KENTUCKY DEPARTMENT OF EDUCATION

Mathematics Achievement Fund Grant Competitive Application

District: Bullitt County Public Schools **Amount Requested:** $41,000

Contact: Keith Davis, Superintendent

Address: 1040 Highway 44 East

Shepherdsville, KY 40165

Project Coordinator: Melissa Whicker **Title:** Principal

Agency: Pleasant Grove Elementary School

Address: 6415 Highway 44 East

Mt. Washington, KY 40047

Phone: 502-869-3400 **E-mail:** melissa.whicker@bullitt.kyschools.us

Participating School:

Pleasant Grove Elementary School

Mathematics Intervention Grant Approved Program Selected:

Add+VantageMR

I assure the attached application has been reviewed and approved for implementation by all stakeholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the Mathematics Achievement Fund grant. Failure to do so could impact future funding.

Superintendent — Date: 10/2/14

Notary Public #476739 — My commission expires: 10/26/16

Notary seal

Principal Signature — Date: 10/2/14

Notary Public #476739 — My commission expires: 10/26/16

Notary seal

TABLE OF CONTENTS

Part 1: Identification of Mathematics Needs

1.1 Our school's current **mathematics core curriculum,** *enVisionMATH* Common Core published by Pearson Education, Inc., is a core curriculum for students in kindergarten through grade six. We are in the fourth year of implementation, and all students receive a minimum of 75 minutes daily core instruction. Each lesson in the program is designed to develop conceptual understanding through: Problem-Based Interactive Learning - students to use manipulatives to problem solve a concept before the concept is introduced; step-by-step Visual Learning Bridge - connects the Problem-Based Interactive Learning with the daily lesson using illustrations that allow students to hear, see, and learn the concept; and small-group interaction - a formative assessment on the day's lesson determines the small group students are placed in (i.e., Intervention activity, on-level activity, and advanced/enrichment activity). *enVisonMATH* Common Core was built to fully address the Common Core State Standards for Mathematics or what Kentucky calls the **Kentucky Core Academic Standards** (KCAS). The program is organized by the same domains that exist within the KCAS, as well as uses Big Ideas that extend across grade levels to reflect coherence in the standards.

1.2 Our school serves students in preschool through fifth grade. We currently have 638 students enrolled (407 in grades K-3). Poverty is a major indicator of students at-risk of falling behind academically. Approximately 37 percent of our students qualify for free and reduced lunch. This percentage — while significant — sits just below the 40 percent cutoff schools must meet to qualify for federal Title I funding. As such, our school does not receive Title I funding like a majority of our district's elementary schools, many of which use that money to hire additional certified teachers to provide

academic interventions. Research indicates that most economically disadvantaged students enter school significantly below grade level in foundational skills (atf.org). Assessment results validate this. The 2014 Fall Brigance Inventory, a developmental assessment tool administered to all incoming kindergarten students, indicated that 40 percent of our kindergarteners scored in the "Not Ready" category. This percentage was up from 2013, when 30.9 percent of students scored "Not Ready" on the Brigance.

A research-based universal screener, Measure of Academic Progress (MAP), is administered three times per year. This adaptive assessment aligned to the KCAS is designed to provide results that guide classroom instruction as well as identify students at risk and in need of intervention. Overall performance and the KCAS Goal Areas: Operations and Algebraic Thinking, Number and Operations, Measurement and Data, and Geometry are reported in the following categories: Lo <21%ile, LoAvg 21-40%ile, Avg 41-60%ile, HiAvg 61-80%ile, and Hi >80%ile indicating that students performing at the 41%ile or higher are considered on grade level.

Fall 2014 MAP overall performance data indicates a significant percentage of our primary students performed below grade level (40%ile and below) in mathematics. Additionally, about 20 to 30 percent of our primary students are deficient in the Number and Operations goal area, which indicates a lack of foundational skills in mathematics.

MAP Fall 2014 Data: Students Performing Below Grade Level						
Fall 2014	Overall Performance			Number and Operations		
Grade	Lo <21%ile	LoAvg 21-40%ile	Combined Below Grade Level	Lo <21%ile	LoAvg 21-40%ile	Combined Below Grade Level
K	17%	16%	**33%**	16%	15%	**31%**
1	4%	6%	**10%**	5%	14%	**19%**
2	12%	15%	**27%**	14%	14%	**28%**
3	14%	19%	**33%**	11%	20%	**31%**
4	7%	15%	**22%**	8%	18%	**26%**
5	8%	14%	**22%**	8%	11%	**19%**

In addition, the tables below demonstrate the same trends when reviewing disaggregated MAP data from previous years.

Fall 2013	Overall Performance			Number and Operations		
Grade	Lo <21%ile	LoAvg 21-40%ile	Combined Below Grade Level	Lo <21%ile	LoAvg 21-40%ile	Combined Below Grade Level
K	22%	23%	45%	31%	16%	47%
1	6%	14%	20%	6%	16%	22%
2	14%	18%	32%	16%	22%	38%
3	12%	15%	27%	12%	18%	30%
4	5%	19%	24%	14%	21%	35%
5	15%	25%	40%	14%	24%	38%
Fall 2012	**Overall Performance**			**Number and Operations**		
Grade	Lo <21%ile	LoAvg 21-40%ile	Combined Below Grade Level	Lo <21%ile	LoAvg 21-40%ile	Combined Below Grade Level
K	9%	13%	22%	23%	29%	52%
1	1%	9%	10%	4%	6%	10%
2	12%	20%	32%	22%	20%	42%
3	8%	12%	20%	16%	12%	28%
4	5%	17%	22%	9%	22%	31%
5	11%	20%	31%	18%	18%	36%
Fall 2011	**Overall Performance**			**Number and Operations**		
Grade	Lo <21%ile	LoAvg 21-40%ile	Combined Below Grade Level	Lo <21%ile	LoAvg 21-40%ile	Combined Below Grade Level
K	14%	18%	32%	7%	7%	14%
1	4%	15%	19%	5%	6%	11%
2	15%	9%	24%	15%	19%	34%
3	11%	14%	25%	13%	19%	32%
4	14%	25%	39%	23%	15%	38%
5	13%	17%	30%	18%	27%	45%

These mathematics trends show a strong need for early intervention in order to prepare our students to be successful for grade level mathematical content. A Mathematics Intervention Teacher (MIT) focusing on primary grade students would allow for early intervention and ultimately help decrease the number of students performing below grade level school wide.

Part 2: Identification of the Grant Approved Program

2.1 After careful consideration, the researched-based mathematics intervention program we have selected to implement is the intensive *Add+VantageMR* program. This

program was selected because of its effectiveness in providing differentiated, data-driven instruction. *Add+VantageMR* contains effective assessment tools that diagnosis students' current understanding of mathematics. After an in-depth analysis of assessment results, teachers utilize the data to target student needs, inform instruction, and accelerate learning.

2.2 *Add+VantageMR* is KCAS-aligned and will support the current mathematics' needs of our students through small-group prescriptive instruction in early numeracy. The overarching objective of *Add+VantageMR* is to provide a robust intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and individualized teaching (White paper by: US Math Recovery Council, 2014). These assessments, or diagnostic interviews, provide teachers with an accurate profile of each child's mathematical understanding.

A strength of *Add+VantageMR* is the focus teachers are able to place on knowing a sequence of learning number and operations (http://www.mathrecovery.org). As mentioned in section 1.2, we have a significant number of students performing below grade level and lacking the foundational skills necessary in mathematics in our primary grades and continuing through fourth and fifth grades. In addition, these students are lacking the skills necessary in number and operations, therefore knowledge gained from this program will support our students struggling in this area.

Collaborative teaming among the MIT and staff, will provide a common language and understanding of number across all grade levels. When teachers know a sequence for learning about number, counting, addition, subtraction, multiplication and division,

they are empowered to make instructional decisions that are right at a students' current reach to move to the next level of understanding (http://www.mathrecovery.org). Building this understanding school-wide will be instrumental in meeting the current needs of our entire primary population.

2.3 *Add+VantageMR* will be a strong **complement** to our school's three-tiered **Response to Intervention (RtI) framework**. **Tier I** comprises core mathematics instruction provided to all students using our core mathematics program, *enVisionMATH Common Core*. *Add+VantageMR* will strengthen core instruction at the Tier I level by working in conjunction with our core curriculum to build on students' current knowledge and further developing their conceptual understanding of mathematics.

A universal screener, Measure of Academic Progress (MAP), administered three times per year in the fall, winter, and spring guides classroom instruction, as well as identifies students at risk and in need of Tier II or Tier III RtI interventions. Students scoring at or below the 23%ile (our district's requirement) on the MAP assessment are considered for Response to Intervention. In addition, classroom skills checks, formative assessments, teacher observations, previous year's data, etc., will be analyzed to determine student eligibility. **Tier II** interventions are intensive short-term, small-group interventions delivered to struggling students in math by a classroom teacher or instructional tutor. **Tier III** interventions are the most intensive, small-group or on-on-one interventions our school offers, delivered by a highly-qualified, certified teacher.

Add+VantageMR will serve as an intense Tier II and Tier III intervention for our most at-risk students in kindergarten through third grade. *Add+VantageMR* will complement our RtI framework by allowing a highly-trained intervention teacher to

provide small-group instruction that addresses the specific skills deficits of our primary students struggling in mathematics. *Add+VantageMR* contains assessments that are designed to figure out in detail a student's current knowledge and strategies, as well as teaching sessions intended to be intensive for the student, and to continually operate at the cutting-edge of the student's current knowledge (White Paper by: US Math Recovery Council, 2014).

Our RtI framework includes monthly Professional Learning Community (PLC) meetings designed to discuss all student progress monitoring data and consisting of grade level classroom teachers, special education teachers, MIT, principal, and instructional coach. The MIT will be an invaluable member of the PLCs in our school. The highly-trained MIT will be a mathematics leader during these meetings and will offer support and strategies in the area of mathematics that can be used in the classroom. The MIT's expertise will be vital in determining next steps for students in RtI, additional interventions needed, or whether to exit a child from the program.

Part 3: Identification of the Students to be Served

3.1 Multiple sources of data will be used to determine **student eligibility**. Students scoring at or below the 23%ile (our district's requirement) on the MAP assessment are considered for Response to Intervention. In addition, classroom skills checks, formative assessments, teacher observations, previous year's data, etc., will be analyzed to determine student eligibility.

Professional Learning Communities (PLCs), which consist of: grade level classroom teachers, special education teachers, MIT, principal, and instructional coach, meets monthly to analyze all formal and informal assessment data. These collaborative

intervention teams study all assessment data and determine which students need more intense instruction (Tier II or Tier III). After careful analysis, PLCs determine what each student is lacking and his/her greatest area(s) of need. Students are ranked in order of specific individual need at each grade level and those students demonstrating the greatest need will be **determined eligible for service** with our MIT. Upon identification, the MIT will use assessment tools provided by AVMR to assess our most at-risk learners in kindergarten, first, second, and third grades to further diagnose students' understanding of number concepts and to form small groups for intervention.

3.2 The mathematics intervention will be based on the **on-going assessment** of individual student needs. Once students are identified, classroom teachers will create a Student Proficiency Plan (individualized intervention plan) for each student receiving RtI. This plan will detail assessment results, highlight individual needs, contain short and long-term goals, provide/track intervention services, and contain a graphing system that will track each student's weekly progress monitoring data.

Instructional tutors administer Curriculum-Based Measure (CBM) mathematics probes, as required by the district, to all RtI students on a weekly basis and report results to classroom teachers. Classroom teachers enter CBM probes into the graphing system of the Student Proficiency Plan as a means to frequently monitor student progress. Data from CBM probes is another tool to determine when to continue, intensify, or exit a child from intervention services.

In addition, students are given the Measure of Academic Progress (MAP) assessments three times per year. *Add+VantageMR* assessments will be administered throughout the year as well to track and monitor progress. To provide on-going

monitoring between the MAP and *Add+VantageMR* assessments, the MIT will keep anecdotal records designed to provide a lesson focus for the next day and provide constant tracking of student progress. In addition, the MIT will update monthly a checklist of skills that students have mastered during that timeframe. The MIT will be responsible for managing all assessments for *Add+VantageMR* students.

Additionally, classroom teachers will give various formative assessments (pre-assessments, teacher observations, exit slips, etc.) and summative assessments (end of unit tests, MAP, etc.) throughout the year to progress monitor all students. The school will report progress-monitoring and other required program data bi-annually to the KDE and/or KCM.

3.3 One Professional Learning Community per month will be dedicated to analyzing all progress monitoring data of RtI students. Thorough analysis of all student assessment and progress monitoring data during monthly RtI meetings will determine movement within our three-tiered framework, determine success of intervention, and next steps. The school's grade-level RtI team also will be instrumental in determining if students receiving mathematics intervention are ready to exit the program.

Classroom teachers will come prepared to share student progress as indicated from the graphing system within the Student Proficiency Plan (intervention plan). The MIT will use anecdotal records, teacher observation, and AVMR assessments to discuss students receiving small group intervention. PLCs will decide to continue the assigned intervention if a student is demonstrating progress, but has not met their short/long-term goals. Students in Tier II who are not responding to intervention within four weeks will be recommended for an additional Tier II intervention or the

frequency/duration of intervention may be increased. If after eight weeks there is still little to no progress, the student will be moved to Tier III and begin receiving a more intensive intervention as determined by the RtI team. Students in Tier III who show little to no progress will be referred for special education services.

A student will exit RtI if progress monitoring data (as described in section 3.2) indicates that a student is now performing on grade level with his/her same-age peers. Students who exit the program will receive continued support from the classroom teacher, who will implement strategies learned during job-embedded trainings provided by the MIT. Students will continue to be progress monitored on a weekly basis to determine if they are sustaining growth independent of small group support.

Part 4: Professional Learning and Leadership Activities

4.1 The MIT's professional learning will lead to serving the needs of our students through intensive *Add+VantageMR* training and on-going professional support. The MIT will be a certified teacher with at least three years' of primary teaching experience. The MIT will participate in 10 days of intensive AVMR professional learning (Course 1 and Course 2). The features of Course 1 and Course 2 will increase the math intervention teacher's knowledge in the following areas: A detailed understanding of how children develop early numeracy via the LFIN; Efficient and effective assessment tools to recognize their students' current understandings of number concepts, and to support data-driven instruction; Videotaped interview-based assessment (Ellimore-Collins and Wright, 2008) that utilizes informed dynamic assessment ideal for reluctant learners and underachievers, as well as highly competent students; The diagnostic nature of the assessments and the classroom profiles improve data management and allow for more

systematic differentiated instruction; Course participants practice administering and analyzing their videotaped assessments in collegial teams with the support of the Add+VantageMR course facilitator.

Add+VantageMR provides teachers with efficient and effective assessment tools to diagnose students' current understandings of number concepts, providing evidence for differentiated, data-driven instruction, advancing student numeracy according to the Learning Framework in Number and the Kentucky Core Academic Standards for Mathematics progressions (Evolving MAF Program Information, Kentucky Center for Mathematics, 2014).

In addition, the MIT will attend weekly one-hour online meetings; three in-person half-day collegial team meetings; and one Kentucky Mathematics Conference. These professional learning opportunities will provide the MIT with the knowledge and tools needed to address the specific needs of our struggling primary students.

4.2 Our school's principal will participate in professional learning experiences related to the implementation of *Add+VantageMR* in a variety of ways. Our principal, a leader and vital member of all Professional Learning Communities at our school, will provide opportunities for the MIT to provide professional development during PLCs, Teacher Planning Days, faculty meetings, etc., to share strategies for struggling learners with all staff members. She will participate in all professional development opportunities provided by the MIT increasing her knowledge and understanding of mathematics intervention strategies and will observe the MIT to see the implementation of strategies learned. Our principal will attend the KCM Conference and other mathematics' related PD with the MIT to further develop her knowledge of mathematics' instruction.

4.3 The MIT's expertise will be shared with colleagues during PLCs, Teacher Planning Days, co-teaching opportunities/collaboration, faculty meetings, etc. Under the direction of the MIT, these opportunities will provide colleagues with strategies that they can implement with all students that will ultimately strengthen mathematical practices school wide. Through the intense professional learning of the *Add+VantageMR* program, the MIT will become a mathematics instruction leader in our school.

After the first year of implementation, the MIT will provide on-going professional learning opportunities for other teachers in our district. These learning academies will extend the teachers' knowledge of the Learning Framework in Number (LFIN) which will in turn support them in meeting the needs of the struggling learners in their classrooms. In addition, the MIT will be encouraged to participate and present at state conferences. Through these professional learning experiences, the MIT will expand her knowledge and enhance the mathematical practices of colleagues in our school, district, and state.

4.4 Our principal will support the MIT's leadership for helping other teachers by providing opportunities for the MIT to present her knowledge during Teacher Planning Days, PLC meetings, faculty meetings, etc. Our principal will create and protect time in the school's master schedule, allowing classroom collaboration with the MIT during the second part of her day. Opportunities will be available for classroom teacher to observe the MIT with small groups to transfer to their own classrooms. In addition, our principal will provide any needed resources beyond those that are provided by the grant.

4.5 As mentioned previously, the MIT will provide job-embedded professional development for colleagues. The MIT will serve as a faculty resource by observing, coaching, and mentoring colleagues on implementing effective mathematics strategies

in the classroom and engaging in dialogue and feedback that will strengthen mathematics instruction school-wide. Additionally, the MIT will provide opportunities for colleagues to observe him/her implementing learned teaching techniques during small group instruction. These job-embedded professional learning experiences will be grounded in day-to-day teaching practice and will be designed to enhance teachers' mathematics' practices committed to improving student learning.

The MIT will participate in 10 days of systematic AVMR professional learning through the Kentucky Center for Mathematics designed to prepare the MIT for working with struggling learners. The MIT will participate in on-going collegial meetings with other MITs to continue professional learning. The MIT will meet with another MIT or peer every other week to discuss his/her needs to sustain professional growth.

Professional Learning Experiences provided through the grant will be sustained over time and built into existing structures: PLCs, Teacher Planning Days, Faculty Meetings, classroom observations, RtI, etc. Frequent co-teaching opportunities will ensure accountability and continuous professional learning designed to improve student learning. Money will be allocated for the MIT to attend Mathematics' Conferences designed to sustain and support the implementation of the intervention.

Part 5: Implementation

5.1 Our plan for administering intervention services for identified students will be very detailed, specific, and fluid. Identified students will receive intervention through small group pull-out instruction that will be in addition to the minimum 75 minutes of classroom core instruction. As mentioned in section 3.1, we will use multiple sources of data to determine student eligibility. Once students are determined eligible, the MIT will

provide small-group instruction to our most at-risk students in kindergarten through third grades. Small groups of two to four students will receive pull-out instruction four times per week, 30 minutes per day as recommended by AVMR. Careful planning will ensure that students are pulled from the classroom outside the mathematics and literacy blocks protected in the school's master schedule. Students could be pulled during an intervention/enrichment, science, social studies, or writing block.

The MIT will be provided a classroom that will allow for an environment free of distractions, and suitable for intensive intervention. The classroom will be equipped with all the materials needed to effectively implement and maintain the intervention program. The MIT's schedule will include time for him/her to provide small group intensive intervention to meet the needs of our identified students in kindergarten through third grades, as well as time for classroom collaboration. A sample schedule might be:

Sample MIT Schedule		
9:00 – 9:30	K small group	M-TH
9:40 – 10:10	1st small group	M-TH
10:20-10:50	2nd small group	M-TH
11:00 – 11:30	3rd small group	M-TH
11:30 – 12:40	LUNCH/PLANNING	
12:40 – 1:25	3rd special area groups	M-TH
1:30 – 2:15	2nd special area groups	M-TH
2:20 – 3:05	1st special area groups	M-TH
3:10 – 3:45	Classroom collaboration	

Fridays will be available for classroom collaboration, job-embedded professional development, administering and analyzing assessments, additional small groups, parent tutoring sessions, etc.

Students receiving intervention services by the highly-trained MIT will be progressed monitored on a weekly basis using Curriculum-Based Measure mathematics probes (AIMSweb) adopted by our district. In addition, the MIT will use consistent

formative assessments to alter instruction and track student progress over time. Monthly Response to Intervention meetings will focus on analyzing progress monitoring data and determining when a student is ready to exit intervention or change intervention services to further meet each child's individual needs.

5.2 Family involvement is a critical component of the intervention initiative. At the start, parents will be notified with our district's Parent Response to Intervention letter informing them of the intervention that will be provided to their child, as well as what days of the week and duration each day. In addition, the MIT will organize a Parent Support Group of the students he/she will work with. The MIT will be available to provide weekly tutoring sessions for these parents to model strategies he/she is using during intervention, and to teach parents how to use/reinforce these strategies at home. The MIT will also create a blog that parents can utilize to support their needs, as well as learn mathematics strategies. This interactive blog will allow on-going communication with parents on mathematics discussions, strategies, tutorial videos, and much more.

The MIT will collaborate with our school's principal, classroom teachers, instructional coach, community partners, etc. to create Family Math Events. These events could include make-and-take mathematics games during a Family Math Night, Kroger Math Night focused on specific skill concepts, etc. All activities will be directly tied to specific mathematics skills and concepts and how parents and students can work at home to reinforce them. Furthermore, additional communication through newsletters and school/classroom websites will detail ways that parents can support their child by building their mathematics' skills, master Kentucky Core Academic Standards, and/or problem solve at home.

5.3 The MIT will have a lasting impact on our school's implementation of Kentucky System of Intervention/Response to Intervention. According to *A Guide to the Kentucky System of Interventions,* (Kentucky Department of Education, 2012), this framework emphasizes optimizing instruction through targeted accelerated learning, development of teacher expertise and responsiveness to the needs of all learners.

Our highly-trained MIT will impact our KSI/RtI framework by providing intense, small-group RtI intervention services to students in kindergarten through third grade. As mentioned in section 2.3, the MIT will address the specific skill deficits through small-group instruction of our primary students struggling in mathematics to meet their educational needs and accelerate their learning. The MIT will be able to service more students than regular classroom teachers through a pull-out program four times per week. The MIT will impact our school's implementation of RtI by ultimately decreasing the number of students performing below grade level in mathematics.

As mentioned in section 4.3, the MIT's expertise will be shared with colleagues through PLCs, specific staff trainings during Teacher Planning Days, co-teaching opportunities/collaboration, faculty meetings, etc. These job-embedded professional learning experiences provided by the MIT will be critical in the implementation of RtI. These opportunities will provide colleagues with strategies they can implement with all students that will ultimately strengthen mathematical practices school-wide and decrease the number requiring RtI services.

A highly trained MIT providing targeted instruction to at-risk students in the primary grades, as well as providing job-embedded professional learning for all staff, will be instrumental in supporting RTI implementation and addressing student math needs.

5.4 The intervention program will be **sustained** beyond the MAF grant in a variety of ways. The MIT will provide many opportunities for staff professional learning during the life of the grant. These job-embedded professional learning opportunities will be designed to build capacity and provide teachers with the necessary tools and strategies that can be integrated in the classroom to assist students struggling in mathematics.

The implementation of interventions delivered by a highly-trained MIT will ultimately build a stronger RtI framework school wide. Classroom teachers will gain additional knowledge through co-teaching opportunities, MIT observations, collaboration, professional learning opportunities, etc., geared towards improving daily mathematics' instruction and providing targeted interventions to struggling learners.

Sustainability of the *Add+VantageMR* intervention program will be addressed in our Comprehensive School Improvement Plan to show continual growth in mathematics achievement and faculty commitment. The MIT will be sustained through collaboration and partnerships within the district and community. The highly trained MIT and the *Add+VantageMR* program will benefit our students for many years to come and will continue to create an instructional impact in the area of mathematics.

Part 6: Assessment and Evaluation Plan

6.1 Several assessment measures will be used to show student progress. MAP's fall assessment data will be utilized to determine student eligibility, while the winter and spring testing sessions will be used to measure on-going student progress and sustainability for those who have exited intervention.

In addition, AVMR assessments administered periodically by the MIT will determine student progress. Initial assessments will be used to diagnose identified

student's current understanding of number concepts and provide the MIT with an individualized plan for intervention. Additional testing sessions will be used much like MAP to measure student achievement, movement within interventions, and sustainability for those that have exited intervention.

CBM mathematics probes, administered weekly, are another assessment measure to track student progress and determine when to intensify, change, or exit intervention. CBM probes will determine if a student is reaching the short- and long-term goals established at the start of intervention. PLCs will discuss student progress towards meeting their goals in each monthly RtI meeting and adjust as needed.

Additionally, on-going informal assessment data will be collected by the MIT and classroom teachers. The MIT will be keep weekly documentation which may include anecdotal notes, teacher observation, informal assessments, etc. Classroom teachers will use various formative assessments to guide instruction, as well as summative classroom assessments to determine mastery of content. This on-going progress monitoring data will instrumental in monitoring and documenting student achievement.

6.2 Specific and measureable student performance goals to assess progress toward attaining objectives for student achievement and instructional practices are as follows:

Goals/Objectives for Student Performance	Measuring Instrument
By Spring 2016, 70 percent of all primary students will demonstrate grade level appropriate skills in **Number and Operations**.	Measures of Academic Progress (MAP)
By Spring 2016 (and annually during grant period), we will decrease the percentage of students performing in the Lo <21%ile category in mathematics at all primary grade levels by 5 percent.	Measures of Academic Progress (MAP)
By Spring 2016 (and annually during grant period), 85% of students receiving Math Intervention Services will reach expected growth goal set by MAP after fall assessment.	Measures of Academic Progress (MAP) AVMR
By Spring 2016 (and annually during grant period), 90% of students receiving Math Intervention Services will increase two levels/constructs (forward number word sequences, backwards number words sequences, numeral identification, structuring numbers, addition and subtraction strategies).	AVMR

Our current and previous data indicates an increasing number of students performing below grade level on the MAP assessment. Results also show a large number of students struggling in Number and Operations. These performance goals are focused on the first year of program implementation and will be reviewed in spring 2016 to track progress toward attainment.

6.3 Multiple sources of data will be used to guide instruction according to individual student need. As mentioned in section 3.2, the mathematics intervention will be based on on-going assessment of individual student needs. Thorough analysis of all sources of data during monthly RtI meetings will determine when to revise and move a student within our three-tiered framework. The assessment measures noted in 6.1 will assist PLCs with how to guide instruction and revise student intervention plans as needed.

Students who show progress but who have not met their short/long-term goals will continue with their assigned intervention. Students in Tier II who do not respond to intervention within four weeks will be recommended for an additional Tier II intervention. If after eight weeks there is still little to no progress, the student will be moved to Tier III and receive a more intensive intervention as determined by the RtI team. On-going assessment and collaboration with each of the school's grade-level RtI teams will be instrumental in determining need and revisions to a student's intervention plan.

Part 7: Budget

7.1 We anticipate that our mathematics intervention program will cost approximately $48,229.23. This cost includes: certified salary, fringe benefits, *Add+VantageMR* training, conference registration fees, travel expenses, dues and fees to professional organizations, general supplies, technology related supplies, other instructional materials, and family involvement initiatives.

We anticipate that the MIT will service approximately **60 students** struggling in mathematics throughout the course of the year. Approximately **$800** per student is invaluable to the intense intervention provided by the MIT that will target specific skill deficits of each identified student. The professional learning opportunities provided by the MIT for teachers will ultimately increase the number of students served to increase our entire primary population, **407 students**, at a rate of **$118.49** per student.

7.2 Money will be carefully allocated based on the requirements of the grant and the intervention program being requested. Budget proposals include activities and professional development opportunities making best use of this grant award. It is our intent to hire a certified teacher with three years' experience. Based on the 2014-2015 salary scale, salary and fringe benefits would total $41,655.24. $41,000 of grant money will pay the salary and some fringe benefits of a highly trained certified MIT. This allotment includes MIT Certified Permanent Salary - $39,832.00, Kentucky Teachers Retirement - $896.22, and $271.78 towards Medicare. School SBDM funds will pay Medicare - $308.78, State Unemployment Insurance - $94.20, Group Liability - $91.94, and Workman's Compensation - $163.31; all of which are consistent with and required by the district's board-approved salary and fringe benefits. School PD funds will cover $1,711.00 for the MIT to receive *Add+VantageMR* training, $110 for Conference Registration Fees, $500 for dues and fees to Professional Organizations, and $250 for travel expenses for the MIT while attending required Professional Development opportunities. Travel expenses were calculated to include hotel accommodations, mileage and food expenses, as accurately as possible using the current rates. $500 PTA funds will be allocated for family involvement, a critical component to the success

of the mathematics intervention program. Family Math Nights will be held four times per year to invite parents to participate in mathematical activities with their children. Parent Sessions will be invaluable to the program's success through modeling mathematics strategies that parents can implement at home. General supplies estimated at $3,500 will be provided in-kind for *Add+VantageMR* materials, such as manipulatives and supplies for the MIT to provide extension activities related to implementation, other instructional materials, and technology related supplies.

7.3 Approximately 86 percent of the budget will be used to hire a highly-trained MIT who will provide intensive mathematics intervention to our most struggling primary students. Staff trainings provided by the MIT will build capacity among teachers to help sustain the program. In addition, 5 percent of the budget is devoted to on-going professional learning for the MIT to prepare him/her to deliver high quality instruction. One percent will be devoted to parent involvement that will build parent and community partnerships to better educate our students in the area of mathematics. The remaining 7 to 8 percent is dedicated to general supplies needed to effectively implement the program. A clear connection between project activities and desired results is evident through the proposed program and supporting budget and will help us reach our desired goals mentioned in section 6.2.

Mathematics Achievement Fund Grant

Budget Summary Form

2015-2016

Pleasant Grove Elementary

Name of School

Instructions: Use this form to provide a detailed, itemized explanation of expenditures for each MUNIS Object Code. Not all MUNIS codes listed need to be used. However, the school may not use Mathematics Achievement Fund grant monies for any MUNIS code that is not listed. Successful approval of budget is pending further review by the Kentucky Department of Education.

MUNIS Code	Description	Amount	Explanation of Expenditures
110	Certified Permanent Salary	$39,832.00	MIT Salary
111	Extended Day Salary for Certified Staff		
113	Stipends for Certified Staff		
120	Certified Substitutes		
211	Life Insurance[1]		
214	Dental Insurance[1]		
219	Other Group Insurance[1]		
221	Employer FICA Contribution		
222	Medicare Employer Contribution	$271.78	Medicare contribution for certified MIT
231	Kentucky Teachers Retirement	$896.22	Retirement contribution for certified MIT
251	State Unemployment Insurance		
253	KSBA Unemployment		
260	Workers Compensation		
298	Other Employee Paid Benefits		
322	Educational Consultant (non-LEA)		
338	Registration Fees		
581	Travel – In-District		
582	Travel- Out-of-District		
584	Travel – Out-of-State		

610	General Supplies (consumables)		
641	Library Books		
642	Periodicals and Newspapers		
643	Supplemental Books, Study Guides & Curriculum		
644	Textbooks and Other Instructional Materials - Data required for state reporting		
645	Audiovisual Materials		
646	Tests[2]		
647	Reference Materials		
650	Supplies – Technology Related		
734	Technology Related Hardware [3]		
735	Supplies – Technology Related		
810	Dues and Fees		
892	Parent Involvement Meetings[4]		
Total		$41,000	

[1]These expenses may be paid from MAF grant funds, if they are paid for other teachers within the district.

[2]Schools may spend MAF grant funds for pre-screening all primary students.

[3]Schools may purchase technology equipment, not to exceed $5,000 during the lifetime of the grant. This applies to any equipment/hardware that has a cord and/or a battery. This purchase should include no more than 5 computers. All technology equipment, including the computers, must be housed in the MIT's classroom and used with primary grade students who receive interventions.

[4]No MAF food purchases are allowed for any reason.

Detailed School Budget Narrative Explaining Expenditures on Summary Form

Grant Funds:

Certified Permanent Salary (Munis Code 110) **$39,832.00**

Grant funds will be spent to cover the salary of a certified math intervention teacher. This salary is based on the 2014-2015 salary scale and a teacher with three years' teaching experience.

Kentucky Teacher Retirement (Munis Code 231) **$896.22**

Grant funds will be spent to cover the retirement contribution for a certified mathematics intervention teacher with three years' experience.

Employer Medicare Contribution (Munis Code 222) **$271.78**

Grant funds will be spent to cover a portion of the Medicare contribution for a certified mathematics intervention teacher with three years' experience.

Grant Funds Total: $41,000.00