/06/2015	05/05/2016	$58383	Other	Literacy teachers, Principal, Gina Ison, Denise Trent

Activity - On-Demand Writing / Learning Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students in grades K-8 will participate in two on-demand writing learning checks, one in the fall and one in the spring. Writing teachers will prepare these students by direct instruction on the different types of writing using strategies learned from Angela Hilderbrandt training. The writing prompts may be stand alone and/or passage based.	Direct Instruction	08/05/2015	05/05/2016	$300	Title I Schoolwide	Ruth Eldridge, Shannon Caudill, Becky Williams, Stacey Holbrook, Shanna Kersey, Nora Dalton, Ashley Shouse

Strategy 4:

Initiative for Math - Teachers will access and search for resources and research-based professional development to support math planning based on their students'

math skills and math assessment results.

Category: Integrated Methods for Learning

Research Cited: Studies show that students using MAP and COMPASS outperform students not exposed to this content. K-PREP results will verify.

Activity - Math Instructional Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will monitor all math classes by completing walk-through observations. Once enough walk-through observations are completed, principal and teachers will meet in PLC's to make any necessary grade level or school-wide adjustments to math instruction. In addition, principal will monitor implementation of Common Core Math Standards and high-yield instructional strategies based on research and site visits. All math assessment results (MAP and state testing) will be analyzed to determine instructional improvements. results of assessments will be discussed with students on Data Day conducted in either the library or classroom.	Direct Instruction	08/20/2015	03/31/2016	$0	No Funding Required	Math teachers and Principal

Activity - Math Gaps in Acheivement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers and principal will meet in PLC's to identify gaps in math achievement and will determine needed resources and professional development for instructional improvement and interventions; principal will monitor implementation of new math resources (Common Core Coach, high-yield instructional strategies, etc) and PD through the use of walk-through observations.	Academic Support Program	08/06/2015	05/05/2016	$1408	Title I Schoolwide	Math teachers and Principal

Goal 2: All teachers at Leatherwood Elementary will assist in maintaining a combined score of 28.73 for elementary and middle school Program Review.

Measurable Objective 1:

collaborate to maintain current program review score by 05/20/2016 as measured by audit team.

Strategy 1:

Professional Collaboration - All teachers will provide opportunities that will engage students in learning that aligns with program review.

Category: Stakeholder Engagement

Research Cited: KVEC

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will submit one or more entries per six week to one or more categories for program review. Principal will monitor for compliance through revised cover sheet.	Academic Support Program	08/06/2015	05/20/2016	$0	No Funding Required	All teachers and principal

Activity - World Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will integrate world language and global competency into their content areas when appropriate.	Other - planning	08/13/2015	05/20/2016	$0	No Funding Required	All teachers

Activity - Practical Living Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Coordinating School Health Committee is established and will be updated. The committee will address wellness goals to make sure that they are aligned with the CSPAP.	Policy and Process	08/05/2015	05/05/2016	$0	No Funding Required	Committee Members

Activity - Arts and Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate Arts and Humanities material into content when appropriate.	Academic Support Program	08/06/2015	05/05/2016	$0	No Funding Required	All teachers

Activity - Primary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in Primary will incorporate Primary Program Review activities into their daily academic performance.	Academic Support Program	08/06/2015	05/05/2016	$0	No Funding Required	Primary teachers

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will integrate writing into their content areas when appropriate.	Academic Support Program	08/06/2015	05/05/2016	$0	No Funding Required	All teachers

Goal 3: All students in the non-duplicated gap group will increase the average combined reading and math proficiency ratings from 37.5 to 44.2 in 2016

Measurable Objective 1:

15% of All Students will demonstrate student proficiency (pass rate) in the non-duplicated gap group from 37.1 to 46.9 in math and in Reading by 05/05/2016 as measured by KPREP.

Strategy 1:

Best Practices - Language arts and math teachers will work collaboratively in PLC's to implement applied learning lessons found in Best Practices, PD and site visits.

Category: Integrated Methods for Learning

Research Cited: Studies show that instructional practices taken from Best Practices will improve achievement. KPREP results will verify.

Activity - Definition of Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Define the use of Instructional Best Practices for all staff and determine the assignment of staff based on strengths to best serve the identified gap groups. Identify ways to integrate programs provided such as KAGAN at the school based on funding and included in Program Reviews. Principal will monitor these programs and provide feedback.	Academic Support Program	09/07/2015	05/05/2016	$0	No Funding Required	All teachers and Principal

Activity - Transition of Students with IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify high-yield instructional strategies and activities for addressing gaps with special needs students . Determine and match strategies with specific students according to their IEP's. When doing so, this will help them to transition more successfully into high school.	Direct Instruction	08/06/2015	05/05/2016	$0	No Funding Required	All teachers

Activity - Project - based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the number of project-based learning activities and whole brain strategies across the curriculum in all content areas to target all students, especially gap groups, and increase student achievement. Activities will include: writing, practical living, arts and humanities and world language which address Program Review. Students in 3-5 will participate in Project Lead the Way.	Direct Instruction	09/01/2015	05/05/2016	$0	No Funding Required	All teachers

Activity - Data Analysis by Gap Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Analyze student achievement data by gap groups using state KPREP and MAP data and KASC worksheets as well as district and school assessment data. Principal will monitor these analyses and provide feedback to teachers in order to make modifications to instruction and develop strategies that are research-based and matched to individual student needs. Teachers will attend KASC data analysis training and KDE novice reduction training. Novice reduction training and revised RTI structure. | Academic Support Program | 08/06/2015 | 03/31/2016 | $375 | Title I Schoolwide | All teachers Lynne Keene (KASC staff) Principal |

Strategy 2:

Parent Involvement - Increase parent involvement by analyzing results of surveys (PBIS, FYRSC, and Title I) create an ad hoc committee which will focus on improving and increasing parent involvement, and continue to place emphasis on positive behavior and attendance by using a process to collect non-cognitive data. All of this will focus on targeting at-risk students and gap groups.

Category: Stakeholder Engagement

Research Cited: Studies show that an increase in parent involvement and an emphasis on non-cognitive data will help improve students' achievement. KPREP results will verify.

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research parent involvement strategies, issue surveys to students, parents, community members and staff and then form an ad hoc committee to analyze the results and create a welcoming environment for all. Principal and committee will monitor and evaluate annually to make adjustments or additions based on stakeholder feedback.	Parent Involvement	10/05/2015	05/05/2016	$0	No Funding Required	Parent Involvement Committee and Principal

Activity - Non-cognitive Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a process for collecting non-cognitive data such as: attendance, behavior, retention rate, etc, , to identify students who are at risk of failing and target intervention strategies to help these students achieve and become more successful in their learning. Principal will monitor the non-cognitive data and provide feedback for improvements. The PBIS team will also be used to help monitor behavior. Parent volunteers will be engaged in the most effective manner to help increase positive results.	Parent Involvement	08/06/2015	05/05/2016	$0	No Funding Required	Barb Slone (attendance clerk PBIS team Anita Shepherd (FRYSC) Parent Volunteers Principal

Goal 4: During the 2015-2016 school year , teachers will participate in professional growth opportunities to improve and increase instructional strategies to improve students' learning.

Measurable Objective 1:

16% of All Students will demonstrate a proficiency from 42% to 50.1% on the implementation strategies from professional development in social studies, reading, writing, and in Mathematics by 05/05/2016 as measured by KPREP.

Strategy 1:

Professional Growth - All teachers will improve instruction by learning new strategies to engage students and to improve student learning.

Category: Professional Learning & Support

Research Cited: Studies show that students who are actively engaged in learning will improve their achievement.

Activity - KAGAN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-8 teachers will participate in KAGAN Cooperative Learning Strategies Training. KAGAN promotes positive classroom culture and individual student responsibility.	Professional Learning	09/15/2015	05/05/2016	$500	Grant Funds	Rebecca Williams

Activity - Station Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers attended training with Debbie Dillard to implement Station Learning in the primary using Whole Brain Activities.	Professional Learning	08/03/2015	05/05/2016	$500	District Funding	K-2 teachers

Activity - Reading and Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and writing teachers participated in professional development with Angela Hilterbrand to learn instructional strategies for reading comprehension, inferencing, fluency, poetry and on-demand strategies. Teachers will attend KASC training with Lynne Keene to address writing on demand. Teachers will incorporate leveled readers to reading instruction. Peer classroom observations will be conducted by various teachers.	Professional Learning	09/18/2015	05/05/2016	$600	Other	All teachers

Goal 5: Kindergarten readiness

Measurable Objective 1:

16% of Kindergarten grade students will demonstrate student proficiency (pass rate) in the Brigance Screening in Practical Living by 08/04/2016 as measured by assessment.

Strategy 1:

kindergarten camp - Preschool/Pre K students will participate in a "Kindergarten Camp" starting in May 2016 to socialize and prepare for kindergarten.

Category: Early Learning

Research Cited: In house research shows that student who participate in this program are better prepared to transition into kindergarten.

Activity - transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Pre-kindergarten students will be exposed to the routine and rules of kindergarten prior to enrollment.	Behavioral Support Program	04/22/2016	05/06/2016	$0	No Funding Required	volunteers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
On-Demand Writing / Learning Check	Students in grades K-8 will participate in two on-demand writing learning checks, one in the fall and one in the spring. Writing teachers will prepare these students by direct instruction on the different types of writing using strategies learned from Angela Hilderbrandt training. The writing prompts may be stand alone and/or passage based.	Direct Instruction	08/05/2015	05/05/2016	$300	Ruth Eldridge, Shannon Caudill, Becky Williams, Stacey Holbrook, Shanna Kersey, Nora Dalton, Ashley Shouse
Math Gaps in Acheivement	Math teachers and principal will meet in PLC's to identify gaps in math achievement and will determine needed resources and professional development for instructional improvement and interventions; principal will monitor implementation of new math resources (Common Core Coach, high-yield instructional strategies, etc) and PD through the use of walk-through observations.	Academic Support Program	08/06/2015	05/05/2016	$1408	Math teachers and Principal
Data Analysis by Gap Groups	Analyze student achievement data by gap groups using state KPREP and MAP data and KASC worksheets as well as district and school assessment data. Principal will monitor these analyses and provide feedback to teachers in order to make modifications to instruction and develop strategies that are research-based and matched to individual student needs. Teachers will attend KASC data analysis training and KDE novice reduction training. Novice reduction training and revised RTI structure.	Academic Support Program	08/06/2015	03/31/2016	$375	All teachers Lynne Keene (KASC staff) Principal
				Total	$2083	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Practical Living Health Committee	A Coordinating School Health Committee is established and will be updated. The committee will address wellness goals to make sure that they are aligned with the CSPAP.	Policy and Process	08/05/2015	05/05/2016	$0	Committee Members

Non-cognitive Data Analysis	Develop a process for collecting non-cognitive data such as: attendance, behavior, retention rate, etc, , to identify students who are at risk of failing and target intervention strategies to help these students achieve and become more successful in their learning. Principal will monitor the non-cognitive data and provide feedback for improvements. The PBIS team will also be used to help monitor behavior. Parent volunteers will be engaged in the most effective manner to help increase positive results.	Parent Involvement	08/06/2015	05/05/2016	$0	Barb Slone (attendance clerk PBIS team Anita Shepherd (FRYSC) Parent Volunteers Principal
Math Instructional Improvement	Principal will monitor all math classes by completing walk-through observations. Once enough walk-through observations are completed, principal and teachers will meet in PLC's to make any necessary grade level or school-wide adjustments to math instruction. In addition, principal will monitor implementation of Common Core Math Standards and high-yield instructional strategies based on research and site visits. All math assessment results (MAP and state testing) will be analyzed to determine instructional improvements. results of assessments will be discussed with students on Data Day conducted in either the library or classroom.	Direct Instruction	08/20/2015	03/31/2016	$0	Math teachers and Principal
Definition of Best Practices	Define the use of Instructional Best Practices for all staff and determine the assignment of staff based on strengths to best serve the identified gap groups. Identify ways to integrate programs provided such as KAGAN at the school based on funding and included in Program Reviews. Principal will monitor these programs and provide feedback.	Academic Support Program	09/07/2015	05/05/2016	$0	All teachers and Principal
transition	Pre-kindergarten students will be exposed to the routine and rules of kindergarten prior to enrollment.	Behavioral Support Program	04/22/2016	05/06/2016	$0	volunteers
Project - based Learning	Increase the number of project-based learning activities and whole brain strategies across the curriculum in all content areas to target all students, especially gap groups, and increase student achievement. Activities will include: writing, practical living, arts and humanities and world language which address Program Review. Students in 3-5 will participate in Project Lead the Way.	Direct Instruction	09/01/2015	05/05/2016	$0	All teachers
Primary	All teachers in Primary will incorporate Primary Program Review activities into their daily academic performance.	Academic Support Program	08/06/2015	05/05/2016	$0	Primary teachers
Arts and Humanities	All teachers will incorporate Arts and Humanities material into content when appropriate.	Academic Support Program	08/06/2015	05/05/2016	$0	All teachers
Parental Involvement	Research parent involvement strategies, issue surveys to students, parents, community members and staff and then form an ad hoc committee to analyze the results and create a welcoming environment for all. Principal and committee will monitor and evaluate annually to make adjustments or additions based on stakeholder feedback.	Parent Involvement	10/05/2015	05/05/2016	$0	Parent Involvement Committee and Principal

Collaboration	Each teacher will submit one or more entries per six week to one or more categories for program review. Principal will monitor for compliance through revised cover sheet.	Academic Support Program	08/06/2015	05/20/2016	$0	All teachers and principal
World Language	All teachers will integrate world language and global competency into their content areas when appropriate.	Other - planning	08/13/2015	05/20/2016	$0	All teachers
Staff Professional Learning Communities (PLC's)	Staff will be involved in Professional Learning Communities (PLC's) to maintain constant alignment of their curriculum with Common Core Standards in ELA, Pacing Guides, lesson plans, and learning strategies. PGES teacher evaluations (done by principal, central office staff, and/or peer) and curriculum map checks will show this alignment. Reading teachers will collaborate with content area teachers to plan high-yield instructional strategies and assessments.	Professional Learning	08/06/2015	05/20/2016	$0	Reading teachers, content area teachers, and principal
Writing	All teachers will integrate writing into their content areas when appropriate.	Academic Support Program	08/06/2015	05/05/2016	$0	All teachers
Transition of Students with IEP	Identify high-yield instructional strategies and activities for addressing gaps with special needs students . Determine and match strategies with specific students according to their IEP's. When doing so, this will help them to transition more successfully into high school.	Direct Instruction	08/06/2015	05/05/2016	$0	All teachers
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Station Learning	K-2 teachers attended training with Debbie Dillard to implement Station Learning in the primary using Whole Brain Activities.	Professional Learning	08/03/2015	05/05/2016	$500	K-2 teachers
				Total	$500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KAGAN	3-8 teachers will participate in KAGAN Cooperative Learning Strategies Training. KAGAN promotes positive classroom culture and individual student responsibility.	Professional Learning	09/15/2015	05/05/2016	$500	Rebecca Williams
				Total	$500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Reading and Writing Strategies	Reading and writing teachers participated in professional development with Angela Hilterbrand to learn instructional strategies for reading comprehension, inferencing, fluency, poetry and on-demand strategies. Teachers will attend KASC training with Lynne Keene to address writing on demand. Teachers will incorporate leveled readers to reading instruction. Peer classroom observations will be conducted by various teachers.	Professional Learning	09/18/2015	05/05/2016	$600	All teachers
RTI Behavioral Program (PBIS)	A school intervention team was previously established for behavioral support; this is our PBIS team which focuses only on behavioral data entered into our SWIS data bank. Positive character traits are expected of our students and are directly taught using PBIS lessons at the beginning of each semester. Common school area procedures and behavioral expectations are also reviewed often within our classrooms. PBIS meetings are held monthly, SWIS discipline data is analyzed and reported to the district and staff, problems are addressed and students who exhibit positive behaviors are rewarded periodically. PBIS Action Plan is updated monthly as needed.	Behavioral Support Program	08/06/2015	05/05/2016	$500	All staff and Principal
RTI Academic Program	All students will be tested through MAP according to the district schedule at least three times a year. These results will be analyzed by teachers, and students will receive remediation to address any gaps in instruction (Tier 1). Those students scoring below proficient or distinguished in math and reading will be identified and given remediation in Tier 2 intervention services in two twenty-five minute small group sessions. At the end of the six week period, students will be re-evaluated for progress. If a student is making no progress, he or she will be placed in Tier 3 for extra intervention services and remediation. Results of MAP assessments will be discussed with students through Data Day conducted either in the library or classroom.	Academic Support Program	08/20/2015	05/05/2016	$23000	Reading teachers, content area teachers , Principal
K2 focus	After students' reading levels are determined by the STAR test, students will choose books to read at their own interest and reading level. Students will take reading quizzes through the Accelerated Reading Program which is web-based and students will receive instant feedback on their scores. All literacy teachers will monitor their students' vocabulary growth, literacy skills development and comprehension according to the Accelerated Reading Policy in their data notebooks. K2 teacher will incorporate stations (leveled readers) to differentiate instruction	Academic Support Program	08/06/2015	05/05/2016	$58383	Literacy teachers, Principal, Gina Ison, Denise Trent
				Total	$82483	