



# Comprehensive School Improvement Plan

R. C. Hinsdale Elementary School  
Kenton County School District

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Edgewood, KY 41017

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

R C Hinsdale Elementary is comprised of 650 students in grades K-5. We are located in Edgewood Kentucky as part of the Kenton County School System. Every staff member is highly qualified to teach their specific subject/grade, and we work together in a Professional Learning Community. Our faculty goes beyond academics and is mindful that all dimensions of each individual student must be nurtured. Learning extends across the curriculum with opportunities in the arts, technology, physical education, and character education.

Our school is fortunate to have a very supportive Parent/Teacher Association (PTA) which assists our school with fundraising efforts to curriculum enhancement opportunities for all students.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The mission of R C Hinsdale Elementary School is to excel at educating students to become knowledgeable self directed students, life long learners, and responsible citizens.

At R.C. Hinsdale Elementary we believe in the unique worth of each child. Our staff works closely with parents and the community to provide educational activities that help each student learn and gain the confidence they need to be successful in school. We are committed to providing a learning environment that allows each child to progress at their own rate through a curriculum designed to meet the demands of an ever-changing world. The open classrooms provide many exciting learning opportunities. Our teams meet daily to plan, implement, and evaluate teaching units to ensure that they meet the needs of our student population. Teachers are continually learning new strategies that help with instruction, management and assessment. At R.C. Hinsdale, we continually strive to create learning activities in which each child can to grow academically, morally, physically, emotionally, socially, and culturally.

We enrich our students educationally and socially by offering programs such as:

Lego League

Beginning Leadership Conference

Intramural Sports

Chorus\Honors Choir

Strings

Drama Club

Art Club

Brownies/Girl and Boy Scouts

Academic Team

Social Studies and Science Fairs

STLP (student technology leadership program)

Odessey of the Mind

Energy Wise Team

Library Leaders

Hanner's Heros

One to One Reading Program.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

R C Hinsdale is very extremely proud of being a Proficient School. We are striving each day to become a school of Distinction. Our daily attendance is one of the best in the district each month and our school has been recognized for having the highest state average attendance for the last two years, 2011-2012 and 2012-2013.

Some of our notable achievements include:

Southern Association of Colleges and Schools Accreditation (SACS)

Golden Apple and A.D. Albright Awards

6 National Board Certified Teachers

Governor's Cup Awards

District Spelling Bee Winners

Kenton County Conservation District Writing and Art Contest winners

Sanitation District No. 1 Award

Proficient School from the 2012 K-Pres Assessment

Presidential Awards

Random Act of Kindness Awards

District Attendance Winners

"What Outstanding Work" (WOW) awards.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

One of the most unique characteristics of our school is our PODS. We have an open concept setting in which four classrooms share the same space. We embrace this environment to provide collaborative opportunities throughout the school day. We believe it is our responsibility to educate our students fully. Every staff member feels compelled to make student achievement their personal goal. Individual learning styles are recognized and addressed through quality planning, masterful instruction, and student effort and ownership. Our school strives for and achieves excellence!

# **KDE Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

R C Hinsdale Elementary has an overall score of 69.1 with a percentile ranking of 88. We are a proficient school according to state guidelines. Our achievement scores were 89.2 out of 100.

In Achievement:

Reading- 88.6

Math- 78.9

Science-100

Social Studies-100

Writing- 74.6

Language Mechanics- 95.1

R C Hinsdale analyzed our most current data for the 2012 school year, and we need to improve our reading and math scores in the areas of gap and growth. In the area of reading, we need to increase the number of gap students from 48.7% in 2012 scoring proficient and distinguished to 53.8% on the K-Prep 2013. The area of gap needs to increase in the areas of math from 33.3% in 2012 scoring proficient and distinguished to 40% on the K-Prep 2013.

In the area of growth 67% of students made typical growth in mathematics on 2012 and needs to increase to 70.3% on the 2013 K-Prep.

In the area of growth 67.5% of students made typical growth in reading on 2012 and needs to increase to 70.7% on the 2013 K-Prep.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

In Kentucky we ranked in the 88% percentile. In the area of Achievement, students scored at the proficient level in several subject areas. Reading Achievement score was 88.6. Language Mechanics Achievement score was 95.1 and 100 Achievement scores for Science and Social Studies.

Specific actions that contributed to this achievement include:

- o Every teacher focused on MAP and common assessment data to analyze specific skills.
- o Goal Setting for all students
- o Teachers attended professional development on how to deconstruct the standards in ELA and Math
- o Staff worked with their grade level teams to implement Tier II strategies in Reading

We celebrated our Proficient status and state ranking by honoring students who scored proficient and distinguished any subject area.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

Our areas of improvement are in growth for the subjects math and reading. The analysis of our data showed a discrepancy among males and females in both reading and math in the number of students scoring proficient and distinguished in fourth and fifth grade. Males scored lower in both subject areas.

During the 2012-13 school year, we are completing Live Scoring for extended response items that are grouped by gender, so they are instructed how to add more details to their answers. We are giving more timed assessments to simulate the K-Prep testing environment. After a variety of assessments are given students complete a wrong answer analysis to help students become aware of testing errors that might be avoided in the future. Teachers are understanding the Common Core State Standards which is providing more rigorous activities that include higher order thinking questions.



## Conclusion

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Our next steps would be to continue Professional Learning Communities which focus on the following throughout the year:

Only 67% made typical growth in math and 67.5% in reading

- o Instructional walks that teachers will participate so they can observe their colleagues model researched-based instructional strategies in reading and math
- o Expanding the Daily 5 in all grades in both reading and math
- o Utilizing CIITS for assessments and PD opportunities
- o Grow our teacher leaders in math, science, and ELA to present best practices learned through district trainings
- o PLC development on rigor
- o Expand Tier II in Math
- o Reduce teaching Language Mechanics in isolation and incorporate in mini lessons and through writing workshop.
- o Effective use of Learning Targets and formative assessment
- o Continued use of goal setting and student expectations
- o Contribute to high attendance percentages

# **Response for Required Action: Kindergarten Readiness**

## Overview

### Plan Name

Response for Required Action: Kindergarten Readiness

### Plan Rationale

Kindergarten teachers will provide parents of incoming kindergarten students with a readiness packet which communicates the expectations to parents of skills necessary for students to be successful in kindergarten.

Parents will use the Readiness packet provided by teachers to prepare students as they enter Kindergarten.

### Addresses Required Action

Statement

Kindergarten Readiness

Description

All children were screened for kindergarten readiness. If yes, name the assessment.

## 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	Measurable Objective	Total Funding
1	Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to decrease the percentage of students that are ready with support from 37% to 25% by 09/06/2013 as measured by 2013 Brigance results.	\$0

## Goal 1: Kindergarten Readiness

**Measurable Objective 1:**

Collaborate to decrease the percentage of students that are ready with support from 37% to 25% by 09/06/2013 as measured by 2013 Brigance results.

**Strategy 1:**

Kindergarten ready with supports - Kindergarten teachers will provide parents of incoming kindergarten students with a readiness packet which communicates the expectations to parents of skills necessary for students to be successful in kindergarten.

Research Cited: Scholastic

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will use the Readiness packet provided by teachers to prepare students as they enter Kindergarten	Parent Involvement	03/27/2013	08/14/2013	\$0	No Funding Required	Kindergarten teachers, instructional assistants, administration team and parents

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness	Parents will use the Readiness packet provided by teachers to prepare students as they enter Kindergarten	Parent Involvement	03/27/2013	08/14/2013	\$0	Kindergarten teachers, instructional assistants, administration team and parents
<b>Total</b>					\$0	

## **Response for Required Action: TELL Survey**

## Overview

### Plan Name

Response for Required Action: TELL Survey

### Plan Rationale

From the Tell survey, 73.5% of staff reported the need for professional development to be evaluated and results communicated.

The administration team will evaluate professional development completed by staff and the results will be reported 2x's per year.

### Addresses Required Action

Statement

TELL Survey

Description

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.



## 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	Measurable Objective	Total Funding
1	Tell Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to provide teachers with sufficient access to professional development from 73.5% to 80% by 05/29/2013 as measured by the TELL Survey.	\$0

## Goal 1: Tell Survey

**Measurable Objective 1:**

Collaborate to provide teachers with sufficient access to professional development from 73.5% to 80% by 05/29/2013 as measured by the TELL Survey.

**Strategy 1:**

Professional Development Plan - Administration team will review each staff members professional development plan.

Activity - PD Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use their growth plan to choose appropriate professional development activities provided by the district and school	Professional Learning	01/15/2013	05/29/2013	\$0	No Funding Required	Administration team, K--5 teachers and special education teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PD Plan	Teachers will use their growth plan to choose appropriate professional development activities provided by the district and school	Professional Learning	01/15/2013	05/29/2013	\$0	Administration team, K--5 teachers and special education teachers
<b>Total</b>					\$0	

## **Response for Required Action: Achievement Gaps**

## Overview

### Plan Name

Response for Required Action: Achievement Gaps

### Plan Rationale

Our current 5th grade students with disabilities score in Mathematics in 2012 was 18.2% for proficient/distinguished compared to non-disability students who scored 58% proficient/distinguished.

Our current 5th grade students with disabilities score in English Language Arts in 2012 was 36.4% for proficient/distinguished compared to non-disability students who scored 68.8% proficient/distinguished.

Our current 5th grade male students scored in English Language Arts/Writing in 2012 was 39.2% for proficient/distinguished compared to female students who scored 63.2% proficient/distinguished.

Our staff will use appropriate instruction and strategies for different disabilities, effective lesson plans from special education teachers, and monitor progress of special education students in RTI data meetings. In writing our teachers will target male students to improve their writing skills.

### Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

## 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	Measurable Objective	Total Funding
1	Achievement Gap -Male	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to increase achievement for males from 39.2% to 45.28% in ELA by 10/01/2013 as measured by K-PREP test.	\$0
2	Achievement Gap -Disability	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 36.4 % in 2012 to 42.7% in ELA by 10/01/2013 as measured by K--PREP test.	\$0

## Goal 1: Achievement Gap -Male

**Measurable Objective 1:**

Collaborate to increase achievement for males from 39.2% to 45.28% in ELA by 10/01/2013 as measured by K-PREP test.

**Strategy 1:**

Writing Proficiency - Best Practices in Writing will be continuously used.

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 3rd-5th grade teachers will use live scoring 2 times per month. Student work will be discussed during PLCs.	Direct Instruction	02/01/2013	06/30/2013	\$0	No Funding Required	Teachers 3rd-5th grade, Special Education teachers, Instructional Assistants and Administrative team

Activity - Gender Based Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4th and 5th grade will begin using gender based groupings	Direct Instruction	01/03/2013	06/07/2013	\$0	No Funding Required	4th and 5th grade teachers

## Goal 2: Achievement Gap -Disability

**Measurable Objective 1:**

Collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 36.4 % in 2012 to 42.7% in ELA by 10/01/2013 as measured by K--PREP test.

**Strategy 1:**

ELA - Research based instruction and strategies and data analysis will be used.

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PLC topics for Special Education Staff will include: KCAS Standards, Research based programs, feedback from walks, data analysis for RTI groups, lesson plans	Professional Learning	01/03/2013	06/03/2013	\$0	No Funding Required	Administrators
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gender Based Grouping	4th and 5th grade will begin using gender based groupings	Direct Instruction	01/03/2013	06/07/2013	\$0	4th and 5th grade teachers
PLCs	PLC topics for Special Education Staff will include: KCAS Standards, Research based programs, feedback from walks, data analysis for RTI groups, lesson plans	Professional Learning	01/03/2013	06/03/2013	\$0	Administrators
Live Scoring	All 3rd-5th grade teachers will use live scoring 2 times per month. Student work will be discussed during PLCs.	Direct Instruction	02/01/2013	06/30/2013	\$0	Teachers 3rd-5th grade, Special Education teachers, Instructional Assistants and Administrative team
<b>Total</b>					<b>\$0</b>	

# **Response for Required Action: Program Reviews**

## Overview

### Plan Name

Response for Required Action: Program Reviews

### Plan Rationale

From our Program Review results R C Hinsdale Elementary our curriculum and instruction for writing scored 1.87.

Our staff will provide model writing instruction to include targeted lessons with rubrics, scoring guides and on-going teacher feedback that meets the standards.

### Addresses Required Action

Statement

Program Reviews

Description

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

## 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	Measurable Objective	Total Funding
1	Program Review	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase writing from 1.87 to 2.00 by 10/01/2013 as measured by K PREP test.	\$1000

## Goal 1: Program Review

### Measurable Objective 1:

Collaborate to increase writing from 1.87 to 2.00 by 10/01/2013 as measured by K PREP test.

### Strategy 1:

Writing Proficiency - Best practices in writing will be continuously used.

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the writer's workshop and Writing Fundamentals to increase writing development for students.	Direct Instruction	01/15/2013	10/01/2013	\$1000	General Fund	All K-5 teachers, special education, instructional assistants and administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writer's Workshop	Teachers will use the writer's workshop and Writing Fundamentals to increase writing development for students.	Direct Instruction	01/15/2013	10/01/2013	\$1000	All K-5 teachers, special education, instructional assistants and administration
<b>Total</b>					\$1000	

## **Response for Required Action: K-Prep 3rd Grade Proficiency**

## Overview

### Plan Name

Response for Required Action: K-Prep 3rd Grade Proficiency

### Plan Rationale

Teachers in the primary program will receive professional development in both English and Language Arts and Mathematics to improve curriculum, instruction, and assessment. They will be providing students the necessary skills to become proficient/distinguished learners.

### Addresses Required Action

Statement

K-Prep 3rd Grade Proficiency

Description

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.



## 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	Measurable Objective	Total Funding
1	Proficiency-3rd Grade K -Prep	Objectives: 2 Strategies: 2 Activities: 2	Organizational	Collaborate to increase achievement so that the % of proficient and distinguish ELA increases from 67.0% to 70.% by 10/01/2013 as measured by K-Prep test., Collaborate to increase achievement so that the % of proficient and distinguish Math increases from 61.6.0% to 65.4.% by 10/01/2013 as measured by K-Prep test.	\$0

## Goal 1: Proficiency-3rd Grade K -Prep

**Measurable Objective 1:**

Collaborate to increase achievement so that the % of proficient and distinguish ELA increases from 67.0% to 70.% by 10/01/2013 as measured by K-Prep test.

**Strategy 1:**

reading achievement - Teachers will use best practice in ELA instruction.

Activity - Reading Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development in students	Direct Instruction	01/15/2013	10/01/2013	\$0	No Funding Required	K-3 teachers, special education teachers and instructional assistants

**Measurable Objective 2:**

Collaborate to increase achievement so that the % of proficient and distinguish Math increases from 61.6.0% to 65.4.% by 10/01/2013 as measured by K-Prep test.

**Strategy 1:**

Mathematical Strategies - Teachers will use best practice in math instruction.

Activity - Mathematical Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	01/15/2013	10/01/2013	\$0	No Funding Required	All K-3 teachers, special education teachers and instructional assistants

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practices	Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	01/15/2013	10/01/2013	\$0	All K-3 teachers, special education teachers and instructional assistants
Reading Best Practice	Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development in students	Direct Instruction	01/15/2013	10/01/2013	\$0	K-3 teachers, special education teachers and instructional assistants
<b>Total</b>					<b>\$0</b>	

## **Response for Required Action: K-Prep Combined Proficiency**

## Overview

### Plan Name

Response for Required Action: K-Prep Combined Proficiency

### Plan Rationale

Teachers in all grades will increase their knowledge with Common Core Standards, attend professional development opportunities provided by the district and school level, and receive feedback from weekly walks to monitor instructional strategies.

### Addresses Required Action

Statement

K-Prep Combined Proficiency

Description

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

## 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	Measurable Objective	Total Funding
1	Combined Proficiency	Objectives: 1 Strategies: 2 Activities: 2	Organizational	Collaborate to increase the average combined reading and math KPREP Proficiency scores from 63.7% in 2012 to 67.3% by 10/01/2013 as measured by school report card delivery targets.	\$0

## Goal 1: Combined Proficiency

### Measurable Objective 1:

Collaborate to increase the average combined reading and math KPREP Proficiency scores from 63.7% in 2012 to 67.3% by 10/01/2013 as measured by school report card delivery targets.

### Strategy 1:

Reading Achievement - Teachers will use best practice in ELA instruction.

Activity - Best Practice in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use text dependent questioning, higher order thinking questions and vocabulary deveopment to increase reading development in students .	Direct Instruction	01/15/2013	10/01/2013	\$0	No Funding Required	All K-5 teachers, special education teachers and instructional assistants

### Strategy 2:

Mathematical Strategies - Teachers will use best practice in math instruction.

Activity - Mathematical Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	01/15/2013	10/01/2013	\$0	No Funding Required	All K-5 teachers, special education teachers and instructional assistants

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematical Practices	Teachers will use the math model which includes number talks, whole and small group instruction and computer assisted programs.	Direct Instruction	01/15/2013	10/01/2013	\$0	All K-5 teachers, special education teachers and instructional assistants
Best Practice in Reading	Teachers will use text dependent questioning, higher order thinking questions and vocabulary development to increase reading development in students .	Direct Instruction	01/15/2013	10/01/2013	\$0	All K-5 teachers, special education teachers and instructional assistants
<b>Total</b>					<b>\$0</b>	