KENTUCKY DEPARTMENT OF EDUCATION

Mathematics Achievement Fund Grant Application Cover Page

District:	Ludlow Independent Schools	**Amount Requested:**	$ 50,000
District Contact:	Vikki Wofford	**Phone: 859-261-8210**	
School:	Mary A. Goetz Elementary		
School Contact:	**Jason Steffen**	**Phone: 859-261-2100**	
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Mathematics Intervention Grant Approved Program Selected:

Add+VantageMR (AVMR)

I assure the attached application contains accurate information. I understand grant applications with incorrect or falsified information will not be considered for review or revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders. I assure the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirement and deadlines could result in partial or complete loss of funding of the Mathematics Achievement Fund.

Superintendent — Date: 10/4/2016

Notary Public #516539 — My commission expires: 8/4/18

Principal Signature — Date: 10/4/2016

Notary Public #516539 — My commission expires: 8/4/18

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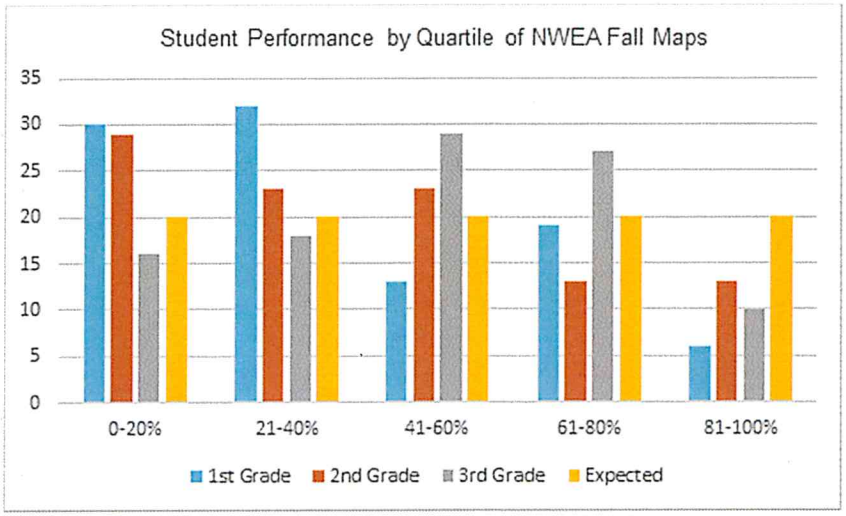
1.1 The current math model for our school is defined within a designated math block for all primary students of at least 90 minutes per day. Core instruction is driven by the core math series of *Math in Focus* for all students. The premise of the program is its alignment to the Common Core Standards in math and the conceptual building blocks framework of math instruction. *Math in Focus* has problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences. In addition to its focus on conceptual building blocks of math reasoning, the program teaches strategies for problem solving, rather than a specific method. *Math in Focus* adapts instruction to the needs of individual learners through scaffolding, the systematic sequencing of prompted content, and support to optimize learning. The ultimate goal of scaffolding is to gradually remove the supports as the learner masters the task. Students learn number sense as a way to think through math problems. Lessons include differentiation and math manipulatives to assist in student learning and number sense. Student proficiency skills are assessed by the teacher and reported on our student report card as a way to show mastery of key grade level standards of expected math performance.

Decisions about our students and programs are determined by on-going assessments. All students are screened upon entry into Kindergarten using the BRIGANCE Early Childhood Kindergarten Screen III in both reading and math. And all students in the primary grades are benchmarked in math three times a year using the Measures of Academic Progress (MAP). These pieces of benchmark assessment data are used to drive instruction, and also to identify students performing below expected performance of same-age peers. Students performing below grade level in math receive tiered

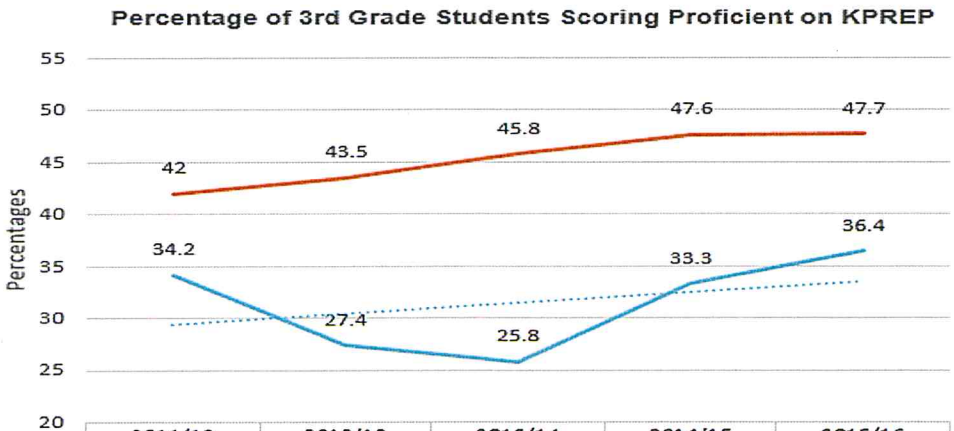
instruction in both the classroom and pull out time. Based on our school's RTI framework, students performing below grade level in math receive differentiated instruction in the math block. If the student continues to perform below grade level, the Grade Level Advisory Team (GLAT) determines a more intensive instruction to be provided to the students in the form of small group or individualized pull outs to work on deficit skills. Math interventions outside of the classroom include *ALEKS math*, *Touch Math*, *Touch Money*, and *Do the Math*. Students that receive tiered intervention are progress monitored using AIMSweb math probes.

1.2 Three reliable and valid data sources that our school uses to assess student learning are the BRIGANCE Screener, Measures of Academic Progress (MAP), and the Kentucky Performance Rating for Educational Progress (KPREP). Our school level data continues to support the need for math intervention in the primary grades. According to our BRIGANCE Screening for the current year, 49% of incoming Kindergarten students were considered not Kindergarten ready in reading and math skills. Students who were not ready for Kindergarten continue to perform below grade level in math through the primary grades. As demonstrated by our fall 2016 MAP for the primary grades, 30% of first grade students were performing at the 20th percentile or below in math; 29% of second grade students were performing at the 20th percentile or below in math; and 16% of third graders were performing at the 20th percentile or below. The results of MAP testing show that our primary students demonstrate deficits in Number and Operations (counting, sequencing, place value, addition and subtraction) and Operations and Algebraic Thinking (composing and decomposing numbers, representing and solving problems). Data trends show over time that our process and

instruction reduces that number of students performing below grade level in math as they progress through the primary grades, but too many students still are still performing at rates below the national and state average.



The current end-of-primary math test, KPREP, shows that 64% of our 3rd grade students scored in the Novice and Apprentice range and are considered not proficient in math. These trends are consistent over the past 5 years as our 3rd grade students consistently performed below the state mean in KPREP math, with the gap widening over the same period. According to the 2016 KPREP data, the percentage of our 3rd grade students scoring proficient/distinguished is 11% below the state mean.



	2011/12	2012/13	2013/14	2014/15	2015/16
Mary A. Goetz	34.2	27.4	25.8	33.3	36.4
State Mean	42	43.5	45.8	47.6	47.7

2 The goal of our Response to Intervention framework is to ensure that all students learn and acquire the academic and behavioral competencies that they will need to be successful in our schools and in society. Our Dean of Students serves as our RTI Coordinator who is responsible in ensuring the existing tiers of instruction are articulated and understood by all staff. Grade Level Advisory Team (GLAT) meetings are used by teachers, interventionists, and administrators to review student progress within Tiers and determine student needs within the levels of interventions. A systematic process governing the consistent use of universal screening tools, progress monitoring, data-based decision making and instructional interventions is in place in our school. Instruction is monitored by the administration to ensure teachers are using research-based practices to meet the needs of all students. Tier II and Tier III math intervention programs include: *Do the Math*, *ALEKS*, *Touch Math*, and *Touch Money*. Students are moved/released from different tiers of interventions based upon progress monitoring data and the student's individual rate of improvement towards meeting his/her personal goals by the committee. Adjustment to group size, frequency, and intensity of interventions are also made during GLAT meetings. Students are placed or moved within tiers only during these GLAT meetings. All student data is stored in individual student RTI files kept by the RTI Coordinator. Best practices are also discussed during the GLAT meeting to review the effectiveness of the interventions.

All students in grades K-3 are assessed three times a year using MAP testing in the areas of math and reading. Prior to the start of school in the fall, students attending Kindergarten for the first time are given the BRIGANCE Screener. Students in the primary grades are also screened using Curriculum Based Measurement (CBM) probes

which address Early Numeracy in Kindergarten and First Grade. This includes benchmarking the measures of Oral Counting, Number Identification, Quantity Discrimination, and Missing Number. Computation and Concepts and Applications are benchmarked in grades 2 and 3. The data from these screening instruments are used to accurately identify those students in need of learning support. Teachers administer a variety of formative, summative, and diagnostic assessments within the classroom to determine specifically what additional supports the students scoring below the 25th percentile may need within the classroom. These assessments, the CBM probes, and the universal screening results are discussed in GLAT meetings.

Students receiving interventions at the Tier I Level are serviced within the classroom during their math block. Students requiring Tier II or Tier III levels of increasing intensities of instruction are serviced outside the classroom for 30-45 minutes daily, depending upon the protocol of the programs being utilized. Teachers, para educators, and other support staff are trained to provide these interventions outside of the regular education classroom. Research-based interventions for math in Tier II and Tier III are instructed by teachers and para educators in addition to the math block, usually during Social Studies or Science blocks.

RTI process begins immediately with GLAT meetings that take place in the fall of each school year. During this meeting, results from the fall universal screeners, BRIGANCE and MAP, are discussed. Students not meeting beginning of the year targets/benchmarks are identified for learning support as a part of their Tier I. A folder for each identified student is created and a summary sheet is completed outlining areas being targeted for instruction and progress monitoring, start dates, as well as persons

responsible for implementing interventions. At this initial meeting, benchmarking results are also reviewed for those students already in the RTI process from the previous school year. Decisions are made for tier movement based upon these screening instruments. For example, if a student were receiving Tier I interventions within the classroom in math during the previous school year and is not showing a rate of progress that would ensure he/she will be meeting targeted benchmarks, that student would be moved to a more intensive level of instruction at a higher tier during this meeting. At the conclusion of the initial GLAT meeting, students involved in the RTI process are flagged in Infinite Campus and parents are notified of their child's involvement in the RTI process.

At Tier I, interventions are provided through differentiation inside the regular classroom. When students are receiving intervention within the classroom, parents are sent a letter outlining the importance for students to grow and develop appropriately academically and socially. Parents are informed that the school has recently reviewed the progress of their child through a series of assessments and determined that he/she needs a higher level of support to reach his/her full academic potential. The letter informs parents that to help achieve his/her grade level goals, their child will receive Tier I interventions. Parents are also asked to sign a parent pledge in which they commit to help their child by supporting regular attendance at school, by providing a regular time and place to study, to encourage their child to do their best, as well as to review student work and checking assignments. If a student is entering Tier II or Tier III, a meeting is held with parents, the regular education teacher as well as the instructor proving the more intensive level of intervention. At this time, the RTI process is described more

thoroughly to the parents and a document is completed for parent signature, outlining the specific individual goals of the student which the parent signs.

If a student has progressed through the tiers and he/she has failed to make significant progress as outlined by a set rate of improvement, a referral for special education is completed and the student's RTI file is used for supporting data.

3.1 The school will implement the Add+VantageMR (AVMR) mathematics intervention program, recommended by KCM and grant application.

3.2 The implementation of Add+VantageMR (AVMR) will meet the mathematics needs of the school by addressing the deficiencies of early numeracy in grades Kindergarten through Third Grade. School mathematics data (MAP, BRIGANCE, CBM Math probes) indicate that, on average, 49% of 1st through 3rd grade students are performing well below grade level. As detailed in the Section 1 reference to MAP data, primary students demonstrate deficits in *Number and Operations* (counting, sequencing, place value, addition, and subtraction) and *Operations and Algebraic Thinking* (composing and decomposing numbers, representing and solving problems). AVMR is an intervention program designed to support students in these areas. More specifically, AVMR targets the verbal, symbolic, and quantitative understanding of number, addition and subtraction strategies, early multiplication and division, and conceptual place value. Through the use of on-going micro-adjustments and scaffolded mathematics instruction, students will learn to visualize concepts as they develop more sophisticated number strategies. On a daily basis, targeted students will receive AVMR instruction in a small group setting. Those same students will be assessed in either a small-group or one-on-one setting to guide the individual instruction. In addition, two classrooms of students

(one primary, one intermediate) will receive instruction through daily co-teaching sessions by the Math Intervention Teacher (MIT) and the regular classroom teacher. AVMR will stimulate student growth by prompting teacher growth. By participating in the training program and concurrent application of AVMR strategies, the MIT and classroom teachers will demonstrate growth in diagnostic assessment, prescriptive instruction, and on-going progress monitoring for targeted students. They will receive instruction in how to pinpoint a child's developmental stages and/or levels on Math Recovery's Learning Framework in Number (LFN) and advance each child's mathematical reasoning and knowledge. As part of AVMR, teachers will use the research-based texts *Teaching Number in the Classroom with 4-8 Year-Olds* and *Developing Number Knowledge: Assessment, Teaching & Intervention with 7-11 Year-Olds* by Robert J. Wright to support assessment and instruction. Teachers will use this intense training to analyze and modify our school's standards-based core curriculum, *Math in Focus*, to best meet the individual needs of each student, thereby improving the child's elementary numeracy achievement. It will also complement our RTI framework by providing more intensive intervention in the specific mathematics content strands. Research data, out of Hartford County, Maryland, based on the Math Recovery program from which AVMR was adapted, demonstrates the positive impacts of intervention with low-income students. [1] As a Title I school with 71% of students qualifying for free/reduced lunch, AVMR stands to have a significant impact on our school population. With low

[1] Michigan Integrated Mathematics Initiative (1999-2004). A longitudinal study of the effects of Mathematics Recovery from 1999-2004 at Roye-Williams Elementary School (RWES), a Title 1 school in Hartford County, Maryland. [Online.] Available.

achievement in the area of mathematics for this low-income population, the AVMR intervention can help our students gain proficiency in all areas of numeracy.

4.1 Currently students are receiving Tier I interventions in mathematics within the classroom. These students have been identified as requiring learning support based upon the results from MAP testing in 1st-3rd grades and a BRIGANCE Screener which was given to all kindergarten students prior to the start of school this fall. Students testing below the 25th percentile in math are given an additional Benchmark assessment using a Curriculum Based Measure as a probe. If a student fails to make an adequate rate of progress over a 6-8 week period of Tier I instruction, the Grade Level Advisory Team meets to discuss a more intensive intervention to address the student's needs. Current RTI framework at our school provides 30-45 minutes of Tier II and Tier III intervention to take place outside of the classroom. At this time, many of our students receive math intervention from only para-educators or teaching assistants. Intervention programs currently utilized include: *Do the Math*, *ALEKS*, *Touch Math* and *Touch Money*. The MAF will provide another layer of intervention for students in Tier II and Tier III with instruction by the MIT using the AVMR intervention program. This will enhance our RTI intervention instruction by utilizing a certified teacher and a research-based program. This will provide a scientifically-researched based level of instruction for differentiating math instruction which will turn, aid all of our students in excelling in mathematics. Program developers state the program will address Common Core Standards in the RTI Model of instruction by changing the way teachers listen to children as they solve mathematics problems, helping teachers to know children's mathematics strength and weaknesses, helping teachers to purposefully select

tasks/activities/lessons for students and to, challenge students to meet their full potential, helping teachers to be critical consumers of the bountiful education resources available, and sharpen teachers' ability to determine how best to move children to the next level. AVMR meets the needs of many of the components of our RTI framework by providing research-based professional development and an additional assessment tool. Our teachers will be better equipped to provide effective tiered instruction by participating in this professional development. Not only will this allow us to service students needing intervention, the MAF will also strengthen our Tier I instruction in the regular classroom by providing resources and training to the regular math teacher.

4.2 Twenty-four students will be identified for targeted intervention in Tier II and Tier III with the MIT. The MIT will utilize the AVMR program for intervention for these students. Identification of these students will follow the protocols of our current RTI framework of our school. Students identified in Tier I with progress monitoring showing that he/she has failed to make adequate progress through 6-8 weeks of Tier I instruction, will be reviewed by the GLAT. The team will review data to determine if a more intensive intervention is required for the student to make progress. Decisions are made on whether to continue the current level of tiered instruction, change instruction, or release a child from the RTI process once he/she has made a significant amount of progress in reaching his/her goal, as compared to his/her peers. These decisions are made by determining each student's required rate of improvement in reaching his/her goal. Rate of improvement scores are set from fall to winter and then again from winter to spring or from fall to spring. If a students is determined to need intervention with the MIT in the AVMR program, the MIT will work with the classroom teacher to arrange a time for the

students to be pulled out of core instruction in Science or Social Studies to receive the intervention. The intervention will take place 5 times a week for 30-45 minutes, depending on the need of the students. The MIT will continue to progress monitor each student in the AVMR program on a weekly basis to determine if the student is making adequate progress. Every 6-8 weeks, the GLAT, including the MIT, will meet to review the progress data of the students in all tiers of intervention, including AVMR. If the student in making adequate progress, then he/she will remain in the AVMR program at its current intensity or moved down a tier. If he/she is not making adequate progress, the GLAT will determine if the student will need an addition intervention in math or increase in intensity of the AVMR intervention. Movement in tiers will only take place at the GLAT meetings.

5.1 The school mathematics team, consisting of the principal, the Math Intervention Teacher (MIT), a primary classroom teacher and an intermediate classroom teacher, will work to enhance the comprehensive mathematics model by: 1) participating in training; 2) providing professional learning to other teachers at the school; 3) collaborating among the team to maximize the impact of the MIT and training; and 4) collaborating with teachers throughout the school to integrate intervention and core instruction. The team will include an intermediate teacher who is certified as an Elementary Mathematics Specialist. The goal of the school mathematics team is create capacity among all teachers to understand conceptual building blocks of math, how to intervene for students in their core instruction and to improve student performance. By providing knowledge and tools of better math instruction for regular education teachers, the team will ensure that all staff will be better able to identify skills that students are

lacking in math, then intervene sooner and during their core instruction. This will strengthen our overall Tier I instruction and provide a layer of a much-needed layer of intervention service for Tier II and III. Regular education teachers will identify math deficits with individual students, then discuss their observations with the MIT. The conversation among teachers will help to identify appropriate teaching strategies and to intervene with individual students. Intervening earlier and with research-based practices will reduce the number of students that will need Tier II and Tier III interventions outside the classroom and the need to pull these students out of class.

5.2 The school mathematics team will build capacity in multiple ways. The MIT will participate in *Add+Vantage Math Recovery* (AVMR) training through the Kentucky Center for Mathematics (KCM). While the other two teacher members of the team will participate in the appropriate Professional Learning Experience offered by (KCM), either the Comprehensive Course for Primary Grades Mathematics or the Comprehensive Course for Intermediate Grades Mathematics. AVMR training consists of ten days of learning plus ongoing support through regional collegial team meetings and biweekly one-on-one peer meetings. To continue developing the ability of the MIT to deliver targeted interventions that align with KCAS and enhance the school's core math curriculum, the MIT will attend one or more state mathematics conferences per year. The MIT will seek out additional learning opportunities: online, in person or in print that will be useful for improving his or her own practice.

The two classroom teacher members of the mathematics team, along with the principal, will attend the appropriate Comprehensive Course through KCM. This training is also ten days and consists of content and practice learning, including research-based

teaching practices and use of assessments to identify student need and target interventions to students' instruction needs.

The MIT will collaborate daily with the other two teacher members of the mathematics team. Through co-teaching, collaboration, reflection and action research, the team members will identify and improve on the practices that will improve student learning at our school. Team members will share strategies, activities, lesson successes and failures in order to maximize student learning.

The mathematics team members will also attend mathematics conferences, such as the KCM conference, where they will continue to learn new strategies and stay up-to-date on current developments then share their new knowledge when they return to the building.

The team members will use the tools and strategies from their trainings: 1) during daily collaboration time of the MIT and the other two teacher team members, 2) within intervention classes and 3) within core instruction. Team members will also share with colleagues by collaborating in the building during Professional Learning Communities (PLC), on teacher planning days and at faculty meetings. The principal will create time for team teachers to co-teach with other math teachers in the building, for other teachers to observe and be observed by members of the mathematics team and to participate in reflection and mentoring activities following observations.

The MIT will become a mathematics instructional leader for our school. After the first year, the MIT and the mathematics team will provide ongoing learning opportunities for colleagues. The MIT will share strategies learned from AVMR training, those that have been successful in RTI and in collaboration, and those learned at conferences or in

other scholarly settings. Each year, two additional classroom teachers will attend the PLE trainings by KCM. These new team members will then share information and practices learned through these training daily with the MIT for planning, co-teaching and reflection.

To further strengthen our core curriculum, the MIT will lead a book study for classroom teachers using *Mathematical Mindsets* by Jo Boaler or another text recommended by the school math team, that is relevant to the school's needs at the time. The book study will focus on the research based practices in math that have been proven effective and what really happens at schools and at home.

The MIT and classroom teacher members of the mathematics team will be observed by their colleagues who are not team members. The team members will in turn observe, coach and mentor colleagues. These teacher learning opportunities will allow the mathematics team to share the effective mathematics strategies and assessments they learn in their trainings, practice and reflections. The mathematics team will provide professional development during PLCs, on teacher planning days, or during faculty meetings. Coupled with observations, this professional development will build capacity and enrich mathematics instructional practice school-wide.

In addition to improved teacher capacity, support will come from the school administration. The principal will schedule time every six weeks for the MIT to consult and collaborate with classroom teachers to review evidence of student progress in mathematics and make decisions about individual student intervention plans based on assessment data.

5.3 The MIT will also build capacity with students' families. When a student joins or exits the MIT intervention class, parents will be notified by an informational letter and phone call. The letter will require a signature of parent acknowledging they have read and understand the premise of the program, and that they agree to participate in their child's involvement in the program. We want the parents of students in the program to be active participants in their child's involvement. While the student is a part of the class, weekly notices will be sent home via paper and/or email to his/her family highlighting the content or process covered that week. As long as the student is in Tier II or Tier III, monthly progress reports will be sent home along with progress report and report cards. Additionally, each intervention student's family will be invited to send one person to join the class for one day a month to observe and participate. This will allow family members to frequently observe the content of the mathematics intervention class, take part in the strategies used for teaching and learning mathematics, and learn more specifically their child's strengths and needs in mathematics.

In addition, the principal will schedule Family Math Learning Nights three nights per year. These events will be planned and led by the mathematics team. Families of **all** students in grades K-3 will be invited. Babysitting will be provided while parents and guardians learn about the mathematics that is being taught in the core mathematics curriculum. During each Family Math Learning Night, the content strand that is currently being taught. For example, at the first meeting place value and operations/algorithms will be the focus. Through these adult learning opportunities parents and guardians will learn mathematics themselves as well as how the students are being taught the mathematics. Ideas for practicing the content and extending the learning at home will

be shared through handouts and on-line access of math content. Parents of students in the MIT program will receive supplemental materials to help instruct their children at home. The MIT will always be present at these events to communicate with parents about problems that their child is struggling with at home.

5.4 The work begun during the period of the grant funding will be sustained beyond the life of the grant through which 11 teachers will be formally trained by the Kentucky Center for Mathematics. With 11 primary teachers and 2 intermediate math teachers, this means that the majority of classroom math teachers in our district will have received training through KCM. Mathematics intervention using the RTI model will continue. Beginning during the grant, but continuing long afterward, mathematics team members will co-teach, collaborate, mentor and reflect together. They will attend additional trainings and participate in and lead book studies. They will mentor one another as well as other teachers in the school building; which will be especially valuable to an intern teacher should one be hired. The school mathematics team will continue to prepare and present professional development for our teachers. They will be able to take what they have learned and practiced to share with other teachers locally or statewide at conferences. Our MIT may lead future trainings in our region. As the funding for the grant cycle comes to an end, the School Decision Making Council and school administration will begin to explore ways to continue to fund a MIT through staffing allocations, Section 7 requests, and utilizing Title I funds to continue this key part of the our math intervention model. With the majority of teachers trained, professional development continuing, collaboration among teachers, and the continuation of a MIT; all components of this grant will continue after funding for the grant has expired.

6.1 When the grant is implemented, our school plans for the MIT to service 24 students daily using the AVMR program. A typical school day will have six 30-minutes session of instruction using AVMR led by the MIT. Each of these sessions will service four students per group. But the 24 students being serviced during the intervention times are only a portion of the additional 45-50 students to be serviced during the co-teaching time of the math intervention teacher with the two regular education teachers on the math team. The MIT will co-teach with each teacher on the math team for 45 minutes per teacher, for a total of 90 minutes per day. In addition to the intervention groups and the co-teaching times during the school day, the math intervention teacher will provide co-teaching and small group resource to other math teachers throughout the day. This time will be used to help the regular education teacher identify students who are struggling in math and help the teacher provide targeted intervention help in the classroom for Tier I instruction. The total number of students that can be served by this grant range from 45 to 75 students in a school day, with 24 of those students receiving AVMR.

Students selected for the intervention time using AVMR will be selected into the program based on data from benchmark assessments and progress monitoring tools. The greatest need for intervention is in the lower primary. If we can intervene at the youngest ages possible, then we will be less likely to need to intervene in the higher grade levels. The program will consist of 2 intervention groups in Kindergarten (8 students), 2 intervention groups in 1st grade (8 students), and 1 intervention group in each 2nd and 3rd grade (8 students). Intervention times will be determine by the math intervention teacher and the regular education teacher to complement, and not to

replace the core instruction. Time for pull out will be during centers, social studies, or science times. In this way, students will not miss their core instruction in reading and math.

Using previously described BRIGANCE, KPREP, CBM and MAP data, the lowest performing eight students in each Kindergarten and 1st grade, who have not qualified for special education services in math, will be selected for AVMR intervention with the math interventionist. The lowest four students in each 2nd and 3rd grade, who have not qualified for special education services in math, will be selected for AVMR intervention with the math interventionist. Students that receive Tier I interventions will be progress monitored by the classroom teacher. After 6-8 weeks, the GLAT will meet to discuss progress based on data. Students who have not achieved an adequate rate of improvement will be considered for Tier II intervention, AVMR instructed by the MIT.

6.2 Students who are identified and receive intervention services through the MAF will continually be assessed using at least 3 data sources. Students will be progress monitored using both weekly progress monitoring with 1) the CBM probes and 2) formative assessment in the classroom using the *Math in Focus* core instruction assessments. All students will also continue to be benchmark assessed in math three times a year with 3) MAP. By using the weekly probes, the MIT will assess progress in the AVMR program. This data will be used by the MIT to adjust instruction and determine the effectiveness of the program for the student. Formative assessments by the classroom teacher will determine the effectiveness of the intervention and its application in the regular core instruction. The goal is that students participating in the AVMR intervention will begin to progress in the regular classroom and continue to

improve to the point of being commensurate with their grade level peers. Students will continue to be benchmark assessed three times a year in math using MAP. The data from MAP is norm-referenced, so students can begin to show rate of progress as compared to same age peers. All of this assessment data will be used to determine if the intervention is effective for the students. If it has not been effective, and the students does not achieve adequate progress during this period, a more intensive intervention will be recommended by the GLAT for that student.

6.3

Student Achievement Goals

1) 80% of students will make adequate progress each year, as measured by MAP by increasing his/her performance percentile as compared to same-grade peers.
2) 100% of students that enter this program will score proficient or distinguished by the time they leave our primary program at the end of 3rd grade as measured by KPREP.

Instructional Goals

1) To provide a permanent layer of intervention in the area of math to our struggling students as documented in our RTI process.
2) To ensure that classroom teachers will become knowledgeable of early numeracy skills and identifying targeted skills that their students need to improve in the area of math as demonstrated by instructional activities, lesson design and assessment.

Through this program, we will build a new system of support that will promote both student achievement and instructional change goals that will transform mathematics education in our schools. The MIT will be a key component of decision making and intervention for instructional programming for students. We will build capacity among our staff through training by KCM, which will empower all our primary teachers to provide the best math instruction to our students. In the end, the new mathematic

instruction model will improve student achievement each year and throughout the students' education careers.

7.1 The bulk of the money in the grant, $42,655, will supply a math intervention teacher to provide AVMR math intervention to our students. The salary and fringe benefits are in line with our salary schedule for a teacher of the expected experience and education, and with customary fringe benefits. Other expenses include stipends ($900), substitutes ($1,540), curriculum ($2,000), a laptop ($1,000), training registrations ($3,455) and fees to KCM ($50). These necessary costs are charged at the lowest rates possible and will be shared by the funder and the school district as outlined in the attached budget. The funds will be efficiently managed through our experienced school finance office that has systems in place for grants management and annually handles in excess of $8,000,000 in state, federal, and local funding. The MIT, principal and finance director will be responsible for financial decisions within the grant.

7.2 Our district will invest $11,370.00 above the grant amount each year to ensure that our classroom teachers receive the 10-day training through KCM and work in a co-teaching setting with the MIT. This commitment is to build a long-term instructional program that require less intervention for our math students by providing the strongest possible core instruction. Funds provided by the district will provide retirement contributions for the MIT ($1,280), the largest part of the cost of the AVMR ($1,730), KCM membership fee ($50) and travel for professional development of our classroom teachers ($7,280). The district's commitment to this program is clear and any unexpected expenses will be supported throughout and beyond the grant period.

LUDLOW INDEPENDENT SCHOOL DISTRICT
District

MARY A. GOETZ ELEMENTARY
Name of School

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

MUNIS Code	Description	Grant Request Amount	District Contribution	Explanation of Expenditures
0110	Certified Permanent Salary	$42,655.00		Cost associated with employment of one Math Intervention Teacher (MIT) who will work full time, 7 hours per day x 187 days during the school year
0113	Stipends for Certified Staff	$900.00		Cost associated with two collaborating teacher's attendance to summer sessions (3 days) of KY Center for Mathematics' "Comprehensive Course for Primary/Intermediate Grade Mathematics" training (Two staff x $150 per day x 3 days = $900
0120	Certified Substitutes	$1540.00		Costs associated with two collaborating teachers' attendance to KY Center for Mathematics' "Comprehensive Course for Primary/Intermediate Grades Mathematics" during the regular school year (Two staff x $110 per day x 7 days= $1540
0211	Life Insurance[1]			
0221	Employer FICA Contribution[1]			

0222	Medicare Employer Contribution[1]	$620.00		Costs associated with Medicare fringe benefit for the Math Intervention Teacher
0251	State Unemployment Insurance[1]	$60.00		Costs associated with unemployment insurance benefit for the Math Intervention Teacher
0231	Kentucky Teacher Retirement System (KTRS)		$1,280.00	Costs associated with KTRS benefit for the Math Intervention Teacher
0260	Workers Compensation[1]			
0298	Other Employee Paid Benefits[1]			
0338	Registration	$3,455.00		Costs associated with registration fees for: • Collaborating teacher's attendance to KY Center for Mathematics' "Comprehensive Course for Primary Grades Mathematics" and "Comprehensive Course for Intermediate Grades Mathematics" trainings. *3 days August 2017; 7 days throughout school yr. 2017-18. (2 staff x $1,600 ea. = $3,200.) • School Math. Team attendance to KCM Fall "professional learning event," per grant requirement. • School Math Team attendance to one state Mathematics conference approved by the KDE (Fall – 1 day). (3 staff x $85 ea. = $255.)
0580	Travel		$7,280.00	Costs associated with travel for : KCM 10-day training:

				Hotel: $4,500. (10 days x $150 per day x 3 staff $3,000.) Mileage: $656. (8 roundtrips x est. 200 mi. per roundtrip x 41 cents per mi. = $656.) Per diem: $1200. (10 days x $40 per day x 3 staff.) <u>KCM Fall "professional learning event":</u> Mileage: $82. (1 roundtrips x est. 200 mi. x 41 cents per mi. = $82.) <u>KDE-approved Fall state Math conference</u> Hotel: $600. (1 day x $150 per day x 4 staff = $600) Mileage: $82. (1 roundtrips x est. 200 mi. x 41 cents per mi. = $82.) Per diem: $160. (1 day x $40 per day 4 staff = $160.)
0610	General Supplies	$500.00		Classroom supplies associated with AVMR intervention
0643	Supplemental Books, Study Guides & Curriculum	$270.00	$1730.00	Purchase price of AVMR program
0646	Tests[2]			
0734	Technology Related Hardware		$1,000.00	Purchase of laptop for Math Intervention Teacher
0735	Supplies – Technology Related			
0810	Due and Fees		50.00	Cost associated with KY Center for Mathematics annual membership fee
Total		$50,000.00	$11,370.00	

[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.